

STAFF CONSISTENCY OF THE IMPLEMENTATION OF A TOKEN ECONOMY IN A
JUVENILE DETENTION CENTER

By

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Abstract

Approximately 318,000 juveniles are admitted to juvenile detention facilities each year. The future of these juveniles may be greatly influenced by staff behavior. The purpose of this research was to develop a consistent method of implementation of a token economy in a Juvenile Detention Center (JDC). Five Juvenile Correctional Officers (JCOs) participated in the study. The primary researcher recorded data in vivo. The JDC administrative staff previously had developed a token system with monetary ranges for fines and points that were to be given to the youth by the JCOs. The primary researcher observed the JCOs' administration of the token system and scored each JCO's administration as "within range," "out of range," or "unspecified" as determined by the pre-established monetary ranges. To further improve staff consistency and ease of implementation, the primary researcher and the JDC administrative staff developed new guidelines featuring more uniform monetary ranges; these guidelines were given to all JCOs. A token economy manual was then given to JCOs using a multiple baseline across participants design. Results indicated the intervention may have simplified the token economy program leading some participants to improve in consistency; however, some participants showed little, if any, change.

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Staff Consistency of the Implementation of a Token Economy in a Juvenile Detention Center

Detention is the “temporary care of a child alleged to be delinquent who requires secure custody in physically restricting facilities pending court disposition or execution of a court order” (Siegel & Welsh, 2015). Juvenile Detention Centers (JDCs) are locked facilities that house alleged juvenile delinquents charged with misdemeanor or felony offenses prior to their adjudicatory hearing or, if adjudicated, after their adjudicatory or dispositional hearing while awaiting placement. While detained in a JDC, youth are required to complete a daily regimen often consisting of attending school, completing daily chores, and participating in rehabilitative programming (e.g., drug/alcohol counseling, sexual/domestic violence counseling, vocational training, and religious programming). Each youth is assigned to sleep in a locked room. Due to overpopulation, additional bunks are sometimes added to rooms and multiple youths will be assigned to the same room. Rooms in a JDC are often constructed completely of concrete, have a small-sealed window to allow in natural sunlight, metal sink and toilet, and a concrete slab or metal bed. Small mats with a built-in pillow are issued to each youth to sleep on. Each youth is offered three meals a day and is allowed a minimum of one hour to complete recreation. Despite offering these youths the benefits of food, shelter, education, and rehabilitation, juvenile detention often creates problems for the youths, families, and the community.

Rettig (1980) discusses several problems linked to juvenile detention. Youths in detention may face a label or negative stigma associated with being detained. Additionally, separation from family, peers, school, and the community may lead to anxiety and loneliness. These youths are forced to adjust to an artificial environment and may face difficulties reintegrating themselves back into society. Families of a youth in detention may face economic

hardships or feelings of failure in times of their youth's absence from the home. Finally, communities must burden the cost of housing, caring for, and supervising these youths in detention. Approximately 300,000 youths are placed in juvenile detention centers across the United States each year. On average, youths remain in these facilities for 20 days or less; however, some youths may remain in detention facilities for several months at a time (Teigen, 2015). With this large number of youths being admitted into detention facilities, it is important to teach youths in JDCs skills to become productive members of society-thus, reducing their likelihood of returning to detention upon their release.

It is important for society to ensure that youths in JDCs receive appropriate treatment. When placing a juvenile in a detention facility, the first consideration is to protect society or protect the juvenile from danger to self or others. However, the juvenile justice system is based on a rehabilitative theory, and, thus, programs for juveniles should be designed to provide a variety of interventions such as individual and group counseling, educational and vocational training, substance abuse counseling, sexual/physical abuse counseling, and behavioral management programs. One behavioral management program used is a token economy system. A token economy is a behavioral management program developed to motivate individuals to engage in appropriate behaviors. In a token economy program, tokens (e.g., points, coins, chips, etc.) are awarded to a participant contingent on his or her participation in a target behavior (e.g., following instructions, helping staff, interacting appropriately with others, completing school work, etc). Once a predetermined number of tokens have been accumulated, the participant is allowed to trade tokens for back-up reinforcers, such as, right to watch television or movies, snacks, access to games, etc.

Allyon and Azrin (1968) first demonstrated the effectiveness of a token economy in a series of six studies with female patients living in a psychiatric ward. In these studies, the female patients were reinforced for engaging in a variety of desired behaviors through the use of contingent token reinforcement for increasing and maintaining the desired behaviors. These studies lead to a rapid increase in token economy research across multiple settings, for example in academic (McGinnis, Friman, & Carlyon, 1999; McLaughlin & Malaby, 1972; O’Leary, Becker, Evans, & Saudargas, 1969), group home (Denkowski & Denkowski, 1985; Fantuzzo & Smith, 1984; Gardner & Heward, 1991), psychiatric wards (Cohen, Florin, Grusche, Meyer-Osterkamp, & Sell, 1972; Gershon, Erickson, Mitchell, & Paulson, 1977; Lloyd & Abel, 1969), institutions for people with intellectual and developmental disabilities (Fantuzzo & Smith, 1983; Sandford, Elzinga, & Grainger, 1987), etc.

Token economies have been introduced in various adult correctional/institutional settings in an attempt to increase appropriate and decrease undesirable behaviors. For example, tokens have been awarded to increase comprehension of news and attending a remedial education center during free time (Basset, Blanchard, & Koshland, 1975) and increasing self-help skills, such as room cleaning, personal grooming, bed making, hand cleaning, and arising on time from bed (Hayden, Osborne, Hall, & Hall, 1974; Milan & McKee, 1976; Parrino, George, & Daniels, 1971; Quinsey & Sarbit, 1975). These programs also have been used to decrease undesirable behaviors such as assault, attempted escape (Quinsey & Sarbit, 1975), and excessive pill taking (Parrino, George, & Daniels, 1971).

In addition to adult correctional facilities, token economies have been used in JDCs, residential centers, and institutions for juvenile delinquents and pre-delinquents. Behaviors reinforced by awarding tokens have included chore completion (Barkley, Hastings, Tousel, &

Tousel, 1976; Phillips, 1968; Phillips, Phillips, Fixsen, & Wolf, 1971), news watching behaviors (Phillips, Phillips, Fixsen, & Wolf, 1971; Tyler & Brown, 1968), academic performance and appropriate classroom behaviors (Bednar, Zelhart, Greathouse, & Weinberg, 1970; Phillips, Phillips, Fixsen, & Wolf, 1971; Tyler, 1967; Tyler & Brown, 1968), and increased frequency of peer interactions, rule following, task completion, and promptness (Fineman, 1968; Hobbs & Holt, 1976; Phillips, 1968; Phillips, Phillips, Fixsen, & Wolf, 1971). Additionally, token economies have targeted decreases in behaviors such as acting out, profanity, fighting (Fineman, 1968), aggressive statements, and poor grammar (Phillips, 1968).

Barkley, Hastings, Tousel, and Tousel (1976) used a token system to increase chore completion and decrease littering behaviors of eight boys institutionalized for criminal behavior. Hobbs and Holt (1976) increased appropriate peer interactions, rule following, and task completion behaviors of 125 adolescent male delinquents detained in a state correctional institution. Finally, Tyler (1967) and Tyler and Brown (1968) both demonstrated improvements in academic skills following contingent token reinforcement of academic behaviors of delinquent boys committed to a training school. Although many studies have shown how token economies can successfully motivate individuals to engage in desirable behaviors, many challenges exist that may cause a token economy to fail.

Problems may occur when attempting to implement a token economy in an applied setting. These include a) staff resistance or deviance (Bailey, Gross, & Cotton, 2011; Bassett & Blanchard, 1977; Drabman & Tucker, 1974; Hall & Baker, 1973; Kazdin & Bootzin, 1972; Westphal, 1975), b) poor client selection or client noncompliance (Allen & Magaro, 1971; Drabman & Tucker, 1974; Hall & Baker, 1973) c) lack of reinforcer availability or potency (Atthowe, 1973; Drabman & Tucker, 1974; Kazdin & Bootzin, 1972; Kazdin 1982; Westphal,

1975) d) low staff supervision (Bailey, Gross, & Cotton, 2011; Bassett & Blanchard, 1977), and e) lack of adequate implementation (Bailey, Gross, & Cotton, 2011; Bassett & Blanchard, 1977; Drabman & Tucker, 1974; Westphal, 1975).

When first implementing a new token economy program in an existing facility, it is not unusual to experience staff resistance or defiance to the program. Staff may become dishonest or unreliable (Hall & Baker, 1973) and can express anger, complaints, disruptive behavior, impulsive actions, and rule breaking (Kazdin & Bootzin, 1972). Richards (1975) suggests that the success of a token economy often relies on the politics (e.g., staff resistance to change, staff motivation, quality of program implementation, etc). For example, to gain the compliance of staff members, one may give staff members options in designing the token economy program. Although the developers of the token economy often have a desired outcome and may subtly shape this outcome, staff involvement provides a sense of ownership and may increase the probability that staff will implement the token economy as intended.

Poor client selection or client noncompliance may cause a token economy program to fail. Token economy programs used to address problem behaviors for a number of individuals is likely to be more effective for some participants than others. One issue to consider is that not all participants may have the target behaviors in their behavioral repertoires. In these situations, it may be necessary to amend the token economy at the individual level to teach these new behaviors through successive approximations (Drabman & Tucker, 1974; Kazdin & Bootzin, 1972). Further, some clients may fail to comply with the rules of the token economy or refuse to participate all together. Suggested solutions include some of the following: implementing a self-evaluative token economy program consisting of participants completing evaluations of their own performance with respect to target behaviors (Wood & Flynn, 1978), conducting reinforcer

sampling where reinforcers are only paired with tokens once participants have sampled each potential reinforcer until the reinforcer has acquired maximum reinforcing value (Kazdin & Bootzin, 1972), and creating individualized contingencies for participants who are unresponsive to the general token economy program (Allen & Magaro, 1971; Hall & Backer, 1973).

Token economies may fail if back-up reinforcers are selected poorly or if they are available through means other than the token economy program (Kazdin & Bootzin, 1972). If the backup reinforcers available through the token economy are not reinforcing for a participant, it is likely that the participant will not be motivated to comply with the program. Further, the participant may not be motivated to participate if they are able to obtain the same or more highly preferred reinforcers less effortlessly through other means. For these reasons, it is necessary that administrators have ample control over reinforcers delivered in the facility and conduct at least informal preference assessments (DeLeon & Iwata, 1996) to determine potent reinforcers.

Low staff supervision may lead staff members to impose their own values when implementing token economy programs. For example, Bassett and Blanchard (1977) studied the effects of close supervision of staff implementing a token economy in a prison system. In Phase 1 of the study, the primary researcher served as a full-time director of the token economy program. During Phase 2, the program director took a leave of absence and offered consultation for the token economy program two days per month. During this phase, points that staff awarded decreased. In the final phase of the study, the primary researcher returned as the full-time director of the token economy. The results showed that the staff members implementing the program increased the number of categories for which response costs were given when the token economy director was absent. This study found that as direct supervision of staff members was removed, the program moved from a positive to a more punitive approach. Suggested solutions

include incentive programs for staff participation (Bailey, Gross, & Cotton, 2011) such as providing staff with a predetermined amount of paid leave contingent on participation in the token program, training procedures to teach staff how to implement the program (Kazdin & Bootzin, 1972; Westphal, 1975), and procedures that produce maintenance of staff implementation without direct managerial observation (Courtemanche, Sheldon, Sherman, Schroeder, Bell, & House, 2014).

