April 3, 2023

Linda Penner, Chair
Board of State and Community Corrections
2590 Venture Oaks Way, Suite 200
Sacramento, CA 95833

Dear Ms. Penner:

COUNTY OF LOS ANGELES PROBATION DEPARTMENT – JUVENILE FACILITIES
SUPPLEMENTAL CORRECTIVE ACTION PLAN

The Board of State and Community Corrections (BSCC) conducted inspection activities for the 2020-2022 Biennial cycle at both the Barry J. Nidorf Juvenile Hall (BJNJH) and Central Juvenile Hall (CJH) in November 2022. The BSCC’s Initial Inspection Reports for both facilities were received on January 27, 2023, outlining the identified items of noncompliance. These items of noncompliance were reviewed during the Exit Briefing on January 13, 2023, at which time corrective action was immediately initiated. On February 15, 2023, the BSCC provided a checklist of the final areas of pending noncompliance required to be addressed in the Department’s Corrective Action Plan (CAP). On March 14, 2023, the Los Angeles County (County) Probation Department provided a Corrective Action Plan in response to the findings of the Biennial Inspection report of 2020/2022. On March 23, 2023, the BSCC informed the County that the March 14 Corrective Action Plan was not approved and inadequate to address the ongoing and serious items of noncompliance at both facilities. In addition, the County was informed that the BSCC would make a determination of suitability at the April 13, 2023 meeting. On March 27, 2023, the BSCC informed the County of the additional deficiencies with the original corrective action plan, further detailed the suitability determination process, and provided a deadline for the County to respond with additional details to address the CAP deficiencies.

On March 29, 2023, the County met with Field Representative Lisa Southwell and your General Counsel Aaron Maguire regarding the amount of additional detail necessary for the supplemental Corrective Action Plan. We have incorporated the technical assistance

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During the March 29, 2023 meeting, it was unclear from the BSCC representatives what standard the juvenile halls were to held to in order to comply with the Title 24 window replacements. Probation was informed that the BSCC would provide clear guidance in writing on this noncompliant issue. In past inspections, there have been broken windows and they were replaced with the same window. However, in this inspection the County was informed that they had to replace them based on 2003 Title 24 regulations which did not exist during the construction of the facilities.
provided in our responses. The County has provided additional information which outlines our continued plan to correct the BSCC identified areas of noncompliance and to provide additional clarification based on the March 23 letter. In response to the additional correspondence from the BSCC regarding our proposed plans to address the noncompliance findings, we set forth below, in red font, the County’s supplemental plans, with additional details and further clarification, to address the areas of noncompliance. We believe this update addresses the BSCC’s concerns regarding our prior CAP, and respectfully request that the Department be given 90 days to implement it, and that re-inspection occur prior to a suitability hearing.

**Title 15, Section 1313(A),(B) and (E): County Inspection and Evaluation of Building and Grounds**

**County Building Inspection (CJH Only)**

The County Building Inspection was conducted at CJH on August 11, 2022. Documentation was provided by the Department of Public Works on January 9, 2023.

**County Supplemental Response:**

The County Building Inspection item has been resolved.

**Fire Clearance**

The fire alarms at BJNJH were tested on March 11, 2023. Upon receipt of this report, the Fire Clearance Inspection will be scheduled.

The Fire Clearance was completed for CJH on March 3, 2023.

**County Supplemental Response on BJNJH and CJH:**

On March 19, 2023, the vendor conducted a test of the fire alarms at the facility. At that time, deficiencies with the system were identified. A service request was submitted to the Internal Services Department (ISD) to address one area of the deficiencies which is scheduled to be completed by April 10, 2023. ISD is working with the contractor to address the second area of system deficiencies by the end of April 2023. This noncompliance item for Central Juvenile Hall has been resolved and is still outstanding for Barry J Nidorf Juvenile Hall.

**Juvenile Court Inspection**

The Juvenile Court Inspection was completed for BJNJH on March 2, 2023, and for CJH on March 3, 2023.
County Supplemental Response on BJNJH and CJH:

The Juvenile Court Inspections have been conducted and this noncompliance item has been resolved.

Title 15, Section 1321(a) and (b): Staffing

The Department is actively recruiting and hiring staff to fill existing vacancies in the Detention Services Officer (DSO) and Group Supervisor Nights (GSN) classifications at both BJNJH and CJH. Concurrent Juvenile Correctional Officer Core (JCOC) academies are being conducted to expedite the number of new staff being deployed to the institutions. Forty-one new staff completed JCOC in January and February 2023, with another 23 and 20 scheduled to complete JCOC in April and May, respectively. Incentive pay (20% increase in base pay and double overtime pay) was implemented for select classifications between October 1, 2022 and April 1, 2023. Additionally, field staff continue to be mandatorily deployed to work in the two juvenile halls on a rotational basis. In March 2023, under emergency provisions, a minimum of 100 field staff will be temporarily reassigned from field assignments to the juvenile halls through December 31, 2023. These reassignments, coupled with volunteer overtime staff and new hires, will be continuously monitored to ensure staffing levels meet regulations and support the overall safety and security of the youth and staff.

BSCC Response:
In your, March 23, 2023, response, you indicated the following "To resolve the issues of inadequate staffing, the CAP indicates that the department is working to expedite the completion of Juvenile Correctional Officer Core academies for deployment of up to an additional 43 staff through May. In addition, the CAP references additional incentive pay, which, the CAP also notes, expires in April 2023. Finally, the CAP references the temporary reassignment of a minimum of 100 staff from the field to the juvenile halls through December 31, 2023. Unfortunately, even if we could assume the full deployment of these staff into the juvenile halls, some of which we note are not trained as juvenile correctional officers, there is insufficient information to determine what staffing plan would be in place to address the items listed above. Nor do we believe this staffing will be sustainable given the short term, emergency measures involved. Without additional details describing staffing levels across the units for which we can then inspect for compliance, this plan cannot be approved."

County Supplemental Response:
Probation Departments are not immune to the hiring challenges and staffing shortages seen in many organizations nationwide. The ability to recruit and retain is even more difficult given the negative perception of law enforcement in many communities. Competition among other agencies has also grown due to the limited pool of candidates, with organizations offering bonuses and assistance with housing to name a few. The pool of qualified applicants is also further reduced because of the strong economy and younger generations being less likely to seek traditional employment that does not squarely align with the work-life balance that many desire. All of the aforementioned makes hiring and retaining quality candidates a challenge for all Probation Departments in California, with many facing
shortages up to 30%. Probation is adding 100 staff, via reassignment, who will supplement the current juvenile hall staffing effective start date of April 10, 2023, after receiving 40 hours of training. These additional staff were notified on March 30, 2023 and will begin the 40 hours of training on April 3, 2023. The additional staff will provide adequate direct supervision and the human power to meet the requirements of education, recreation, programming, and supervision, while Probation continues to onboard new hires. Some examples of the operation factors that directly affect staffing are: required one-on-one supervision designated by the Department of Mental Health, fluctuation of population per housing unit, violence, and both racial and gang tension.

**Recruitment, Hiring and Retention Supplemental Plan**

In response to the daily staffing issues in our Juvenile Halls, and in addition to the reassignment of staff, the Los Angeles County Probation Department will implement a long-term recruitment, hiring, and retention plan to reduce the high number of vacancies within our institutions as outlined below:

- **Marketing and Recruitment:** Probation will engage an outside consultant to develop a long-term recruitment marketing plan based on best practices, including a digital social media campaign, to increase the application volume for qualified applicants.

- **Hiring Process Improvement:** Probation is collaborating with the Department of Human Resources to review the hiring process to identify opportunities to maximize the use of existing training resources, solutions for bottlenecks, and processes that can be streamlined to expedite the hiring of candidates and their successful completion of the academy.

- **Retention Strategies:** Probation will work collaboratively with the outside consultant and Department of Human Resources to improve recruitment and retention by understanding the factors that matter to candidates and employees that caused them to join and stay with the Department. Probation will enhance our onboarding process that will allow for the Department’s more experienced staff to provide the necessary guidance, training and mentoring in efforts to foster a supportive culture.

Given the immediate need to fill vacant positions in the Department, the above strategies will be initiated concurrently with the below interim recruitment and hiring efforts.

- **New Hires:** As stated in the Department’s March 14, 2023 CAP, Probation will hire and retain up to 150 employees within the Group Supervisor, Nights (GSN) and Detention Services Officer (DSO) Classifications by June 2023.

  - **Fiscal Year 2022-23 Academy:** The Department continues its significant efforts to attract and retain additional staff. As of April 7, 2023, Probation will have conducted three training academies, with three more planned, graduating more than 64 new probation officers who will provide much needed staffing in these facilities. The County is committing all necessary resources
to continue this progress to hire an additional 70 staff by the end of June 2023. These highly focused employment efforts are fully supported by the County’s Board of Supervisors.

- **Interim Recruitment and Hiring Plan:** Probation will continue to hire for vacancies by:
  - Building relationships with educational institutions, community-based organizations, and professional organizations;
  - Attending in-person or virtual job fairs and events, to market different populations that fit the care first, jails last model;
  - Expanding social media presence;
  - Developing marketing materials that cover a comprehensive range of mediums: flyers, opening and closing slates of a video, billboard, bus shelters, and radio spot ideas.
  - Increase the Department’s recruitment budget for personnel, recruitment services, and marketing materials.

- **Fiscal Year 2023-24 Academy:** In addition to the above, and to ensure hiring is a continuing priority and that the hiring process is implemented consistently on a long-term basis, the Department plans to hold at a minimum 6 additional academy classes in Fiscal Year 2023-24. The minimum hiring target is 35 DSOs per class.

**Supplemental Operational Changes**

In addition, in support of the Supplemental CAP, the Department will make the following operational changes to increase, sustain and stabilize the daily staffing levels in the halls as new recruits are being hired:

- **Reassign Field staff to the Halls:** Effective March 30, 2023, the Department reassigned 100 Field DPO IIs to the Halls.
  - The Field staff will receive a 40-hour training block with the minimal required trainings for all staff working in the institution to be held from April 3-7, 2023. A second 40-hour training block will take place later in April. Field staff will be deployed to their assigned Hall on April 9th.
  - Based on daily staffing numbers at the Halls, the current temporary field staff redeployment will continue. On average, 125 Field staff are redeployed to the Halls on a temporary basis, a minimum of 2 days a week.
  - As Hall staffing stabilizes and the emergent concerns lessen, the Department will reassess both the current redeployment and the mandatory reassignment of the 100 Field DPO IIs.
• **Kilpatrick Staff 56-Hour Schedule:** Due to the emergency, the Department will remove the 56-hour schedule required by the Union MOU for the approximately 34 staff currently reassigned from Camp Kilpatrick to the juvenile halls and place them on a 5/40 schedule. By doing so, the Department will maximize staff availability on-site for supervision and provision of services to the youth.

• **Reserve Probation Officers:** The Department will deploy approximately 60 Reserve Probation Officers (PO) to assist in the Halls daily operational needs, not including direct supervision of youth. A daily schedule will be generated utilizing the Reserve POs to assist with visiting on Saturdays and Sundays at the halls and camps and to also perform perimeter monitoring 7-days a week, in pairs, to cover all institutions to reduce the entry of contraband. Additional tasks and assignments, as appropriate, will be developed. By doing so, this will allow the supervision staff to focus on providing supervision and direct services to the youth.

• **SYTF Special Recruitment Notice:** The Department’s SYTF Recruitment bulletin was issued on February 23, 2023 and closed on March 15, 2023. A total of 80 applications were received. Interviews were conducted over a 7-day period beginning on March 23, 2023, through March 31, 2023. Successful candidates will be identified by April 3, 2023. Specialized training will be provided in cohorts beginning May 1, 2023 to minimize any disruption to operations. The training will be three weeks in length and will consist of the following: LA Model, Activating Intentional Youth Development, Motivational Interviewing, Restorative Justice, Suicide Prevention, Mental Health Training for Juvenile Justice, Child Abuse Prevention and Reporting, Enhanced and Specialized Supervision Requirements for Juvenile Institutions, HOPE Center Policy, Title 15 Regulations, Use of Force, Handcuffing, Self Defense, Control Holds, Physical Intervention Training, De-escalation Training, Peace Officer Ethics and LGBTQ+ Awareness. The Department will see an increase in staff in the Halls from this recruitment effort if those selected are currently assigned to the Camp and/or Field. Based on our review, all 80 applicants have either a Camp or Field assignment.

• **Chief Executive Office Staffing Analysis:** The CEO is currently conducting a staffing analysis of the Department to determine how many staff are needed to safely operate our halls, camps, and juvenile field operations. As part of this review, the CEO will determine if the Department is operating more camps than needed given the current youth population statistics, and the appropriate per officer caseload ratio for the field offices and programs. If the CEO determines that the Department can consolidate camps and/or reduce the officer per caseload ratio, and may do so safely, any identified excess staff will be reassigned to the halls. The CEO analysis is due to the Board on April 18, 2023.
• **Financial Incentives:** Effective April 1, 2023, the Department will offer financial incentives to staff assigned to the Halls to stabilize staffing levels. Payment Eligibility Requirements are as follows:

  - Juvenile Detention staff and/or field or camp staff reporting to work at the Halls providing direct supervision of any population in the Department’s care as well as programming and services, such as, but not limited to, recreation and exercise shall be entitled to a lump sum bonus payable at the end of their commitment term.
  - The commitment term shall be determined by hours worked in the Juvenile Hall:
    - 1,000 hours worked for 6 months
    - 1,500 hours worked for 9 months
    - 2,000 hours worked for 12 months
    - (Note: 2,088 working hours in a typical year)
  - Eligibility will be affected by attendance
  - All payments are subject to the discretion of the Board and may be rescinded at any time deemed necessary.

