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Subject: Behavioral Intervention Policy
Section: 8.4
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ODJFS Rule: 5101: 2-5-13(A)(14); 5101:2-9-21
COA Standard: PA-BSM 1.01,1.02, 2.05; RPM 2.03(e), CR 4
Revised: 05/12/20; 11/10/21; 4/8/22

NRTC's Behavior intervention policy includes: a description of the facility's behavior management program; behavioral intervention procedures; restrictive behavior interventions; procedures for carrying out these provisions; and a description of the credentials of the personnel involved with administering the behavior intervention policy. NRTC's behavior intervention policy and practices comply with the Ohio Administrative Code and meet federal, state and local legal and regulatory requirements. .

1. NRTC has a multitier system of supports that utilizes a full range of behavior intervention procedures (these include: intervention that is the least intrusive and least disruptive to the youth, positive behavioral interventions, prompted relaxation, and physical restraints) or combination of procedures employed. Below are operational details of the interventions themselves and a definition of each behavior intervention.

Positive Interventions

- Home Visit Length: Youth may lose or earn additional home visit time, depending on their behavior throughout the treatment week, if not in contradiction with the placing agency's directives and service plan.
- Level System: Youth placed in the Behavioral and Therapeutic program will go through the program's three phases; Orientation, Residential and Transition. To move through the phases they will be placed on a level system beginning with Orientation. The youth will move through Levels A, B, C and D by complying with program expectations and earning their treatment week. Level advancements will be determined by the Advancement Board when a youth is eligible for his/her advancement.
- Phase I- Orientation: The goal of Orientation is to establish youth treatment goals and become familiar with the program. Youth will be assigned a support staff and meet with their Treatment Team monthly, which will consist of at minimum: treatment provider(s), probation officer(s), youth specialist(s), case manager(s) and parent(s)/guardian(s). The team will work together to develop a comprehensive treatment plan while the youth is at NRTC. The plan will outline what tier level services are needed, and the youth will be placed in groups to address those needs. Youth will attend a 3 day orientation to aid in learning the program. To advance to Level A youth will have begun their treatment hours, passed an orientation test and be approved by the Advancement Board. Orientation is a

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minimum of 4 treatment weeks. Youth must come in high response 2 out of the 4 treatment weeks. On Orientation youth can receive visitors (see visitation policy) and two weekly phone calls to parents/guardians. Youth may not go off campus or have additional phone use except to contact legal representation.

- **A-Level:** During A-Level youth will continue to learn the program and their role in it. Youth will regularly be participating in groups and working individually with their therapist and PO. Youth must come in high response a minimum of 6 treatment weeks. To advance, youth must come in high response the last 2 weeks prior to petitioning the Advancement Board. Privileges will be determined by their ability to meet level expectations and earn Pack Points. A-Level youth will receive three outgoing telephone calls per week and may go off campus under staff supervision, and have various other level-related privileges through Pack Points.
- **Phase II-Residential: B-Level:** On B-Level youth should have a strong knowledge of the program and treatment goals. During this level youth will be required to work more specifically on goals. Youth must come in high response a minimum of 6 treatment weeks. To advance, youth must come in high response the last 3 weeks prior to petitioning the Advancement Board. On this level youth will be eligible for weekend home passes up to 10 hours. They may have supervised off grounds privileges, 4 outgoing telephone calls per week and have additional personal property in their room. Additional, level-related privileges through Pack Points may be purchased.
- **C-Level:** On C-Level youth will be required to demonstrate more leadership skills and as a result will begin to earn more freedoms and privileges. Youth must complete required treatment hours per the service plan and are encouraged to obtain a facility job and/or Community Resource. Youth must come in high response a minimum of 6 treatment weeks. To advance, youth must come in high response the last 4 weeks prior to petitioning the Advancement Board. On this level youth will be eligible for overnight weekend home passes. Youth may earn up to 5 outgoing telephone calls per week, room time, and other off ground privileges through Pack Points. During this level, they will focus on aftercare/discharge planning. Youth will be allowed to use the RTA bus for transportation. Youth must complete all community service and/or restitution work to advance to Phase III.
- **Phase III-Transition: D-Level:** D-Level is where youth begin transitioning back into the community, putting the aftercare plan in place. Youth will be eligible to earn extended overnight home passes