Consistency of token economy implementation is important for several reasons. Lack of consistency within or across implementers may cause confusion for the participants. For example, if a teacher removes tokens for students speaking without raising their hand one day but does not do so the next, these students may not know if speaking without raising their hand is permitted. Lack of consistency with multiple implementers may also create problems for a token economy. If one implementer awards tokens for a target behavior but another does not, the participants may not know what behaviors are required of them. This may result in the participants behaving differently in the presence of different implementers. For these reasons, target behaviors and the criteria for which tokens are awarded or removed must be specifically defined. Additionally, participants may try to obtain reinforcers while exerting the least amount of effort (Drabman & Tucker, 1974). This means that the participants might try to coerce the implementer into awarding more tokens than what have actually been earned. It is important for the implementer to remain consistent and always implement the token economy as it is specifically defined.

The first purpose of the study was to improve the consistency of implementation of a token economy program across staff members. The second purpose of the study was to assess how improved staff consistency affects juveniles' behavior. The primary researcher

hypothesized that consistent implementation of the token economy would lead to increases in appropriate youth behavior and decreases in youth problem behavior.

Methods

Participants

The current study featured two types of participants; Juvenile Correction Officers (JCOs) and youth. JCOs employed at a Kansas juvenile detention center (JDC) were recruited to participate. To participate in the study, JCOs had to be employed at the JDC and work on the second shift (2:45 pm to 11:15 pm) because this was the time that the primary researcher was available to observe. Youth residing at the JDC were recruited to participate. Youth participants were required to meet the following criteria: a) be between 10 and 17 years of age, b) charged with committing a misdemeanor or felony, c) reside at the JDC, and d) reside in either Douglas or Lyon County, Kansas.

The University of Kansas Human Subjects Committee and the director of the JDC approved this research prior to the onset of the study. All JCOs on the second shift were given the opportunity to participate in the current study. The primary researcher explained the study to the JCOs and answered any questions they had. The JCOs were then given the opportunity to read and sign the JCO consent form (see Appendix B), and the primary researcher again answered any questions. Signed consent forms were obtained from six of the eight JCOs working on second shift. During the study, one participant ended employment at the JDC, and one participant moved to third shift. Therefore, four JCO participants completed the study.

Nancy was a 33-year old female and had been employed at the JDC for three years. She completed a four-year college degree and completed one year working on a Master's degree at the time that the study took place. Clark was a 31 year-old male and had been employed at the

JDC for four years. He completed six years of college education and his highest degree obtained was a bachelor's degree. Abby was a 28 year-old female and had been employed at the JDC for seven years. She received two years of college education and the highest degree obtained was a high school diploma. Liz was a 28 year-old female and had been employed at the JDC for two years. She completed one year of education after high school and her highest degree obtained was a high school diploma. None of the JCO participants had prior experience working in a correctional setting prior to their current employment at the JDC.

Consent for youth to participate in study was not obtained by the parents of each youth. Because these youth were detained in the JDC, the legal guardian for each youth was the Director of Youth Services or the Juvenile Justice Authority (JJA) Case Manager for the county where he or she reside. Youths detained in the JDC reside in various counties throughout the state of Kansas. The primary researcher was able to obtain consent from the Directors of Youth Services and the JJA Case Manager in two Kansas counties and, therefore, youth from these two counties participated in the study. Youth consent forms (see Appendix B) were signed by the Director of the Youth Services or JJA Case Manager for the appropriate county upon each youth's intake into the JDC.

After receiving legal consent for a youth, the primary researcher spoke with the youth about his or her participation in the study. The primary researcher provided participating youth with an assent form (see Appendix B) that provided a brief summary of the study. Each youth had the ability to ask questions prior to assenting or declining participation in the study. Youth were not considered participants in the study unless both signed consent and assent forms were obtained. In cases that recidivism (i.e., youth were released from the JDC and subsequently were readmitted) occurred among participating youth, the youth was asked to again sign an assent

form upon his or her reentry into the JDC. In total, 112 youth participated in the study.

Anywhere between six and twenty-two youth participants resided in the facility at any given time.

Setting

The JDC consisted of a dining area, a kitchen, a large open dayroom area, 14 rooms (cells), an intake and medicine room, and an outdoor patio. The dining area consisted of three large and four small tables where the youth were required to eat each of their meals and snacks. Youth were only allowed in the kitchen immediately following meals when they were directly assisting a staff member with cleaning duties. The day room was a large open room consisting of soft furniture for the youth to sit, two televisions to watch and play video games, and a small carpeted basketball court for activities. One wall of the day room consisted of 12 rooms (two levels consisting of six rooms each) and a staircase (used to access rooms on the top level). Each room (cell), where the youths were assigned to sleep, consisted of a sink, toilet, and concrete slab with a mat to sleep on. The intake and medicine room was used to process new youth entering the building and dispense medications to youths. The intake and medicine room had two holding cells (similar to those on the day room floor) that could be used as a sleeping quarters for youths or to separate youths who were acting out. Finally, the JDC had an attached outdoor patio that was fenced in and secured with barb wire. The patio had two tables in a picnic area and a basketball court where the youths engaged in planned activities. The primary researcher conducted observations in each of these areas.

Detention Process

When a youth is arrested by a law enforcement officer for committing a felony or misdemeanor offense, the law enforcement officer often brings the youth to a JDC. Once the

youth arrives at the JDC, he or she must remain in the locked facility until a judge orders his or her release. In Kansas, each youth who is detained in a JDC must appear in court before a judge within 48 hours of his or her arrest. At this time, the youth has not been adjudicated (i.e., found guilty) of any criminal offense. The judge could allow the youth to return home or order the youth to remain in the JDC throughout the duration of his or her court process. Once a judge adjudicates (i.e., finds the youth guilty of a felony or a misdemeanor) a youth as a juvenile offender, depending on the seriousness of the offense, the judge will give a disposition that could include a variety of different placements (e.g., return home, move to a shelter, enter foster care, sent to a juvenile correctional facility, etc). In some cases, the judge will order the youth to return to detention and await placement in another facility. JDCs are not to be used as permanent placements for youths.

Token Economy

The token economy program has been in use since the building first opened on March 27, 1995. The director of the JDC had designed a token economy to be used by the JCOs with the youths; all youth who reside in the JDC are required to participate in this token economy program. Additionally, the director developed an interaction guidelines table that listed several common appropriate and inappropriate behaviors along with a recommended monetary range of points to be awarded or removed contingent on the occurrence of these behaviors. The purpose of the token economy is to reward youth for engaging in appropriate behaviors and to maintain low levels of problem behaviors at the JDC. Further, this helps allow the JCOs to maintain control within the JDC and helps keep both the youths and the JCOs safe. At intake, each youth is given a level one checkbook sheet (see Appendix A) where the youth records points given, fines levied, and purchases made. The checkbook sheet has the youth's name, resident number,

and date. Below, there are columns for the JCO's initials, positive feedback (PF), description of the youth's behavior, purchases made, earnings given for engaging in positive behavior, fines levied for engaging in inappropriate behavior, and a balance where points spent or lost are subtracted from points earned. Prior to beginning the study, youth are taught how to use the checkbook sheet by either a JCO or a fellow youth.

Throughout the course of a youth's day, a JCO can give points to youths for engaging in appropriate behaviors. When this is done, the youth writes the initials of the JCO delivering the positive feedback, a "+" in the positive feedback column, the label for the behavior the youth engaged in to earn the feedback under the description column, the amount given by the staff member in the earnings column, and the new cumulative checkbook balance reflecting the addition of the earnings in the balance column.

In addition to positive feedback, JCOs can levy a fine when a youth engages in an inappropriate behavior; in that case, the youth would subtract the amount of the fine from the total balance on his or her checkbook sheet. When this is done, the youth writes the initials of the JCO delivering the fine in the initials column, a description of the behavior being fined in the description column, the amount of the fine in the fine column, and the new cumulative checkbook balance reflecting the deduction of the fine amount in the balance column. Each day, JCOs write down all of the positive feedback and fines that they issue throughout the shift. After the youths have been secured in their rooms for bedtime, each JCO checks each youths' checkbook sheet to ensure that each youth accurately wrote down all positive feedback and fines that that respective JCO issued. When a JCO notices that a youth did not write down a fine that he or she issued, that JCO writes down the initial fine issued plus an additional fine for cheating.

All privileges within the JDC must be purchased with earnings from the balance of the youth's checkbook sheet. Therefore, all privileges in the facility are earned through the youth engaging in appropriate behaviors. When a youth purchases a privilege, a description of the privilege is written in the description column, the cost of the privilege is written in the purchase column, and the cost of the privilege is deducted from the cumulative checkbook sheet balance in the balance column. Examples of privileges that can be purchased are radio time, TV time, playstation time, ability to participate in the evening activity, movie privileges, extended bedtime, etc.

Within the token economy program, there are five levels that each youth may achieve. As each higher level is obtained, the youth obtains access to more privileges within the facility. Upon entering the JDC, all youth begin the token economy program with a Level 1 checkbook sheet (see Appendix A). At a Level 1, the youth has an 8:30 pm bedtime and is last in line for receiving privileges (e.g., last in line for a second serving at mealtime, last in line on the list for using the playstation, etc). Once a youth obtains a checkbook balance of \$50, the youth has obtained Level 2 status and is given a Level 2 checkbook sheet (see Appendix A). At a Level 2, the youth's bedtime is extended from 8:30 pm to 9:00 pm, and the youth is allowed one additional minute in the shower. Once a youth obtains a checkbook balance of \$100, the youth has obtained Level 3 and is given a Level 3 checkbook sheet (see Appendix A). At a Level 3, the youth is allowed to purchase an extended bedtime of 9:30 pm, and he or she is allowed an additional minute in the shower. Once the youth has been detained in the facility for at least a week, and has obtained Level 3 status, the youth becomes eligible to apply for Level 4 status (see Appendix A). Level 4 status is determined by administrative approval and is granted to the youth if he or she demonstrates leadership qualities, avoids fines for negative behavior, and

engages in no incidents resulting in lockdowns or security procedures. At a Level 4, the youth is eligible to stay up until 1:00 am, at staff discretion, on the weekend and 10:00 pm on the weekdays. He or she may also stay in bed on the weekends until 9:30 am, opposed to awaking at 6:00 am, and receives one additional minute in the shower from when he or she was at Level 3. After achieving Level 4 status, a youth may apply for Level 5 status (see Appendix A). All requirements of achieving Level 4 status apply with the addition that the youth must be able to purchase the Level 5 status for \$300 off of his or her checkbook balance without the balance dropping below the amount required to maintain his or her current level. At a Level 5, the youth is allowed to determine his or her own bedtime (at staff discretion) and will have unlimited time in the shower. Other examples of privileges that are determined by level include the order in which dinner is served, duration on the playstation, opportunity to “opt out” of an activity that the youth does not prefer, duration of visits with family members, etc.

Not all JDCs have token economy or behavior management programs in place. This may make it difficult for JCOs to efficiently do their jobs and also increases the risk of danger to both JCOs and youths. Additionally, without these programs, consequences may be delivered sporadically leaving the youths not knowing what is expected of them. The token economy program developed by the director of the current JDC is an excellent example of a program that can create a positive and safe environment for youths to live in when implemented effectively.

Procedures

Baseline. The director of the JDC had designed a token economy to be used by the JCOs with the youth. The token economy program was in use for 16 years prior to the beginning of the study. As part of this token economy, the JDC director has developed an interaction guidelines table that were intended to serve as suggested values to use when JCOs were giving

positive feedback or issuing fines to the youth in the JDC. The administration staff and shift supervisors hypothesized that the guidelines were not being utilized by the JCOs and that some of the JCOs may have not known that the guidelines were available.

