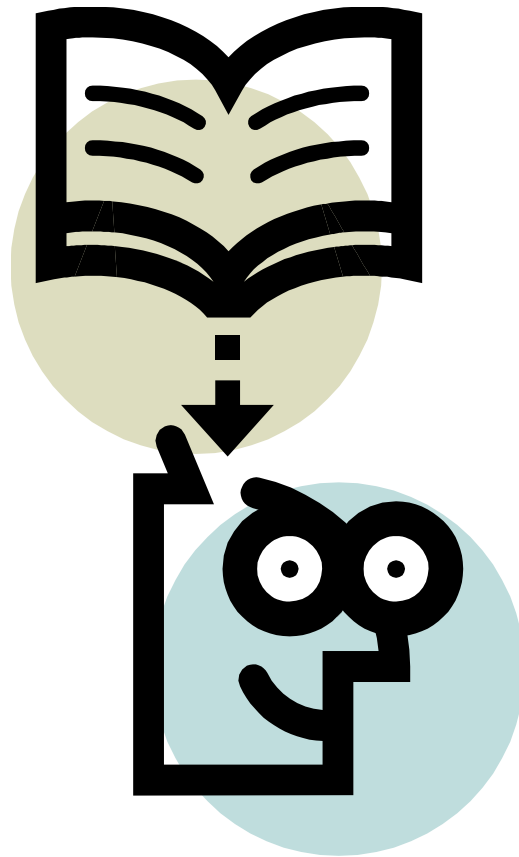


Black River Correctional Center

Behavior Modification Program

Staff & Persons in Our Care (PIOC) Handbook



**Updated
2024**

Reinforcements and Consequences

The application of reinforcements and consequences are utilized in order to manage behavior of PIOC in the program. The following guidelines can be accessed to aid staff in applying reinforcements and consequences. It is expected that this behavior management program will be applied fairly and justly to all PIOC.

Reinforcements

In order to increase a skillful and wanted behavior, staff may apply a reinforcement.

Reinforcements must be delivered as close as possible to the time the behavior was observed. This will make the impact of the reinforcement most effective. Staff members should provide specific feedback to the PIOC regarding the exact behavior that is being reinforced. Reinforcements must be something desirable to the PIOC.

The Reinforcement System

The reinforcement system will include the delivery of reinforcements and consequences to provide opportunities to shape PIOC behavior. The overall structure of the reinforcement system will include specific praise and behavior recognition points.

Verbal Praise: The purpose of verbal praise is to increase a desired behavior by using the relationship between staff and PIOC. Verbal praise is an easily accessible way of providing immediate recognition of pro-social behaviors and attitudes.

Guidelines: Verbal praise should be used immediately and often when recognizing behaviors deserving of praise. The following guidelines will help increase the effectiveness of verbal praise:

1. Immediately provide praise after witnessing the behavior.
2. Provide specific information regarding the type of behavior you are praising.
3. Discuss short- and long- term benefits of continuing the witnessed behavior.

Behavior Recognition Points

If and when you see a PIOC display a prosocial behavior, immediately reward the PIOC with one recognition point and inform the PIOC of the prosocial behavior you are rewarding him for. At that specific time, staff will punch the incentive card and also list on the back of the PIOC's incentive card the prosocial behavior witnessed. Staff shall not give an PIOC more than one point per prosocial behavior displayed by the PIOC.

A recognition point may be given to an PIOC at any time for engaging in pro-social behaviors. One point will be awarded to the PIOC based on staff observing the PIOC displaying a pro-social behavior. Examples include, but are not limited to:

- An PIOC who typically struggles with participating in group may be given a point for actively participating.
- Staff may give PIOC a point for volunteering to do extra work.
- A PIOC who disengages from an argument could be given a point.
- A PIOC who typically has difficulty accepting feedback, however, accepts feedback positively.

Guidelines

The following can be used as guidelines as to when to give a PIOC a point – evidence of trustworthiness, respect, responsibility, fairness, caring, and citizenship.

The points will be recorded by the staff person given the recognition. It is important to fill out the card entirely. The staff member should be very specific when filling out the reason for the points. These points can be used weekly to redeem incentives of the PIOC's choice. PIOC's must fill up one card before an incentive is eligible to redeem. PIOC's are able to redeem points for day-of incentives without a full card. Staff will black out the amount of points to be redeemed. PIOC's shall not have more than two punch cards in their possession at a time (one full, one in the works).

