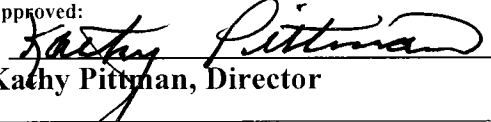


**MISSISSIPPI DEPARTMENT OF HUMAN SERVICES  
DIVISION OF YOUTH SERVICES  
JUVENILE INSTITUTIONS**

Subject: <b>Behavior Incentive System</b>		Policy Number: <b>10</b>	
Number of Pages:		Section: <b>XIII</b>	
Attachments		Related Standards & References	
<p><b>A. Weekday Point Sheet</b></p> <p><b>B. Weekend/Holiday Point Sheet</b></p> <p><b>C. Positive Behavior Buck Template</b></p> <p><b>D. Application for Stage Change</b></p>			
Effective Date: <b>December 01, 2009</b> <b>Revised June 1, 2011</b>		Approved:  <b>Kathy Pittman, Director</b>	

**I. POLICY**

It is the policy of the Mississippi Department of Human Services, Division of Youth Services (DYS) that a behavior incentive system will provide rewards to promote meaningful behavior change in all youths residing at Oakley Youth Development Center (OYDC).

**II. DEFINITIONS**

As used in this policy and procedure, the following definitions apply:

- A. Behavior Incentive System: The Behavior Incentive System at Oakley Youth Development Center involves rewarding youth participation in targeted activities by assigning points on a daily point sheet that can be exchanged for selected material items.
- B. Exchange: Points earned by each youth for attending and participating in targeted activities and recorded on the point sheet may be traded daily for a token (*Positive Behavior Buck*, Attachment XIII.10.C) that is used to purchase items in a weekly commissary.
- C. Point Sheet: A Weekday Point Sheet (Attachment XIII.10.A) and a Weekend/Holiday Point Sheet (Attachment XII.10.B) will be used by staff members to score student participation in community living, education, and personal growth activities, as well as helpfulness of staff members in supporting student behavior change goals. In addition, the point sheets contain a section in which each youth evaluates how helpful staff members were in assisting with goal attainment.
- D. Targeted Activities: Targeted activities are the categories in which students earn points on the weekday and weekend/holiday point sheets.
- E. Stage Promotion - The treatment team helps the youth attain behavior change goals by monitoring and recognizing progress. Treatment team meetings afford opportunities for each student to examine with their treatment team members progress toward goals

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identified in the Service Plan, specified in their daily goals, and monitored through their point sheets. As youth meet their goals, they are promoted to higher Stages that come with increased privileges and more opportunities for participation in recreation, leisure, and character-building activities. There are seven stages of privilege to which students are assigned during treatment team meetings. The various stages are listed by alpha designation to reduce confusion with Risk Level Score (i.e., Risk Level Determination: Length of Stay Policy XIII.15) and Safety Alert Level (Suicide Prevention Policy XIII.12). The alpha designation is based somewhat on a school grading system, but beginning with Stage O as the Orientation stage, progressing to C (average), B (above average), A (superior), H (Honors), F (room confinement) and D (unit restriction).

F. Unit Coordinator – The Youth Services Counselor (YSC) assigned to the housing unit.

### III. PROCEDURE

The Behavior Incentive System is used at Oakley Youth Development Center (OYDC) to support each youth in attaining behavior change goals identified in the Service Plan and monitored daily by the youth and staff members. The Behavior Incentive System is offered to youths in order to increase positive behaviors and decrease problem behaviors. The Behavioral Incentive System operates as a point/token economy to administer rewards.

#### A. Completing Point Sheets

1. Each youth who is not restricted to the room or living unit or placed on in school suspension has the opportunity to earn points for targeted activities as assigned by staff members on the point sheet. The youth will carry the point sheet and present it to the staff member for scoring at the close of a targeted activity.
2. Each youth will record during a morning *Goals Group*, conducted by the JCW, a goal for the day on the point sheet. The youth will record during the evening *Wrap Up Group*, conducted by the JCW, a self-assessment of progress toward the goal on the point sheet.
3. Each youth will complete the Staff Evaluation section of the point sheet to indicate how helpful staff members were in assisting the youth with the behavior change goal. In addition, the youth may record on the form suggestions for staff members and recommendations for improving the housing unit.
4. The staff member will record numeric *Points* in red ink with their initials for each targeted activity. The staff member may record some notes or observations on the form. The form is returned to the student, who is responsible for keeping the point sheet throughout the day and submitting it to the staff member in *Wrap Up Group* at the close of the day.
5. The staff member will use the following guidelines for assigning points for each targeted activity:
  - a. 0 points if the student did not attend or there was a prolonged failure to comply with basic requests of staff members