During baseline, the primary observer collected data on the staff consistency of the implementation of the token economy by recording whether or not instances of positive feedback given and fines issued were “within range,” “out of range,” or “unspecified” as specified by the interaction guidelines. A problem was noticed with the interaction guidelines in that the range of points for many behaviors were large enough that staff could give or take away largely different amounts of money for the same behavior and by definition be “within range,” and therefore, consistent with one-another. For example, according to the preexisting interaction guidelines, the suggested fine amount for an inappropriate conversation was between \$25 and \$50 dollars. This means that if one JCO issued an inappropriate conversation fine of \$25 and a different JCO issued an inappropriate conversation fine for \$50, these staff members would be considered consistent with one-another even though the fines they gave were \$25 apart. Due to this issue, the decision was made by the primary observer, director of the JDC, and the administrative staff to refine the interaction guidelines table. The new interaction guidelines aimed to improve staff consistency and ease of implementation by narrowing the ranges for positive feedback and fines, include ranges for previously unspecified positive and negative behaviors commonly addressed by JCOs, and by using the same ranges for behaviors of similar importance.

New Guidelines. The preexisting set of interaction guidelines were revised to create the “new interaction guidelines.” The new set of interaction guidelines included all appropriate and inappropriate behavior from the original interaction guidelines, plus appropriate and inappropriate behaviors that were commonly addressed by JCOs but were not included in the

original interaction guidelines. Therefore, many behaviors that would have been scored as “unspecified” in the baselines phase of the study would have been scored as “within range,” or “out of range” in the subsequent phases of the study.

The main purpose of revising the interaction guidelines was to decrease the ranges for many behaviors in an effort to bring the monetary awards or fines closer together (i.e., improve staff consistency). To determine the new ranges to be used for each behavior on the new interaction guidelines, the interaction guidelines were sent to the three shift supervisors with blank “reward” and “consequence” columns. Each supervisor was encouraged to fill in each column with their suggested range for each appropriate and inappropriate behavior listed on the interaction guidelines and return their completed interaction guidelines to the primary observer. Once this had been completed, a meeting was held with the primary observer, the director of the JDC, and the administrative staff to review the suggested guidelines from each of the three shift supervisors. In this meeting, the director of the JDC suggested that she would like to simplify the ranges used on the interaction guidelines table so that they were simple for JCOs to remember. Additionally, she suggested that she would like to categorize each problem behavior into approximately three tiers. The rationale for this was to improve ease of implementation of the token economy program for JCOs and to align the token economy with a Positive Behavioral Support model used at the juvenile detention center. Therefore, to address these interests the range of \$0.50-\$1.00 was used with the majority of appropriate behaviors on the new interaction guidelines. Additionally, ranges for inappropriate behaviors on the interaction guidelines were \$3-\$6, \$6-\$9, or \$25. An exception was made that the monetary amount of a fine for “destruction of property” would depend on the real life value of the property that a youth destroyed.

Token Economy Manual. The primary researcher modified and expanded a token economy manual (see Appendix A) to educate the JCOs in the proper implementation of the token economy program. The token economy manual was composed of the compilation of training documents previously used by the JDC, the new interaction guidelines, definitions for appropriate and inappropriate behaviors which had not been previously provided to staff, a token economy manual quiz, and examples of the checkbook sheets for each of the five levels of the token economy.

At the beginning of the token economy manual phase, the primary researcher gave a token economy manual to the participant with the instructions to read the manual in its entirety and to complete the attached token economy manual quiz and return it to the primary researcher (see Appendix A). Additionally, the primary researcher informed the participant that the token economy manual was being given to JCOs in a staggered fashion and that he or she should not share the information in the token economy manual with any other JCOs at the JDC. The token economy manual quiz consisted of 10 multiple choice questions testing for proficiency in matching labels of appropriate and inappropriate behaviors with the correct definitions and identifying appropriate monetary amounts for fines and positive feedback according to the ranges specified in the new interaction guidelines. The primary researcher graded the token economy manual quiz in front of the participant immediately after he or she returned the quiz. The participant was given praise and feedback and asked to reattempt any questions that were incorrect from the original attempt. Data were not collected for a JCO in the token economy manual phase until he or she successfully completed the quiz with a score of 100% correct.

Consumer Satisfaction

JCO and youth satisfaction surveys were collected during each phase of the study (Wolf, 1978). JCO's were asked to score themselves on a 7-point Likert style scale (see Appendix D) on their confidence, fairness, consistency, satisfaction, helpfulness, and effectiveness of the token economy program. Youth participants were asked to complete a satisfaction survey (see Appendix D) for each JCO participant. For each JCO, youth participants rated him or her using a 7-point Likert style scale on the JCO's fairness, pleasantness, consistency, and concern when using the token economy program.

Data Collection

The primary observer collected data on the staff consistency of the implementation of the token economy through in-vivo observations of the JCOs during their work shift (The interaction guidelines table and data sheet used to score the consistency of the JCOs are shown in Appendices A and C). In-vivo observations were conducted during unannounced observations at the JDC at the frequency of 4 to 5 days per week during the study period. Observations lasted exactly 1-hr in length. On three occasions, the observing period was concluded early due to a present security risk at the JDC and the primary observer being required to exit the premises.

Observations were conducted for staff members working on one of four posts (i.e., activity, control, intake, and surveillance). Post assignments varied on a daily basis and were assigned by the shift supervisor at the JDC. JCOs on the activity post were responsible for getting the youth through their day-to-day activities (e.g., monitor their behavior, plan activities, supervise homework sessions, organize shower times, etc.). JCOs on the control post were responsible for conducting all of the computer logging (e.g., logging meals served, medications dispensed, physical restraints, etc.), serve dinner, conduct phone surveillance of youth on probation, and conduct locker and room searches for contraband or graffiti. JCOs on the intake

post were responsible for processing new intakes or dismissals from the facility, administer medications, check in and out visitors to the facility, and assist the activity post during down time. JCOs on the surveillance post were responsible for assisting other posts with their duties until approximately dinner time (i.e., 5:30 pm). At that time, the surveillance post would exit the JDC and conduct field surveillance to ensure youths on probation were abiding by their respective curfews. In times of inclement weather, the surveillance post would remain in the JDC and assist the other posts with their duties.

All staff members (regardless of the assigned daily post) were allowed to use the token economy program at any time (i.e., award positive feedback, give fines, and issue purchases). However, the majority of fines and positive feedback was given by the activity post because it was the responsibility of this post to directly monitor the youth throughout the shift. Due to this, the primary researcher conducted 71.8% of observations on the participant(s) assigned to the activity post for that day. The primary researcher conducted probes on the control, intake, and surveillance posts when a JCO not participating in the study was assigned as the activity post for that day. The primary observer often conducted observations on the intake and control posts simultaneously. Observing two staff members on these posts did not serve to be problematic due to the minimal interactions they had with youth. Probe observations were rarely conducted with participants on the surveillance post as this staff member was often not in the building and, therefore, had no interactions with the youth residing in the JDC.

During the new guidelines phase of the study, the primary observer collected data in the same means that he did during baseline with the exception that positive feedback and fines were now scored as being “within range,” “out of range,” or “unspecified” with respect to the new

interaction guidelines table. Data on youth behavior was collected by the same means as in baseline.

JCOs logged in the computer all instances of fines, cooldowns, voluntary cooldowns, day room restriction (DRR), permanent day room restriction (PDRR), lockdowns, and restraints each day. The primary observer collected data on the youth dependent variables solely from the daily computer logs kept by the JCOs. These logs provided information as to the frequency at which each youth participant received one of the dependent variable consequences. Additionally, the primary researcher divided the frequency of each dependent variable for each day by the total number of youth participants residing in the building that day to determine the average number of each dependent variable consequence per youth each day.

Dependent Measures

JCO behavior. The primary researcher collected data on the consistency of the JCOs' implementation of the token economy. Although all JCOs were required to implement the token economy, they were allowed to do so at their discretion. An interaction guidelines table consisting of appropriate monetary ranges for positive feedback and fines was used to determine the consistency of positive feedback or fines given (see Appendix A). JCO data was scored for positive feedback or fines as "within range," "out of range," or "unspecified."

Within range: An instance when the monetary value of the positive feedback or a fine given by the JCO was within the designated range for that specific behavior on the interaction guidelines table. For example, a staff member would be considered "within range" if he or she gave a \$5 fine for a problem behavior that had a range of \$3-\$6 on the interaction guidelines table.

Out of range: An instance when the monetary value of positive feedback or a fine given by the JCO was outside of the designated range for that specific behavior on the interaction guidelines table. For example, a JCO would be “out of range” if he or she gave \$0.25 for an appropriate behavior that had a range of \$0.50-\$1.00 on the interaction guidelines table.

Unspecified: An instance when positive feedback or a fine given for a specific behavior that was not included on the interaction guidelines table.

Youth behavior. The primary researcher collected data on the problem behavior of the youth. Dependent variables with respect to youth behavior included fines, cooldowns, voluntary cooldowns, day room restriction (DRR), permanent day room restriction (PDRR), lockdown, and restraints. Definitions for youth dependent variables were as follows:

Fines: An instance when a JCO removed a monetary value from a youth’s checkbook sheet contingent on the occurrence of a problem behavior.

Cooldowns: An instance when a JCO required a youth to proceed to his or her assigned room for a 15-min period where he or she was required to stay with the door open or unlocked. Cooldowns occurred as a result of the youth acquiring two fines for the same problem behavior during the shift, or at staff discretion following a problem behavior.

Voluntary cooldowns: Any instance a youth communicated with a staff member that he or she was taking a voluntary cooldown and then proceeded to the youth’s assigned room for a 15-min period where they were required to remain with the door open or unlocked. Voluntary cooldowns could result from; e.g., the youth being upset with a staff member or peer, being frustrated with the program, after receiving bad news during a phone call or visit, etc.

DRR: A day room restriction occurred when a youth was required to remain in his or her assigned room with the door unlocked for a minimum time period of 1 hour. DRR was given at

a supervisor's or officer in charge's (OIC) discretion. This consequence was commonly administered as a result of a specific youth receiving multiple fines in a single shift, staff having continued problems with a particular youth, the youth refusing to participate in the program, etc.

PDRR: A permanent day room restriction was defined the same as DRR with the exception that the youth was not removed from PDRR status until approved by the administrative staff and supervisors. A youth was placed on PDRR following multiple placements on DRR, the youth caused a security procedure or physical restraint, gang related activity, etc.

Lockdowns: A lockdown was an instance when a youth was either voluntarily or involuntarily placed in locked isolation outside of regular bedtime hours. Lockdowns resulted from a youth engaging in a physical or verbal altercation with another youth or staff member, causing a security procedure or requiring physical restraint, being upset and voluntarily locking him or herself in his or her room, etc.

Restraints: A restraint was any instance that a staff member physically came into contact with a youth following the occurrence of a problem behavior or refusal to obey a JCO's command.

Data Sheets

Data sheets used in the current study began with a heading where the data collector would record his or her initials, date, time, post assignment for the observed JCO, initials of the observed JCO, page number, number of youth residing in the facility, number of youth participating in the study, and circle if he or she were the primary or reliability observer. Below the heading, the data sheet was broken up into two large identical boxes, one for positive interactions and the other for fines. Each box contained several rows for recording data and

contained six columns. The columns included a description of the behavior, the name of the youth receiving the positive interaction or fine, the level of the youth, the monetary amount of the positive interaction or fine, the time the positive interaction or fine was received, and a column containing “Y,” “N,” or “UN” to circle for “within range,” “out of range,” or “unspecified” respectively. The bottom of the data sheet included several lines for the data collector to record comments if necessary (see Appendix C).