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and may return to school in the community. Youth will have the opportunity to earn additional home time based on level response and participation in a Community Resource. Treatment hours will be determined by the team and may vary from youth to youth dependent on need and their specific aftercare plan. Youth must come in high response a minimum of 6 treatment weeks. Successful completion will be based on a variety of factors included in the discharge plan and Treatment Team recommendations.

- Youth placed in the 45-day program will not be placed on the level system. They will have the ability to earn high or low response based on their treatment week behaviors through the point system.
- Each youth's length of stay and program services may differ due to a variety of factors (age, behaviors, needs, court orders, case plan) and will be reflected on their service plan.
- **Pack Points:** Tier 1 positive intervention. Points are given to youth to reward behavior that goes above and beyond program expectations or is a noted improvement for an individual. Pack points cannot be taken away. Tangible and non-tangible incentives can be purchased with Pack Points such as candy/snacks, additional hygiene products, lunch with staff, etc.
- **Points:** Youth will earn 5 points per hour or schedule block (i.e. class period or treatment group) during regular waking hours. This is a total of 75 points per day. Youth will fail to earn these points if they do not retribute fines, have continuous behavior issues or earn a Severe Conduct Violation (SCV). Based on the amount of points earned youth will come in "high", "neutral" or "low" response. Youth coming in high response will be able to earn program privileges and their treatment week. Youth coming in neutral will be encouraged to do better as coming in neutral two weeks in a row will result in that youth not earning their treatment week and not being able to participate in some recreational and program privileges. Youth coming in low will not earn their treatment week and may have restricted recreational and program privileges, such as early bedtime. Items and privileges defined in OAC rules cannot be lost, such as calls to the youth's case worker, probation officer, CASA, GAL, etc.
 - **Weekly Status:**
High Response: A>465; B>475; C>489; D>500
Neutral Response: A 455-465; B 465-475;
Low Response: A 454 and below; B 464 and below; C 489 and below; D 500 and below
 - When youth earn high response they earn their week and move through the program. Earning neutral or low response will stall progress and restrict some facility privileges. Earning low response will result in loss of home

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time and off grounds privileges. Youth fail to earn points by receiving fines and not restituting them.

- **Positive Touch**: Appropriate touch within youth's comfort zone, used by staff to make a youth feel secure, cared for and happy.
- **Recreational Activities**: On and off grounds activities that youth are able to participate in during free time and/or may purchase with points earned with appropriate behavior. Youth earning Low Response or Activity Restriction lose various level-related privileges. Items and privileges defined in OAC rules cannot be lost, such as calls to the youth's attorney, caseworker, custodial agency worker, probation officer, CASA or GAL.

Negative Interventions: The following is a description of the use of restrictive behavior interventions, behavior management techniques or aversive procedures:

- **Verbal Intervention**: Staff members are encouraged to set limits, give frequent verbal feedback, and/or redirection to youth to address and direct their behavior, including prompted relaxation and youth request for time out.
 - **Behavior Matrix**- NRTC uses a behavior matrix that identifies the facility expectations. These desired behaviors are taught, modeled and reinforced by staff. See addendum: PACTS Expectations Behavior Matrix
- **Therapeutic Intervention / Fine**: Tier 1 intervention utilizing written documentation describing the youth's PACTS expectations violation. Youth can be held accountable from the following focus areas: Positive Behavior and Attitude; Appropriate Work Ethic; Communicating Effectively; Time Management & Social Interaction. Youth may retribute (take ownership) to earn back points lost from fines.
- **Activity Restriction (AR)**: Tier 2 intervention where youth temporarily lose recreational and program privileges during the time under restriction, depending on the behavior and intervention used, a 1, 2, or 4 hour AR can be implemented.
- **Severe Conduct Violation (SCV)**: Tier 2 intervention used for a major rules violation in one of the following areas; substance abuse, destruction of property, assaultive behavior, unauthorized leave, stealing/contraband, inappropriate sexual conduct and serious misconduct. Youth earning an SCV: must complete a written restitution; lose privileges and have an activity restriction for a predetermined amount of time (2 hours for restituted SCVs and 4 hours for non-restituted SCVs); and fail to earn points for the treatment week.
- **Physical Intervention**: Youth who become a threat to themselves or others and who do not respond with verbal redirection and de-escalation techniques may need the use of physical restraint and separation to ensure safety and protection of the youth, to protect another person from a youth and for self-protection of the youth and others. Staff are trained in nonviolent Crisis Prevention Intervention which utilizes Team Control, Seated Position (low, medium, high), Standing Position (low,

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medium, high) and Child's Position; along with OPATA developed Subject Control variations of Body Locks: Standing (front, side, back) and Seatbelt Standing (back and side). Physical intervention may only be used as a last resort if the youth presents harm to self and/or others (See Policy 8.2).

2. NRTC has the following procedures for the identification of instances in which the restrictive behavior interventions & techniques listed above may be contraindicated:
 - Youth are screened prior to placement to assess their functioning level, so the likelihood that any of the behavior management techniques would be contraindicated is reduced. In addition, each youth is assessed by a registered or licensed health care professional and a licensed social worker, counselor, psychologist, or psychiatrist to determine whether there are medical, psychological or developmental contraindications to the use of any of the techniques in the behavior management plan. This includes the following:
 - Antecedents to harassing, violent or out-of-control behaviors;
 - The effectiveness of previous uses of behavioral interventions;
 - Psychological and social factors that can influence us of such interventions;
 - Medical conditions or factors that could put the youth at risk.
 - Disciplinary procedures shall be humane, instructive and shall be administered with fairness, consistency and respect and regardless of the youth's race, sex, religion or cultural heritage. Discipline shall be administered only by persons who are administrators or employees with direct care responsibilities. Youth shall not discipline other youth. All cruel and unusual punishments/ practices and chemical restraints are prohibited.
3. Punishment for actions over which the youth has no control such as bedwetting, enuresis or encopresis are prohibited. Behavior interventions for youth with disabilities will be assessed on an individual basis to determine the appropriate intervention for that youth.
 - Youth with serious physical or developmental disabilities will be screened by NRTC and South Community to determine if they can adequately participate in treatment. The Court or Children's Services will refer youth not accepted to NRTC to programs that more appropriately meet their individual needs.
4. The credentials of the personnel involved in designing, approving, implementing, monitoring, and supervising the implementation of the behavior interventions are as follows:
 - Personnel involved in designing and approving the behavior interventions shall have a master's degree and/or professional licensure (LPC, LSW, etc). Staff members who implement the interventions shall have at least a high school diploma, and those who monitor and supervise the implementation of the behavior interventions shall have at least a bachelor's degree.

