Strengthening Families Program (SFP)

Overview: The Strengthening Families Program (SFP) includes a parenting, a youth, and a family component. This skills training program consists of 14 weekly 2-hour skill-building sessions, implementing in groups of 4 to 14 families. Parents and youth each work separately in training sessions and then participate together in a joint session practicing the skills they learned in their respective groups. Two booster sessions are used at 6 months to 1 year after the primary course. Youth's skills training sessions concentrate on peer-resistance skills, problem solving, conflict resolution, decision making, and communication skills. Topics in the parental component include setting rules, nurturing, monitoring compliance, and applying appropriate discipline.

Location: Department of Health Promotion and Education
21901 East South Campus Drive, Room 2142
Salt Lake City, UT 84112

Proven Recidivism Reduction: No

Criminogenic Need: Social competencies (e.g., communication, problem solving, peer resistance, and anger control); Family relationships (attachment, harmony, communication, discipline practices, and organization); Substance use

Population: Male and female juveniles up to 16 years of age

Treatment Setting: Community-based
**Modality:** Individual combined with family skills sessions

**Training:** 3 days of training from SFP-certified trainers.

Training costs are $3,900 for a two-day SFP group leader training for 35 or fewer trainees or $3300 for a training of 15 or fewer. The training fee includes a SFP master set of course materials on CD for one age-variant and site-limited license to reproduce copies for the agency’s own use.

Training and technical assistance provided by:

Henry Whiteside
LutraGroup
5215 Pioneer Fork Road
Salt Lake City, UT 84108
Phone: 8015834601
Fax: 8015815872
Email: lutragroup@att.net

OR:

Catherine Webb
Iowa State University Extension to Families
2625 North Loop Drive
Ames, IA 50011-1260
Phone: (515) 294-1426
Fax: (515) 294-3613
Email: cwebb@iastate.edu
Website: www.extension.iastate.edu/sfp

**Certification:** Certified SFP Group Leader

**Facilitators:** Staffing to implement SFP requires a bare minimum of five trained staff: two group leaders for the parents, two for children or teens, and a site coordinator.

**Fidelity:** Fidelity measures are available from the developer.

Evaluation of implementations is offered through Lutra Group, Inc. Evaluation is comprehensive, normed against a national database, and extremely cost-competitive. All evaluations are supervised by the program developer and data is entered, analyzed and evaluated by staff at the Strengthening Families Program national office. A follow-up on-site visit once implementation has begun is often helpful in assuring fidelity and program effectiveness.

**Bibliography:**


Promising Practices

Strengthening Families Program (SFP)

Effectiveness Trial of Family-Based Prevention.” *Prevention Science* 4:1007–11.


Practices with Demonstrated Effectiveness

The delinquency interventions that achieve the rank practices with demonstrated effectiveness have empirical support for the principles, theoretical framework, or components of the intervention. The specific interventions have usually not been evaluated using either random assignment or the use of control/comparison groups. For an intervention to be deemed a practice with demonstrated effectiveness, the empirical research must have shown that practices that contain similar components or similar principles have shown reductions of the program participants versus the comparison group(s) in at least one criminogenic need.
**ARISE**

**Florida DJJ Ranking:** Practice with Demonstrated Effectiveness

**Program Author:** Edmund and Susan Benson

**Program Contact:** [www.ariselife-skills.org](http://www.ariselife-skills.org)

824 US Highway 1, Suite 240
North Palm Beach, FL
33408

**Overview:**
ARISE Life-Management Skills Program is a program that trains staff to conduct interactive life skill sessions with youth in their care. ARISE provides life-skill lessons including a broad range of topics:
- Anger Management
- Violence Reduction
- Building Self Esteem
- Health Education
- Handling Stress & Worry
- Conquering Fear
- Building a Support System
- AIDS Education
- Guns, Drugs and Alcohol
- Time Management
- Money Management
- Nutrition and Exercise
- The Importance of Staying in School

The ARISE Life-Management Skills curricula is based on a cognitive behavior and social learning theory. It uses role playing and modeling to teach youth to control and manage anger, to make choices and changes in their behavior. The curriculum encourages group discussion where opinions are respected. The youth discuss the consequences of their actions and the actions of others in the group; enabling them to see beyond their choices.