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- b. 5 points if the student attended the majority of the targeted activity and complied with basic requests of staff members
  - c. 10 points if the student attended the targeted activity, complied with basic requests of staff members without repeated prompts, and participated minimally in the targeted activity.
  - d. 15 points if the student attended the targeted activity, complied with basic requests of staff members without repeated prompts, and participated fully in the targeted activity.
  - e. 20 points if the student attended the targeted activity, complied with basic requests of staff members without repeated prompts, participated fully in the targeted activity, and exhibited outstanding or exemplary behavior.
6. Rule breaking behavior may result in restriction to the room or unit resulting in a loss of opportunity to gain points during the time period of the restriction.
7. Each student will have opportunities to gain *Bonus* points also recorded on the Point Sheet, for involvement in service, extracurricular activities, or leadership.
8. At the close of the day, a direct care staff member collects the point sheets, places them in an envelope, and transmits the forms to the unit coordinator, who is responsible for summing the points and determining whether or not a *Positive Behavior Buck* has been earned. A cutoff score (approximately 80% of possible points), provided to the students in advance, will be used to determine if the student has earned a *Positive Behavior Buck* on a particular day. The cutoff score may be modified by the unit coordinator, depending upon the range of available targeted activities and possible points.
9. *Positive Behavior Bucks* will be distributed the next day to youths by the unit coordinator or another staff member designated by the counselor supervisor.
10. The unit coordinator will review the staff evaluation section of the point sheets to determine how well staff members are providing support for meaningful behavior change. This information can be shared with particular staff members, as needed.
11. The unit coordinator will maintain the collected point sheets in a file for future reference including reviews of weekly point totals for treatment team meetings or research purposes. The files will be maintained in alphabetical order by student name with sheets filed in descending chronological order (i.e., most recent point sheet on top).

**B. Exchanging *Positive Behavior Bucks***

- 1. Each youth presents *Positive Behavior Bucks* earned for the week during a group meeting called the *Store* in which they purchase material rewards. One or more students called *Store Managers* may assist the designated staff member (typically the unit coordinator) in distributing the rewards during the store process. Participation in

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the store promotes leadership, self-management, sharing, conflict-resolution, and other positive behaviors.

2. Material rewards for the store include a variety of snack and recreational items selected by unit coordinators and store managers and approved by the administrator or designee for distribution to students residing in a particular unit. Each student will have the opportunity to identify some desired rewards.
3. Store items will be purchased and maintained by a designated staff member, who obtains administrative approval, fills the requisitions of unit coordinators and inventories the stock of items on a weekly basis. Records will be maintained to ensure stock control.
4. Items requested by students and requisitioned by the unit coordinators will be provided on a particular schedule to the coordinators and store managers, who will conduct the store on their unit.
5. Each youth who is not restricted to the room or housing unit has the opportunity to earn up to *7 Positive Behavior Bucks* per week, which may be exchanged for items according to a campus-wide price list. Store managers and unit coordinators can meet to recommend changes in prices or items to the staff member designated to maintain the store.
6. Each youth may save one or more bucks in order to purchase special items. Youths may contribute *Positive Behavior Bucks* to purchase a unit-wide item.
7. The facility administrator or designee may require payment of bucks for discipline or restitution. Such fines are not a component of the Behavior Incentive System, which is based exclusively on rewarding positive behavior.
8. *Positive Behavior Bucks* cannot be traded or transferred by students. Falsified or intentionally altered point sheets or bucks will be confiscated and cancelled. Intentionally altering forms for material gain will be viewed as rule breaking and may be subject to disciplinary review.
9. Depending upon the needs of the institution to maintain safety and security, storage of items may be restricted to designated areas maintained by security staff. Checklists or inventories will be maintained to ensure that all items purchased by students are properly maintained and accessed on a regular schedule. Restrictions to storage or possession may include the option of allowing no items in the youth's room. Students will receive at least one week notice of any changes in storage or possession.
10. In order to support the progression through stages of privileges, particular menus of items shall be restricted to the least restrictive stages. These students will also be eligible to participate in unit and campus-wide privileges and group activities not extended to students assigned to more restrictive stages.

