I. AUTHORITY

The Commissioner of Corrections adopts this policy pursuant to the authority contained in Title 34-A M.R.S.A. Section 1403.

II. APPLICABILITY

All Departmental Juvenile Facilities

III. POLICY

The facility Superintendent shall implement a cognitive skills training and behavior management system that is consistent with individualized case plan goals. Staff trained in cognitive skills training, collaborative problem-solving, behavior management, and motivational interviewing techniques shall model and teach cognitive skills and appropriate behaviors while maintaining safety and security.

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V. ATTACHMENTS

None
VI. PROCEDURES

Procedure A: Staff Training

1. All staff shall receive entry level training in behavior reinforcement, redirection, and modification which shall include, but not be limited to:
   a. assessment of individual resident’s risks and needs;
   b. principles and techniques of behavior management, including collaborative problem solving, motivational interviewing, crisis intervention, and de-escalation; and
   c. the Department’s juvenile facility behavior management system policies and procedures.

2. All staff responsible for supervising residents shall receive annual in-service training in the above areas.

Procedure B: Resident Orientation

1. As part of the facility’s resident orientation process, unit staff shall explain behavioral norms and expectations, to include the use of cognitive skills, emotion management, and pro-social attitudes and behaviors. Staff shall also explain the behavior motivation program and other aspects of the behavior management system.

Procedure C: Expected Resident Skills and Behaviors

1. Expected resident skills and behaviors are divided into two categories, self and community:
   a. **Self** refers to those behaviors that affect the resident as an individual, which include, but are not limited to:
      1) being receptive to staff feedback about cognitive skills requiring remediation, including (but not limited to) problem solving, language processing, flexibility, perspective-taking, and conflict resolution;
      2) being receptive to additional staff feedback, direction, and assistance;
      3) taking advantage of all learning opportunities; or
      4) engaging in healthy behaviors and relationships that support treatment goals.
   b. **Community** refers to those behaviors that may affect other residents, staff, visitors, volunteers, family, or the public, which include, but are not limited to:
      1) showing empathy for others’ thoughts, feelings, and circumstances;
      2) respecting the differences in others;
      3) maintaining and contributing to a clean, healthy, and safe environment;
      4) respecting the rights of others by refraining from threatening and offensive behaviors and by encouraging others to do the same;
      5) respecting the personal space, living space, and property of others;
      6) respecting the rights of others to participate in programs without distraction or delay; or

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7) encouraging positive change in others.

2. Expected resident behaviors shall be taught and reinforced by staff through the use of individual cognitive skills training, collaborative problem solving, role modeling, individualized case plans, educational programming, cognitive skill building groups, motivational enhancement techniques, the behavior motivation program and other aspects of the behavior management system, and teachable moments consistent with a total learning environment, as appropriate.

3. Expected resident skills and behaviors, as set out in Procedure C. 1, shall be conspicuously posted in housing units and other appropriate areas of the facility.

Procedure D: Behavior and Skill Training and Reinforcement

1. Staff shall implement each committed resident’s case plan. Staff shall take advantage of opportunities to proactively teach targeted skills, in order to teach, model, and reinforce adaptive replacement behaviors, and to solve problems collaboratively.

2. When staff observes inappropriate resident behavior requiring modification, they shall, if circumstances permit, and in accordance with the resident’s case plan, if applicable, engage the resident in collaborative problem solving and/or motivational interviewing in order to resolve the problem. If, in staff judgment, circumstances or the resident’s case plan makes this course of action inappropriate, staff shall address the incident using the least intrusive alternative intervention available.

3. If the resident’s behavior is such that the resident requires removal from general population, staff shall consider whether the resident should be placed on intensive behavior management status or observation status and, if so, shall proceed in accordance with the relevant policy.

4. Following an incident, when the resident is amenable and as soon as practicable, staff shall re-engage the resident in collaborative problem solving and/or motivational interviewing to prevent the recurrence of the inappropriate behavior.

Procedure E: Interventions

1. The following list of interventions represents strategies for behavior reinforcement, redirection, and modification. Staff should always attempt to reinforce positive behavior. Staff should attempt to redirect and bring about modification of negative behavior by using the least intrusive strategies before using more intrusive interventions, except in emergency situations as addressed in Juvenile Policy 10.1 Observation Status.

   A. Positive reinforcement:
      1. verbal praise for positive behavior and use of skills
      2. positive feedback on daily behavior sheet (paired with verbal praise)
      3. earned privileges (other than activities)
      4. earned activities
5. phase advancement

B. Maximizing teachable moments:
   1. collaborative problem-solving conversations
   2. motivational interviewing
   3. verbal redirection (coaching)
   4. encouraging use of skills (cues and reminders)

C. Assignments with opportunities for learning:
   1. writing assignments
   2. conflict resolution assignments
   3. assignments demonstrating use of skills

D. Removal of positive reinforcement:
   1. extinction (withholding attention to nuisance behavior)
   2. constructive feedback on daily behavior sheet (paired with expectations)
   3. brief time-out (per Juvenile Policy 15.5, Time Out for Behavior Control)
   4. loss of privileges (other than activities)
   5. phase advancement delay
   6. phase demotion

E. Punishment:
   1. extra work duties (see Juvenile Policy 15.3, Resident Discipline System)
   2. monetary or service restitution (see Juvenile Policy 15.3, Resident Discipline System)
   3. specific activity restriction (see Juvenile Policy 15.3, Resident Discipline System)
   4. unit restriction (see Juvenile Policy 15.3, Resident Discipline System)
   5. pod restriction (see Juvenile Policy 15.3, Resident Discipline System)

Procedure F: Behavior and Cognitive Skills Observation and Reporting

1. In order to measure resident progress and to document staff use of interventions for promoting skill development, information shall be captured, as appropriate, in the following documents:
   a. individualized behavior plans and action plans;
   b. unit logbooks;
   c. daily Behavior Sheets;
   d. cognitive Skills Group Rating Sheets;
   e. weekly Coach Reports;
   f. UTT documentation;
   g. informal Consequence forms; or
   h. misconduct Reports.

As appropriate, these documents shall be entered into CORIS.
2. Each resident’s Unit Treatment Team shall review these documents, as necessary, and to ensure that each committed resident is progressing towards cognitive and behavioral goals outlined in the resident’s case plan. As necessary, changes may be made to the resident’s case plan.

Procedure G: Annual Programs Evaluation and Review

1. The Superintendent shall ensure that the effectiveness of behavioral programs, intervention strategies, and staff training is reviewed annually.

VII. PROFESSIONAL STANDARDS

ACA:

4-JCF-3B-04 All personnel who work with juveniles receive sufficient training so that they are familiar with the rules of juvenile conduct, the rationale for the rules, and the sanctions available. Staff and juveniles are aware of the guidelines for informal resolution of minor misbehavior and reward by privilege for minor accomplishments.