Inter-observer Agreement

The primary researcher collected data on the JCOs’ consistent implementation of the token economy (i.e., if the fines and positive feedback given were “within range,” “out of range,” or “unspecified”) during every observation period. A second independent observer (reliability observer) recorded data simultaneously and independently with the primary researcher on the JCOs’ consistent implementation of the token economy. Data collected by the reliability observer were compared with that taken by the primary researcher. Inter-observer agreement was calculated by dividing the total number of agreements by the total number of agreements plus disagreements and multiplied by 100%. The primary researcher calculated inter-observer agreement for 40.8% of the total observations and the overall agreement was at 92.1%. Complete reliability measures can be seen in Table 1.

Design

A multiple-baseline across JCOs design was used to evaluate the consistent implementation of the token economy (Baer, Wolf, & Risley, 1968). The primary researcher updated the interaction guidelines chart from the original interaction guidelines given by the JDC. The purpose of updating the original interaction guidelines was to decrease many of the monetary ranges for behaviors in order to increase staff consistency. A secondary purpose was

to add several appropriate and inappropriate behaviors that were commonly observed in the JDC but were not included on the original interaction guidelines table. The updated interaction guidelines were administered to all participants simultaneously so that all JCOs were operating the token economy using the same set of guidelines. Therefore, baseline data were collected both on the preexisting interaction guidelines provided by the JDC and the interaction guidelines updated by the primary researcher. Following the updated interaction guidelines baseline, the criteria for changing from the new guidelines to token economy manual phase was based on the number of sessions observed and the performance of each staff member.

Results

Figures 1, 2, 3, and 4 display the average positive interaction and fine data for each JCO participant when the primary researcher was present. The x-axis represents the baseline, new guidelines, and token economy manual phases of the study. The y-axis represents the average number of positive interactions given per day observed on the top graph and the average number of fines given per day observed on the bottom graph. The blue bars represent the average number of “within range” positive interactions or fines given throughout each phase of the study. The orange bars represent the average number of “out-of-range” positive interactions or fines given throughout the study. The grey bars represent the average number of “unspecified” positive interactions or fines given throughout each phase of the study.

Figures 5 and 6 display the number of positive interactions and fines given respectively for each JCO participant. Each graph represents an individual JCO participant. The x-axis represents the observation number. The y-axis represents the number of positive interactions given or fines given respectively. The circle data points represent the “within-range” positive interaction or fine data collected. The square data points represent the “out-of-range” positive

interaction or fine data collected. The triangle data points represent the “unspecified” positive interaction or fine data collected. The single or double asterisks indicate days that observations were ended early due to an immediate security risk occurring in the JDC. The letter “c” indicates observations that were conducted while the participant was working the control post. The letter “I” indicates observations that were conducted while the participant was working the intake post. The letter “s” indicates observations that were conducted while the participant was working the surveillance post.

For Nancy, during baseline she gave an average of 7.09 within range, 1.82 out-of-range, and 13.78 unspecified positive interactions and 0.27 within range, 0.09 out-of-range, and 0.55 fines per day observed. During the new guidelines phase, she gave an average of 15 within range, 13.9 out-of-range, and 5.3 unspecified positive interactions and 0.9 within range, 0.1 out-of-range, and 0.1 unspecified fines per day observed. During the token economy manual phase, she gave an average of 15.58 within range, 11.92 out-of-range, and 4.58 unspecified positive interactions and 1.08 within range, 0.42 out-of-range, and 0.67 unspecified fines per day observed.

For Clark, during baseline he gave an average of 2.07 within range, 3.04 out-of-range, and 2.89 unspecified positive interactions and 0.3 within range, 0.15 out-of-range, and 0.78 fines per day observed. During the new guidelines phase, he gave an average of 2.13 within range, 3.25 out-of-range, and 3.5 unspecified positive interactions and 0.88 within range, 0.13 out-of-range, and 0.13 unspecified fines per day observed. During the token economy manual phase, he gave an average of 2.46 within range, 1.78 out-of-range, and 0.24 unspecified positive interactions and 0.94 within range, 0.02 out-of-range, and 0 unspecified fines per day observed.

For Abby, during baseline she gave an average of 5.41 within range, 8.64 out-of-range, and 7.09 unspecified positive interactions and 0.23 within range, 0 out-of-range, and 0.59 fines per day observed. During the new guidelines phase, she gave an average of 4.96 within range, 6.94 out-of-range, and 1.93 unspecified positive interactions and 1.07 within range, 0.11 out-of-range, and 0.14 unspecified fines per day observed. During the token economy manual phase, she gave an average of 3.11 within range, 2.74 out-of-range, and 0.06 unspecified positive interactions and 0.63 within range, 0 out-of-range, and 0.11 unspecified fines per day observed.

For Liz, during baseline she gave an average of 8.68 within range, 1.42 out-of-range, and 8.79 unspecified positive interactions and 0.11 within range, 0 out-of-range, and 0.32 fines per day observed. During the new guidelines phase, she gave an average of 5.33 within range, 3.42 out-of-range, and 0.28 unspecified positive interactions and 0.51 within range, 0.09 out-of-range, and 0 unspecified fines per day observed. During the token economy manual phase, she gave an average of 3.45 within range, 2.55 out-of-range, and 0.09 unspecified positive interactions and 0.18 within range, 0 out-of-range, and 0 unspecified fines per day observed.

Figures 7 and 8 displays the percentage of positive interactions or fines given respectively for each JCO participant that where “within range,” “out-of-range,” or “unspecified.” Each graph represents an individual JCO participant. The x-axis represents the observation number. The y-axis represents the percentage of positive interactions or fines given respectively. The circle data points represent the “within range” positive interaction or fine data collected. The square data points represent the “out-of-range” positive interaction or fine data collected. The triangle data points represent the “unspecified” positive interaction or fine data collected. The single or double asterisks indicate days that observations were ended early due to an immediate security risk occurring in the JDC. The letter “c” indicates observations that were

conducted while the participant was working the control post. The letter “I” indicates observations that were conducted while the participant was working the intake post. The letter “s” indicates observations that were conducted while the participant was working the surveillance post.

For Nancy, during baseline, she averaged 44.33% (ranging from 0% to 85.71%) within range, 7.32% (ranging from 0% to 19.81%) out-of-range, and 40.06% (ranging from 0% to 94.44%) unspecified positive interactions and 12.12% (ranging from 0% to 100%) within range, 2.42% (ranging from 0% to 33.33%) out-of-range, and 26.26% (ranging from 0% to 100%) fines per day observed. During the new guidelines phase, she gave an average of 56.07% (ranging from 0% to 100%) within range, 18.63% (ranging from 0% to 45.2%) out-of-range, and 5.3% (ranging from 0% to 26.1%) unspecified positive interactions and 25.87% (ranging from 0% to 100%) within range, 10% (ranging from 0% to 100%) out-of-range, and 1.43% (ranging from 0% to 14.3%) unspecified fines per day observed. During the token economy manual phase, she gave an average of 35.35% (ranging from 0% to 100%) within range, 25.75% (ranging from 0% to 59.52%) out-of-range, and 5.57% (ranging from 0% to 20.74%) unspecified positive interactions and 31.39% (ranging from 0% to 100%) within-range, 6.94% (ranging from 0% to 50%) out-of-range, and 20% (ranging from 0% to 100%) unspecified fines per day observed.

For Clark, during baseline, he averaged 32.37% (ranging from 0% to 100%) within range, 19.63% (ranging from 0% to 100%) out-of-range, and 22.08% (ranging from 0% to 100%) unspecified positive interactions and 14.54% (ranging from 0% to 100%) within range, 5.37% (ranging from 0% to 50%) out-of-range, and 24.53% (ranging from 0% to 100%) fines per day observed. During the new guidelines phase, he gave an average of 23.26% (ranging from 0% to 100%) within range, 46.65% (ranging from 0% to 100%) out-of-range, and 18.59%

(ranging from 0% to 100%) unspecified positive interactions and 37.5% (ranging from 0% to 100%) within range, 12.5% (ranging from 0% to 100%) out-of-range, and 12.5% (ranging from 0% to 100%) unspecified fines per day observed. During the token economy manual phase, he gave an average of 32.91% (ranging from 0% to 100%) within range, 13.63% (ranging from 0% to 100%) out-of-range, and 5.47% (ranging from 0% to 100%) unspecified positive interactions and 41.33% (ranging from 0% to 100%) within range, 0.67% (ranging from 0% to 33.33%) out-of-range, and 0% unspecified fines per day observed.

For Abby, during baseline, she averaged 28.89% (ranging from 0% to 100%) within range, 21.11% (ranging from 0% to 96.15%) out-of-range, and 13.88% (ranging from 0% to 64.55%) unspecified positive interactions and 15.91% (ranging from 0% to 100%) within range, 0% out-of-range, and 38.64% (ranging from 0% to 100%) fines per day observed. During the new guidelines phase, she gave an average of 51.18% (ranging from 0% to 100%) within range, 12.19% (ranging from 0% to 92.8%) out-of-range, and 1.28% (ranging from 0% to 26.01%) unspecified positive interactions and 53.21% (ranging from 0% to 100%) within range, 2.14% (ranging from 0% to 60%) out-of-range, and 8.93% (ranging from 0% to 100%) unspecified fines per day observed. During the token economy manual phase, she gave an average of 28.88.13% (ranging from 0% to 100%) within range, 9.21% (ranging from 0% to 68.48%) out-of-range, and 1.9% (ranging from 0% to 50%) unspecified positive interactions and 25.86% (ranging from 0% to 100%) within range, 0% out-of-range, and 2.71% (ranging from 0% to 75%) unspecified fines per day observed.

For Liz, during baseline, she averaged 36.9% (ranging from 0% to 100%) within range, 6.48% (ranging from 0% to 33.33%) out-of-range, and 19.78% (ranging from 0% to 69.36%) unspecified positive interactions and 3.51% (ranging from 0% to 66.66%) within range, 0% out-

of-range, and 17.54% (ranging from 0% to 100%) fines per day observed. During the new guidelines phase, she gave an average of 41.31% (ranging from 0% to 100%) within range, 12.29% (ranging from 0% to 79.25%) out-of-range, and 2.21% (ranging from 0% to 33.33%) unspecified positive interactions and 25% (ranging from 0% to 100%) within range, 5.23% (ranging from 0% to 100%) out-of-range, and 0% unspecified fines per day observed. During the token economy manual phase, she gave an average of 34.68% (ranging from 0% to 100%) within range, 9.47% (ranging from 0% to 57.1%) out-of-range, and 1.3% (ranging from 0% to 14.3%) unspecified positive interactions and 9.09% (ranging from 0% to 100%) within range, 0% out-of-range, and 0% unspecified fines per day observed.

Figure 9 represents the average number of fines given by all JCO participants during each phase of the study on the top graph and the average number of fines given by all JCO participants during the specific hour observed by the primary researcher on the bottom graph. The x-axis represents each phase of the study. The y-axis represents the average number of fines given. The letter “n” specifies the average number of youths present in the JDC during each phase of the study. During baseline, the JCO participants gave an average of 9.9 fines overall during each shift and an average of 1.68 fines when the primary researcher conducted his observation. During the new guidelines phase, the JCO participants gave an average of 10.94 fines overall and an average of 2.5 fines during the primary researcher’s observations. After the token economy manual was distributed to Clark, the JCO participants gave an average of 13.79 fines overall during the shift and an average of 1.35 fines during the primary researcher’s observations. After the token economy manual was distributed to Nancy, the JCO participants gave an overall average of 13.14 fines and an average of 2.15 fines during the primary researcher’s observations. After the token economy manual was distributed to Abby, the JCO

participants gave an overall average of 5.67 fines and an average of 1.04 fines during the primary researcher's observations. After the token economy manual was distributed to Liz, the JCO participants gave an overall average of 2.9 fines and an average of 0.77 fines during the primary researcher's observations.