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### C. Monitoring Daily Point Sheets and Awarding Privileges

Youth who consistently participate in scheduled activities and evidence progress toward behavior change goals will be awarded more privileges including opportunities to maintain additional items in their possession, exercise choice and self-direction of behavior in less restrictive environments, and engage in individual and group recreation. Privileges may be lost when youths exhibit patterns of negative behavior including fighting, assaulting staff members, destroying state property, attempting to elope, or engaging in minor disciplinary incidents. Changes in stage of privilege will be determined by the youth's treatment team during regularly scheduled meetings. When a change in Stage results in a recommendation for transfer to another housing unit, the Classification Committee will review and process the request in accordance with the Classification System Policy (XIII.2). Along the continuum of care, there are seven stages of privilege, including two stages associated with Room Confinement (Stage F) and Unit Restriction (Stage D).

#### 1. Orientation/Stage O.

The initial Stage will be maintained while the student completes orientation and placement processes in the Intake Management Unit (IMU) or the Assessment Management Unit (AMU). Typically, Stage O is maintained for the first 48-72 hours after admission. Stage O students receive the minimum privileges that are guaranteed by statute, including one hour of recreation per day. While in the orientation process the student is expected to complete all assignments, follow the daily schedule and housing unit rules, and read and discuss with a staff member the Student Handbook. The student is restricted to the unit and does not participate in the Behavioral Incentive System. Rights, responsibilities, privileges, and daily activities of Stage O are presented in the following policies: Admission, Intake and Orientation Policy XIII.1; Intake Management Unit Policy XIII.6; Assessment Management Unit Policy XIII.16).

#### 2. Off-Unit Privileges/ Stage C.

Typically, Stage C follows completion of orientation. Also, students who successfully complete the specialized treatment program of the Behavior Modification Unit will be moved to a transition management program where they will receive Stage C privileges. Youths who transfer from the Assessment Management Unit to a regular housing unit will receive Stage C privileges, as well.

Stage C is maintained for at least 14 days during which time the student will participate in the initial service plan/treatment team meeting. When the student has completed 14 consecutive days without a major incident report and no more than three minor incident reports, the student requests advancement to Stage B during a treatment or management plan meeting. The student will use the Application for Stage Change form (Attachment XIII.10.D) to make the request to the treatment team. The Treatment Team completes the Reclassification Checklist in response to the student's request for movement to a less restrictive environment. Advancement is based on review of participation and progress; review of incident reports, point sheets, and disciplinary hearing forms; and recommendation of the youth's counselor and majority vote of the treatment team members in attendance.

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- a. The youth is allowed to leave the unit to attend school, eat in the cafeteria, and participate in recreation.
- b. Each week, Stage C students receive one phone call of ten (10) minutes duration to approved family members.
- c. Stage C students may keep in the room one soft cover book or magazine, in addition to the religious book that may be possessed by any youth.
- d. The youth is allowed to participate in the Behavior Incentive System, purchasing and possessing store items with the exception of hygiene items, puzzles, other recreational items, and blankets
- e. Stage C students may possess 2 family pictures and 2 personal letters.
- f. Stage C students transferred from BMU may continue the individual behavior modification plans as needed in the special transition unit.
- g. Any youth who is temporarily placed in room confinement (Stage F) or unit restriction (Stage D) will return to Stage C following isolation.
- h. Stage C students may not perform off unit details
- i. A student may be discharged on Stage C.

### 3. Active Participation Privileges/Stage B.

This Stage of privileges is assigned by the treatment or management team after the student presents evidence of active participation in treatment and education programs. Data regarding participation and progress are presented and discussed in the treatment team meeting in which the student applies for promotion to Stage B.

Stage B is maintained for a minimum of 21 days, but additional days may be added by the treatment team. When the student has completed 21 consecutive days without a major incident report and no more than three minor incident reports, the student requests advancement to Stage A during a treatment plan meeting. The student will use the Application for Stage Change form (Attachment XIII.10.D) to make the request to the treatment team. The Treatment Team completes the Reclassification Checklist in response to the student's request for movement to a less restrictive environment. Advancement is based on review of participation and progress; review of incident reports, point sheets, and disciplinary hearing forms; and recommendation of the youth counselor and majority vote of the treatment team members in attendance. The treatment team will give the student specific directives and assignments to complete if the request for stage promotion is denied. Promotion to off-campus privileges (Stage A) will include the requirement that the student work on a letter in which the student expresses remorse for the community offense that led to commitment.