- Any PIOC may receive a point for engaging in pro-social behaviors. This includes PIOC who are currently serving any sanction.
- PIOC serving a sanction may not utilize points for any incentive.
- Any incentives in use when a sanction is received will stop. Points will not be credited back.
- Points are only valid if they have the PIOC's name, the staff's name, the date, a star punch, and a statement of what the pro-social behavior was that the staff was reinforcing.
- PIOC's shall not give their punch cards to staff without staff requesting it.

Responsibilities: It is the responsibility of all the staff to use the behavior recognition point system to recognize when an PIOC is exhibiting pro-social behavior. To ensure that staff are reinforcing appropriate behaviors, staff should briefly list the reason why the point was awarded on the card. Falsification of the card may result in termination from the program. PIOC will be responsible for knowing how many points they have earned. Staff will print and update the PIOC point tracker every Sunday night as posted on the bulletin board.

Staff are not allowed to give a PIOC a point for simply attending group, school, working on work crew, or completing his work assignment.

New cards are available at the sergeant's desk. PIOC shall write their names in pen upon receiving a new punch card. A designated staff member will go to the lock box after posted times to collect the cards and tally their individual points.

It is the responsibility of all staff to encourage and assist PIOC with the development of social skills that will enable them to remain drug- and crime-free. Any staff member who witnesses PIOC displaying poor social skills is expected to redirect said PIOC and identify one of the following 50 Social Skills the PIOC can work on to correct his inappropriate behavior. Likewise, PIOC should be awarded a recognition point when staff witness the PIOC's use of one of the following social skills.

Beginning Social Skills

Skill 1: Listening

SKILL STEPS

1. Look at the person who is talking.
2. Think about what is being said.
3. Wait your turn to talk.
4. Say what you want to say.

Skill 2: Starting a Conversation

SKILL STEPS

1. Greet the other person.
2. Make small talk.
3. Decide if the other person is listening.
4. Bring up the main topic.

Skill 3: Having a Conversation

SKILL STEPS

1. Say what you want to say.
2. Ask the other person what he/she thinks.
3. Listen to what the other person says.
4. Say what you think.
5. Make a closing remark.

Skill 4: Asking a Question

SKILL STEPS

1. Decide what you'd like to know more about.
2. Decide whom to ask.
3. Think about different ways to ask your question and pick one way.
4. Pick the right time and place to ask your question.
5. Ask your question.

Skill 5: Saying Thank You

SKILL STEPS

1. Decide if the other person said or did something that you want to thank him/her for.
2. Choose a good time and place to thank the other person.
3. Thank the other person in a friendly way.
4. Tell the other person why you are thanking him/her.

Skill 6: Introducing Yourself

SKILL STEPS

1. Choose the right time and place to introduce yourself.
2. Greet the other person and tell your name.
3. Ask the other person his/her name if you need to.
4. Tell or ask the other person something to help start your conversation.

Skill 7: Introducing Other People

SKILL STEPS

1. Name the first person and tell him/her the name of the second person.
2. Name the second person and tell him/her the name of the first person.

3. Say something that helps the two people get to know each other.

Skill 8: Giving a Compliment

SKILL STEPS

1. Decide what you want to compliment about the other person.
2. Decide how to give the compliment.
3. Choose the right time and place to say it.

Advanced Social Skills

Skill 9: Asking for Help

SKILL STEPS

1. Decide what the problem is.
2. Decide if you want help for the problem.
3. Think about different people who might help you and pick one.
4. Tell the person about the problem and ask that person to help you.

Skill 10: Joining In

SKILL STEPS

1. Decide if you want to join in an activity others are doing.
2. Decide the best way to join in.
3. Choose the best time to join in.
4. Join in the activity.

Skill 11: Giving Instructions

SKILL STEPS

1. Decide what needs to be done.
2. Think about the different people who could do it and choose one.
3. Ask that person to do what you want done.
4. Ask the other person if he/she understands what to do.
5. Change or repeat your instructions if you need to.

Skill 12: Following Instructions

SKILL STEPS

1. Listen carefully while you are being told what to do.
2. Ask questions about anything you don't understand.
3. Decide if you want to follow the instructions and let the other person know your decision.
4. Repeat the instructions to yourself.
5. Do what you have been asked to do.