**Location:** North Palm Beach, FL

**Proven Recidivism Reduction:** No

**Criminogenic Need:** Dependent on the workbooks chosen

**Population:** Male and female juveniles

**Treatment Setting:** Community-based or residential

**Modality:** Cognitive behavioral in a group format

**Training:** ARISE trains line staff, counselors, therapists and educators on how to conduct ARISE Life-Management Skills Lessons with the youth at the facility. All staff learns how to manage a group setting, introduce the topic, and conduct interactive group discussions in a positive environment. Information is delivered in a non-judgmental method.

**Certification:** ARISE Life-Skills Instructor

The ARISE Life-Skills Training certifies participants as ARISE Life-Skills Instructors (ALSIs).
Fees depend on the option chosen:
Option 1:
Individuals attend an ARISE scheduled training - seven (7) hours with no curriculum materials $199.00.
With two (2) ARISE Life Skills Instructor Manuals $249.00.

Option 2:
Two full days: fourteen (14) hours of ARISE Life Management Skills Training and three (3) ARISE Life Management Skills Instructor Manuals. $399.00.

Option 3:
Onsite training at your location for a group of up to thirty (30) people $2,500.00 per day plus trainer travel expenses.

ARISE Master Life-Skills Trainer
ARISE Master Life-Skills Trainer is appropriate for building a well-run, structured, results-oriented program. This five-day intensive training certifies participants as ARISE Master Life Skills Trainers and enables them to conduct the ARISE two-day (14 hours) Life Skills Instructor Training to professionally certify their staff and colleagues as ARISE Life Skills Instructors. Graduates have the knowledge and confidence to train others to help troubled youth make fundamental changes in their lives.
Fees: $999 per person

Facilitators: No degree requirements
Fidelity: No checklists currently available
Bibliography: http://www.ariselife-skills.org/Home/EvidenceBasedStudies.aspx
ARISE Life-Skills

Florida DJJ Ranking:  Practice with Demonstrated Effectiveness

Program Author:  Edmund and Susan Benson

Program Contact:  www.ariselife-skills.org

824 US Highway 1, Suite 240
North Palm Beach, FL 33408

Overview:  ARISE Life-Skills Program is a program that trains staff to conduct interactive ARISE Life-Skills sessions with youth in their care. The ARISE Life-Management Skills curriculum is based on cognitive behavioral and social learning theory. It uses role playing and modeling to teach youth to make choices and changes in their behavior. The curriculum encourages group discussion where opinions are respected. The youth discuss the consequences of their actions and the actions of others in the group; enabling them to see beyond their choices.

*The ARISE Life-Skills Program is one of the many curricula offered by ARISE. This particular subset of materials has been evaluated by an independent research entity in a quasi-experiment to examine effectiveness, and is therefore presented separately from the other ARISE materials in this Sourcebook.

Location:  North Palm Beach, FL

Proven Recidivism Reduction:  Yes

Criminogenic Need:  Social Skills

Population:  Male juveniles

Treatment Setting:  Community-based or residential

Modality:  Cognitive behavioral in a group format

Training:  2-day training ARISE Life-Skills Group Facilitator Training in which ARISE trains line staff, counselors, therapists and educators on how to conduct ARISE Life-Skills Lessons with the youth at the facility. All staff learns how to manage a group setting, introduce the topic, and conduct interactive group discussions in a positive environment. Information is delivered in a non-judgmental method.

A 5-day Life-Skills Master Training (Train the Trainer) certifies participants as ARISE Master Life Skills Trainers and enables them to conduct the ARISE two-day (14-hour) Life Skills Group Facilitator Training to professionally certify their staff and colleagues as ARISE Life Skills Group Facilitators. Graduates have the knowledge and confidence to train others to help troubled youth make fundamental changes in their lives.
The ARISE Life-Skills Training certifies participants as ARISE Life-Skills Group Facilitators.

Fees depend on the option chosen:

Option 1: Individuals attend a training at an ARISE training location - fourteen (14) hours $299 per person.

Option 2: Onsite training at your location for a group of up to twenty (20) people $2,000.00 plus trainer travel expenses.