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- a. The youth is allowed to leave the unit to attend school, eat in the cafeteria, and participate in recreation.
- b. Each week, Stage B students receive one phone call of fifteen (15) minutes duration to approved family members.
- c. Stage B students may keep in the room 3 soft cover books or magazines, in addition to the religious book that may be possessed by any youth.
- d. The youth is allowed to participate in the Behavior Incentive System, purchasing and possessing store items. The youth may use Positive Behavior Bucks to purchase special recreation, leisure and social activities associated with opportunities on the particular housing unit.
- e. Stage B students may have 3 family pictures, with some posted in an approved location on the wall, as well as 3 personal letters.
- f. Stage B students may purchase additional approved personal hygiene products.
- g. Stage B students may perform off unit details.
- h. On a case-by-case basis, the treatment team may recommend to the facility administrator length of stay review, as well as decreasing the current commitment from the midpoint toward the minimum length of stay. A student may be discharged on Stage B.

#### 4. Full Privileges/Stage A.

This Stage of privileges recognizes ongoing participation in treatment and progress in behavior change. Promotion to Stage A occurs after at least 21 days of positive behavior on Stage B when the student presents evidence of participation/progress and a letter in which the student expresses remorse for the community offense that led to commitment.

Typically, Stage A is maintained for the remainder of the youth's stay unless he is promoted to the Honor's Program (Policy XIII.13) or the treatment or management team recommends dropping the Stage of the student. The treatment team will help the student decide if he or she is ready for Stage A privileges. Eligibility for Stage A includes no major incident reports and three or less minor incident reports in the three weeks prior to application. The student will use the Application for Stage Change form (Attachment XIII.10.D) to make the request to the treatment team. The Treatment Team completes the Reclassification Checklist in response to the student's request for movement to this least restrictive environment.

- a. The youth is allowed to leave the unit to attend school, eat in the cafeteria, and participate in recreation.
- b. Each week, Stage A students receive one phone call of fifteen (15) minutes duration to approved family members.

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- c. Stage A students may keep in the room 3 soft cover books or magazines, in addition to the religious book that may be possessed by any youth.
- d. The youth is allowed to participate in the Behavior Incentive System, purchasing and possessing store items. Stage A students may earn bonus bucks for special projects and details. They are eligible to serve as Store Manager, Peer Group Leader, or another leadership role.
- e. Stage A students may have 4 family pictures, with some posted in an approved location on the wall, as well as 4 personal letters. They may decorate their rooms by attaching photos or artwork to the walls and possessing stuffed animals or other safe objects.
- f. Stage A students may purchase additional approved personal hygiene products.
- g. Stage A students may participate in unit-based movie nights and social activities planned by the students and approved by the unit coordinator. They may also participate in special off-unit recreational, leisure, and social activities planned for Stage A students throughout the institution.
- h. On a case-by-case basis, the treatment team may recommend to the facility administrator length of stay review, as well as decreasing the current commitment from the midpoint toward the minimum length of stay. A student may be discharged on Stage A.

#### 5. Honors Program/Stage H.

The seventh Stage of privileges is reserved for students who are actively participating in treatment, completing assigned groups, making progress toward behavior change goals, and providing evidence of leadership in the unit. After completing at least five weeks at the institution, students complete an application for the Honors Program, which highlights leadership activities, educational and personal growth accomplishments, and community service interests (Honors Program, Policy XIII.13). Due to the aforementioned progression in Stages, most students will complete a minimum of 35 days (five weeks) with adequate participation and measurable progress. Students actively participate in character education in the Honors Program, which will be housed in a special residence unit in which there is the least restrictive environment required to maintain safety, security, and order. Eligibility for Honors Stage includes no major incident reports and no more than one minor incident report in the past 21 days prior to application.

- a. The youth is allowed to leave the unit to attend school, eat in the cafeteria, and participate in recreation.
- b. Stage H students receive two phone calls of ten (10) minutes duration to approved family members.