The above efforts focus on increasing the staff in the juvenile halls. The Department also plans to identify ways to reduce the current youth census.

**Supplemental Plan for Reducing the Youth Census**

- To reduce the number of youth in our halls, the Department will collaborate with prosecutors, defense counsel and Superior Court to ensure all eligible and appropriate youth are calendared for release consideration to a more therapeutic setting or home with supportive services and supervision pending disposition.

**Title 15, Section 1325(f): Fire Safety Plan**

The Fire Plan for BJNJH was signed off on February 9, 2023. The Fire Plan for CJH was signed off on March 3, 2023. The Department continues to receive technical assistance from the BSCC regarding the use of Los Padrinos Juvenile Hall for the emergency housing of youth in the event of an evacuation of one or both juvenile halls.

**County Supplemental Response:**

On March 30, 2023, BSCC Representative Lisa Southwell along with representatives from Probation, CEO and the Internal Services Department conducted a site visit of the Los Padrinos facility to obtain BSCC authorization to use the facility if an evacuation is necessary due to an emergency. In the event of an emergency, Probation has identified several leadership individuals with access to a county credit card who would immediately be able to reserve hotel rooms as necessary to temporarily relocate the nonprofit clients’ recipients who are currently housed at Los Padrinos.
**Title 15, Section 1327(f): Emergency Procedures (BJNJH Only)**

The Building Emergency Plan and Fire Suppression Pre-Plan were disseminated to all sworn staff and non-sworn staff at BJNJH on February 10, 2023. Collection of the final sign-off sheets is in process, with a due date of March 17, 2023.

**County Supplemental Response:**

As of March 30, 2023, all staff signatures of current Detention Services Bureau assigned staff have been obtained. The only staff that have not signed off on the emergency procedures are either on medical leave, off due to an internal affairs investigation, or on vacation. A process has been established to have those individuals sign off on the procedures as they return to work. This noncompliance item, therefore, is resolved.

**Title 15, Section 1328: Safety Checks**

An electronic Safety Check System was installed in each living unit throughout both juvenile hall facilities, with a go-live date of January 23, 2023. Staff received training on the system prior to implementation and received the revised Safety Check Policy (DSB 630) issued on January 19, 2023, with a required sign-off documenting receipt of the policy.

The Senior Detention Services Officer (Sr. SDO) assigned to each unit is responsible for ensuring that safety checks are conducted within their assigned unit. Supervisors are required to regularly audit the safety check system by generating a log report to ensure compliance with the random and varied safety checks. If it is determined that a safety check is missed by more than one minute, the supervisor must initial the safety check on the log and direct the Sr. DSO to ensure that a note in the “observation” section of a room check is completed. Further, at least once per eight-hour shift, as time and circumstances permit, supervisors must conduct unannounced rounds to inspect the safety check system and inspect any posted hard copies of Safety Check Sheets.

Managers and the Quality Assurance (QA) Team are conducting random video reviews to ensure staff have a direct visual observation of youth at a minimum of every 15 minutes, at random or varied intervals, when youth are asleep or when youth are in their rooms.

The Video and In-Person Observation Log continues to be utilized by managers when conducting random video reviews of Title 15 Programming and/or walking through units. Each manager and supervisor are required to provide immediate correction and instruction when witnessing non-compliance. In the event of any potential egregious behavior, a referral for disciplinary action is required.
County Supplemental Response:

Probation continues to conduct audits and provide real time technical assistance for the RFID Safety Check systems. Personnel who are not conducting regular safety checks are being counseled and referred to Internal Affairs.

Title 15, Section 1354.5(a) and (b)(2): Room Confinement

The Room Confinement policy, specifically addressing room confinement during transitional times such as shift change, showers and after incidents continues to be reemphasized to staff and will be redistributed to all staff at both facilities with a required sign-off documenting receipt.

Documentation will continue to be reviewed daily and if any concerns are identified, the facility will be immediately contacted to make the correction. The QA Team and BSCC Subject Matter Experts are providing immediate real-time training when corrections are required.

Managers and the QA Team at both facilities are conducting random video reviews during critical times of the day such as school, visiting, religious services and in the evenings. Additionally, all videos are reviewed after an incident has occurred to ensure room confinement is not occurring unless within policy.

The Video and In-Person Observation Log continues to be utilized by managers when conducting random video reviews of Title 15 Programming and/or walking through units. Each manager is required to provide immediate correction and instruction when witnessing non-compliance. In the event of any potential egregious behavior, a referral for disciplinary action is required.

The Compliance Unit at each facility continues to review documentation to ensure compliance with BSCC regulations, which includes but is not limited to, justification for room confinement. Any documentation requiring additional clarification is immediately referred to the Compliance Unit Supervisor who follows up and provides training.

COVID Guidelines for Hybrid Units have been modified in collaboration with Juvenile Court Health Services (JCHS) and approved by the BSCC.

County Supplemental Response:

Probation continues to conduct audits and provide real time technical assistance. Personnel who are engaging in room confinement are being counseled and referred to Internal Affairs.
BSCC Corrective Action Plan  
April 3, 2023  
Page 10 of 16

**Title 15, Section 1357: Use of Force**

The Detention Services Bureau – Physical Intervention Policy (DSB – 1000) was issued on June 22, 2022. A one-hour training specific to policy revisions has since been developed and is being provided to all sworn staff assigned to the juvenile halls.

Training on the use of force policy is ongoing at both juvenile halls. As of March 13, 2023, 446 juvenile hall staff have been trained in person. Central Juvenile Hall has trained 178 staff. Barry J Nidorf has trained 268 staff. We continue to train the remaining staff and expect to be fully in compliance with the use of force policy training by April 2023.

Staff are receiving hands on defensive tactics training and report writing in Block Weeks. Attendance in the block weeks continues to be difficult due to ongoing staffing concerns at the halls. Staff from the Staff Training Office are being deployed to the institutions to provide ongoing training in de-escalation and handcuffing. Additional staff from the Staff Training Office are being temporarily reassigned to the juvenile halls to ensure that all staff continue to receive use of force, de-escalation, handcuffing, and training in appropriate documentation.

A plan to address processes specific to the use of force reviews has been developed in collaboration with the State Department of Justice. This plan was implemented on March 5, 2023.

**BSCC Response:**

In addition to providing an inadequate plan to resolve the issues involving staffing, there are several places in the CAP where Probation notes that a plan has been developed and will be in place, but there is no detail of these plans included. For example, on page 5 of the CAP, there is a description of a plan developed in collaboration with the California Department of Justice that was implemented on March 5, 2023 to “address processes specific to the use of force reviews” as it relates the findings of noncompliance with Section 1357, Use of Force. However, the CAP does not describe specifically what the plan entails or how compliance with Section 1357 is supported by this plan. Likewise, the details for correcting the deficiencies noted in implementing Section 1390, Discipline, are also lacking.

**County Supplemental Response:**

As of March 30, 2023, staff continue to be trained on the use of force. Below is the plan that has been developed to address the review of use of force incidents. Effective April 10, 2023, the facilities will begin to enforce Directive 1477 – Detention and Residential Treatment Services Bureaus Physical Intervention Policy. Any staff that is involved in or witnesses a physical intervention incident, including deployed staff, will be expected to complete all required documentation immediately or when reasonably possible, but no later than prior to the end of their assigned shift. For 30 consecutive days beginning April 10, 2023, institutions staff shall demonstrate capability of completing Use of Force incidents within five (5) days of receipt and forwarding the documents to the FIRST Team for review. As part of this plan,
any outstanding Use of Force incidents from January 1, 2023, must be completed and reviewed. If Institutions can demonstrate that they can stay current with their Use of Force documentation for 30 days, all incidents prior to January 1, 2023, will be separated out as a backlog and will be address in the second phase of this plan.

Title 15, Sections 1358 and 1358.5(c): Use of Physical Restraints (CJH Only)

The Detention Services Bureau Policy (DSB-1000) is the policy section regarding the use of Mechanical Restraints and Safe Crisis Management. This policy was developed in collaboration Juvenile Court Health Services (JCHS) and the Department of Mental Health (DMH).

The use of mechanical restraints (handcuffs) at CJH is limited. However, documentation of mitigating circumstances that may preclude the use of mechanical restraints has been lacking in our Physical Intervention Report (PIR) documentation per policy. Real time training is being provided by the Probation BSCC Compliance Team to staff when writing reports post use of mechanical restraints. Policy review will be conducted with staff and sign offs will be collected. The policy review will highlight the documentation in the PIR to include the assessment of mental health, medical and trauma that would preclude the use.

County Supplemental Response:

Training continues to be provided to staff on report writing after the use of mechanical restraints.

Title 15, Section 1360(a): Searches

The ability to conduct searches on a consistent basis has been impacted by low staffing levels. Mandatorily deployed field staff, overtime staff and continuous hiring of new staff is in process to increase staffing levels at both facilities. Staff assigned to the Department’s Special Enforcement Operations (SEO) have deployed to the juvenile halls to assist with searches, as needed. K-9s assigned to these staff are frequently utilized to conduct searches. Effective March 6, 2023, a team of eight to ten SEO staff were dedicated to BJNJH Monday through Friday from 7 AM to 3 PM to assist with searches and school movements. An additional SEO Team will be assigned to conduct unannounced searches twice per week. Search teams are being deployed to CJH, as available and necessary. Additionally, the reassignment of a minimum of 100 field staff to the juvenile halls will be effectuated beginning March 20, 2023.

County Supplemental Response:

Effective April 10, 2023, staff shall search youths’ room on a daily basis. In addition to daily searches, each shift shall conduct at least two thorough unit contraband searches each week to be led by the supervisor. The addition of the 100 reassigned staff will support compliance with required searches.
Title 15, Section 1370(b)(6) – Education

Due to low staffing levels, youth do not consistently attend school in the classrooms. When youth are not in classrooms, they are either provided instruction in the Unit and/or receive educational packets in lieu of in-person instruction. The reassignment of 100 field staff to the juvenile halls will enable more consistent movement of young people in both facilities to classrooms.

County Supplemental Response:

Staff are being assigned to specifically take youth to school. The Department has deployed staff who are assigned to the Special Enforcement Operations unit to each hall to assist in providing the needed supervision to ensure the transportation of youth from the living units to the school.

Title 15, Section 1371: Programs, Recreation and Exercise

Programs (CJH Only): Written annual program reviews, to ensure content offered is current, consistent, and relevant to the population, have been submitted to the BSCC for seven of eight programs offered at CJH. In addition to community-based organizations and volunteers, Probation staff provide programming in the forms of arts and crafts and topical group discussions with youth. The Department of Mental Health (DMH) is also partnering to provide additional programming at CJH. The County’s Chief Executive Office is assisting the Department with the procurement of additional services through a Master Services Agreement process that will shorten the time to identify and quality relevant service providers.

Exercise: Daily large muscle activity has not consistently been provided due to low staffing levels. The reassignment of 100 field staff to the juvenile halls will enable more consistent access to exercise for young people in both facilities. The Los Angeles County Office of Education has incorporated Physical Education (PE) into their school schedule, providing access to workout equipment. Badminton has been added to several dorms at CJH as a physical activity used daily.

County Supplemental Response:

The Department has a Master Services Agreement in place and are currently working with approximately eight (8) agencies and community-based providers to pre-qualify them in their respective service category. In addition, Juvenile Hall operational staff are currently developing Statements of Works to meet the programmatic needs of the youth. SOWs are being submitted on a flow basis and upon completion, a competitive Work Order solicitation will be released.
Services to be Provided:
- Life Skills
- Music Production
- Culinary
- Barber
- Gang Intervention
- Gender Specific

Title 15, Section 1374: Visiting (CJH Only)

A dedicated child-friendly visiting room has been established for the youth and their children. Staffing in the Family Resource Center has been implemented and training for this role has begun. A consistent process of documentation specific to virtual calls provided when in-person visits do not occur will provide proof of practice. Additional smart phones have been ordered for each Supervisor and Director to increase the use of virtual calls.

County Supplemental Response:
Additional phones were ordered and have been distributed to each designated staff person. This noncompliance item is therefore resolved.

Title 15, Section 1390: Discipline

Technical assistance is being provided by the Council of Juvenile Justice Administrators (CJJA), via the Department of Justice (DOJ) Monitor, to create a robust Behavior Management Program (BMP). A draft manual will be completed by March 31, 2023 and submitted to the DOJ for review. A 16-hour training course will be implemented in April 2023 and two pilot units at each facility will be identified for a phased roll-out in May 2023. Both facilities have continued to build on their existing programs, as an interim solution.

BSCC Response:
In your March 23, 2023, letter your Board stated "Likewise, the details for correcting the deficiencies noted in implementing Section 1390, Discipline, are also lacking."