Figure 10 represents the average number of cool downs given by all JCO participants during each phase of the study on the top graph and the average number of cool downs given by all JCO participants during the specific hour observed by the primary researcher on the bottom graph. The x-axis represents each phase of the study. The y-axis represents the average number of cool downs given. The letter "n" specifies the average number of youths present in the JDC during each phase of the study. During baseline, the JCO participants gave an average of 1.75 cool downs overall during each shift and an average of 0.27 cool downs when the primary researcher conducted his observation. During the new guidelines phase, the JCO participants gave an average of 1.75 cool downs overall and an average of 0.45 cool downs during the primary researcher's observations. After the token economy manual was distributed to Clark, the JCO participants gave an average of 2.09 cool downs overall during the shift and an average of 0.15 cool downs during the primary researcher's observations. After the token economy manual was distributed to Nancy, the JCO participants gave an overall average of 2.65 cool downs and an average of 0.51 cool downs during the primary researcher's observations. After the token economy manual was distributed to Abby, the JCO participants gave an overall average of 1.55 cool downs and an average of 0.34 cool downs during the primary researcher's observations. After the token economy manual was distributed to Liz, the JCO participants gave an overall average of 1.1 cool downs and an average of 0.18 cool downs during the primary researcher's observations.

Figure 11 represents the average number of voluntary cool downs taken by youth participants during each phase of the study on the top graph and the average number of voluntary cool downs taken by all youth participants during the specific hour observed by the primary researcher on the bottom graph. The x-axis represents each phase of the study. The y-axis represents the average number of voluntary cool downs taken. The letter “n” specifies the average number of youths present in the JDC during each phase of the study. During baseline, the youth participants took an average of 0.71 voluntary cool downs overall during each shift and an average of 0.19 voluntary cool downs when the primary researcher conducted his observation. During the new guidelines phase, the youth participants took an average of 0.31 voluntary cool downs overall and an average of 0.05 voluntary cool downs during the primary researcher’s observations. After the token economy manual was distributed to Clark, the youth participants took an average of 0.47 voluntary cool downs overall during the shift and an average of 0.3 voluntary cool downs during the primary researcher’s observations. After the token economy manual was distributed to Nancy, the youth participants took an overall average of 0.24 voluntary cool downs and an average of 0.05 voluntary cool downs during the primary researcher’s observations. After the token economy manual was distributed to Abby, the youth participants took an overall average of 0.37 voluntary cool downs and an average of 0.09 voluntary cool downs during the primary researcher’s observations. After the token economy manual was distributed to Liz, the youth participants gave an overall average of 0.38 voluntary cool downs and an average of 0.14 voluntary cool downs during the primary researcher’s observations.

Figure 12 represents the average number of youth participants serving DRR during each phase of the study on the top graph and the average number of youth participants serving DRR

during the specific hour observed by the primary researcher on the bottom graph. The x-axis represents each phase of the study. The y-axis represents the average number of youth serving DRR. The letter “n” specifies the average number of youths present in the JDC during each phase of the study. During baseline, an average of 0.62 youth participants served DRR overall during each shift and an average of 0.01 youth participants served DRR when the primary researcher conducted his observation. During the new guidelines phase, an average of 0.58 youth participants served DRR overall and an average of 0.25 youth participants served DRR during the primary researcher’s observations. After the token economy manual was distributed to Clark, an average of 0.63 youth participants served DRR overall during the shift and an average of 0.2 youth participants served DRR during the primary researcher’s observations. After the token economy manual was distributed to Nancy, an overall average of 0.45 youth participants served DRR and an average of 0.08 youth participants served DRR during the primary researcher’s observations. After the token economy manual was distributed to Abby, an overall average of 0.37 youth participants served DRR and an average of 0.03 youth participants served DRR during the primary researcher’s observations. After the token economy manual was distributed to Liz, an overall average of 0.23 youth participants served DRR and an average of 0 youth participants served DRR during the primary researcher’s observations.

Figure 13 represents the average number of youth participants serving PDRR during each phase of the study on the top graph and the average number of youth participants serving PDRR during the specific hour observed by the primary researcher on the bottom graph. The x-axis represents each phase of the study. The y-axis represents the average number of youth serving PDRR. The letter “n” specifies the average number of youths present in the JDC during each phase of the study. During baseline, an average of 0.42 youth participants served PDRR overall

during each shift and an average of 0.09 youth participants served PDRR when the primary researcher conducted his observation. During the new guidelines phase, an average of 0.64 youth participants served PDRR overall and an average of 0.05 youth participants served PDRR during the primary researcher's observations. After the token economy manual was distributed to Clark, an average of 0.33 youth participants served PDRR overall during the shift and an average of 0 youth participants served PDRR during the primary researcher's observations. After the token economy manual was distributed to Nancy, an overall average of 0.22 youth participants served PDRR and an average of 0.03 youth participants served PDRR during the primary researcher's observations. After the token economy manual was distributed to Abby, an overall average of 0.75 youth participants served PDRR and an average of 0.04 youth participants served PDRR during the primary researcher's observations. After the token economy manual was distributed to Liz, an overall average of 0.58 youth participants served PDRR and an average of 0.1 youth participants served PDRR during the primary researcher's observations.

Figure 14 represents the average number of youth participants serving lockdown during each phase of the study on the top graph and the average number of youth serving lockdown during the specific hour observed by the primary researcher on the bottom graph. The x-axis represents each phase of the study. The y-axis represents the average number of youth participants serving lockdown. The letter "n" specifies the average number of youths present in the JDC during each phase of the study. During baseline, an average of 0.27 youth participants served lockdown overall during each shift and an average of 0.04 youth participants served lockdown when the primary researcher conducted his observation. During the new guidelines phase, an average of 0.22 youth participants served lockdown overall and an average of 0.1

youth participants served lockdown during the primary researcher's observations. After the token economy manual was distributed to Clark, an average of 0.09 youth participants served lockdown overall during the shift and an average of 0 youth participants served lockdown during the primary researcher's observations. After the token economy manual was distributed to Nancy, an overall average of 0.14 youth participants served lockdown and an average of 0 youth participants served lockdown during the primary researcher's observations. After the token economy manual was distributed to Abby, an overall average of 0.32 youth participants served lockdown and an average of 0.03 youth participants served lockdown during the primary researcher's observations. After the token economy manual was distributed to Liz, an overall average of 0.28 youth participants served lockdown and an average of 0.23 youth participants served lockdown during the primary researcher's observations.

Figure 15 represents the average number of youth participants who were restrained during each phase of the study on the top graph and the average number of youth who were restrained during the specific hour observed by the primary researcher on the bottom graph. The x-axis represents each phase of the study. The y-axis represents the average number of youth participants restrained. The letter "n" specifies the average number of youths present in the JDC during each phase of the study. During baseline, an average of 0.02 youth participants were restrained overall during each shift and an average of 0.01 youth participants were restrained when the primary researcher conducted his observation. During the new guidelines phase, an average of 0.06 youth participants were restrained overall and an average of 0.1 youth participants were restrained during the primary researcher's observations. After the token economy manual was distributed to Clark, an average of 0 youth participants were restrained overall during the shift and an average of 0 youth participants were restrained during the primary

researcher's observations. After the token economy manual was distributed to Nancy, an overall average of 0 youth participants were restrained and an average of 0 youth participants were restrained during the primary researcher's observations. After the token economy manual was distributed to Abby, an overall average of 0.04 youth participants were restrained and an average of 0 youth participants were restrained during the primary researcher's observations. After the token economy manual was distributed to Liz, an overall average of 0.03 youth participants were restrained and an average of 0.05 youth participants were restrained during the primary researcher's observations.

Consumer Satisfaction

Figure 16 represents staff satisfaction data collected from surveys completed by JCO participants. Each graph represents an individual JCO participant. The x-axis represents the seven areas (i.e., confidence, ease, fairness, consistency, satisfaction, helpfulness, and effectiveness) of the token economy that they were asked to score. The y-axis represents the score that the JCO participant indicated on the survey. The blue bars depict scores collected during the old guidelines phase, red bars during the new guidelines phase, and green bars during the token economy phase. On average, staff satisfaction ratings increased from the old guidelines phase to the token economy phase. Satisfaction data was not collected for Nancy in the token economy manual phase before she ended her employment at the JDC.

Figure 17 represents youth participant satisfaction data for each JCO participant. Each graph represents the youth participants' scores for each individual JCO participant. The x-axis represents four areas (i.e., fairness, pleasantness, consistency, and concern) that the youth participants were asked to score the JCO participants. The y-axis represents the average score that the youth participants indicated on the surveys. The blue bars depict scores collected during

the old guidelines phase, red bars during the new guidelines phase, and green bars during the token economy phase. On average, youth satisfaction ratings increased from the new guidelines to the token economy manual phases with the exception of Liz. Youth satisfaction data was not collected for Nancy during the token economy manual phase before she ended her employment at the JDC.

Discussion

The primary purpose of this study was to improve the consistency of implementation of a token economy program across JCOs at a JDC. The introduction of the new guidelines increased the consistency of positive interactions and fines given within range for some JCO participants, and did little for others. Additionally, the introduction of the token economy manual to JCO participants did not produce much change with respect to consistent implementation of the token economy. The implementation of the new guidelines and token economy manual phases appeared to have only produced minor (if any) changes in the youth participants' problem behaviors.

The introduction of the new guidelines improved the average percentage of positive interactions given within range for Nancy and Abby while Clark and Liz demonstrated lower average percentages of within range positive interactions and higher average percentages of out-of-range positive interactions. One possible reason for this may be that the new guidelines narrowed the ranges for many behaviors from the original guidelines, causing fewer monetary amounts to qualify as within range. Additionally, the introduction of the new guidelines increased the average frequency of within-range positive interactions given by Nancy and Clark while decreasing those given by Abby and Liz.

The implementation of the token economy manual reduced the average percentages of within range positive interactions given for Nancy, Abby, and Liz, and raised the average percentage of within range positive interactions given for Clark to near baseline levels. Further, the average number of within range positive interactions given increased for Nancy and Clark while the average frequencies of within range, out-of-range, and unspecified positive interactions given by Abby and within range and unspecified positive interactions given by Liz decreased to below baseline levels. As the staff may not have experienced a change in the youths' behavior, it is possible that Liz and Abby experienced an extinction effect. This could be due to short length of stay for many youths and the rapid nature of youths entering and exiting the juvenile detention center.

Additionally, the average percentage of positive interactions given out-of-range increased from the new guidelines to the token economy manual phase for Nancy, Abby, and Liz. Out-of-range positive interactions given by JCO participants were often lower monetary amounts than what was specified for a specific behavior. When JCO participants awarded points to youths, they often gave small amounts of points for a variety of behaviors at the same time. One possible explanation for the increase in out-of-range positive interactions may be that the JCOs gave smaller positive interaction amounts in anticipation for awarding points for several behaviors all at once.

The introduction of the new guidelines increased the average percentage of fines given within range and out-of-range for all four participants. Additionally, the average percentage of unspecified fines decreased for all four participants. Prior to the introduction of the new guidelines, JCO participants were issuing fines for inappropriate behaviors that were not initially specified on the original guidelines spreadsheet. As these behaviors were considered

inappropriate, the primary researcher added these behaviors to the spreadsheet when creating the new guidelines. One possible reason for the decrease in unspecified fines during the new guidelines phase may be that fines that were initially scored as unspecified during the baseline phase may have been defined, and therefore, scored as within range or out-of-range during the new guidelines and token economy manual phases.