Skill 13: Apologizing

SKILL STEPS

1. Decide if it would be best for you to apologize for something you did.
2. Think of the different ways you could apologize.
3. Choose the best time and place to apologize.
4. Make your apology.

Skill 14: Convincing Others

SKILL STEPS

1. Decide if you want to convince someone about something.

2. Tell the other person your idea.
3. Ask the other person what he/she thinks about it.
4. Tell why you think your idea is a good one.
5. Ask the other person to think about what you said before making up his/her mind.

Skills for Dealing with Feelings

Skill 15: Knowing Your Feelings

SKILL STEPS

1. Tune in to what is going on in your body that helps you know what you are feeling.
2. Decide what happened to make you feel that way.
3. Decide what you could call the feeling.

Skill 16: Expressing Your Feelings

SKILL STEPS

1. Tune in to what is going on in your body.
2. Decide what happened to make you feel that way.
3. Decide what you are feeling.
4. Think about the different ways to express your feeling and pick one.
5. Express your feelings.

Skill 17: Understanding the Feelings of Others

SKILL STEPS

1. Watch the other person.
2. Listen to what the other person is saying.
3. Figure out what the person might be feeling.
4. Think about ways to show you understand what he/she is feeling.
5. Decide on the best way and do it.

Skill 18: Dealing with Someone Else's Anger

SKILL STEPS

1. Listen to the person who is angry.
2. Try to understand what the angry person is saying and feeling.
3. Decide if you can say or do something to deal with the situation.
4. If you can, deal with the other person's anger.

Skill 19: Expressing Affection

SKILL STEPS

1. Decide if you have good feelings about the other person.
2. Decide if the other person would like to know about your feelings.
3. Choose the best way to express your feelings.
4. Choose the best time and place to express your feelings.
5. Express your feelings in a friendly way.

Skill 20: Dealing with Fear

SKILL STEPS

1. Decide if you are feeling afraid.
2. Think about what you might be afraid of.
3. Figure out if the fear is realistic.
4. Take skill steps to reduce your fear.

Skill 21: Rewarding Yourself

SKILL STEPS

1. Decide if you have done something that deserves a reward.
2. Decide what you could say to reward yourself.
3. Decide what you could do to reward yourself.
4. Reward yourself.

Skills Alternatives to Aggression

Skill 22: Asking Permission

SKILL STEPS

1. Decide what you would like to do for which you need permission.
2. Decide whom you have to ask for permission.
3. Decide how to ask for permission.
4. Pick the right time and place.
5. Ask for permission

Skill 23: Sharing Something

SKILL STEPS

1. Decide if you might like to share some of what you have.
2. Think about how the other person might feel about your sharing.
3. Offer to share in a direct and friendly way.

Skill 24: Helping Others

SKILL STEPS

1. Decide if the other person might need and want your help.
2. Think of the ways you could be helpful.
3. Ask the other person if he/she needs and wants your help.
4. Help the other person.

Skill 25: Negotiating

SKILL STEPS

1. Decide if you and the other person are having a difference of opinion.
2. Tell the other person what you think about the problem.
3. Ask the other person what he/she thinks about the problem.
4. Listen openly to his/her answer.
5. Think about why the other person might feel this way.
6. Suggest a compromise.

Skill 26: Using Self-Control

SKILL STEPS

1. Tune in to what is going on in your body that helps you know you are about to lose control of yourself.
2. Decide what happened to make you feel this way.
3. Think about ways in which you might control yourself.
4. Choose the best way to control yourself and do it.

Skill 27: Standing Up for Your Rights

SKILL STEPS

1. Pay attention to what is going on in your body that helps you know that you are dissatisfied and would like to stand up for yourself.

2. Decide what happened to make you feel dissatisfied.
3. Think about ways in which you might stand up for yourself and choose one.
4. Stand up for yourself in a direct and reasonable way.

Skill 28: Responding to Teasing

SKILL STEPS

1. Decide if you are being teased.
2. Think about ways to deal with the teasing.
3. Choose the best way and do it

Skill 29: Avoiding Trouble with Others

SKILL STEPS

1. Decide if you are in a situation that might get you into trouble.
2. Decide if you want to get out of the situation.
3. Tell the other people what you decided and why.
4. Suggest other things you might do.
5. Do what you think is best for you.