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- c. Stage H students may keep in the room 4 books or magazines in addition to the religious book that may be possessed by any youth.
- d. The youth is allowed to receive material rewards from the store without the requirement of completing daily point sheets. Each day the student participates in the Honors Program the student will receive a stipend of one Positive Behavior Buck. Students may earn more bucks by participating in special details and service projects.
- e. Stage H students may have 4 family pictures, with some posted in an approved location on the wall, as well as unlimited personal letters. They may decorate their rooms by attaching photos or artwork to the walls and possessing blankets, stuffed animals, or other safe objects.
- f. Stage H students may participate in unit-based movie nights and social activities planned by the students and approved by the unit coordinator. They may have special entertainment such as parties and approved dining opportunities
- g. Stage H students may participate in off-campus recreational, educational, cultural, and community-service activities.
- h. Stage H students may have access to electronic games (e.g., X-Box) and computers not provided to other students and in addition to scheduled school and recreational uses of technology.
- i. Stage H students may wear athletic footwear or other street clothes, as approved by the facility administrator
- j. On a case-by-case basis, the treatment team may recommend to the facility administrator length of stay review, as well as decreasing the current commitment from the midpoint toward the minimum length of stay. A student may be discharged on Stage H.

**D. Exclusion from the Campus-Wide Behavior Incentive System**

Privileges may be lost when youths exhibit patterns of negative behavior including fighting, assaulting staff members, destroying state property, attempting to elope, or engaging in minor disciplinary incidents. Changes in stage of privilege will be determined by the youth's treatment team during regularly scheduled meetings. When a change in Stage results in a recommendation for transfer to another housing unit, the Classification Committee will review and process the request in accordance with the Classification System Policy (XIII.2). Along the continuum of care, there are two stages associated with Room Confinement (Stage F) and Unit Restriction (Stage D) in which youths do not participate in the campus-wide behavior incentive system.

- 1. Room Confinement/Stage F.

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Stage F will be used to manage youth during the specific period of time they are engaging in seriously out-of-control behavior. Initially, Stage F is used up to 24 hours for behavior management isolation (see Policy VII.10), which may be implemented on any housing unit. After the student has gained self-control of the problem behavior, he may be returned to his original Stage unless a pattern of behavior justifies restriction to the unit through treatment or management team recommendation. Students subject to disciplinary confinement following a hearing (Due Process Isolation, Policy VII.11) will be maintained on Stage F up to 72 hours in designated rooms on an identified housing unit. In all cases, Stage F will be maintained for the shortest possible period. On Stage F, the following structure will apply:

- a. During Behavior Management Isolation (BMI) the youth will be placed in their individual room during the time they are out of control and refusing to follow directions and instruction. During Due Process Isolation (DPI), the youth is placed behind the door in their room for a period of time determined by the Due Process Hearing Officer.
- b. Placement on Stage F will be a short term measure and is not a Stage to which a hearing officer or designee shall assign a youth for an extended period of time (beyond 72 hours).
- c. Behavior Management Isolation and the consequent placement on Stage F may be made by any staff person in the unit. Confinement for more than 15 minutes requires that a staff member complete and submit an incident report. However, continued placement on Stage F for more than 30 minutes must be approved by the shift supervisor. Isolation for more than two hours must be approved by the duty administrator, or by the facility administrator. Behavior management isolation shall not exceed 24 hours, including one hour of muscle movement activity in the day area. Longer term disciplinary confinement may only be ordered by the Due Process Hearing Officer (Policy VII.11).
- d. When on Stage F, staff will conduct random interval checks in accordance with relevant policies (VII. 10 and VII.11) to assure the youth is physically safe. The staff will talk to the youth at the time of the check, providing counseling and working to help the youth regain control and resume normal functioning.
- e. Following behavior management isolation, a youth will be released from his room and placed back on his original Stage once he has calmed down, follows directions, and completes assignments that may have been provided.
- f. Meals will be provided in the youth's room while on Stage F.
- g. Educational and recreational programs will be provided to the youth in his room during the time a youth is on Stage F.

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h. While the student is placed on Stage F, the youth will not participate in the behavior incentive system.