ARISE Master Life-Skills Trainer
ARISE Master Life-Skills Trainer is appropriate for building a well-run, structured, result-oriented program. This five-day intensive training certifies participants as ARISE Master Life Skills Trainers and enables them to conduct the ARISE two-day (14 hours) Life Skills Instructor Training to professionally certify their staff and colleagues as ARISE Life Skills Instructors. Graduates have the knowledge and confidence to train others to help troubled youth make fundamental changes in their lives.

Fees: $999 per person

No degree requirements; ARISE Life-Skills training is required.

No checklists currently available.

http://www.ariselife-skills.org/Home/EvidenceBasedStudies.aspx

Justice Research Center, Inc. (2011). ARISE: Providing valuable life skills and staff training to at-risk youth and the adults who care for them. (Available at: http://at-riskyouth.org/about/evidence-based-studies/).
Corrective Thinking (Truthought)

**Florida DJJ Ranking:** Practice with Demonstrated Effectiveness

**Program Author:** Rogie Spon

**Program Contact:** Truthought LLC
www.truthought.com

**Overview:** The Corrective Thinking curriculum has a foundation in the work of Yochelson and Samenow (1977). All individuals have errors in thinking. A person who is responsible has the ability to identify their erroneous thought patterns and alter their cognitions while the irresponsible person will inflate their thinking errors and engage in criminal conduct. The Truthought method attempts to recognize problematic thoughts and behavior while generating positive solutions. The program concentrates on the identification of inappropriate thinking and how to adjust these thought patterns. Thinking barriers are then substituted with correctives. The curriculum involves youth in activities which identify nine thinking barriers and associated correctives.

**Location:** Roscoe, IL

**Proven Recidivism Reduction:** No

**Criminogenic Need:** Antisocial attitudes

**Population:** Male and female juveniles 12 years of age and older

**Treatment Setting:** Community-based or residential

**Modality:** Cognitive behavioral in a group format

**Training:** 3-day Truthought Certification Training (21 hours)

**Certification:** Certified Truthought Corrective Thinking Practitioner (TCTP)

**Facilitators:** No degree requirements

**Fidelity:** No checklists available, check Truthought website for updates

**Bibliography:**


Crossroads Juvenile Offender Curricula

Florida DJJ Ranking: Practice with Demonstrated Effectiveness

Program Author: National Curriculum and Training Institute, Inc. (NCTI)

Program Contact: www.NCTI.org

Phone: 1-800-622-1644

Overview: NCTI curricula and delivery techniques are designed to foster positive, pro-social behavior change in offenders. NCTI offers Cognitive Based Life Skills and Offense Specific Curricula.

Sample Crossroads Juvenile curricula include:

*Cognitive Life Skills*- In order for some young offenders to make behavior changes that will enable them to turn their lives around, they require an extended, more comprehensive program to help overcome negative habits and behavior. Cognitive Life Skills is that program.

*Anger Management*- The Anger Management program is designed to teach youth personal skills to deal responsibly with stress and frustration. It also demonstrates to them the need to acknowledge the consequences of their behavior.

*Shoplifting*- Understanding why a person shoplifts and learning to behave differently when similar circumstances arise, is the focus of this program. Youthful offenders will learn how certain attitudes can override a person's sense of right and wrong and cause behavior that is contrary to his or her beliefs.

*Curfew*- The Crossroads Curfew program is based on a foundation of values, attitudes and behavior. The program addresses a range of issues commonly encountered by adolescents. Offenders learn how to avoid negative peer influences, handle stress, take responsibility for themselves, and balance their need for freedom with a respect for authority and the law.

*Drugs and Alcohol*- This program is based on research that has identified a range of problems that are most commonly present when experimentation with drugs and/or alcohol begins. The program focuses on the areas of self-esteem, interpersonal relationships, work ethic, self-direction and alternatives.

*Gang Involvement*- Gang involvement is one of the most dangerous steps young people can take towards ruining their lives and their futures. This dynamic, interactive program helps gang members and at-risk youth examine their reasons for being in a gang or desiring to join. Alternative methods of achieving social and/or economic goals are explored, as are the consequences of gang membership.

*Misdemeanor Offenses*- The program builds a foundation based on values, attitudes and behavior. The broad scope addresses issues most commonly encountered by these individuals. Participants learn how to avoid negative influences, handle stress effectively and take responsibility for themselves.
Parenting - The program helps parents determine the reasons why their children are misbehaving, and teaches parenting based on consequences for actions.