Wolf PACTS

Facility Setting	Positive Attitude and Behavior	Appropriate Work Ethic	Communicate Effectively	Time Management	Social Interactions
Unit	<ul style="list-style-type: none"> • Maintain positive behaviors • Be kind • Read and understand the student handbook • Take pride in your appearance • If you need something, notify Staff 	<ul style="list-style-type: none"> • Keep area clean and organized • Turn in all contraband • Maintain appropriate appearance • Follow Staff directions • Understand expectations 	<ul style="list-style-type: none"> • Tell the truth • Listen to and accept informational feedback • Cooperate with others • Maintain appropriate voice level 	<ul style="list-style-type: none"> • Be punctual to scheduled activities • Use free time wisely • Practice self-regulation • Study when appropriate 	<ul style="list-style-type: none"> • Provide correct information to peers • Assist lower-level peers • Respect the opinion of others • Keep issues small
Bedrooms	<ul style="list-style-type: none"> • Wear appropriate bed clothing • Take pride in your room • Only 2 books in your room 	<ul style="list-style-type: none"> • Know the laundry schedule • Clean bed linens during wash times • Keep room neat • Make bed (to standard) daily • Only allowable items 	<ul style="list-style-type: none"> • Keep noise at a minimum • Use appropriate language • Keep personal belongings in room • Recognize what clothing & shoes are allowed • Notify Staff of any damages 	<ul style="list-style-type: none"> • Go to bed on time • Get up on time • Stay in room at bedtime • Dress in the appropriate clothing for the season and activity 	<ul style="list-style-type: none"> • Respect your neighbors • Use room for intended purpose • Keep private parts private • Only enter your assigned room • Keep possession of your own clothing
Bathroom	<ul style="list-style-type: none"> • Place towels and wash rags in appropriate places • Use appropriate self-care items • Respect other's privacy 	<ul style="list-style-type: none"> • Throw away trash • Wash hands • Flush toilet • Keep bathroom clean 	<ul style="list-style-type: none"> • Follow instructions • Be respectful • Acknowledge Staff instructions immediately 	<ul style="list-style-type: none"> • Perform self-care in a timely manner • Use proper hygiene methods • Follow shower-time expectations 	<ul style="list-style-type: none"> • Take turns • Use your own self-care items • Excuse yourself • Use assigned restrooms

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Facility Setting	Positive Attitude and Behavior	Appropriate Work Ethic	Communicate Effectively	Time Management	Social Interactions
Dining Hall	<ul style="list-style-type: none"> • Proper table manners • Respect other's space • Give positive feedback • Positive talk 	<ul style="list-style-type: none"> • Complete all jobs and duties to standard • Clean up messes and spills • Take plates and utensils to kitchen 	<ul style="list-style-type: none"> • Be considerate of others • Follow seating expectations • Quiet voices during meal times • Enter and exit quietly 	<ul style="list-style-type: none"> • Begin meals on time • Finish meals on time • Follow the schedule • Complete weekly job 	<ul style="list-style-type: none"> • Cooperate with peers • Be patient and wait your turn • Model positive behavior
Gym or Recreation Yard	<ul style="list-style-type: none"> • Positive participation • Challenge yourself • Never give up • Have fun • Use skills 	<ul style="list-style-type: none"> • Follow set rules of the activity • Use tools for intended purposes • Return equipment to appropriate spot 	<ul style="list-style-type: none"> • Use appropriate Language • Use appropriate voice level • Include all • Cooperate with peers 	<ul style="list-style-type: none"> • Be ready to participate • Follow medical restrictions • Take turns • Understand expectations 	<ul style="list-style-type: none"> • Display good sportsmanship • Use teamwork • Remain in line of sight • Maintain physical boundaries
Hallways and Line Expectations	<ul style="list-style-type: none"> • Walk • Follow Staff directions immediately • Respect others • Be accountable to others 	<ul style="list-style-type: none"> • Remain facing forward • Be accountable • Walk on the right side of the hallway • Complete all jobs and duties • Maintain proper appearance 	<ul style="list-style-type: none"> • Report whereabouts • Remain quiet • Be where you belong • Respect other's conversations 	<ul style="list-style-type: none"> • Follow daily schedule • Practice self-regulation • Stay on task • Be ready when called to line up • Use program tools 	<ul style="list-style-type: none"> • Keep hands and feet in personal space • Respect other's space • Keep hallways clear
Computers	<ul style="list-style-type: none"> • Challenge yourself • Strive for excellence 	<ul style="list-style-type: none"> • Follow Staff directions • Use your own password • Access only allowable websites 	<ul style="list-style-type: none"> • Ask for help when needed • Respect the equipment 	<ul style="list-style-type: none"> • Use resources responsibly • Follow computer contract • Understand expectations 	<ul style="list-style-type: none"> • Work quietly • Respect other's personal space