County Supplemental Response:
The County will submit a revised Behavior Management Program manual to the CA DOJ Monitoring Team for approval on April 6, 2023. The County expects the CA DOJ Monitoring Team will approve the revised BMP manual during their April 6, 2023 visit. The County is in the process of developing the training curriculum which will include 8 to 16 hours of in person training. Additionally, a training schedule is being developed to ensure full implementation of this new BMP program prior to reinspection. Pending the roll out of the new BMP program, the County will continue to use the existing BMP program. Attached is the handbook for the existing BMP program.
**Title 24, Section 1230.2.10: Security Glazing**

Per the BSCC, this regulation became effective in 2003. However, this item of non-compliance was not previously identified in prior BSCC inspections. The Department continues to work with the BSCC to identify an acceptable “detention grade” glass to serve as a replacement of the approximately eighty-one broken windows in need of replacement. The Department has submitted to the BSCC a possible solution that would not require the reframing of each of these windows to support the “detention grade” glass replacement.

**County Supplemental Response:**

On March 29, 2023, Probation Leadership met with BSCC and sought additional clarification on the type of windows required to replace the broken windows as the building was constructed in 1998 in the absence of Title 24 regulations. The BSCC has never raised this issue before during its inspections or when the County replaced windows after the regulations were updated. BSCC representatives advised us on May 29, 2023, that they would investigate this issue and provide us a written response as to whether the County is being held to the pre-2003 standard for the halls or the post-2003 Title 24 standards. It is important to note that this investigation was not performed before the BSCC issued its noncompliance finding to the County. Since receiving the noncompliance notice, Probation received inconsistent answers from the BSCC about which standard the County is required to meet to get into compliance. In lieu of clear BSCC guidance, the County continues to pursue various options for detention grade glass replacements.

Probation’s Management Services Bureau is in the process of ordering and installing Title 24 compliant windows in the juvenile halls to be completed by May 28, 2023. There are a total of 87 broken glass replacement orders that will be addressed on a phased-in basis. However, in some instances, the current frames will not accept the Title 24 compliant ¾ inch glass. Where this occurs, the department plans to temporarily install polycarbonate 3/8 or ¼ inch material (a high impact product) to eliminate blind spots which is a safety concern for staff and youth. To address the frame/glass issue, MSB is coordinating with the County’s Internal Services Department (meeting held on March 31, 2023) to inspect and develop a plan to augment and/or replace the frames to accept the thicker glass. As this is completed, MSB will update the frames and glass accordingly.

**Title 24, Section 1230.1.7: Single Occupancy Sleeping Rooms**

Effective March 3, 2023, the Department’s Management Services Bureau (MSB) began prioritizing work orders specific to obscured windows, providing a response within one day. MSB identified obscured windows at both BJNJH and CJH, both blurred with personal hygiene products and those that are scratched/etched. The cleaning of blurred windows is being immediately corrected. Windows with significant etching that obscures staffs’ ability to monitor youth in their rooms will be prioritized for replacement.
County Supplemental Response:

The Department identified a total of 2,498 etched windows: 1,622 at BJNJH and 876 at CJH. Operational staff has conducted a review of BJNJH and determined no etched windows required servicing and/or replacement as the etching does not obscure the ability of staff to effectively perform safety checks. A review of CJH is in progress and once the number of etched glasses that require replacement are identified, MSB will initiate the procurement process.

Title 24, Section 1230.2.6: Lighting

Staff will continue to instruct youth not to cover night lights. The Department has conducted an evaluation of technology to dim night lighting and has selected a solution. This solution will be rolled-out with homelike improvements, as a list of vendors are established. An anticipated timeline will be provided to the BSCC as the vendor procurement is completed.

County Supplemental Response:

The light dimmers have been ordered. The lead time for delivery is 4 to 6 weeks with the expected arrival in early May and full installation by June 2023.

Title 24, Section 1230.1.5: Living Unit

The structure of the existing juvenile halls includes offices that hinder direct access and supervision of youth when staff are positioned in the office and youth are in their rooms. An Instructional Memo will be provided to staff by March 31, 2023 directing them that there must always be one staff present in the unit whether a youth is in their room or not.

County Supplemental Response:

The instructional memo was provided to staff on March 31, 2023.

Title 24, Section 1230.1.11: Physical Activity and Recreation Areas

On March 9, 2023, MSB and an Internal Services Department (ISD) electrician supervisor/project manager met to review possible upgrades to the current field lighting at BJNJH. An engineering assessment is pending completion. If this work cannot be completed within 90 days, we will explore bringing in lights affixed to generators to remedy this finding. CJH upgraded the outdoor lighting in February 2022, however, an assessment of this lighting upgrade will be further considered to determine if the lighting is sufficient or if additional enhancements are necessary.

County Supplemental Response:

MSB is coordinating with ISD to identify vendors who can provide temporary stadium lights for both juvenile halls. ISD will provide lighting options to Management Services Bureau by
April 4, 2023 and the most expedient option will be selected to move forward to ensure compliance by June 2023.

**Suitability Determination**

Lastly, in the March 29, 2023, meeting with the BSCC Representative Lisa Southwell and General Counsel Aaron Maguire, we were informed that in the event that Barry J Nidorf Juvenile Hall was deemed unsuitable that the post disposition SYTF youth that are currently housed in the facility would be allowed to remain as they reside in the hall under a separate designation. We requested further clarification as to which areas of noncompliance are being evaluated for the basis of the suitability hearing pursuant to the Welfare and Institutions Code section 209 because the County did not receive two separate documents detailing noncompliance items for the pre-disposition youth and post-disposition SYTF youth currently housed at Barry J Nidorf Juvenile Hall. It is important to note that the conditions facing the pre-disposition youth are exactly the same for SYTF youth in the halls. If the BSCC contends the halls are unsuitable, then please confirm: (1) the state will not send any additional SYTF youth to the County until these suitability concerns have been resolved; and (2) the state will accept back into its custody the SYTF youth currently in the halls until those concerns have been resolved as well.

The Department is committed to ensuring and maintaining compliance with both Title 15 and Title 24 Regulations in all of our facilities. Should you have any questions regarding this Corrective Action Plan, please do not hesitate to contact me at (562) 940-2501.

Sincerely,

Karen L. Fletcher
Interim Chief Probation Officer

c: Fesia Davenport, Chief Executive Officer, Los Angeles County
   Dawyn R. Harrison, County Counsel, Los Angeles County
   Celia Zavala, Executive Officer, Board of Supervisors
   Max Huntsman, Office of Inspector General, Los Angeles County
   Wendelyn Julien, Executive Director, Probation Oversight Commission
   Honorable Akemi Arakaki, Presiding Judge of the Juvenile Court
INTRODUCTION

The Los Angeles County Probation Department operates three juvenile halls and houses an average of 1,600 minors per day. While the basic mission of the juvenile hall is to provide temporary custody for juveniles while they proceed through the court process, the detention time is also utilized as an opportunity to assist in redirecting delinquent minors toward a positive, more productive, law abiding lifestyle. Herein lies the ultimate goal of the juvenile hall, which is to promote and enhance public safety while attempting to increase pro-social behaviors on the part of all detained minors.

The overall program in the juvenile halls ties together many concurrent and interrelated efforts of the Detention Services Bureau and its collaborative partners (other County departments, community-based organizations and volunteers), into a cohesive strategy to reduce recidivism and influence detained minors into becoming productive citizens. This is accomplished through a Behavior Management Program (BMP) that identifies rules/expectations and reinforces positive behaviors through a mechanism that links rewards, incentives/privileges, and consequences to the minor’s behavior, and encourages progress toward achieving identified short-term goals.

The Behavior Management Program is a collaborative effort between the Los Angeles County Probation Department (LACPD), the Los Angeles County Office of Education (LACOE), the Department of Mental Health (DMH), and Juvenile Court Health Services (JCHS). The BMP is an activity-rich and highly structured programming model that emphasizes positive reinforcement for appropriate behaviors while seeking to minimize the use of negative consequences. The program is designed to provide minors with services to meet their physical, emotional, social and educational needs that will assist them in making appropriate decisions to avoid re-offending. It also provides multiple opportunities for minors to practice new behaviors each day. The BMP holds minors accountable for carrying out the activities and practicing the skills identified in the curriculum while placing the decision to change and the effort required for change solely on the detained minor. The program is vital to the adoption of productive and pro-social behaviors by detained minors who will upon release return to their respective communities.
The BMP identifies specific activities to be performed and skills to be learned in order to mitigate criminogenic risk factors that research indicates predict future criminal behavior. Probation and its collaborative partners provide targeted programs and services to help mitigate these risk factors.

The criminogenic risk factors identified are: (1) delinquency, (2) education, (3) family, (4) peer, (5) substance abuse, and (6) individual. Delinquency includes prior arrests, significant crime in neighborhood, offenses committed while under the influence, assaultive or fighting behavior, and delinquent orientation. Education includes poor academic achievement, pattern of truancy during past year, pattern of suspension/expulsions, disruptive classroom/school history, and presently not in educational program. Family includes poor relations with parent(s), parental supervision deficiencies, chaotic family, parental criminality/substance abuse, and runaway history. Peer includes social isolation, very few pro-social acquaintances, gang affiliation/association, delinquent friends, and no meaningful relationship with any adult. Substance Abuse includes a pattern of alcohol use, use of mood altering substances (other than alcohol), frequent use of substances, substance use that interferes with daily functioning, and early onset of substance abuses. Individual includes no pro-social interests, supportive of delinquency, anger management issues, sensation seeking, and manipulative/deceitful behaviors.

In summary, the Behavior Management Program is a facility-wide multi agency effort that integrates the interdependent components of the juvenile hall operation into one comprehensive approach to behavioral change. The components include educational opportunities, mental health care, medical treatment, and the provision of probation services, including recreational activities.

Role of Collaborative Partners:

The following is a description of each partner agency and their role in the execution of the BMP:

Los Angeles County Office of Education

The Los Angeles County Office of Education (LACOE) is a partner agency that provides educational services to minors detained in juvenile hall. In addition to the regular education program it provides, LACOE assists Probation in the delivery of the LEAPS (Life Excelerator - Assessment of Personal Skills) skills development program. LEAPS is an instructor-led, comprehensive library of turn-key lesson plans that trains minors in the essential coping, adapting and functioning skills they need to experience success in life. In the classroom, LACOE personnel reinforce LEAPS skills development training by having minors complete the “Discussion Points” section of the LEAPS exercise that was delivered the previous day by Probation personnel.
Los Angeles County Department of Mental Health

Mental Health is a partner agency that provides mental health services to the minors detained in juvenile hall. Mental Health staff are active in the living units of the juvenile halls and assist Probation staff with behavior management and rehabilitation-oriented programming. Mental Health’s participation includes information on how to structure group activities, establishment of mechanisms for minors to practice skills, and effective methods to motivate and reward minors for building and demonstrating learned skills.

Juvenile Court Health Services

Juvenile Court Health Services (JCHS) is a partner agency that provides health related services (medical, dental, nursing, etc.) to minors detained in juvenile hall. JCHS contracts with health educators who assist Probation in the development of the curriculum for health education. JCHS currently provides medical screening, routine, non-emergency and emergency medical care to all medical minors in juvenile Hall. JCHS also provides sexually transmitted disease (STD) screening and follow up and gender-specific case management through its affiliation with the Los Angeles County Department of Health Services. The Public Health Nurse from the Public Health Prenatal Counseling Program (PCP) provides pregnant girls with medical follow up and educational information. The public health nurse also assists pregnant girls (upon release) in establishing linkages with community-based resources.

POLICY

The policy of the Los Angeles County Probation Department - Detention Services Bureau is to encourage the pro-social behavior of all minors detained in its three secured juvenile hall facilities. This is accomplished through a Behavior Management Program that identifies rules.Expectations and reinforces positive behaviors through a mechanism that links rewards, incentives/privileges, and consequences to the minor’s behavior, and encourages progress toward achieving identified short-term goals. The program incorporates a structured environment where minors can experience emotional growth and practice pro-social behaviors.

The Behavior Management Program serves as a blueprint for change and is central to long-term public safety.
BMP Objectives:

The primary objectives of the **Behavior Management Program** are:

- To foster minors’ compliance with the detention facility rules and expectations through a system of rewards, incentives/privileges and consequences;
- To provide opportunities for minors to learn and practice alternative pro-social means of meeting their needs and methods of dealing with problems;
- To promote a safe, healthy and productive approach to life, free from alcohol, substance abuse, and gang activity; and
- To celebrate diversity and encourage respect for others.

Target Population/Groups:

The **Behavior Management Program** is designed to serve the diverse needs of 13-18 year old male and female juvenile offenders. The program uses a structured program of activities to address various criminogenic needs that numerous studies have concluded contribute to delinquent behavior.

RATIONALE

The **Behavior Management Program** motivates the minors to be consistent in demonstrating appropriate pro-social behaviors by providing rewards, incentives/privileges and consequences that provides them with on-going feedback concerning their behavior. To this end, the staff maintains an ongoing level of interaction with detained minors in order to provide a safe laboratory to learn better ways of analyzing problems and resolving difficulties. In short, the minor’s behavior management system provides a structured environment where they can utilize their time in a positive and constructive manner.

PROGRAM STRUCTURE

The **Behavior Management Program** is comprised of two major components:

1) **Behavioral Component**: comprised of a token economy, various incentives/privileges, and recreation programming. Collectively, they are designed to reinforce desired behaviors, including active participation in skills development training sessions.