The introduction of the token economy manual increased the average percentage of fines given within range for Nancy and Clark and decreased the average percentage of out-of-range fines for all four participants. Additionally, the average number of fines given within range during the token economy manual phase increased for Nancy and Clark. The average number of fines given within range, out-of-range, and unspecified by Abby and Liz decreased from the new guidelines to token economy manual phase. Again, these two JCO participants may have experienced extinction effects.

There are a few possible explanations for the JCO participants' varied results. The new monetary ranges created for positive interactions and fines on the new guidelines spreadsheet may have been closer for some JCO participants than others to what monetary amounts JCOs were already issuing during baseline. Therefore, the adjusted monetary ranges on the new guidelines spreadsheet may have been easier for some JCOs to learn than others. Additionally, the JCOs were not provided with any reinforcement contingent on behaving in accordance with the token economy manual. Without reinforcement, the behavior change required to implement the token economy as specified by the token economy manual may have been too effortful for some JCO participants.

The second purpose of this study was to assess how improved JCO consistency affects juveniles' behavior. The implementation of the token economy manual appears to have had

some minor effects on the youths' behaviors. First, the average number of fines issued by JCO participants to youth participants increased when the new guidelines were implemented and again when the token economy manual was distributed to Clark. It is important to note that although an increase in fines may appear to be negative, it is possible that the JCO participants were addressing inappropriate behaviors with the token economy program more frequently opposed to giving warnings or providing no consequences for inappropriate behaviors.

Second, the average number of cool downs issued by JCO participants to youth participants increased when the token economy manual was introduced to Clark, and then again when it was introduced to Nancy. Further, the average number of voluntary cool downs taken by youth participants decreased when the new guidelines were introduced and then varied once the token economy manual was implemented with each JCO participant. The average number of youth participants serving DRR decreased once the token economy manual was introduced to Nancy, Abby, and Liz respectively. Next, youth participants averaged less instances of permanent day room restrictions when the token economy manual was introduced to each participant with the exception of Abby. Finally, youth participants serving lockdowns or requiring restraint decreased when the token economy manual was initially implemented but began to rise to above baseline levels as time progressed.

The current study has several limitations worth mentioning. No dramatic behavioral changes were noticed with respect to JCO or youth behaviors. One reason for this may be that the staff were not provided with any feedback or reinforcement for their quality or level of performance after the token economy manual had been distributed. Further research should include a differential reinforcement component for staff compliance with the token economy program. Positive reinforcement can be provided to JCOs contingent on the delivery of positive

feedback or fines given within the appropriate ranges while corrective feedback can be delivered contingent on positive feedback or fines given out-of-range.

Additionally, the JCO participants in this study all had experience implementing the token economy program prior to the onset of the study. The JDC where the study took place is regarded as one of the best JDCs in the area. Had the study been implemented in a JDC with lower regard, or a facility where the staff had no experience implementing a behavioral management program, there may have been more substantial changes in JCO behaviors. Future research should replicate the current study in a JDC that does not currently use a behavioral management program. Further, researchers should include more limited ranges when first beginning token economy implementation to make the program easier to understand.

An analysis of the current intervention should be done to evaluate why only minimal behavioral changes occurred. Additionally, the current study did not conduct any statistical analyses to test for a correlation between JCO and youth behaviors. Future research should include a statistical analysis to test if any changes made to JCO behaviors correlate with any changes in youth problem behaviors.

Another limitation of the study is that the primary researcher began the study operating under the assumption that the JCOs were implementing the token economy program at a high rate. During observations, the primary researcher commonly observed instances when JCO participants would issue multiple warnings contingent on youth participants engaging in inappropriate behaviors, instead of issuing fines for the behaviors. Instead of introducing a study to improve staff consistency in token economy implementation, it may have been more appropriate to first conduct an intervention to increase the rate of JCOs using the token economy program.

Further, the primary researcher introduced the token economy manual to JCO participants at different times and instructed each participant to not share the information with any other JCO staff members. There was no way of monitoring if the JCOs kept the token economy manual private once the primary researcher exposed it to them. It is possible that some JCO participants may have been exposed to information from the token economy manual prior to the primary researcher implementing the token economy manual phase with that participant.

Generalization data was not collected for the current study because JCO logs of positive interactions and fines do not always include the monetary amount and, therefore, could not always be scored as being within range or out-of-range. Generalization data should be collected in future research to evaluate how the token economy program is being used in the absence of the primary researcher.

Finally, although the rate that the token economy program was being used by JCO participants was often low, youths residing in the facility still demonstrated relatively low rates of problem behaviors. This raises the question of to what extent the token economy program is necessary. One area for future research would be to test the necessity of the token economy program within a JDC. It may be that the token economy program better functions as a staff training tool for JCOs who are new to managing youth behaviors. One possibility is that this program can be used to train JCOs upon initial employment at the JDC, and then be faded away over time.

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Table 1

Inter-observer Reliability Results

	Nancy	Clark	Abby	Liz
Percentage of Observations Scored	34.1%	40%	35.3%	52.1%
Total Agreement	89.5%	97.1%	93.2%	91.4%

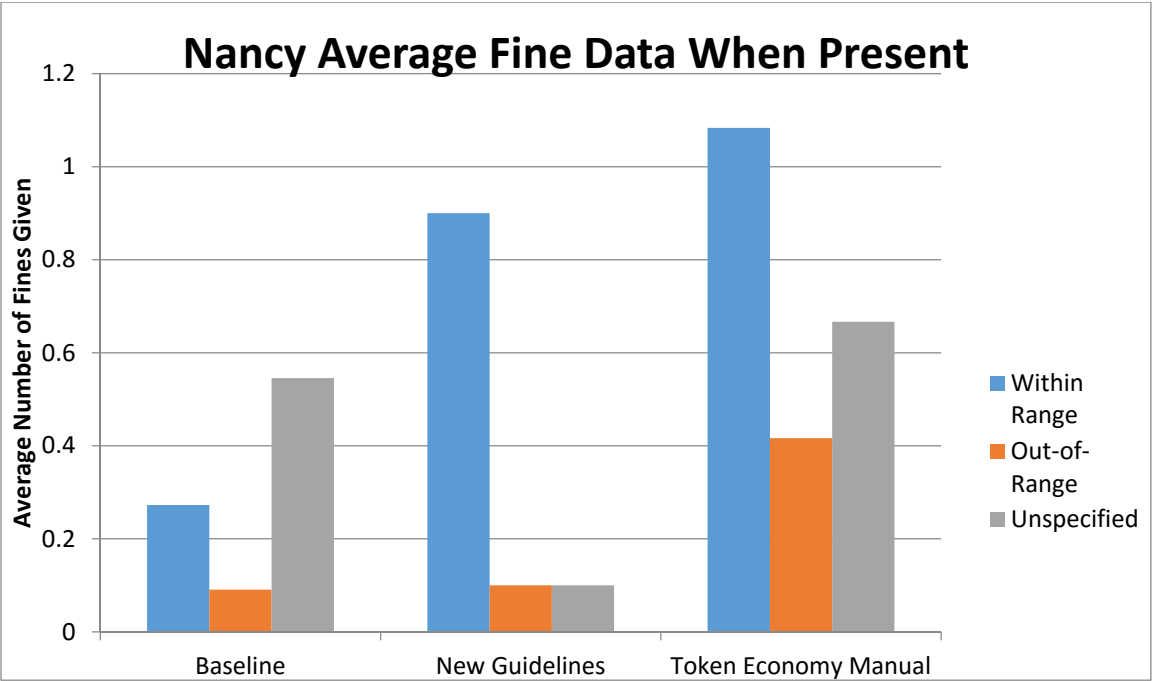
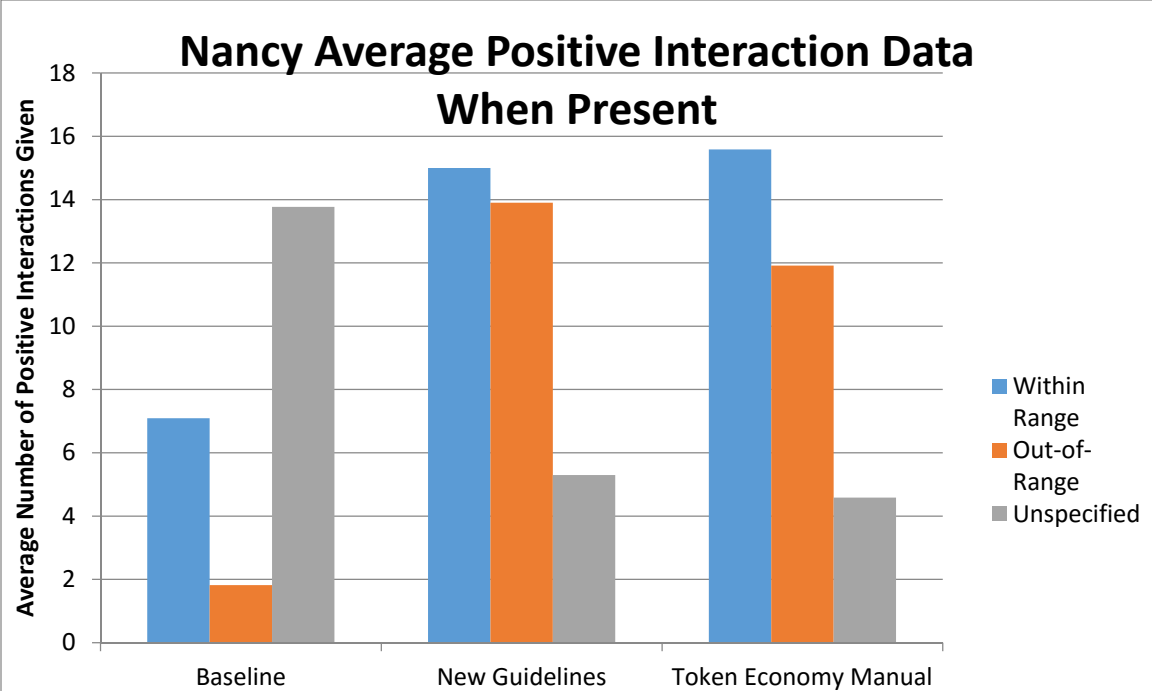


Figure 1. Average number of within range, out-of-range, and unspecified positive interactions and fines given by Nancy at each phase of the study.