Skill 30: Keeping Out of Fights

SKILL STEPS

1. Stop and think about why you want to fight.
2. Decide what you want to happen in the long run.
3. Think about other ways to handle the situation besides fighting.
4. Decide on the best way to handle the situation and do it.

Skills for Dealing with Stress

Skill 31: Making a Complaint

SKILL STEPS

1. Decide what your complaint is.
2. Decide whom to complain to.
3. Tell that person your complaint.
4. Tell that person what you would like done about the problem.
5. Ask how he/she feels about what you've said.

Skill 32: Answering a Complaint

SKILL STEPS

1. Listen to the complain
2. Ask the person to explain anything you don't understand.
3. Tell the person that you understand the complaint.
4. State your ideas about the complaint, accepting the blame if appropriate.
5. Suggest what each of you could do about the complaint.

Skill 33: Being a Good Sport

SKILL STEPS

1. Think about how you did and how the other person did in the game you played.
2. Think of a true compliment you could give the other person about his/her game.
3. Think about his/her reactions to what you might say.
4. Choose the compliment you think is best and say it.

Skill 34: Dealing with Embarrassment

SKILL STEPS

1. Decide if you are feeling embarrassed.
2. Decide what happened to make you feel embarrassed.
3. Decide on what will help you feel less embarrassed and do it.

Skill 35: Dealing with Being Left Out

SKILL STEPS

1. Decide if you are being left out.
2. Think about why the other people might be leaving you out of something.
3. Decide how you could deal with the problem.
4. Choose the best way and do it.

Skill 36: Standing up for a Friend

SKILL STEPS

1. Decide if your friend has not been treated fairly by others.
2. Decide if your friend wants you to stand up for him/her.
3. Decide how to stand up for your friend.
4. Stand up for your friend.

Skill 37: Responding to Persuasion

SKILL STEPS

1. Listen to the other person's ideas on the topic.
2. Decide what you think about the topic.
3. Compare what he/she said with what you think.
4. Decide which idea you like better and tell the other person about it.

Skill 38: Responding to Failure

SKILL STEPS

1. Decide if you have failed at something.
2. Think about why you failed.
3. Think about what you could do to keep from failing another time.
4. Decide if you want to try again.
5. Try again using your new idea.

Skill 39: Dealing with Contradictory Messages

SKILL STEPS

1. Decide if someone is telling you two opposite things at the same time.
2. Think of ways to tell the other person that you don't understand what he/she means.
3. Choose the best way to tell the person and do it.

Skill 40: Dealing with an Accusation

SKILL STEPS

1. Think about what the other person has accused you of.
2. Think about why the person might have accused you.
3. Think about ways to answer the person's accusation.
4. Choose the best way and do it.

Skill 41: Getting Ready for a Difficult Conversation

SKILL STEPS

1. Think about how you will feel during the conversation.
2. Think about how the other person will feel.
3. Think about different ways you could say what you want to say.
4. Think about what the other person might say back to you.
5. Think about any other things that might happen during the conversation.
6. Choose the best approach you can think of and try it.

Skill 42: Dealing with Group Pressure

SKILL STEPS

1. Think about what the group wants you to do and why.
2. Decide what you want to do.
3. Decide how to tell the group what you want to do.
4. Tell the group what you have decided.

Planning Skills

Skill 43: Deciding on Something to Do

SKILL STEPS

1. Decide whether you are feeling bored or dissatisfied with what you are doing.
2. Think of things you have enjoyed doing in the past.
3. Decide which one you might be able to do now.
4. Start the activity.

Skill 44: Deciding What Caused a Problem

SKILL STEPS

1. Define what the problem is.
2. Think about possible causes of the problem.
3. Decide which are the most likely causes of the problem.
4. Check out what really caused the problem

Skill 45: Setting a Goal

SKILL STEPS

1. Figure out what goal you want to reach.
2. Find out all the information you can about how to reach your goal.
3. Think about the skill steps you will need to take to reach your goal.
4. Take the first step toward your goal.

Skill 46: Deciding on Your Abilities

SKILL STEPS

1. Decide which abilities you might want to use.
2. Think about how you have done in the past when you have tried to use these abilities.
3. Get other people's opinions about your abilities.
4. Think about what you found out and decide how well you use these abilities.