2) **Rehabilitative Component**: designed to teach minors the emotional and social skills needed to lead healthy and productive lives. The rehabilitation component integrates two curriculums, that is, the Life Excelerator -
Assessment of Personal Skills (LEAPS) and Girls Reaching Out to Womanhood (GROW), into one comprehensive skill development training program.

**BEHAVIORAL COMPONENT**

The behavioral component of the Behavior Management Program is designed to increase desired behaviors through positive reinforcement. Lasting behavior change does not occur as a result of punishment. Instead, minors must be engaged in programs, motivation must be enhanced through positive reinforcement, and minors must be given skills to handle feelings and social pressures in alternative healthier ways for behavioral change to take place.

Rewards and incentives are powerful reinforcers and, therefore, a vital component of the BMP. Learning, which is a significant element in the program, is best facilitated by a reward and incentive system. These reinforcers enhance the motivation of minors to learn new behaviors and adopt new attitudes; thus, it is essential that rewards and incentives be given when they are deserved. Rewards and incentives also increase the probability that newly learned skills will be used in new settings and at later times.

The BMP utilizes rewards as tangible reinforcers (e.g., food and personal items) and incentives as privilege reinforcers (e.g., movie and healthy snacks).

**Rewards**

The following are some of the rewards that can be utilized as reinforcers to maintain and promote minors’ pro-social behaviors:

**Verbal Rewards:** A kind word, gesture, or smile, can serve as a basic form of reward and should always accompany the completion of a task.

**Reward Points:** Staff and teachers award points to minors as recognition for their behavioral accomplishments and acknowledgement of a job well done.

**Special Activities:** Barbecues and other activities are effective forms of rewards. These activities are instrumental in providing opportunities for minors to try out new behaviors and attitudes learned through the behavior management program. Also, these activities allow staff to observe the minor’s new behavior and evaluate his/her progress.

**Certificates of Merit:** The successful completion of assigned tasks, rehabilitation-oriented trainings, school programs, and other special achievements can be acknowledged with specially designed certificates. These certificates (e.g., Minor of the Week and/or Group of the Week) will be awarded during the
Community Structure. Minors will be given the opportunity to display certificates in their rooms to serve as a reminder and reinforcement of the behavior that lead to their achievement.

Other Rewards:

- Magazines and Books
- Games and Movies
- Healthy Snacks (low fat)
- Toiletries (toothpaste, soap, shampoo, conditioner, deodorant, lotion)
- Commendations
- Paper Rewards - Letters and Certificates

Incentives

The following are incentives that will be utilized as reinforcers in the Behavior Management Program to maintain and promote pro-social behavior:

1. Pro-Social Bonus Points

Staff shall award bonus points to minors observed demonstrating pro-social behaviors. Minors that demonstrate pro-social behaviors can be awarded a maximum of three bonus points per shift. For example, a minor is being provoked to fight, but instead of engaging in the fight the minor chooses to walk-away from the confrontation and/or brings the matter to the attention of staff. In the referenced situation the minor could have chosen to respond with aggression, but instead chose a response that he learned in skills development training sessions. Staff shall respond with praise and encouragement for the minor’s positive actions and award points to reinforce the behavior. When staff rewards such behavior, the likelihood that that it will continue increases a great deal.

LACOE teachers and Mental Health staff can also award pro-social bonus points by completing the Pro-Social Bonus Points Notification form. Completion and submission of the form alerts unit staff that the minor has demonstrated pro-social behaviors and should be awarded the designated number of points (maximum of three points).

Examples of pro-social behavior include:

1) Minor’s giving encouragement to other minors not to fight.
2) A minor’s personal items are stolen, but instead of engaging in a heated confrontation with others, the minor alerts staff to resolve the matter.
3) A minor becomes angry and has a verbal outburst directed at staff, but once corrected he accepts responsibility and apologizes for his actions.
Token Economy Point System

Rewards and incentives are administered through a token economy point system. Token economies are one of the most often-used behavior management techniques, especially in settings where minors have learning and/or behavioral difficulties. A token economy system aims to increase the frequency of a minor’s desirable behaviors and decrease the frequency of undesirable behaviors. This behavioral change system involves awarding tokens (or points) to minors who demonstrate desired behaviors. Minors may periodically exchange their tokens for rewards, which are items or activities desirable to them.

Token economies are often quite effective for minors who are resistant to other types of motivational and/or behavior management techniques. Among the other benefits of this system are ease of administration; the use of tokens for immediate reinforcement while teaching delayed gratification (holding tokens until trade in time); lack of boredom or satiation for the minor due to the availability of a variety of back-up reinforcers; and lack of competition between minors as they compete only against themselves.

Token economies have great flexibility and utility. In fact, they have been shown in research studies to be effective with minors having various kinds and severities of disabling conditions. Perhaps the reason why they are so effective is that tokens earned are visible evidence of progress. Token economies also remind the minor to display proper behavior, and assure that staff will notice appropriate behavior and interact with the minor in a positive manner.

The token economy of the Los Angeles County Probation Department - Detention Services Bureau works on the same premise, but utilizes points instead of tokens to reward minors for the successful completion of identified pro-social behaviors. The points earned can then be utilized to purchase items from the Al Jones Store (named in honor of a former Probation Director).

Providing minors with positive reinforcement for their demonstration of desired behavior will increase the frequency of the behavior. Therefore, staff must not wait for a desired behavior to occur on its own to provide reinforcement. Instead, staff should create contexts in which positive behavior is likely to occur and praise it. For example, if the desired behavior is for the minor to get through an 8-hour shift without engaging in disruptive behavior, the staff might first set a goal for the minor to go 3-hours without demonstrating disruptive behavior. If and when the minor meets the three-hour goal, staff would give praise for the minor’s accomplishment, thereby reinforcing the behavior. The 3-hour goal provides an opportunity for the minor to begin taking incremental steps toward achieving a
desired behavior. By providing such incremental goals, staff will give the minor an opportunity to practice being successful and begin shaping the minor’s behavior. Such practice will not only reinforce desired behavior, but will bolster the minor’s hope for change.

**Point Awarding Framework**

The **Behavior Management Program** is designed to furnish minors with prompt feedback regarding behavior-related performance. This feedback is accomplished through many avenues, one of which is the awarding of points for the successful demonstration of pro-social behaviors during scheduled programming activities.

Some examples of pro-social behaviors may include: 1) a minor giving encouragement to other minors not to fight; 2) a minor whose personal items are stolen by another minor alerts staff to resolve the matter rather than engaging in a heated confrontation; 3) a minor becoming angry and having a verbal outburst directed at staff, but once corrected he accepts responsibility and apologizes for his actions; and 4) a minor being provoked to fight, but instead of engaging in a fight the minor chooses to walk-away from the confrontation and/or brings the matter to the attention of staff.

Of course, in all the above mentioned situations the minors could have chosen an inappropriate/unacceptable behavior to handle the challenge, but instead chose a pro-social response that he/she probably learned in a scheduled programming activity. So, what is important is that staff responds with praise and encouragement for the minor’s positive actions and award points to reinforce the behavior. The likelihood of that behavior continuing increases a great deal when staff rewards such behavior.

The successful completion of these pro-social behaviors is monitored daily by living unit and school staff. Points are awarded throughout the day in different activity periods, including school periods. Depending on the activity period, probation staff or school staff awards the minor the appropriate number of points allocated for that particular programming activity/period.

The daily maximum number of points a minor can earn is thirty (30). The daily allotment of points is divided equally between Probation and LACOE from Mondays to Fridays (i.e., 12 points from probation and 12 points from school).

Minors attend six (6) classes per school day and will be awarded two (2) points in each class for the successful completion of pro-social behaviors in the educational setting. Minors can accumulate a grand total of twelve (12) points for each day of school. School staff (i.e., teachers) will determine whether or not a minor has successfully behaved in a pro-social manner in a particular class.
When a minor fails to complete the pro-social behaviors for a particular class, the teacher shall complete a “No Points Earned Notification” form.

Although school is not in session during weekends and holidays, minors will still be able to earn thirty (30) points per day from probation staff during Saturdays, Sundays, and Holidays. The twelve (12) points that are normally allocated for school performance on weekdays will be equally divided amongst and added to the AM and PM period (6 points per period) during weekends and holidays.

Three (3) bonus points for the AM Probation Period and three (3) bonus points for the PM Probation Period can be awarded daily by probation staff to minors exhibiting pro-social behavior for a grand total of six (6) bonus points. These bonus points can be earned Monday through Fridays, weekends and holidays.

Over the course of a seven (7) day week, a minor can accumulate a grand total of two hundred and ten points (210).

The following is a description of the points that can be awarded Monday through Friday, as well as Saturday, Sunday and Holidays, during a particular period/time:

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Maximum Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM Probation Period</td>
<td>(6 AM to 2 PM)</td>
<td>5 Points + 3 Bonus points</td>
</tr>
<tr>
<td>PM Probation Period</td>
<td>(2 PM to 10 PM)</td>
<td>5 Points + 3 Bonus points</td>
</tr>
<tr>
<td>Night Probation Period</td>
<td>(10 PM to 6 AM)</td>
<td>2 Points</td>
</tr>
<tr>
<td>AM School Period</td>
<td>(8:30 AM to 11:45 AM)</td>
<td>8 points</td>
</tr>
<tr>
<td>PM School Period</td>
<td>(1 PM to 2:45 PM)</td>
<td>4 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Maximum Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM Probation Period</td>
<td>(6 AM to 2 PM)</td>
<td>11 Points + 3 Bonus points</td>
</tr>
<tr>
<td>PM Probation Period</td>
<td>(2 PM to 10 PM)</td>
<td>11 Points + 3 Bonus points</td>
</tr>
<tr>
<td>Night Probation Period</td>
<td>(10 PM to 6 AM)</td>
<td>2 Points</td>
</tr>
</tbody>
</table>

Minors will be awarded these points based upon their successful participation and demonstration of appropriate behavior during scheduled programming activities.
Additional Point Awarding Guidelines

1. Points can only be earned for the successful completion of pro-social behaviors during scheduled programming activities.
2. Minors temporarily transported to another juvenile facility for court hearings, medical/dental appointments, hospitalization, etc., will still accumulate points as long as the minor exhibits pro-social behaviors.
3. Minors that have already graduated from high school and are not participating in any school program will have twelve (12) points added to their daily score. These points shall be based on good behavior and the completion of assigned chores.
4. The number of points necessary to purchase specific items from the Al Jones Store with either reward points, Al Jones Stamps and/or E-Tickets will be clearly posted in the store.
5. When behavior fails to meet the required standard for a scheduled programming activity, a zero (0) shall be designated in the column that corresponds to that programming activity.
6. When a minor receives any of the consequences listed for mildly disruptive, moderately disruptive and/or severely disruptive behaviors by probation staff, no points will be awarded to the minor. The probation staff handling the Board will designate a zero (0) in the appropriate activity column to any minor that falls within these categories.
7. When a minor is suspended from school and/or is sent to the Special Handling Unit (SHU), no points shall be awarded to the minor for the activity period during which the infraction occurred or any remaining activity periods for that day.
8. The Merit Ladder weekly grading period runs from Saturday through Friday. Reward/bonus points cannot be deducted once a minor earns them and they are recorded on the merit ladder by staff. The only exception to this rule is when minors purchase items from the Al Jones Store.
9. Merit Ladder points shall be always treated as the minor’s personal bank account.

Transfer of Merit Ladder Points

Merit Ladder points earned in one juvenile hall can be utilized in another juvenile hall. Therefore, minors who are transferred between juvenile halls will have their merit ladder points transferred with them.

When a minor is going to be transferred between juvenile halls, detention staff is required to record/document in the minor’s behavior file both the minor’s transfer and the cumulative total number of merit ladder points. The detention staff handling the minor in the receiving juvenile hall (on any shift) is responsible for adding the minor to the population record, Daily Rating Tally Sheet, and
Merit Ladder. The referenced staff is also responsible for transferring the minors’ cumulative number of merit ladder points from the incoming juvenile hall to the merit ladder in the receiving juvenile hall.

Activity Periods Framework

To ensure the equitable distribution of reward points and bonus points throughout the day, each day is divided into several periods. Monday through Friday is divided into five (5) periods, and weekends and holidays are divided into three (3) periods because school is not in session.