Truancy - There are two levels of Truancy curricula aimed at helping youth understand the relevance of school and prompting them to set concrete goals for graduation. Youth learn skills that are necessary to be successful in school. Youth explore the effects today's choices have on their future. The techniques of setting and reaching goals are also taught to assist youth in becoming successful in school.

Location: NCTI, 319 East McDowell Rd., Suite 200 • Phoenix, AZ 85004-1534

Proven Recidivism Reduction: No

Criminogenic Need: Dependent on curriculum selected (see sample curricula above)

Population: Male and female juveniles offenders

Treatment Setting: Community-based or Residential

Modality: Cognitive Behavioral in a group format

Training: NCTI requires Certification Training to ensure fidelity in the delivery of the curricula. The American Probation and Parole Association (APPA) in partnership with the National Curriculum and Training Institute®, Inc. (NCTI) present Facilitator Certification Training to deliver cognitive behavior change curricula.

Certification: Certified Cognitive Facilitator

Facilitators: No degree requirements

Fidelity: Checklists available


Girls Circle

Florida DJJ Ranking: Practice with Demonstrated Effectiveness

Program Author: Beth Hossfeld and Giovanna Taormina

Program Contact: http://www.girlscircle.com/

Overview: Girls’ Circle is a structured support group for girls from 9-18 years that integrates relational theory, resiliency practices, and skills training in a specific format designed to increase connection, strengths, and competence in girls. It is designed to foster self-awareness and self-confidence, help girls maintain authentic connection with peers and adult women in their community, counter trends toward self-doubt, and allow for genuine self-expression through verbal sharing and creative activity.

Location: Cotati, CA

Proven Recidivism Reduction: No

Criminogenic Need: Attachment to school, Alcohol use, Self-harming behavior, Self-efficacy

Population: Female juveniles age 9-18

Treatment Setting: Community-based or Residential

Modality: Cognitive behavioral in a group format

Training: Both the Initial and Advanced Facilitator Trainings are two full days, from 8:00am-4:30pm and attendance on both days is mandatory for certification.

Certification: Facilitator, Advanced Facilitator

Facilitators: No degree requirement

Fidelity: No fidelity checklists currently available

Bibliography:


## Girls Moving On

**Florida DJJ Ranking:** Practice with Demonstrated Effectiveness  

**Program Author:** Marylyn VanDieten, Ph.D.  

**Program Contact:** [www.Orbispartners.com](http://www.Orbispartners.com)  

**Overview:** Girls Moving On™ focuses on responsivity issues for women offenders. The structured program provides women with alternatives to criminal activity by helping to identify and mobilize both personal and community resources. The program is based on an educational and cognitive skills-building approach and can be delivered over 9 – to –13 weeks in small groups or on an individual basis by trained correctional practitioners.  

**Location:** Toronto, Canada  

**Proven Recidivism Reduction:** No  

**Criminogenic Need:** Gender-specific services/responsivity issues  

**Population:** Female juveniles  

**Treatment Setting:** Community-based or Residential  

**Modality:** Small groups or individual sessions  

**Training:** 5-day training  

**Certification:** Certification available  

**Facilitators:** No degree requirement  

**Fidelity:** Fidelity checklists, participant satisfaction and feedback surveys  

**Bibliography:**  


Impact of Crime: Addressing the Harm to Victims and the Community

Promising Practice

Florida Department of Juvenile Justice

Residential Services, Florida Department of Juvenile Justice

Restorative Justice is based on the belief that crime is more than just a legal definition, but rather crime affects the victim, the offender, their families, and the community. The harm caused brings with it the moral responsibility to all involved. The main focus of Restorative Justice is to help offenders understand the harm they have created, and then assisting them in taking personal accountability for their actions. Together, the victim, offender, and the community arrive at a viable solution to the repair the harm caused and the offender, once the harm is repaired, is subsequently reintegrated back into the community.

Impact of Crime: Addressing the Harm to Victims and the Community is a revised curriculum that was updated in 2009. The revised Impact of Crime is a victim impact/restorative justice curriculum consisting of 7 Chapters taking approximately 24 sessions to facilitate. Impact of Crime groups should consist of 5-12 youth. Facilitators are encouraged to bring in victim impact speakers throughout the course of the curriculum.

