

 JUSTICE AND PUBLIC SAFETY CABINET DEPARTMENT OF JUVENILE JUSTICE POLICY AND PROCEDURES	REFERENCES: 1-JDTP-3E- 01, 02
CHAPTER: Day Treatment Services	AUTHORITY: KRS 15A.0652
SUBJECT: Behavior Management	
POLICY NUMBER: DJJ 1014	
TOTAL PAGES: 3	
EFFECTIVE DATE: 4/05/2019	
APPROVAL: Carey D. Cockerell , COMMISSIONER	

I. POLICY

Staff shall utilize behavior management methods and techniques to promote an environment that supports treatment and teaches new skills to students. Staff shall respond to the students behavior in a controlled, well-disciplined, and safe manner.

II. APPLICABILITY

This policy shall apply to Department of Juvenile Justice (DJJ) operated day treatment programs.

III. DEFINITIONS

Refer to Chapter 1000.

IV. PROCEDURES

A. Staff shall model appropriate behavior.

1. Staff shall model appropriate social skills by demonstrating courteous, professional, and respectful behaviors when interacting with other staff, the public, or students.
2. Staff shall present themselves as a role model for students according to the DJJ Employee Code of Ethics and Employee Code of Conduct. Examples of this role modeling may include:
 - a. Establishing positive and respectful relationships;
 - b. Engaging students in addressing treatment plan goals and tasks;
 - c. Using positive and affirming language in communicating with students and staff; and
 - d. Exhibiting appropriate hygiene practices.

B. Staff shall discourage and deter inappropriate behavior by students.

1. Staff shall be observant of circumstances which may trigger inappropriate behavior from a student, examples include:
 - a. Body language;
 - b. Seating arrangement;
 - c. Tone of voice;
 - d. Embarrassing situations; and
 - e. Bad news received from home or other sources.
 2. Staff shall use these observations to anticipate possible reactions and plan accordingly, examples include:
 - a. Separating students that do not get along; and
 - b. Giving extra attention to a student who has received bad news.
 3. Staff shall maintain a preapproved structured schedule to keep students occupied with constructive, organized activities.
- C. Staff shall reinforce positive behavior by students.
1. Staff shall have developmentally appropriate expectations for students and offer praise when students take positive steps to meet those expectations.
 2. Staff may allow preapproved rewards for appropriate behaviors as determined by the Superintendent or designee.
- D. Staff shall utilize least restrictive behavior management techniques that will safely manage the behavior of students. The following are examples of possible techniques beginning with least restrictive:
1. Planned “ignoring” of a problem behavior, which can be “ignored”, as determined by the Individual Treatment Plan (ITP) such as non-aggressive or non-destructive behavior;
 2. Gesturing which can be non-verbal signaling to call attention to inappropriate behavior;
 3. Use of proximity as a purposeful movement toward a student to call attention to the inappropriate behavior;
 4. Use of redirection by verbally calling a student’s attention to an inappropriate behavior to allow the student to adjust the behavior before receiving a consequence; and
 5. Use of time out as a brief cooling off period.
- E. Staff shall utilize agency approved and trained methods to introduce and teach students the following skills:
1. Staff shall provide opportunities for students to learn and utilize positive decision-making skills. These skills may be utilized by students to accomplish treatment goals;
 2. Students shall be encouraged to utilize conflict management skills; and
 3. Students shall be encouraged to practice and utilize anger management skills for everyday problem solving.

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- F. Staff shall utilize approved and trained methods for the management of aggressive students.
 - 1. Staff shall utilize de-escalation techniques in an attempt to diffuse situations that occur, related to the management of aggressive students. If any of the above skills are not applicable or successful, staff may utilize DJJ approved restraint techniques.
 - 2. Once a student regains control of their behavior, it shall be the staff's responsibility to assist the student in the reintegration into the treatment environment and to identify follow-up services needed.
- G. Treatment team may develop an Individual Program Plan for students with assaultive behavior, chronic program disruption, or who present a danger to themselves.
 - 1. The Individual Program Plan shall be written in accordance with DJJ policy regarding student rights and shall include the following:
 - a. Specific timeframes and goals for completion;
 - b. The reason the student is being placed on the plan; and
 - c. A detailed description of the behaviors and expectations that the student will have to achieve.
 - d. The Individual Program Plan shall be signed by the student's counselor and forwarded to the Superintendent for approval prior to implementation.
 - 2. The Superintendent or Administrative Duty Officer (ADO) may order immediate separation of these individuals from the general population to allow for individualized attention.
 - 3. Students shall be returned to their original status once the behavioral expectations of the plan are met.
- H. A student requiring protection from others shall be separated from the general population until the threat is resolved or until alternative academic arrangements can be made.
- I. No individual student or group of students shall be given control or authority over other students. Higher level students shall be encouraged to model appropriate behaviors and coach peers through the treatment process.

V. MONITORING MECHANISM

Behavior management techniques shall be monitored by the Superintendent, Regional Psychologist, Facilities Regional Administrator (FRA) or Regional Director, the Quality Assurance (QA) Branch during the annual monitoring, and the Education Branch.