What follows is a breakdown of each period and their time span during a day:

----------------------------------- Monday through Friday --------------------------------

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM Probation Period</td>
<td>(6 AM to 2 PM)</td>
</tr>
<tr>
<td>PM Probation Period</td>
<td>(2 PM to 10 PM)</td>
</tr>
<tr>
<td>Night Probation Period</td>
<td>(10 PM to 6 AM)</td>
</tr>
<tr>
<td>AM School Period</td>
<td>(8:30 AM to 11:45 AM)</td>
</tr>
<tr>
<td>PM School Period</td>
<td>(1 PM to 2:45 PM)</td>
</tr>
</tbody>
</table>

------------------------------- Saturday, Sunday and Holidays --------------------------

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM Probation Period</td>
<td>(6 AM to 2 PM)</td>
</tr>
<tr>
<td>PM Probation Period</td>
<td>(2 PM to 10 PM)</td>
</tr>
<tr>
<td>Night Probation Period</td>
<td>(10 PM to 6 AM)</td>
</tr>
</tbody>
</table>

Each period is divided into one or more activities irrespective of whether it occurs on a weekday or weekend. Incorporated within each of these activities are pro-social behaviors that are specific and relevant to that activity. The successful completion of a specified number of these pro-social behaviors (see Appendix I) ultimately determines the reward points, bonus points and incentives/privileges each minor receives.
The following is a breakdown of each period and the relevant activities, with the points assigned per activity in parenthesis:

----------------------------- Monday through Friday -----------------------------

<table>
<thead>
<tr>
<th>Period</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM Period</td>
<td>Wake-up/Breakfast (3 points)</td>
</tr>
<tr>
<td></td>
<td>Wake-up</td>
</tr>
<tr>
<td></td>
<td>Grooming</td>
</tr>
<tr>
<td></td>
<td>Movement to dining area</td>
</tr>
<tr>
<td></td>
<td>Breakfast</td>
</tr>
<tr>
<td></td>
<td>Unit/room Clean-up</td>
</tr>
<tr>
<td></td>
<td>Movement to school</td>
</tr>
<tr>
<td></td>
<td>Lunch (2 points)</td>
</tr>
<tr>
<td></td>
<td>Movement to unit</td>
</tr>
<tr>
<td></td>
<td>Meal</td>
</tr>
<tr>
<td></td>
<td>Movement to school</td>
</tr>
<tr>
<td>PM Period</td>
<td>After School/Skills Development Training (2 points)</td>
</tr>
<tr>
<td></td>
<td>Movement from school</td>
</tr>
<tr>
<td></td>
<td>Preparation for recreation</td>
</tr>
<tr>
<td></td>
<td>Recreation/Skills Training</td>
</tr>
<tr>
<td></td>
<td>Dinner /Skills Development Training (2 points)</td>
</tr>
<tr>
<td></td>
<td>Meal</td>
</tr>
<tr>
<td></td>
<td>Rehabilitation-oriented training</td>
</tr>
<tr>
<td></td>
<td>After Dinner/Showers (1 Point)</td>
</tr>
<tr>
<td>Night Behavior</td>
<td>Sleep time (2 points)</td>
</tr>
<tr>
<td>AM School</td>
<td>Class 1 (2 points)</td>
</tr>
<tr>
<td></td>
<td>Class 2 (2 points)</td>
</tr>
<tr>
<td></td>
<td>Class 3 (2 points)</td>
</tr>
<tr>
<td></td>
<td>Class 4 (2 points)</td>
</tr>
<tr>
<td>PM School</td>
<td>Class 5 (2 points)</td>
</tr>
<tr>
<td></td>
<td>Class 6 (2 points)</td>
</tr>
</tbody>
</table>

----------------------------- Saturday, Sunday and Holidays -----------------------------

<table>
<thead>
<tr>
<th>Period</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM Period</td>
<td>Wake-up/Breakfast (3 points)</td>
</tr>
<tr>
<td></td>
<td>Wake-up</td>
</tr>
<tr>
<td></td>
<td>Grooming</td>
</tr>
</tbody>
</table>
Movement to dining area
Meal
Recreation/Skills Development Training (6 points)
  Rehabilitation-oriented training
  Recreation
Lunch (2 points)

PM Period ---- Recreation/Skills Development Training (6 points)
  Preparation for recreation or skills development training
  Recreation or skills development training
Dinner/Skills Development Training (4 points)
  Meal
  Rehabilitation-oriented training/Recreation
  After Dinner/Showers (1 point)

Night Behavior ---- Sleep time (2 points)

**TOKEN ECONOMY-POINT AWARDING DOCUMENTS**

There are four types of point awarding documents utilized in the token economy of the Behavior Management Program:

1) *Daily Rating Tally Sheet*
2) *Merit Ladder*
3) *No Points Earned Notification*
4) *Pro-Social Bonus Points notification*

**1. Daily Rating Tally Sheet**

This document is used by probation staff to record reward points and bonus points for the successful demonstration of pro-social behaviors. The *Daily Rating Tally Sheet* is completed by probation staff working the 6-2 pm, 2-10 pm and 10-6 am shifts, and must include the date of completion, juvenile hall/unit, name of each staff per shift responsible for completing the form, and the name of each minor assigned to the unit.

What follows are the responsibilities of probation staff at the line and supervisory levels:

1. **The 6-2 pm shift** is responsible for assigning reward points and bonus points in the morning section of the *Daily Rating Tally Sheet*, and forwarding the tally sheets to probation staff working the 10/6 shift at the end of each day.

2. **The 2-10 pm shift** is responsible for assigning reward points and bonus points in the afternoon/evening section of the *Daily Rating Tally Sheet*, excluding
the category for sleeping, and forwarding the tally sheets to probation staff working the 10/6 shift at the end of each day.

3. The **10-6 am shift** is responsible for:

   a. Using the *Daily Rating Tally Sheet* to tally the total number of points (i.e., reward points and bonus points) a minor earned each day during the probation periods (morning shift, afternoon shift, and evening shift) and during the school periods.

   b. Transferring the cumulative total number of points to the *Merit Ladder*.

   c. Preparing the new *Daily Rating Tally Sheet* for the **6-2 pm shift** and adding new minors as necessary.

   d. Copying and posting the *Merit Ladder* in a designated area that is in plain sight of all minors.

4. When a minor misses the opportunity to earn reward points and/or bonus points due to inappropriate/unacceptable behaviors, probation staff have the responsibility to reflect a zero (0) point, or point loss, on the *Daily Rating Tally Sheet* in the minor’s behavior file.

5. To ensure that minors are participating positively in the behavior management program and that probation staff are properly documenting their progress, Sr. DSO’s are also responsible for reviewing, correcting and signing the *Daily Rating Tally Sheet* on a daily basis and the *Merit Ladder* on a weekly basis before advancing them to their supervisors.

2. **Merit Ladder**

This document is used by probation staff working the **10/6 night shift** to record the number of points each minor earned each day (i.e., reward points and bonus points) and the cumulative number of merit ladder points for the week. The *Merit Ladder* shall include the juvenile hall, unit, date, name of each minor assigned to the unit, number of points accumulated by each minor for the previous day (during all probation and school periods), and the number of merit ladder points accumulated by each minor for the week.

3. **No Points Earned Notification**

LACOE teachers utilize this document to indicate a minor has failed to successfully complete pro-social behaviors in a particular class and thus has failed to earn the available reward points for that class. Unlike probation staff, LACOE teachers do not utilize a point-awarding document to award points. Instead, minors automatically receive two (2) points for each class they attend; however, when a minor fails to behave appropriately in a particular class,
the teacher completes a No Points Earned Notification form. The form serves as notification to probation staff that the minor failed to earn points in the class indicated.

The teacher completes and forwards the form to the school office where it is later picked up by the Probation School Post staff. The school post staff ensures delivery of the form to the appropriate unit. Once unit staff receives the form, the Board DSO or designee will record a zero (0) on the Daily Rating Tally Sheet for the appropriate class period. A minor can only earn a zero (0) for those classes where he/she failed to behave in a pro-social manner. When the minor’s school behavior is appropriate, the minor shall receive a full complement of points for all other class periods.

4. Pro-Social Bonus Points Notification

LACOE, Mental Health, and JCHS personnel shall utilize this document to award bonus points to minors that demonstrate pro-social behavior. The staff observing the pro-social behavior completes the notification and forwards it to the minor’s unit staff or to the school office if the behavior was observed in the classroom. The probation school monitor picks up the notification and ensures delivery of the form to the appropriate unit.

Once unit staff receives the form, the Board DSO or designee will transfer the number of points recommended to the Daily Rating Tally Sheet bonus point’s column. Minors can receive a maximum of three (3) bonus points per shift. In cases where multiple pro-social bonus point notifications are received, all points exceeding the 3-point maximum per shift will not be allocated. However, multiple notifications shall be attached in the minor’s behavior file. A minor can only earn a zero (0) for those classes where he/she failed to behave in a pro-social manner.

MINORS’ PARTICIPATION IN PROGRAMMING ACTIVITIES

The opportunity is available to all minors (male and female) detained in juvenile hall to participate in scheduled programming activities, which are aimed at keeping them occupied in a positive and productive manner with a variety of learning experiences. As such, minors are expected to participate in the programming activities appearing on the daily schedule. The probation staff handling a scheduled programming activity is responsible for the primary behavior management of the minors and for providing continual supervision of the minors during said activity. Programming activities will include those scheduled in the living units, school, and other areas in the detention facility.

Minors are expected to demonstrate the following appropriate behaviors during all scheduled programming activities:
• Positive attitude/cooperation.
• Good listening/communication.
• Good citizenship/sportsmanship.

Minors are assessed according to the following areas of functioning during scheduled programming activities:

• Attentiveness.
• Respectfulness.
• Ability to follow instructions.
• Participation, cooperation and effort according to ability.
• Completion of activity.

Staff is to encourage the participation of minors in all scheduled programming activities such as educational, rehabilitation, recreational, and religious. The participation of minors in scheduled programming activities is expected to help their self-awareness and self-improvement and, likewise, promote the positive interactions between minors and staff.

Scheduled programming activities are expected to be conducted and administrative decisions are expected to be made in a non-discriminatory manner without regard to race, color, sex, national origin, age, sexual orientation, religious or political opinions, or handicap.

Minors with documented medical and/or emotional/behavioral issues will be restricted from scheduled programming activities:

1. Only Nursing/Medical and Mental Health staff is permitted to restrict minors from participation in scheduled programming activities due to medical, mental and/or developmental limitations. These staff are responsible for documenting a minor’s restriction(s) on an Activity Gram (green slip) that shall indicate the nature of the restriction, the length of restriction, starting date/time and ending date/time.

2. In all cases involving physical, mental (emotional/behavioral), and/or developmental restrictions, appropriate documentation (SIR’s: Special Incident Reports; PIR’s: Physical Intervention Reports; Activity Grams (green slip); etc.) must be attached in the minor’s behavior file, with no exception.

MINORS’ NON-PARTICIPATION IN PROGRAMMING ACTIVITIES
A minor who refuses to participate in scheduled programming activities without a justifiable cause will not receive reward points and incentives/privileges for the particular period in which the inappropriate behavior(s) was (were) exhibited.

Minors that refuse to participate in scheduled programming activities including, but not limited to, education, rehabilitation, recreation/exercise, religious activities, or any other type of schedule programming activity, must receive the following consequences:

a. Minors will not be eligible to engage in reading and/or writing activities during the time of the scheduled program activity.

b. Minors will not be eligible to watch television during the time of a scheduled program activity.

c. Minors will not be eligible to use the telephone during the scheduled program activity.

d. Minors are not to engage in any other kind of activity, except for those allowed by policy and/or regulation, during the time a scheduled program activity is refused.

DISCIPLINARY CONSEQUENCES

Just as rewards must exist in any motivational program that promotes behavioral change, consequences must also exist. Many of the minors in our system come from home and community environments that are unstructured, permissive of inappropriate and disruptive behaviors, and/or are overly punitive.

Staff must give minors structure by making clear the consequences (positive or negative) that will be forthcoming if they engage in inappropriate/unacceptable behaviors. Minors must learn that compliance with rules/expectations and the demonstration of pro-social behaviors will result in positive consequences, and that manipulative, non-compliant, aggressive, and/or oppositional behavior will always be met with disciplinary consequences. Staff must remain cognizant of the fact that, in order to be effective, consequences must always be aversive to the minor. Aversive consequences decrease the probability of a behavior occurring again.

Continuity of Disciplinary Consequences

Staff shall always ensure that disciplinary consequences are applied in a fair and impartial manner. Minors shall be held accountable for their actions at all times. Minors demonstrating negative behavior (defiant, disruptive, disrespectful, etc.)
shall be counseled and have appropriate sanctions immediately imposed
(e.g., Modified Program, SHU Transfer, etc.).

Staff shall not, under any circumstances, reward negative behavior. Staff that
reward negative behavior cause irreparable damage to the integrity of the
Behavior Management Program and thus, such actions cannot be tolerated. The
rewarding of negative behavior also sends a message to all minors that negative
behavior is condoned and will be rewarded.

Minors who demonstrate continuous behavioral difficulty shall have a
Detention Observation Report (DOR) initiated by the Board DSO by the end
of the shift during which the behavior occurred. The DOR shall be attached in
the minor’s behavior file. Any and all subsequent violations shall be documented
in the minor’s behavior file and on the attached DOR.

**Managing Inappropriate/Unacceptable Behaviors**

Staff must be able to identify those behaviors that are inappropriate/unacceptable
and assess the need for disciplinary consequences. Staff must always remain
cognizant that not every undesirable behavior requires a punishment.

When giving consequences for a minor’s behavior the focus must remain on the
behavior, not on the underlying issues. Minors may act out for a number of
reasons, which may include beliefs and/or attitudes that are racist, sexist, or
otherwise victimizing in nature. Therefore, the time to resolve issues or
restructure a minor’s beliefs and/or attitudes should not be done immediately
following an outburst. When a minor displays a behavioral outburst, the
immediate objective must be to stop the problem behavior and teach the minor
alternative ways to behave.