Skill 47: Gathering Information

SKILL STEPS

1. Decide what information you need.
2. Decide how you can get the information.
3. Do things to get the information.

Skill 48: Arranging Problems by Importance

SKILL STEPS

1. Think about the problems that are bothering you.
2. List these problems from most to least important.
3. Do what you can to hold off on your less important problems.
4. Go to work on your most important problems.

Skill 49: Making a Decision

SKILL STEPS

1. Think about the problem that requires you to make a decision.
2. Think about possible decisions you could make.
3. Gather accurate information about these possible decisions.
4. Reconsider your possible decisions, using the information you have gathered.
5. Make the best decision.

Skill 50: Concentrating on a Task

SKILL STEPS

1. Decide what your task is.
2. Decide on a time to work on this task.
3. Gather the materials you need.
4. Decide on a place to work.
5. Decide if you are ready to concentrate.

Submit Incentive Ideas

PIOC wishing to submit new ideas for incentives must complete and submit an Interview Request to meet with the program supervisor to discuss the idea. Thereafter, the program supervisor will submit the PIOC's idea for the Incentive Committee to review. The program supervisor will inform the PIOC of the result of the PIOC's idea.

Achievement Recognition

It is important to recognize when PIOC achieve important milestones in the program. These milestones might include completion of a treatment curriculum or obtaining a GED/HSED. The emphasis should be on achievements that will assist the offender to maintain a pro-social lifestyle once they leave the program.

Purpose: The purpose of this behavior modification program is to recognize pro-social achievements of the people in our care, thereby building intrinsic motivation for continued engagement in pro-social behaviors.

Program Expectations

Before the consequences that accompany rule violations can be laid out, the program expectations should be identified. The following represents the behavior that is expected of PIOC's that participate in the program, identified below.

Engage in respectful and healthy interactions with peers:

Respectful language and interaction: PIOC are expected to use appropriate (non-swearing/aggressive) language/communication.

Confidentiality: Information shared in group, shall remain within the confines of the group room.

Respect cultural/racial differences: PIOC are expected to respect PIOC or staff of a different race or culture. This includes respecting the observance of religious behavior or refraining from making racial, sexist, homosexual or other slurs.

Physical boundaries: PIOC are expected to refrain from any inappropriate physical interaction.

Respect peer property: PIOC are expected to maintain respect for other's property. This includes avoiding stealing, damaging, or destroying the property of peers.

Engage in respectful and healthy interactions with staff:

Respectful language and interaction: PIOC are expected to use appropriate (non-swearing/aggressive) language/communication.

Follow staff direction: Each PIOC has an expectation to follow staff direction. Staff direction is defined as any reasonable request that a staff person makes directly to the PIOC.

Appropriate staff boundaries: PIOC are expected to have appropriate boundaries/use appropriate social skills when interacting with staff. This includes physical boundaries (observe appropriate personal space), boundaries around staff time (making unreasonable demands on staff and failing to attend appointments with staff), and staff personal issues (inquiring with staff or others about staff's personal life).

Follow program expectations related to self-care and pro-social skill building

Respect for personal safety: PIOC are expected to follow all personal safety plans. This includes any behavior that is likely to lead to an PIOC being hurt.

Maintaining appropriate hygiene: PIOC are expected to maintain appropriate hygiene and meet hygiene needs when directed to do so by staff.

Participation in treatment/education: PIOC are expected to participate in assessments, structured programming, and educational activities according to their treatment plan. The participation level will be based on risk level and need.

Job Expectations

PIOC are required to have a work assignment while at BRCC, up to the day of release. The program sergeant will assign each PIOC a position. PIOC are expected to work to the best of their ability in each job assignment. PIOC are expected to meet the expectations of their work supervisor. This includes attendance and job duties.

Follow program expectations related to building and PIOC safety/security and program structure:

Respect physical property of the program: PIOC are expected to maintain respect for the program's property. This includes avoiding stealing, damaging, or destroying the property of the program.

Safe PIOC expectations: Includes tampering or stopping any security equipment; false fire alarm, intercoms, sensitive treatment documents, or disrupting attempts of staff to create a safe and secure environment.

Remain substance free: PIOC are expected to remain alcohol and drug free. This includes use of illegal substances as well as any other intoxicating substance, such as cleaning products or prescription drugs.

Repeated Violations

Repeated low level behaviors: Any PIOC who receives three low level consequences within a week period will be automatically assessed a moderate level consequence.