Location: Tallahassee, FL

Proven Recidivism Reduction: No

Criminogenic Need: Antisocial Attitudes; Social Skills; Aggression

Population: Male and female juveniles

Treatment Setting: Residential

Modality: Cognitive Behavioral in a group format

Training: Standard training includes: 31/2-day facilitator training (24 training hours credit)

Certification: Certificate upon completion from Residential Services

Facilitators: No degree requirements

Fidelity: Checklists available

New Freedom / Phoenix

Florida DJJ Ranking: Practice with Demonstrated Effectiveness

Program Author: Paul Alton, Ed.D.

Program Contact: www.newfreedomprograms.com
www.phoenixcurriculum.com
www.gangprograms.com

79 Pine Street #246
New York, NY
10005

Overview: New Freedom/Phoenix sources build on cognitive-behavioral (CBT), motivation enhancement (MET), risk factors management, relapse prevention, and social learning treatment concepts.

These materials provide a logical progression, addressing defensiveness, then cognitive change issues, addressing thoughts and feelings. When the client is ready to learn new approaches, the resources provide guidance in mastering new problem solving, thinking, and coping skills. A critical goal is increasing self-confidence and resilience (self-efficacy) in addressing client-specific risk factors - a critical part of the relapse prevention.

New Freedom/Phoenix curriculums utilize workbooks that stress skill development through the use of activities and homework. The reading level of the material is 4-6th grade. Materials address cognitive change, problem identification, problem solving, and coping skills. New Freedom/Phoenix programs can be tailored specifically to the needs of a site or custom designed.

Location: New York, NY

Proven Recidivism Reduction: No

Criminogenic Need: Antisocial attitudes, delinquent peer influence, substance abuse

Population: Male and female juveniles

Treatment Setting: Community-based or Residential

Modality: Cognitive behavioral in a group format

Training: Training is provided through newfreedom@inch.com

Certification: N/A

Facilitators: No degree requirements

Fidelity: Fidelity checklists/ pre-post tests are available

Bibliography: Check www.newfreedomprograms.com for updates
Reasoning and Reacting

Florida DJJ Ranking: Practice with Demonstrated Effectiveness

Program Author: Elizabeth Fabiano, M.C.A. & Frank Porporino, Ph.D.

Program Contact: http://www.t3.ca

Overview: Reasoning and Reacting is based conceptually on the R&R Revised program, although it was designed specifically for at-risk adolescents and youthful offenders. In 60 structured, one-hour sessions, the program attempts to replace entrenched adolescent thinking patterns with cognitive skills that can promote pro-social behavioral choices. A major emphasis on the program is on teaching youth to become more reflective rather than reactive, more anticipatory and prepared in their responses to potential problems, and more flexible, open-minded, reasoned and deliberate in their thinking in general. The program focuses on modifying the often impulsive, illogical, and sometimes very rigid thinking of many youth by teaching them, in short, to first "reason" before "reacting". It is being implemented broadly as a prevention program throughout the educational system in Norway and as an intervention for delinquent youth in Canada, the US and Scotland.

Location: Ottawa, Canada

Proven Recidivism Reduction: No

Criminogenic Need: Antisocial attitudes

Population: Male and female juveniles 14 to 18 years of age

Treatment Setting: Community-based or Residential

Modality: 60 structured, one-hour sessions

Training: Contact T3 Associates

Certification: Contact T3 Associates

Facilitators: No degree requirements

Fidelity: No checklists available at this time

Bibliography:


Skillstreaming the Adolescent

**Florida DJJ Ranking:** Practice with Demonstrated Effectiveness

**Program Author:** Goldstein, Arnold & McGinnis, Ellen

**Program Contact:** [http://www.skillstreaming.com/](http://www.skillstreaming.com/)

Phone: (217) 352-3273; 1-800-519-2707

**Overview:** *Skillstreaming the Adolescent* employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to adolescents. The curriculum provides a complete description of the Skillstreaming intervention, with instructions for teaching 50 prosocial skills.