Addressing the question of *why* a minor did something should only be done after
a “cooling off” period. Asking a minor to defend or analyze his behavior in the
moment may risk reinforcing the behavior by giving it attention. Rather, staff
should calmly give the designated consequence for the behavior, stating clearly
to the minor what the problem behavior is, with no further attention to the
question of *why*. If the question of *why* needs to be addressed, it should be done
later, and only if the minor has the skills to cope with thoughts and emotions that
may emerge as a result of such introspection.

The Board DSO is the staff responsible for responding to a minor’s specific
question regarding their participation in the behavior management program.
He/she and the Sr. DSO are responsible for reviewing all the necessary
documentation on a minor when considering the disciplinary consequence required in a particular situation.

The following conditions must be met prior to consequences being applied to any minor for inappropriate/unacceptable behavior:

1. The minor must understand the rules and expectations for his behavior.

2. The minor must know how to perform the expected behavior. If the minor cannot perform the behavior, staff must attempt to teach each skill or provide assistance when and where necessary.

3. Minors should understand why they are expected to behave or perform in a certain manner. Staff must respond to any questions a minor may have in a professional manner.

4. Minors must understand that they may not earned some or all of their reward points and incentives/privileges for a particular day based on inappropriate/unacceptable behaviors, including any threat that they may have posed to the safety, order and security of minors and/or staff in the detention facility.

5. Minors must not only understand the disciplinary consequence associated with inappropriate/unacceptable behavior, but also the reward points and incentives/privileges that are available if they are in compliance exhibiting pro-social behaviors.

   a. Each staff administering discipline is responsible for informing the minor of the consequences of their behavior at the time of the infraction.

   b. At the time of the infraction, attempts should also be made to re-establish a rapport with the minor by discussing the incident.

   c. If attempts fail at re-establishing rapport, the staff must continue to make efforts to communicate effectively with the minor throughout the shift.

6. Staff should not limit themselves to correcting inappropriate/unacceptable behaviors of those minors in their direct supervision because they are responsible for overall behavior management in the juvenile halls. Inappropriate/unacceptable behaviors must be corrected immediately whenever they are observed in the juvenile hall.

**Categories of Inappropriate/Unacceptable Behaviors**
Inappropriate/unacceptable behaviors are classified into three categories: *mildly disruptive*, *moderately disruptive* and *severely disruptive*. Each category has its own consequences, which follow a level of progression based on the seriousness of the behavior violation. The severity of the behavior determines the disciplinary consequences.

1. **Mildly Disruptive Behavior**

Mildly disruptive behavior is a category of behavior where minimal disruption is expected to occur to the safety, order and security of minors and/or staff in the detention facility.

Mildly disruptive behavior can occur unexpectedly and must be corrected immediately. Management of these behaviors does not tend to impact facility staffing and deployment of staffing resources.

The violations under mildly disruptive behavior include:

1. Profanity
2. Name Calling
3. Lying
4. Excessive Noise
5. Demanding/Ordering
6. Excessive Complaining
7. Littering
8. Misleading
9. Improper Dress Appearance
10. Trading Food/Property
11. Horseplay
12. Possession of Extra Clothing
13. Losing County Property
   (e.g., clothing, towels, school books, tools, etc.)
14. Other (as deemed by Probation Director or designee)

The consequences for mildly disruptive behaviors are:

- Verbal warning.
- Re-clarification of the rules and expectations.

2. **Moderately Disruptive Behavior**

Moderately disruptive behavior is a category of behavior that may cause disruption to the orderly management of the detention facility and thus requires
staff intervention to avoid compromising the safety and security of minors and/or staff.

Moderately disruptive behavior can occur unexpectedly and must be corrected immediately. Management of these behaviors may impact facility staffing and deployment of staffing resources.

The violations under moderately disruptive behavior include:

1. Failure to follow instructions
2. Racial remarks/slurs
3. Damaging property of minor(s) and/or staff
4. Damaging County property
5. Instigating
6. Theft
7. Verbal and/or physical vulgarity
8. Verbal and/or physical abuse
9. Failure to participate in facility scheduled programming
10. Possession/distribution of contraband
11. Flooding toilets or sinks
12. Unauthorized telephone usage
13. Entering unauthorized areas without permission
14. Tattooing
15. Moving out of staff supervision
16. Falsifying information
17. Repetitious acts of misconduct
18. Gang behavior
19. Gambling
20. Runs own program
21. Other (as deemed by Probation Director or designee)

The consequences for moderately disruptive behaviors are:

- Modified program.
- Referral/transfer to the Special Handling Unit (SHU) per approval of Sr. DSO.
- Detention Observation Report (DOR).
- Administrative Hold pending filing of additional charges with administrative approval (e.g., 1111, 602, 777, etc.).

3. Severe Disruptive Behavior

Severely disruptive behavior is a category of behavior that usually causes a major disruption in the orderly management of the detention facility and thus requires staff intervention to avoid compromising the safety and security of minors and/or staff.
Severely disruptive behaviors are considered **zero tolerance behaviors** because they are blatant acts of defiance and will not be tolerated.

Severely disruptive behaviors can occur unexpectedly and must be corrected immediately. Management of these behaviors certainly impacts facility staffing and the deployment of staffing resources.

The violations under severely disruptive behavior include:

1. **Participation in major disturbance**
2. Creating a disturbance after lights out
3. **Self-injurious/suicidal behavior**
4. Fighting
5. Gassing
6. Threats
7. **Inciting/Participating in riotous behavior**
8. Tampering with security equipment
9. Exchanging medication(s)
10. **Group Disturbance**
11. Intimidation/Bullying
12. **Inappropriate/unacceptable sexual behavior**
13. **AWOL/Attempted AWOL**
14. Individual assault on minor and/or staff
15. **Group assault on minor and/or staff**
16. Need for physical, chemical and/or mechanical restraint
17. Possession of drugs and/or alcohol
18. Smoking
19. **Other (as deemed by Probation Director or designee)**

The consequences for severely disruptive behaviors are:

- Suspension (during the rating week in which the violation occurred) of all BMP rewards/bonus points and incentives, including Al Jones Stamp, E-Ticket, and Al Jones Store visitation privileges.
- Contact parent and minor’s probation officer.
- Referral/transfer to the Special Handling Unit (SHU) per approval of Sr. DSO.
- Referral to the Individualized Behavior Management Plan (IBMP).
- Administrative Hold pending filing of additional charges with administrative approval (e.g., 1111, 602, 777, etc.).

**Restrictions Due to Behavior**
**Phone Calls**
Minors that engage in inappropriate/unacceptable behaviors and/or fail to earn at least 17 points per day shall be restricted from making any phone calls above and beyond the **one call per week** that is afforded to each minor detained in juvenile hall.

**Housekeeping**
Minors that engage in inappropriate/unacceptable behaviors and/or fail to earn at least 17 points per day shall also be restricted from engaging in housekeeping duties and other operational functions, that is, making shower rolls, messenger duty, sweeping, mopping, cleaning, etc. Rewarding these minors by allowing them to engage in such functions reinforces their behavior, undermines the positive efforts of other minors in the unit, and creates a negative perception amongst minors.

**Documentation of Disciplinary Consequences**

The staff handling a scheduled programming activity is responsible for applying disciplinary consequences to minors engaging in unacceptable/inappropriate behaviors and completing all necessary documentation.

If the scheduled activity is a probation activity, probation staff are responsible for disciplining minors. If the scheduled activity is a school activity, school staff are responsible for disciplining minors.

When a minor receives any of the consequences listed for **mildly disruptive**, **moderately disruptive** and/or **severely disruptive** behaviors and/or when a minor is suspended from school, a **SIR** must be completed by probation staff and reviewed by the living unit's Sr. DSO and approved by the building SDSO, or Officer of the Day (OD). A copy of the **SIR** must be placed in the minor's behavior file.

**REHABILITATION COMPONENT**

The rehabilitation component of the **Behavior Management Program** integrates the gender-specific Girls Reaching Out to Womanhood (GROW) curriculum and the Life Excelerator - Assessment of Personal Skills (LEAPS) curriculum into one comprehensive skills development training program.
The integrated curriculum is comprised of both interactive skill development activities/exercises and related reinforcement components that work in collaboration to motivate participation and personal growth. The goal of the skills training curriculum is to replace ineffective and maladaptive emotional and behavioral responses with more effective and socially appropriate behaviors.

Skills development training is the backbone of any effective rehabilitation program. It provides minors with information to better manage their lives. Unlike the traditional subjects taught in school to minors such as math, history and geography, skills development training employs a curriculum, which if utilized, can assist in improving an individual's life circumstances. The curriculum does not tell minors how to live their lives, but rather ensures they have good information to develop a clear, eyes-open plan for the life THEY desire to live.

The BMP's skills development training curriculum is delivered daily (except Wednesdays and Thursdays) by detention staff (DSO's and Sr. DSO's) over a twenty-one (21) day rotational period (most exercises are repeated every twenty-one days). The curriculum utilizes interactive group presentations and a variety of communication strategies such as demonstrations, modeling, role-playing, and handouts. Each minor detained in juvenile hall for at least 21 days, which is the average detention stay, receives a minimum of 15 hours of skills development training instruction.

A Monthly Activity Calendar is utilized to schedule all skills development training sessions and is custom-developed for each living unit by the facility BMP Coordinator. To ensure the consistency of programming at all three juvenile halls, the calendar lists the days and times of the skills development training sessions and other supporting activities/exercises conducted in each unit. Compliance with the schedule is mandatory for all staff.

Although detention staff is the primary provider of instruction for the rehabilitation curriculum, LACOE and Mental Health staff have significant supporting roles in the delivery of the curriculum. In the classroom, LACOE personnel reinforce LEAPS training by having minors complete the “Discussion-Points” section of the LEAPS activity/exercise that was presented the previous night by probation personnel. This requires significant coordination and collaboration between LACOE and Probation, which is effectively accomplished through the Monthly Activity Calendar of the Behavior Management Program that is distributed to both organizations. Mental Health personnel provide training to probation staff and others on identifying and dealing with minors' mental health issues and effective handling of inappropriate/unacceptable behaviors on the part of minors.

**Girls Reaching Out to Womanhood (GROW) Curriculum**
GROW is a gender-specific curriculum designed to provide females minors detained in juvenile hall with information and resources that will assist them in their transition to camp, placement and/or their return to the community.

The GROW curriculum is delivered in three phases:

1) **Orientation Phase**
   --- Minors are introduced to the particulars of this gender-specific program.

2) **Educational Component Phase**
   --- Minors receive skills development training that addresses the areas identified as risk factors that contribute to juvenile delinquency.

3) **On My Own Phase**
   --- Minors are introduced to skills development training and tools that will aid them in their transition back into the community.

The GROW curriculum is comprised of the following instructional categories:

- A Woman’s Sexuality
- Violence
- Personal and Family Relationships
- Healthy and Unhealthy Relationships
- Parenting Requires Sacrifices
- How to Balance Your Checkbook

The GROW curriculum creates multiple learning opportunities for female minors.

**Life Excelerator - Assessment of Personal Skills (LEAPS) Curriculum**

LEAPS is an instructor-led, comprehensive library of turn-key lesson plans that train minors in the essential coping, adapting and functioning skills they need to experience success in life. The LEAPS program utilizes an individualized assessment tool that possesses the capacity to create automated profiles that aggregate and indicate functionality, categorizes strengths and weaknesses, and prescribes specific skills development training regimens to intervene in inappropriate/unacceptable behaviors, prevent the onset of maladaptive behaviors, and support the maturation process. Overall, the LEAPS curriculum is designed to enhance the personal, interpersonal, and social-cognitive skill levels of minors with the purpose of ensuring their pro-social behavior.

The LEAPS approach consists of a series of social learning instructional procedures. Through LEAPS, groups of delinquent adolescents are:

a. Shown several examples of expert use of the behaviors that constitute the skills in which they are deficient (i.e., modeling);

b. Given several guided opportunities to practice and rehearse these competent behaviors (i.e., role-playing);
c. Provided with praise, reinstruction and related feedback on how well their role-playing skill enactments match the facilitator model’s portrayals (i.e., feedback); and
d. Encouraged to engage in a series of activities and discussions designed to increase the chances that skills learned in the training setting will endure and be available when needed in home, school, community, institutional, or other real-world settings (i.e., discussion points).

The LEAPS curriculum is comprised of 89 low maturity skill lessons and 109 high maturity skill lessons grouped into the following ten (10) modules:

1. Friends
2. School Rules
3. Stress and Anxiety
4. Respecting Self and Others
5. Anger and Emotional Management
6. Communication and Presentation
7. Decisions and Consequences
8. Hygiene
9. Managing Time and Attention
10. Social Life

The skills selected for the LEAPS program are pre-determined and reflected on the Monthly Activity Calendar of the Behavior Management Program. The large number of skills available allows the facilitator/trainer some flexibility to substitute some skill lessons for others.

Each lesson of the program is structured in the following format.

1. Goal - a statement of why the skill is necessary.
2. Objective - what the lesson will do for the student.
3. Exercise - a comprehensive step-by-step instruction guide on how to teach, assimilate and organize the skills development training session.
4. Discussion Points - probing questions to help determine comprehension and assimilation as well as the beginning points for group discussions.
5. I Pledge – a self-affirming statement which the student repeats as a pledge to use this skill.
7. Right Ways and No Ways – scenarios that offer the appropriate and inappropriate use of the skill and ask the student(s) to determine which.
8. Summary - a wrap up statement of the lesson.