Repeated moderate level behaviors: Any PIOC who has received two moderate level consequences within a one-week period will be automatically assessed a high-level consequence.

Repeated high level behaviors: Any PIOC who has received one high-level consequences within a one-week period will be automatically assessed for treatment termination and or temporary lock-up/restrictive housing placement.

Behavioral Consequences

Similar to reinforcements, consequences are used by staff to shape PIOC behavior. The purpose for consequences are to decrease or extinguish unwanted behavior. Consequences should be applied consistently and in a timely fashion to have the best effect. Staff will be responsible for monitoring PIOC behavior and applying consequences. Staff shall learn (and teach PIOC) the program expectations.

Warning cards will be used to document and track anti-social behaviors. Any fraudulent behavior (getting rid of old card by not following BRCC policy and/or attempts to alter and/or any attempt to defraud the accuracy of the current card) may result in termination from the Substance Use Program. Any lost warning cards will result in a low level consequence. Any additional lost warning cards thereafter will result in progressive discipline.

Guidelines:

- Consequences are delivered at the level of the violation.
- Staff should apply a consequence that falls within the level of the violation.
- Low level and moderate level consequences are to be applied at the time of the violation by any staff person.
- For minor violations (low or moderate), staff may provide PIOC with a warning before issuing a consequence.
- High level consequences are determined by the staff person observing the infraction and the program supervisor.

Responsibilities: All staff persons are responsible for monitoring and addressing behaviors. The staff person that observes the behavior is responsible for ensuring that the behavior is documented and using effective authority strategies to address the behavior with the PIOC. The program supervisor or designee is responsible for tracking violations.

PIOC are expected to serve their consequence as assigned. PIOC may grieve a consequence if the incorrect level is applied by writing to the program supervisor.

Consequences are given at staff discretion. This is a guideline that may be used for consistency.

<p align="center">Consequence Grid</p> <p align="center">HIGH LEVEL</p>	<p align="center">Violation Rank</p> <p align="center">HIGH LEVEL</p>
<ul style="list-style-type: none"> • Termination • Major conduct report • 4 + days of privilege restriction or room confinement • Re-phase • More than 30 days of building confinement • Extra duty – more than 30 hours • Restrictive housing/TLU/transfer to JCI 	<ul style="list-style-type: none"> • Group Confidentiality • Threatening behavior • Making sexual reference towards staff • Physically touching staff or another PIOC • Stealing group room materials • Inappropriate behavior at/off grounds activities • Gambling • Possession of major contraband • Substance abusing behavior • Illegal behavior • Behavior punishable by a major conduct report as defined by the 303.
<p align="center">MODERATE LEVEL</p> <ul style="list-style-type: none"> • 2 to 3 days of privilege restriction or room Confinement • Building confinement (not more than 30 days) • Extra duty 2-30 hours • Minor conduct report • Lock in Early Curfew 3 hour/4 hour • Warning • Program Interventions 	<p align="center">MODERATE LEVEL</p> <ul style="list-style-type: none"> • Any minor violation that is repetitive (3 or more consequences for it) • Absent from group with no legitimate excuse • Phone violations • Not staying at support group meetings for the entire duration • Inappropriate dress • Horseplay in general • Lying in bunk during program hours • Having TV on during program hours • Failure to wear headphone with electronics • Being in another person's room • Not following through with unit and/or responsible jobs • Inconsiderate during reintegration presentations (Behavior punishable by a minor conduct report as defined by the 303)
<p align="center">LOW LEVEL</p> <ul style="list-style-type: none"> • Loss of one privilege for 1 day • Extra duty – 1 hour • Minor conduct report • Lock in Early Curfew: 30 minutes, 1 hour, 2 hour • Engagement of prosocial activity, such as going to rec or library (for use of isolating PIOC) • Warning • Program Intervention(s) • Verbal Warning and Redirection 	<p align="center">LOW LEVEL</p> <ul style="list-style-type: none"> • Being late for group • Turning in late assignments • Having food or beverage in the group room w/out permission from staff • Being in the group room during an unassigned time • Inappropriate use of group • Failure to line up properly for meals • Inappropriate display of material on building board in PIOC room • Using nicknames • Failure to sign in/out of unit • Failure to meet hygiene expectations • Any behavior in violation of institution policy and procedure which doesn't meet minor conduct report criteria as defined by the 303