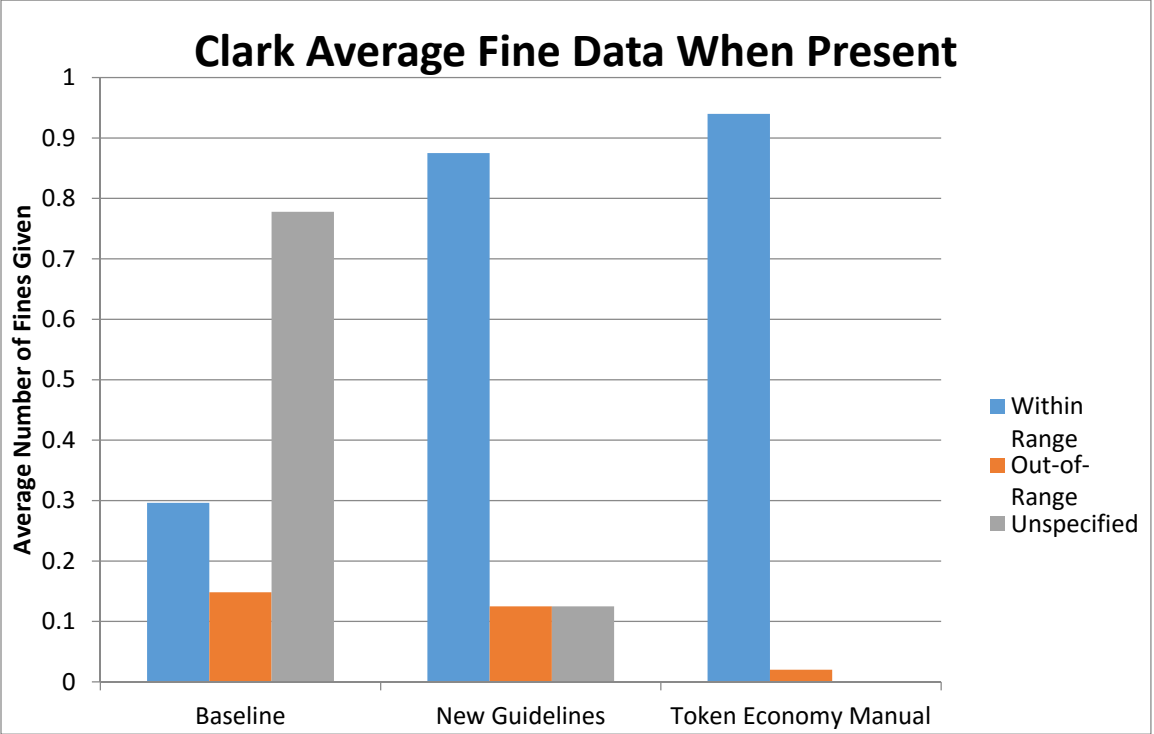
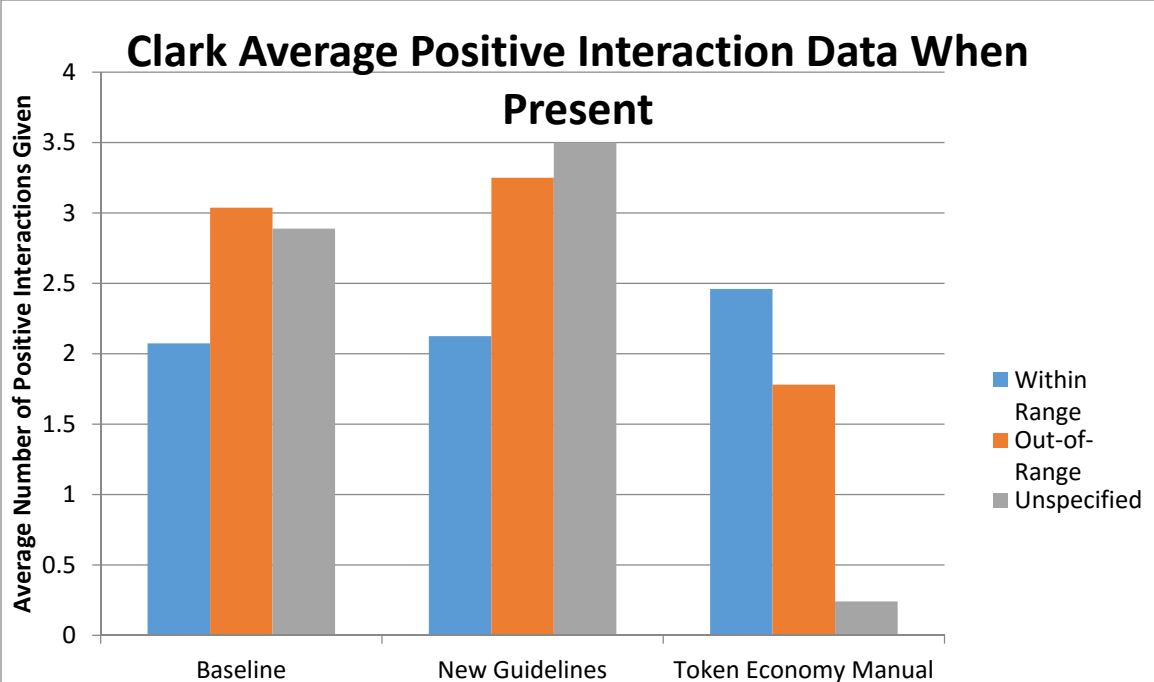


Figure 2. Average number of within range, out-of-range, and unspecified positive interactions and fines given by Clark at each phase of the study.

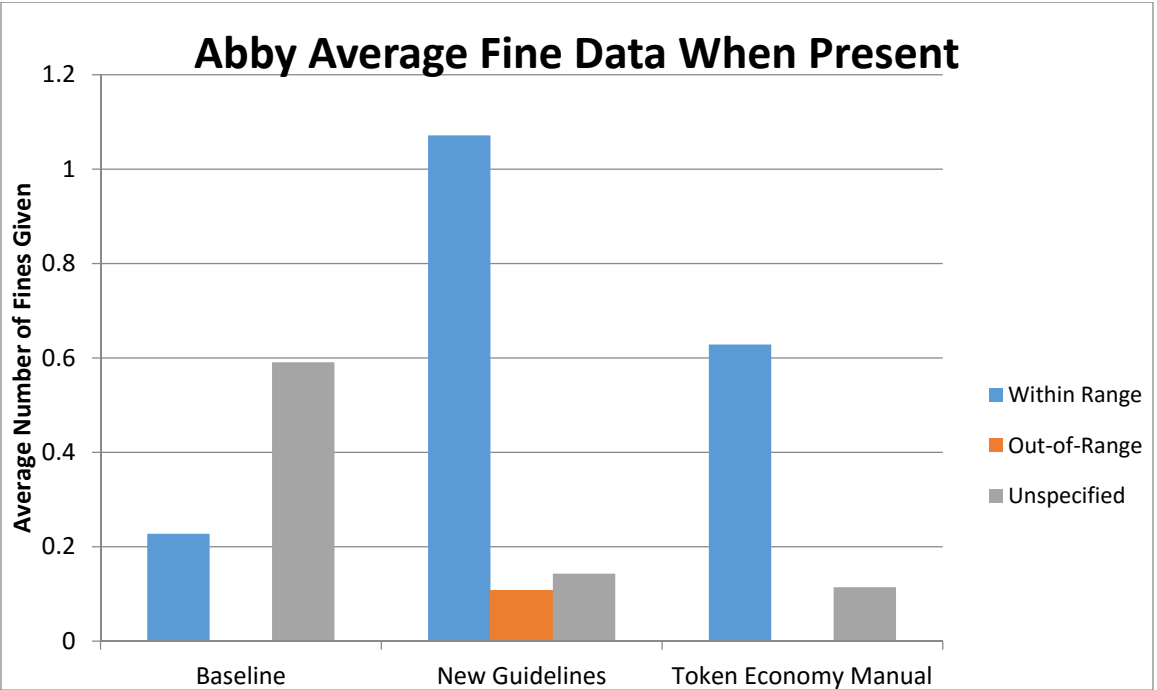
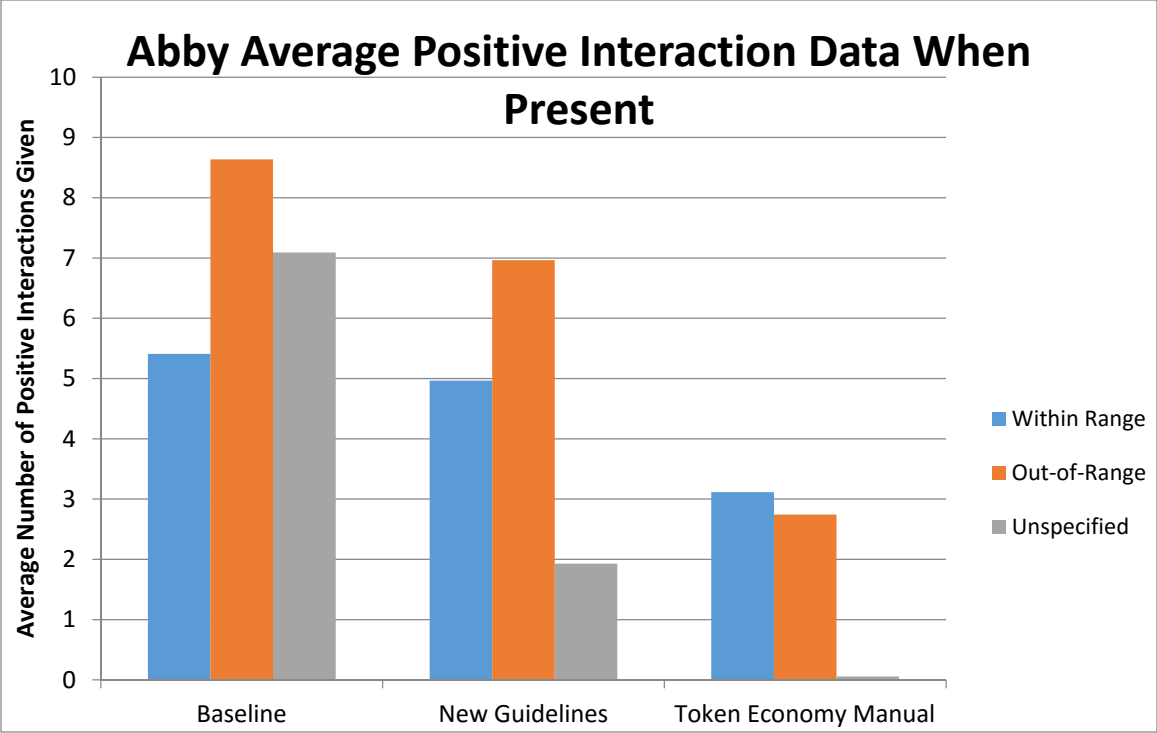


Figure 3. Average number of within range, out-of-range, and unspecified positive interactions and fines given by Abby at each phase of the study.