Monthly Activity Calendar
The Monthly Activity Calendar of the Behavior Management Program is the official schedule for all the program skills development training sessions, meetings, and other related activities. In short, it provides staff with the dates and times that specific activities and/or programs are to be conducted.

The calendar ensures the consistency of BMP programming at all three juvenile halls and is custom designed to fit the needs of each individual unit. The facility BMP Coordinator produces and distributes the calendar before the beginning of each month. The coordinator ensures that scheduled activities do not conflict with one another. LEAPS training courses are scheduled to ensure that minors who remain in juvenile hall for at least 21 consecutive days receive a minimum of 15 hours of skills development training instruction. The BMP Coordinator will meet monthly with each building SDSO to discuss special needs and programming preferences.

All activities listed on the calendar are in abbreviated form. The following legend of abbreviations is located at the bottom of the calendar:

- (CS) - Community Structure
- (CBO) - Community Based Organization
- (LEAPS) - Life Excelerator – Assessment of Personal Skills
- (GP) - Group Presentation
- (ATE) - Abstract/Lateral Thinking Exercises
- (BMSC) - BMP Sponsored Competition
- (BMG) - BMP Sponsored Games

The calendar is also utilized to conduct observational audits once per week. During these unannounced audits, units are observed for their compliance in conducting skill development training sessions as scheduled.

Reinforcement Practices

The reinforcement practices of the Behavior Management Program intend to keep information alive in the mind of the detained minor. These supplementation and strengthening practices create a total learning environment that maintains program focus, aiding in the development of a therapeutic community that minimizes negative peer pressure and allows individual and group positive change.

Reinforcement consists of the following components.

- Periodic Reviews
- Learning Opportunities
- Rituals
- Community Structure
• Recreation

All of these components are integrated into the normal juvenile hall unit schedule. The minor’s continuous exposure and practice of these components will enable him/her to internalize and apply them to situations they encounter on a daily basis.

Periodic Reviews

The Periodic Review is a one-on-one counseling session that provides minors detained in juvenile hall with routine, but meaningful communication with staff. This communication is intended to furnish staff with information regarding the minor’s adjustment in the unit and to provide information to the minor to ease his time in detention.

Short-term counseling sessions can significantly reduce stress, anxiety and enhance communication between staff and minors. By using these reviews, minors will be easier to work with, staff and minors will establish rapport, staff will feel better about their contributions, and juvenile hall can provide a more structured and safe environment leading to an overall positive and caring detention environment.

All periodic reviews shall be documented on the official Periodic Review form. Periodic Reviews that are written on a Daily Behavior Record in a minor’s behavioral file will not be accepted and will not receive audit credit.

Periodic Review forms must be fully completed to receive audit credit. Forms that are incomplete, missing, or have been completed by minors, are unacceptable and will not receive audit credit.

Periodic Review Criteria:

• Each minor must receive an initial Periodic Review within the first seven (7) days of being admitted to a unit. If the minor’s assigned DSO is not available, another DSO shall be assigned to conduct the review.
• Periodic Reviews shall be documented on an official Periodic Review form and must be fully completed to receive audit credit. Staff are the only persons allowed to complete the periodic review form. The completed form must be securely attached in the minors behavior file. Audit credit will not be granted for any missing form.
• Each DSO shall be assigned a fluctuating number of minors to what is referred to as a Periodic Review caseload.
• Periodic Review assignments shall be equally distributed amongst all DSO’s.
• Periodic Review assignments shall not be allocated alphabetically as this will lead to an unequal workload for some DSO’s. For example, if the AM shift were assigned all minors having last names beginning with A-I and two of that shifts DSO’s become injured, one or two DSO’s is/are then responsible for reviewing a large number of minors.
• Equity in the Periodic Review assignment process is essential.
• Each DSO is required to meet at least once per week with each of the minors assigned to them.
• A list of staff and minors assigned to them shall be maintained in the unit office on the periodic review board.
• Sr. DSO’s will be responsible for assigning minors to each DSO based upon the number of minors in each unit. Ideally, this should be completed following the orientation process.
• Sr. DSO’s will be responsible for the daily maintenance of the periodic review board and shall update the board to reflect the names of minors admitted to or released from the unit.
• Sr. DSO’s shall audit the minors’ behavioral files on a weekly basis for the presence of periodic reviews completed by staff on their shift.
• SDSO’s shall audit the work of all subordinate staff.
• If a staff is on vacation, his/her minors shall be temporarily assigned to other DSO’s.
• When staff is on I.A. or long-term illness, they shall not be listed on the periodic review board.

Guidelines for Conducting Periodic Reviews:

1. Periodic Reviews shall be conducted similar to one-on-one counseling sessions.
2. The official Periodic Review form is the only form to be used when conducting Periodic Reviews; all other forms are unacceptable.
3. The form must be fully completed by the Periodic Review counselor, not the minor.
4. Staff shall review a minor’s behavior file before conducting a Periodic Review. Any problems the minor may have experienced during the week (e.g., school referrals, medical problems, SIR’s, etc.) shall be noted.
5. Staff should explain to the minor the benefits of a Periodic Review and how it is intended to improve communication between staff and minors.
6. Periodic Reviews are not an account of a minor’s behavior on a particular day, but are instead a review and acknowledgement of the minor’s needs, concerns, and well-being (physical and mental).
7. Always end the Periodic Review session on a positive note.
8. The staff and minor must sign the Periodic Review form.
9. The date of the review must be written in the space provided on the form (essential for audit credit).
10. The completed _Periodic Review_ form is to be securely attached in the minor’s behavioral file.

**Listed below are a few relevant topics that can be discussed during a Periodic Review:**

- Ask the minor about any problems he/she may be experiencing, including the use of phone privileges.
- Ask the minor about adjustments he/she has made or needs to make.
- Ask the minor about his/her relationship with staff, parents, friends, and peers.
- Ask about achievements, interests, and hobbies.
- Ask about objectives and goals during and after confinement.
- Discuss any problems or concerns relating to recent court appearances, but do not discuss their specific cases.
- Discuss participation in skills development training sessions.
- Review school performance.
- Discuss the BMP Orientation Checklist.

**Learning Opportunities**

Learning opportunities are interactive group discussions that are conducted by staff throughout the day. Learning opportunities are nothing more than the application of skills development training information to normal unit functions. For example, dining periods become opportunities to discuss proper nutrition/diet; shower periods become opportunities to discuss personal hygiene; etc.

Staff shall conduct learning opportunities by asking questions related to nutrition, substance abuse, LEAPS information, etc. For example, during the meal period, staff may ask the group, “Can somebody tell me a few of the nutritional characteristics of an apple?” That question could be followed by the question, “How does an apple aid in digestion?.”

It is important that the topic of discussion have some relevance to the present or preceding activity; so, they should never conflict. That is, staff should not utilize a meal period to talk about personal hygiene, as this would be inappropriate; nutrition and/or diet would be suitable topics of discussion at mealtime.

**Rituals**

Rituals, common to all institutions, are the methods utilized to conduct everyday unit routines. Rituals formalize repetitive functions, such as movements,
restroom calls, meals, showers, etc. Formalization of these functions clearly defines to the minor how each activity is to be conducted allowing the minor to quickly learn how to operate in the unit. Thereafter, minors have to think less about the normal mechanics of functioning in the unit and can focus on their behavior management objectives and goals.

Rituals also create a sense of safety and comfort among the minors. When minors feel safe in their environment, the need to maintain safety is met. Therefore, delinquent behavior (e.g., fighting to maintain status, being disruptive, concealing weapons or contraband, gang affiliation for protection), which historically has met these needs, is not necessary. Individuals feel more secure when they are aware of what's going on around them. A program that uses rituals (i.e., consistent procedures) helps provide this security.

It is incumbent upon each building SDSO to ensure that the rituals (i.e., methods) by which all routine activities are conducted on each shift are done consistently. For example, each shift should conduct restroom calls in the same manner, whether they are conducted from the dayroom or the hallway. Further, building SDSO’s shall ensure all building staff utilizes the established methods in their daily operational routines.

With staff direction, rituals will free minors’ minds to reflect on topics that reinforce their behavior management objectives and goals.

**Community Structure**

This is a form of community meeting that is designed to develop and support a sense of family among unit members/peers. They are conducted during each shift, usually at the Board DSO’s first opportunity to address the entire unit face-to-face.

Community structure is similar to traditional juvenile hall structuring in that it requires:

- Getting the groups undivided attention;
- Informing minors of all scheduled activities and the roles they play to ensure a successful outcome;
- Reinforcing positive behavior during the activity; and
- Being clear and concise about the consequences or sanctions that will follow any inappropriate behavior.

During community structure, staff must recognize each minor’s progress towards responsible and acceptable behavior. Inclusion of behavior management terminology, philosophy, and slogans during the community structure period is critical to the success of the program.
Community structure meetings shall commence with staff reciting the “Assurance of Quality Care” pledge.

Recreation

Recreation is a vital component of the overall behavior management program. Every attempt is made to ensure minors are continuously involved in active and non-active recreational activities each and every day.

Recreational activities are conducted afternoons, evenings, and weekends. They are always structured and scheduled for each unit by the Program Services Coordinator via a weekly recreation schedule, which is also integrated into the Monthly Activity Calendar of the Behavior Management Program. Basketball, soccer, kickball, volleyball, swimming, board games, etc., are some of the activities minors can engage in during scheduled recreation activities.

For the sake of variety, each unit is rotated between available recreation fields on a daily basis. Periodically, inter-unit competitions are also scheduled to help build unit/group cohesiveness and pride. The facility Program Services Coordinator monitors participation in all recreation activities. The Officer of the Day (OD) ensures that all units participate in scheduled activities.

STAFF TRAINING

All staff are required to participate in comprehensive training in order to familiarize themselves with the Behavior Management Program. The training is designed to ensure that staff are:

- Knowledgeable of program components;
- Understand the curriculum;
- Able to properly apply program content in the unit;
- Able to effectively deliver program content; and
- Understand the role of collaborative partners.

A training manual/handbook is issued to each participant and is retained by the employee. Probation staff, which includes Probation Directors, Division Supervisors, Sr. DSO’s, DSO’s, and GSN’s are required to take the training.

LACOE, Mental Health and Medical personnel are also provided with training to familiarize them with the program, specifically the behavioral and rehabilitation components and its relevance to their particular areas of endeavor.
All detention staff participates in Intensified Format Training (IFT) sessions to strengthen their knowledge and understanding of skills development training content and presentation techniques. Additionally, all staff will be continuously assessed on their service delivery skills based on performance measures to ensure they are adept at facilitating/leading groups, modeling pro-social behaviors, redirecting inappropriate behaviors, and reinforcing pro-social behaviors.

Professional trainers provide training to staff on the principles of effective interventions and cognitive behavioral theory/techniques.

**ROLE OF STAFF**

In spite all of the valuable information and services the Behavior Management Program provides, its effectiveness is entirely dependent upon staff. Staff set the stage for change in the lives of minors involved in the program. Staff must realize people are inclined to do only that which is in their best interest, and for change to occur, they must view the change as being in their best interest. A minor’s beliefs, attitudes, values, and norms can only be changed if they perceive staff as being sincere and acting positively on their behalf. Staff, therefore, must demonstrate care and sensitivity in accomplishing this task.

Staff must remain cognizant that their behavior should exemplify those behaviors exhorted in the Behavior Management Program curriculum, and can be no less than the behavioral expectations they hold for the minors under their care. Staff are models of leadership and must strive to set a good example. Like it or not, staff must realize they *lead by example* and that their actions are being constantly scrutinized by the minors under their care.

The staff relationship with minors, peers, team leaders (Sr. DSO’s), supervisors, and directors alike, shall reflect a positive and cooperative tone. Staff shall never use sarcasm, ridicule, profanity, or threats. Praise and encouragement is what actually promote desired behavior. Staff exhibiting crass, immature, and unprofessional behavior, will unwittingly undermine the behavior management program’s philosophy and the contributions of their co-workers. These behaviors could destroy any positive impact previous efforts may have accomplished. Care must be taken to avoid scolding or directing personalized criticism that may embarrass or antagonize a minor. When it is necessary to reprimand minors or to lower their daily conduct grades, it should be done without personal involvement on the part of staff.
Staff involved in the program must understand there are several roles they must play, but none more important than the roles of teacher, counselor and disciplinarian. The role of teacher involves instructing the minor in appropriate behavior and responsible living. The role of counselor provides guidance and insight, reinforcing lessons learned throughout the detention experience. The role of disciplinarian maintains the minor’s compliance with institutional rules and program expectations.

It is important that staff remains flexible in all of their roles and act appropriately as situations dictate. All staff must execute the program with consistency. Consistency, especially within the same living unit, will demonstrate to the minors the seriousness of institutional rules and program expectations. If staff does not take the program seriously, why should the minors?

**Staff shall be held accountable for conducting the program each and every day in their assigned unit. Ultimately, the success or failure of the Behavior Management Program will fall squarely on the shoulders of detention staff.**

**BMP ORIENTATION**

All new minors admitted to juvenile hall (excluding those charged with 187 P.C./murder) are initially housed in the Intake Unit where they are assessed and given an orientation regarding rules, expectations, programs and services available in the juvenile hall. In addition to the facility orientation, minors are given a BMP Orientation that includes a BMP Orientation Guide.