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Facility Setting	Positive Attitude and Behavior	Appropriate Work Ethic	Communicate Effectively	Time Management	Social Interactions
Library	<ul style="list-style-type: none"> • Challenge yourself • Be kind • Model positive behaviors 	<ul style="list-style-type: none"> • Be neat and organized • Return materials to the correct area 	<ul style="list-style-type: none"> • Check all items in and out • Notify Staff of damages • Embrace learning 	<ul style="list-style-type: none"> • Respect library resources and displays • Take accountability 	<ul style="list-style-type: none"> • Quiet voices • Respect other's personal space
Classroom	<ul style="list-style-type: none"> • Be confident in learning ability • Be open to learning • Actively engage in the learning process • Take ownership • Respect the learning environment 	<ul style="list-style-type: none"> • Use resources wisely • Ask specific questions if not understanding material • Complete all assignments • Self-assess work regularly • Set learning goals 	<ul style="list-style-type: none"> • Practice active listening • Stay on topic during discussions • Use appropriate, non-offensive language • Respond to instructions • Maintain eye contact 	<ul style="list-style-type: none"> • Be on time to class • Come to class prepared • Use class time for assigned task • Turn in assignments when due 	<ul style="list-style-type: none"> • Cooperate with peers • Help those who have questions • Encourage others • Protect the NRTC community
Medical	<ul style="list-style-type: none"> • Act appropriately for the situations • Be polite and courteous 	<ul style="list-style-type: none"> • Follow medical directions • Be accountable for requests and needs • Take medications as prescribed 	<ul style="list-style-type: none"> • Ask appropriate questions • Learn your medications • Use medical diagnosis as a learning opportunity 	<ul style="list-style-type: none"> • Place all medical requests in a timely manner • Be patient 	<ul style="list-style-type: none"> • Be respectful of other's privacy • Respect other's fears and concerns
Vehicles	<ul style="list-style-type: none"> • Safety first • Follow Staff direction immediately • Display a positive attitude 	<ul style="list-style-type: none"> • Properly dispose of trash • Lock all windows and doors upon return • Use seatbelts 	<ul style="list-style-type: none"> • Use appropriate language • Use inside voices • Choose appropriate conversations topics 	<ul style="list-style-type: none"> • Practice self-regulation • Be prepared • Be punctual 	<ul style="list-style-type: none"> • Same seats there and back • Stay seated • Follow agency rules • Keep hands and feet in personal space

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Facility Setting	Positive Attitude and Behavior	Appropriate Work Ethic	Communicate Effectively	Time Management	Social Interactions
Off Campus	<ul style="list-style-type: none"> • Encourage others • Maintain positivity • Take care of all property and equipment 	<ul style="list-style-type: none"> • Actively participate in activities • Dress appropriately • Dispose of trash appropriately • Willingness to help Staff and peers 	<ul style="list-style-type: none"> • Use appropriate language • Immediately respond to instructions • Show respect to all • Practice active listening • Be an ambassador of NRTC 	<ul style="list-style-type: none"> • Submit trip plans for off campus activities • Keep whereabouts known • Adhere to the schedule • Be on time 	<ul style="list-style-type: none"> • Behave properly • Support positive behaviors • Follow all rules • Keep hands and feet in personal space
Activity Room	<ul style="list-style-type: none"> • Maintain positive behaviors • Be kind • Read and understand the student handbook • Take pride in your appearance • If you need something notify Staff 	<ul style="list-style-type: none"> • Keep area clean and organized • Turn in all contraband • Maintain appropriate appearance • Follow Staff directions • Understand expectations 	<ul style="list-style-type: none"> • Tell the truth • Listen to and accept informational feedback • Cooperate with others • Maintain appropriate voice level 	<ul style="list-style-type: none"> • Be punctual to scheduled activities • Use free time wisely • Practice self-regulation • Study when appropriate • Take turns playing games and using equipment 	<ul style="list-style-type: none"> • Provide correct information to peers • Assist lower-level peers • Respect other's opinions • Keep issues small