**Skill Areas**

- Classroom Survival Skills
- Friendship-Making Skills
- Skills for Dealing with Feelings
- Skill Alternatives to Aggression
- Skills for Dealing with Stress

**Location:** Research Press
Dept. 11W
P.O. Box 9177
Champaign, IL 61826
U.S.A.

**Proven Recidivism Reduction:** No

**Criminogenic Need:** Antisocial Attitudes, Values, and Beliefs

**Population:** Male and female juveniles offenders

**Treatment Setting:** Community-based or Residential

**Modality:** Cognitive Behavioral in a group format

**Training:** Curriculum and implementation materials available from Research Press. In-service training or workshops can be provided. For more information and available dates, please contact:

**Mark Amendola**
Perseus House
1511 Peach Street
Erie, Pennsylvania 16501
Practices With Demonstrated Effectiveness

YouthBuild
U.S.A.
Phone 814-480-5900, ext. 288
E-Mail: mamendola@perseushouse.org

Sheldon Braaten Ph.D.
Behavioral Institute for Children and Adolescents
1711 County Road B West, Suite 110S
Roseville, Minnesota 55113
U.S.A.
Phone: 651-484-5510
E-Mail: info@behavioralinstitute.org

Certification: None
Facilitators: No degree requirements
Fidelity: Checklists available

Bibliography:


YouthBuild

Practice with Demonstrated Effectiveness

YouthBuild USA

www.youthbuild.org/start

Boston (617) 623-990;
South Carolina (843) 569-2662;
Illinois (773) 329-3450

Founded in 1990, YouthBuild USA is a national non-profit organization. YouthBuild is a youth and community development program that simultaneously addresses core issues facing low-income communities: housing, education, employment, crime prevention, and leadership development.

The YouthBuild intervention consists of the following four components: Education, counseling, job skills, and construction.

The intervention is a 9- to 24-month, full-time YouthBuild program where youth spend half of their time learning construction trade skills by building or rehabilitating housing for low-income populations; the other half of their time is spent in a YouthBuild classroom earning a high school diploma or equivalency degree. Personal counseling and training in life skills and financial management are provided. The students are part of a mini-community of adults and youth committed to each other’s success and to improving the conditions in their neighborhoods.

Participants attend an alternative school to work towards a GED or high school diploma as part of the intervention.
Participants also work on construction/renovation of houses in low income areas.

Somerville, MA

Proven Recidivism Reduction: Yes

Criminogenic Need: Educational attainment, Employment

Population: 16-24 years old low income youth involved in the juvenile justice system

Treatment Setting: Community-based/ alternative school/ construction

Modality: Job skills training, alternative school education, construction site, counseling components

Training: Visit www.youthbuild.org/start for start-up information and requirements.

Certification: Potential providers are required to procure funding (competitive grants) and be a recognized YouthBuild site.
Facilitators: Must be a recognized YouthBuild site.

Fidelity: Start-up assistance available from:
YouthBuild Fee for Service
58 Day Street
Sommerville, MA, 02144
www.youthbuild.org/start


EFFECTIVE

BEHAVIOR

MANAGEMENT
Effective Behavior Management

Participant's Guide

September 2010
ACTIVITY: Vanity Plate

Directions: Fill in the license plate below by using 7 letters or numbers to describe something about yourself. You will use this license plate to introduce yourself to the class.
Objectives

By the end of this course, you will be able to:

1. Explore the components of a behavior management system.
   1.1. Define a behavior management system.

2. Describe the four types of consequences.
   2.1. Define consequences, negative consequences, ignoring, positive reinforcement, and negative reinforcement.
   2.2. Describe the guidelines, timing, and drawbacks of negative consequences.

3. State the benefits of using reinforcement instead of negative consequences.

4. Explain how discipline is different from negative consequences.
   4.1. Define discipline.

5. Describe what actions must NOT be done in an effective behavior management system.

6. Describe the 10 Demandments.

7. Describe common myths about DJJ youth.

8. Describe common adolescent development characteristics.

9. Describe how trauma affects youth behavior.
   9.1. Define trauma, triggers, and trauma-informed care.
   9.2. Describe how staff should interact with youth who may have experienced trauma.
   9.3. Explain how trauma-informed care fits into a behavior management system.
   9.4. Explain how triggers affect behavior.
   9.5. Identify behavioral signs of trauma.

10. Describe staff characteristics that affect behavior.
   10.1. Identify barriers to communication.

11. State the four staff commitments.
Behavior Management Systems

Behavior management systems is the use of techniques and strategies to change someone’s actions. It is not just getting youth to follow program rules, although that certainly is one goal. It also works to change the behavior of the youth and increase accountability. It helps youth develop pro-social skills.