The BMP Orientation is designed to provide minors with a clear understanding of the rules, expectations, activities/programs and services available at each juvenile hall and to facilitate the positive interaction between staff and minors. The BMP Orientation Guide is a reference booklet that contains written information of the juvenile hall rules, expectations for appropriate behavior, rewards, incentives, consequences for inappropriate/unacceptable behaviors, as well as activities/programs and services available to minors.

Further, minors are given an in-depth overview of the behavioral and rehabilitation components of the Behavior Management Program and a LEAPS Self-Assessment.

**QUALITY ASSURANCE**
The BMP Coordinators in each juvenile hall are primarily responsible for the quality assurance of the **Behavior Management Program**. The quality assurance process is founded upon the concept of continuous improvement, while focusing on *processes*, *outcomes* and *costs* directed toward achieving the objectives of the behavior management program. Failing to evaluate processes, outcomes and costs will provide an incomplete picture of the effectiveness of the program.

A basic principle of total quality management states that it is more cost effective to improve a current program, if possible, than to re-create a program. Often, if root problems are not identified and solved, merely creating a new service or program will result in the same problem.

The quality assurance efforts of the behavior management program are aimed at evaluating the internal *processes* in the program, assessing the program’s impact through *outcome* measures, and determining the overall *cost* of the program to determine the level of performance and the quality of the services being provided to the minors.

The quality assurance process is comprised of an evaluation of the following:

1. Compliance Audits
   - Observational
   - Periodic Review
   - Recreational
   - Daily Rating Tally Sheet / Merit Ladder
   - Logbook Documentation
2. Safe Crisis Management (SCM) Incidents
3. Youth-on-Youth Violence Incidents
4. Number of Disciplinary SHU Referrals
5. Number of Disciplinary School Referrals

An analysis of the staff compliance with programming processes which is assessed through the compliance audits and how those compliance impacts an increase or decrease in outcome measurements statistics will provide the reviewer with an objective assessment of the quality of the BMP.
GLOSSARY

Active Behavior Management: This is the supervision process by which staff is directly and actively responsible for managing the minors’ individual and/or group behaviors in order to avoid problem situations and create a safe and secure environment.

Al Jones Stamps: These are stamps designed to maintain the minors’ motivation and participation in all rehabilitation-oriented activities/programs. Minors can use them as privileges/incentives in the unit (e.g., phone calls) and purchase items at the Al Jones Store, which have been designated for purchase with stamps.

Al Jones Store: This is a store full of items that minors may purchase with the reward points earned in the units and the school of the juvenile hall. The store is only opened on Saturday mornings between the hours of 9:00 am and 4:00 pm. There is a store in each of the three juvenile halls (Central, Los Padrinos, Barry J. Nidorf).

Board Counselor: This is the probation staff assigned individual caseload and group supervision responsibilities of minors in a unit.
Categories of Behavior: These are the levels of severity in which minors’ inappropriate/unacceptable behaviors are classified for disciplinary purposes. The categories of behavior follow a level of progression based on the severity of a minor’s behavioral infraction. That is, the severity of the behavior determines the disciplinary consequence.

1. **Mildly Disruptive Behavior:** This is a type of behavior that usually creates minimal disruption in and out of a unit and/or a juvenile hall. These inappropriate/unacceptable behaviors are always followed by immediate correction from staff to ensure the safety, order and security of minors and/or staff.

2. **Moderately Disruptive Behavior:** This is a type of behavior that usually causes disruption in the orderly management of a unit and/or a juvenile hall. These inappropriate/unacceptable behaviors are immediately followed by staff intervention to avoid jeopardizing the safety and/or security of minors and staff.

3. **Severely Disruptive Behavior:** This is a type of behavior that usually causes a major disruption in the orderly management of a unit and/or a juvenile hall. These inappropriate/unacceptable behaviors are immediately followed by staff intervention to avoid jeopardizing the safety and/or security of minors and staff.

**Certificate of Merit:** This is a document specially designed to recognize the minor’s successful completion of assigned tasks, rehabilitation-oriented activities/programs, school programs and other special achievements.

**Community Structure:** This is an information meeting conducted on each shift where the Board Counselor provides minors with information on all scheduled activities/programs and the roles minors play to ensure a successful outcome.

**Consequence:** This is an action taken by probation staff to either reward minors based on their pro-social behaviors or discipline minors based on their inappropriate/unacceptable behaviors.

**D.H.S.:** This abbreviation stands for Department of Health Services.

**D.M.H.:** This abbreviation stands for Department of Mental Health.

**E-Ticket:** These are tickets specially designed as awards for minors who have earned a specified number of reward points (210) on the Merit Ladder. Minors can use these tickets to purchase any item at the Al Jones Store, which have been specifically designated as items allowed to be bought with reward points, Al Jones Stamps and/or E-Tickets. Also, minors can exchange these tickets for participation in available special activities/programs that they
might not otherwise be able to participate due to seating and/or participant limitations.

**Game Room:** This is an area where a minor can go to play games and enjoy movies because he/she has gained the privilege for his/her good behavior. The game room is among the incentives meant to motivate or induce minors to display positive behavior.

**GROW:** This is the acronym for Girls Reaching Out to Womanhood, a gender-specific curriculum designed to provide females minors detained in juvenile hall with information and resources that will assist them in their transition to camp, placement and/or their return to the community.

**Incentives:** These are privileges that urge minors to make an effort (or take action) toward something they want to get or experience.

**L.A.C.O.E.:** This abbreviation stands for Los Angeles County Office of Education.

**LEAPS:** This is the acronym for the Life Excelerator - Assessment of Personal Skills training program. It is an instructor-led, comprehensive library of turnkey lesson plans that train minors in the essential coping, adapting and functioning skills they need to experience success in life.

**Learning Opportunities:** These are interactive group discussions that are conducted throughout the day. They are nothing more than short discussions that reinforce skills training information during normal unit functions. For example, dining periods become opportunities to discuss proper nutrition/diet and shower periods become opportunities to discuss hygiene.

**Merit Ladder:** This is the form where the reward/bonus points earned by each minor are recorded daily and the cumulative number of reward/bonus points is summarized weekly. Reward/bonus points cannot be deducted once a minor earns them and they are recorded on the merit ladder by staff. The reward/bonus points recorded next to each minor’s name on the merit ladder are always treated as his/her personal bank account. The Merit Ladder form is commonly displayed in the dayroom of every unit. The form is prepared by the staff working the night shift (10-6 am), and is available to view by all minors in a unit at the beginning of the morning shift (6-2 pm). The minors’ names are listed from the higher number of points to the lowest number of points.

**Orientation Guide:** This is the pamphlet/booklet that describes the behavior management program in the juvenile halls.

**Other Rewards:** These are the other forms of recognition given to minors who demonstrate pro-social behaviors while detained in the juvenile halls. They include: magazines and books; games and movies; healthy low fat snacks;
toiletries (toothpaste, soap, shampoo, conditioner, deodorant, lotion); plaques and trophies; and commendations.

**Periodic Review:** This is a one-on-one counseling session that provides minors detained in juvenile hall with routine, but meaningful communication with staff. This communication is intended to furnish staff with information regarding the minor’s adjustment in the unit and provide information to the minor to ease his time in detention.

**Prize Patrol:** This is a group of BMP Coordinators that visit units during various times of the day to award prizes to minors that can correctly answer questions that relate to rehabilitation-oriented activity/programs in which they have participated earlier in the week.

**Pro-social Bonus Points:** These are bonus points awarded to minors that demonstrate pro-social behavior. Three (3) bonus points for the **AM Probation Period** and three (3) bonus points for the **PM Probation Period** can be awarded daily by probation staff to minors exhibiting pro-social behavior for a grand total of six (6) bonus points. These bonus points can be earned Monday through Fridays, weekends and holidays.

**Recreation:** These are the organized and structured exercises and play activities offered to the minors on a daily basis as refreshments of strength and spirit after school days and during weekends and holidays.

**Reward Points:** These are the points awarded to minors in recognition of their behavioral accomplishments and acknowledgement of a job well done.

**Rituals:** These are the methods staff utilized to conduct everyday unit routines. Rituals formalize repetitive functions such as movements, restroom calls, meals, showers, etc. Formalization of these functions clearly defines to the minor how each activity is to be conducted allowing the minor to quickly learn how to operate in the unit. Thereafter, minors have to think less about the normal mechanics of functioning in a unit and can focus on their behavior management objectives and goals.

**Skill Behaviors:** These are specifically designated behaviors described in objective and measurable terms, which require minimal interpretation by minors and staff. The successful completion of a specified number of these skill behaviors *(listed in Appendix I)* ultimately determines the reward points, bonus points and incentives/privileges each minor receives.
Special Activities/Programs: These are activities/programs that are not part of the regular schedule of activities in a juvenile hall unit. They include, among others, barbecues and other organized extracurricular activities.

Transfer: This is the process by which a minor is moved from one living unit or juvenile hall to another living unit or juvenile hall.

Unit: This is the housing/living unit where minors reside while detained in the juvenile hall. Each unit is made up of the following areas: bedrooms (used for sleeping, dressing, and private/personal matters), bathroom (used for grooming, restroom calls, and showering), and dayroom (used for dining and in-house recreation).

Verbal Rewards: These are the kind gestures and/or words that provide a basic form of reward to minors who exhibit pro-social behaviors while detained in the juvenile hall.

APPENDIX I

DAILY ACTIVITIES AND SKILL BEHAVIORS

DAILY ACTIVITY PERIODS

The following is a list of the daily activity periods and their relevant skill behaviors:

AM PERIOD - PROBATION

Wake up/Breakfast

- Wake-up and out of bed within five minutes of being instructed to do so.
- Get dressed. Put on underwear, shirt, pants, socks, and shoes. Comply with any additional instructions (e.g., wear coat or sweatshirt in cold weather).
- Groom as appropriate to personal needs, which includes washing face, combing hair and brushing teeth with toothbrush and paste.
• Cleanup of room, which includes, making bed, depositing dirty laundry in proper place, and removing all trash and debris from room.
• Come to the dayroom when instructed to do so quietly and fully dressed.
• Pick up your meal tray from the cart when instructed to do so and be seated quietly at your assigned table.
• Remain seated during breakfast.
• Use appropriate table manners.
• Do not trade or give food away.
• Clean your surrounding area following the meal and take your meal garbage to the trash can as instructed.
• Prepare for AM school.
• Make movement to school quietly.
• No looking around during movements.
• Exit the line quietly when instructed to do so.
• No gang activity.
• No disruptive activity.

Lunch

• Pick up your meal tray from the cart when instructed to do so and be seated quietly at your assigned table.
• Remain seated during lunch.
• Use appropriate table manners.
• Do not trade or give food away.
• Clean your surrounding area following the meal and take your meal garbage to the trash can as instructed.
• Prepare for PM school.
• Make movement to school quietly.
• No looking around during movements.
• Exit the line quietly when instructed to do so.
• No gang activity.
• No disruptive activity.

AM PERIOD - SCHOOL

• Students are expected to check in with the teacher.
• Students are expected to follow all directions promptly.
• Students are expected to show respect for all persons and property.
• Students are expected to leave all personal items in the living unit.
• Students are expected to do their best to learn and allow others to learn.
• Students are expected to obey all school rules.
• Students are expected to participate in all assignments.
• Students are expected to remain in their seat unless otherwise directed.
• Students are expected not to receive a student behavior report.
• Students are expected to remain in the classroom for duration of class.

PM PERIOD - SCHOOL

• Students are expected to check in with the teacher.
• Students are expected to follow all directions promptly.
• Students are expected to show respect for all persons and property.
• Students are expected to leave all personal items in the living unit.
• Students are expected to do their best to learn and allow others to learn.
• Students are expected to obey all school rules.
• Students are expected to participate in all assignments.
• Students are expected to remain in their seat unless otherwise directed.
• Students are expected not to receive a student behavior report.
• Students are expected to remain in the classroom for duration of class.

PM PERIOD - PROBATION

After School/Skills Development Training

• Participate in afternoon activity / Skills Development Training
• No gang activity.
• No disruptive activity.

Dinner

• Follow all staff instructions.
• Come to the dayroom when instructed to do so quietly and fully dressed.
• Pick up your meal tray from the cart when instructed to do so and be seated quietly at your assigned table.
• Remain seated during dinner.
• Use appropriate table manners.
• Do not trade or give food away.
• Clean your surrounding area following the meal and take your meal garbage to the trash can as instructed.
• Complete homework.
• Participate in evening activity / Skills Development Training
• No gang activity.
• No disruptive activity.

Showers

• Follow all staff instructions.
• Shower appropriately to maintain hygienic needs.
• No gang activity
• No disruptive activity.

PRO-SOCIAL BONUS POINTS

• Must demonstrate pro-social behaviors at all times.
• Must not engage in disruptive activity.
• Must not engage in gang activity.
• Must participate in all applicable skills development trainings.
• Must participate in sessions/meetings with mental health therapist as needed.
• Must demonstrate effort in meeting mental health and/or medical treatment objectives as needed.
• Must take medication as prescribed.

NIGHT BEHAVIOR

• No gang activity.
• No disruptive activity.
• Must follow all staff instructions.