3. Unit Restriction/Stage D.

The second Stage of isolation is recommended by the treatment or management team based on the youth's need for environmental structure. Treatment or management team recommendations as described in an application for admission may be used to move a student to the Assessment Management Unit (AMU) for careful observation, and additional assessment. The JCW supervisor may move a student to the AMU without treatment/management team recommendations in emergency situations involving suicide prevention or protection from harm. A youth may be placed on Stage D in a specified housing unit for a period of time no longer than 72 hours if the treatment team establishes a need for careful, highly structured observation. Some of these youths may be placed on constant supervision or close observation through recommendation of the treatment team. Placement on Stage D requires a Treatment Team Meeting Form completed by the unit coordinator and reflecting input from the treatment or management team (Attachment XIII.4.A) as well as an application to the particular Special Management Unit (e.g., Assessment Management Unit or Behavior Modification Unit). The Treatment Team Meeting Form and the relevant application shall be submitted by the youth's counselor to the Classification Committee, which will review the request for Stage change and placement and make recommendations to the facility administrator or designee who must approve all changes in Stage and placement. On Stage D, the following structure will apply:

a. The youth will remain restricted to the housing unit. Students who are referred to special management units, Assessment Management Unit (see Policy XIII.16) or Behavior Modification Unit (Policy XIII.7), will have one hour of fresh air recreation per day unless weather conditions require indoor recreation.

b. Placement on Stage D will be a short term measure and is not a Stage to which a treatment team or hearing officer shall assign a youth for an extended period of time (beyond 72 hours). Youths admitted to the Assessment Management Unit (AMU) may remain on Stage D beyond 72 hours depending upon their mental status, need for structure, and treatment team recommendation. However, Treatment Team Meeting Forms and additional documentation as needed will be processed every 72 hours if ongoing placement is indicated. Youths residing in the Behavior Modification Unit (BMU) may continue their specialized program for as long as three weeks.

c. The youth will not attend classes in the school. A teacher will travel to the unit and provide educational instruction to the youth in the dayroom. The educational program will be organized by the teacher as directed by the school principal to include at least 330 minutes of instruction per day in English, science, math, and social studies. The instruction will be based

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upon curriculum materials used by the teachers. Instruction will be tailored to the student's needs according to their education plans and class assignments.

d. Meals will be provided on the unit while on Stage D.

e. Recreational programs will be provided to the youth on the unit during the time a youth is on Stage D. Students residing in the special management units (AMU and BMU) will have one hour of fresh air recreation per day unless weather conditions require indoor recreation

f. Stage D students will be out of their individual rooms during normal waking hours (6:00 AM to 9:00 PM). They will be under line of sight supervision during this time.

g. Stage D students will see their visitors during regular visiting hours in a separate area than where regular visiting is taking place. This may be in the dining room, a classroom, or other area where other youths are not present.

h. While the student is placed on Stage D, the youth will not participate in the campus-wide behavior incentive system. The BMU uses individual behavior modification plans to provide incentives for successfully completing daily behavior contracts.

#### **IV. QUALITY ASSURANCE STANDARDS**

Standards associated with the Behavior Incentive System policy address how well the policy and procedures are understood by students and staff members, the maintenance and accuracy of documentation involved in the process and the results of implementation (process or formative evaluation).

##### **A. Understanding by Staff Members and Students**

1. During each month, ten contacts will be made with staff members from direct care, education, and rehabilitation in order to verify that the basic procedures of the Behavior Incentive System are being followed. The results of the contacts will be documented.
2. During each month, ten contacts will be made with students in the housing units to verify that they understand the basic requirements of the Behavior Incentive System. The results of the contacts will be documented.
3. A designated staff member from Rehabilitative and Mental Health Care Services will meet at least quarterly with unit coordinators, selected store managers, and selected staff members to determine the perceptions of the Behavior Incentive System and to encourage ongoing quality improvement.

##### **B. Maintenance of Accurate Records**

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1. Quarterly, a designated staff member will examine at least ten files of youths containing at least one week of Weekday and Weekend/Holiday Point Sheets to determine that the forms have been maintained for review purposes.

2. Monthly, a designated staff member will contact at least three unit coordinators to review the previous week's point sheets and to determine that bucks have been awarded according to the designated cutoff values.

C. Formative and Summative Evaluation Process

1. Evaluation of the Behavior Incentive System will be based on examination of daily, weekly, and monthly changes in point sheet scores.

2. Efficacy of the Behavior Incentive System within the context of overall structured programming and institutional changes will be estimated by reviews of incident reports, staff evaluations and grievances.

3. Psychometric instruments may be administered pre/post intervention or during the entire course of the Behavior Incentive System intervention in order to determine outcomes and paths of rehabilitation in particular units or throughout the facility.

**V. TRAINING**

All staff members who are responsible for working with students in their housing units, school classrooms, recreational facilities, and other settings shall receive training in the behavioral incentive system. In-service training requirements shall be determined annually through the training needs assessment process. (See Policy IV.1: Training Management.)