The reason for having a behavior management system is to bring about positive behavior from youth.

Benefits of Effective Behavior Management

- Maintain order and security.
- Promote safety, respect, fairness, and protection of rights within the residential community.
- Provide constructive discipline and a system of positive and negative consequences to encourage youth to meet expectations for behavior.
- Prevent separation of youth from the general population.
- Complement the performance planning process.

Terms You Should Know

Accountability – Accepting responsibility for one’s own actions

Pro-social – Caring for the welfare and rights of others, feeling concern and empathy for them, and acting in ways that benefit others

Performance Plan – A youth’s individualized plan that addresses needed delinquency interventions identified through the assessment process and includes measurable goals that the youth is expected to achieve prior to release from a residential commitment program.

63-7: Operation of Residential Programs, Residential Administrative Rule
Common Components of an Effective Behavior Management System

1. Based on Structure
2. Planned Well
3. Promotes Respect
4. Looks Ahead (Proactive)
5. Provides Good Instructions
6. Incorporates a High Level of Involvement
7. Engages the Youth
8. Addresses Good Social Skills
9. Focuses on the Positives
10. Embraces Tolerance
11. Concentrates on Modeling
12. Provides Training
13. Contains Predictable Consequences
Component 1: Based on Structure

Merriam Webster defines structure as something arranged in a definite pattern of organization. An effective behavior management system must:

- Be clearly defined.
- Have written rules and procedures.
- Be understood by all staff and youth.
- Be practiced consistently with daily effort and commitment.

Component 2: Well Planned

Planning involves creating a method for achieving a goal. Good planning is making sure that all the steps to the goal are clearly communicated to everyone.

Good planning for effective behavior management systems means:

- All activities are scheduled and occur regularly and routinely.
- Staff know exactly what to do every day and on every shift.
- All schedules are written and posted.
Component 3: Promotes Respect

On a basic level, respect is considering someone else’s feelings, needs, thoughts, ideas, wishes, and preferences without judgment. It also includes accepting someone as an individual, being truthful, and listening to him or her.

Respect is shown through behavior, actions, words and looks. Staff can show respect by:

- Talking to youth and asking them how they feel.
- Listening to and validating youth responses.
- Empathizing with youth.
- Considering youth’s feelings.
- Holding other staff members accountable for respectful behavior.
- Showing concern for youth and other staff.

Things to avoid when promoting a respectful environment:

- Telling youth what to do.
  “Go put your lunch tray on the rack.”

- Telling youth what they “need to” or “should” do.
  “What you need to do is just straighten up and stop getting involved in that drama.”

- Giving youth unsolicited advice, sermons, and lectures.

Image: www.biography.com

Respect Breeds Respect
Component 4: Looks Ahead (Proactive)

Being proactive means preparing for future problems, needs, or changes. An effective behavior management system is a proactive system. It identifies future problems and attempts to correct them before an issue develops. It does not simply react to problems that have occurred. Preparation and attention to small details are keys to creating a proactive system. Ways to create a proactive behavior management system include:

- **Complete all tasks**
  Think about the effect to yourself and others when a task is not properly completed.

- **Examine details**
  Pay attention to small details. This can prevent hassles from occurring later.

- **Identify future needs**
  You cannot predict the future, but you can prepare for it. You can review scenarios and determine what is likely to happen. If you are going to change a process or routine, consider the possible outcomes and reactions.

- **Look at what you are doing now**
  Examine your current processes as you work through them. Change what does not work.

- **Be responsible**
  When you see an issue, talk to the necessary people. That way you can solve the issues before they become problems.
ACTIVITY: Proactive Pro

It is just after lunch and time for youth to be moved to the classroom for the Thinking for a Change group. The youth are taken straight from the lunchroom to the classroom where Mr. Johns, the facilitator, is waiting. He begins with the usual summary of what they discussed before and then introduces the session’s topic. Mr. Johns asks the youth to take out their homework from the last session so that they can do an activity. None of the youth have their homework. The first activity cannot be done without it.

*Directions:* Answer the following questions based on the scenario above.

1. What is the problem?

2. What are the consequences to staff and youth?

3. How could this problem have been avoided?