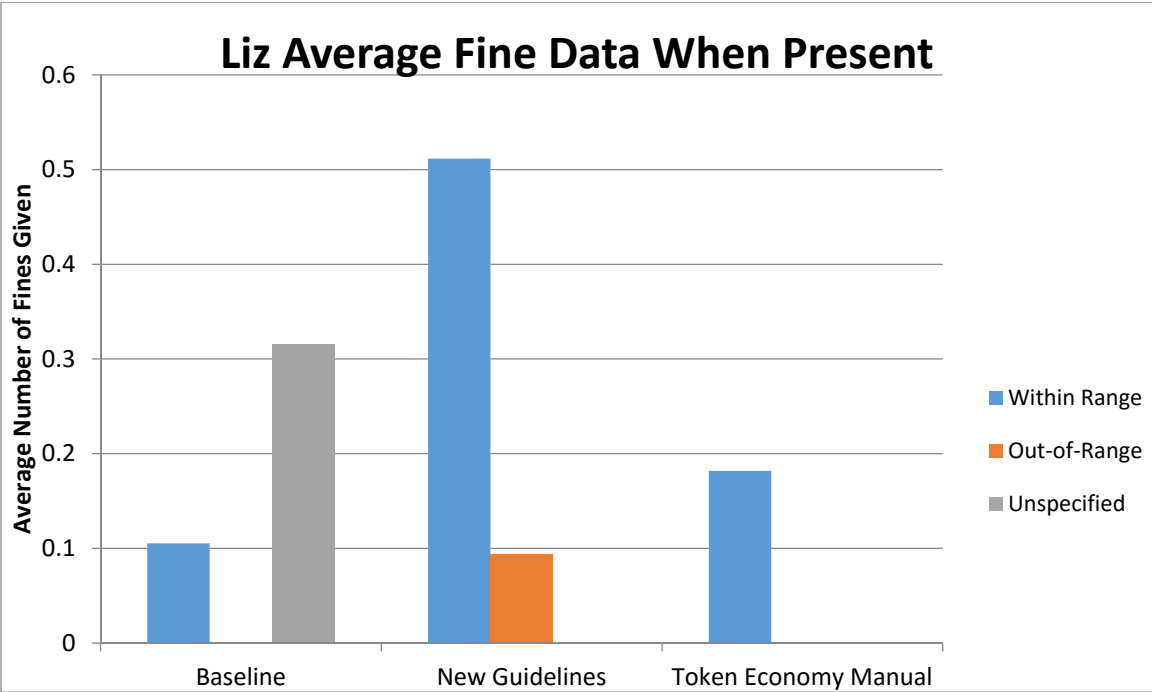
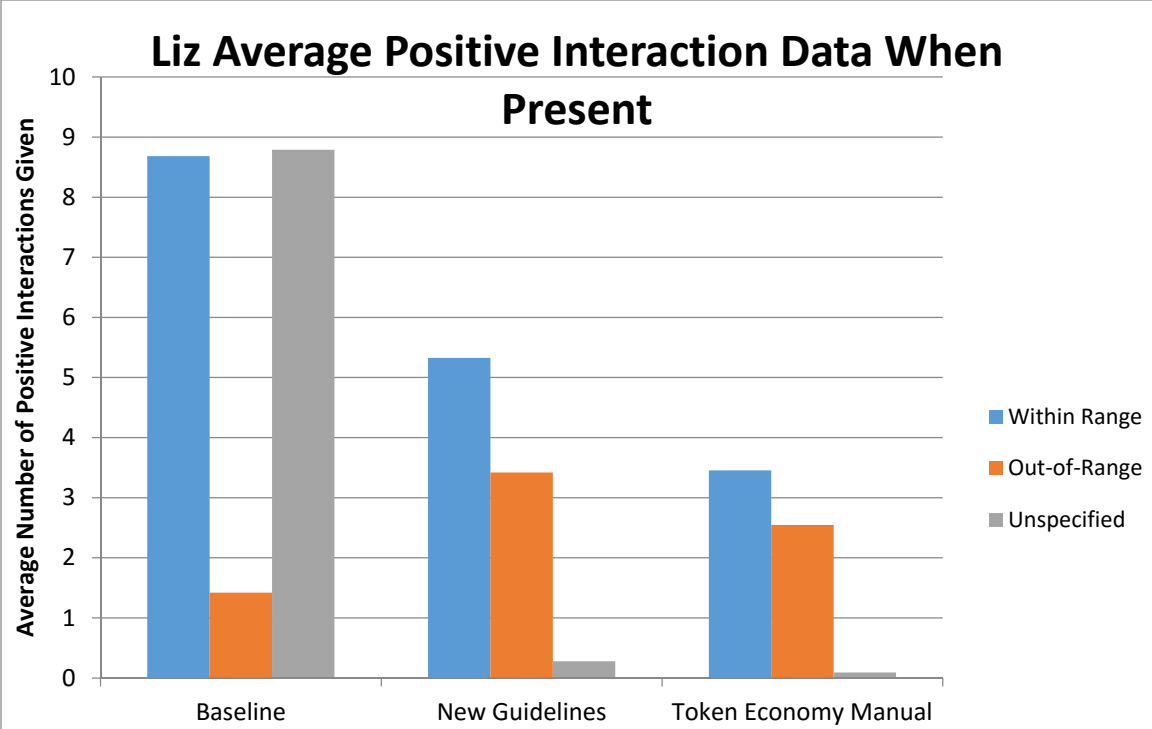


Figure 4. Average number of within range, out-of-range, and unspecified positive interactions and fines given by Liz at each phase of the study.

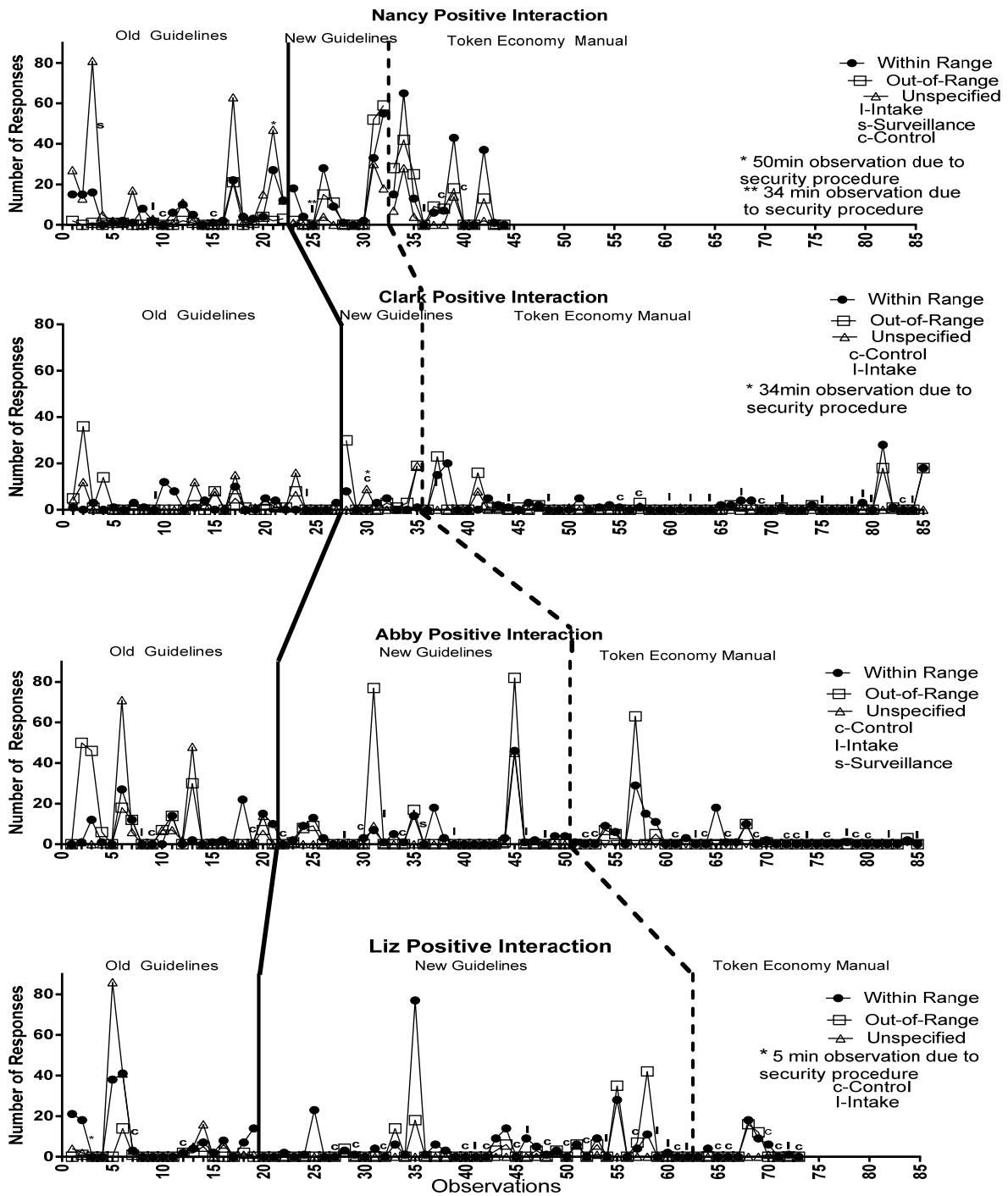


Figure 5. Results of the number of within range, out-of-range, and unspecified positive interactions given by each JCO participant at each phase of the study.

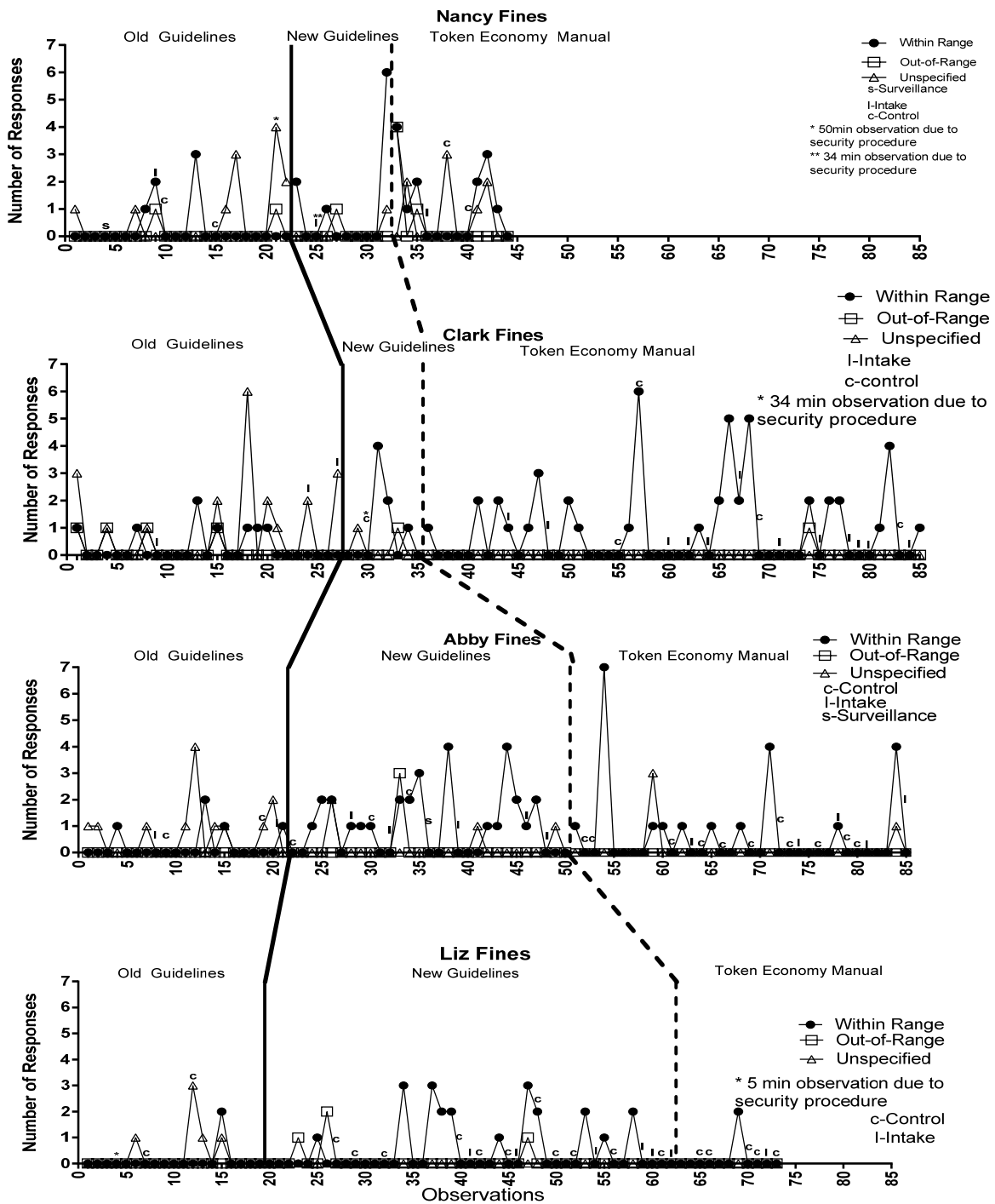


Figure 6. Results of the number of within range, out-of-range, and unspecified fines given by each JCO participant at each phase of the study.

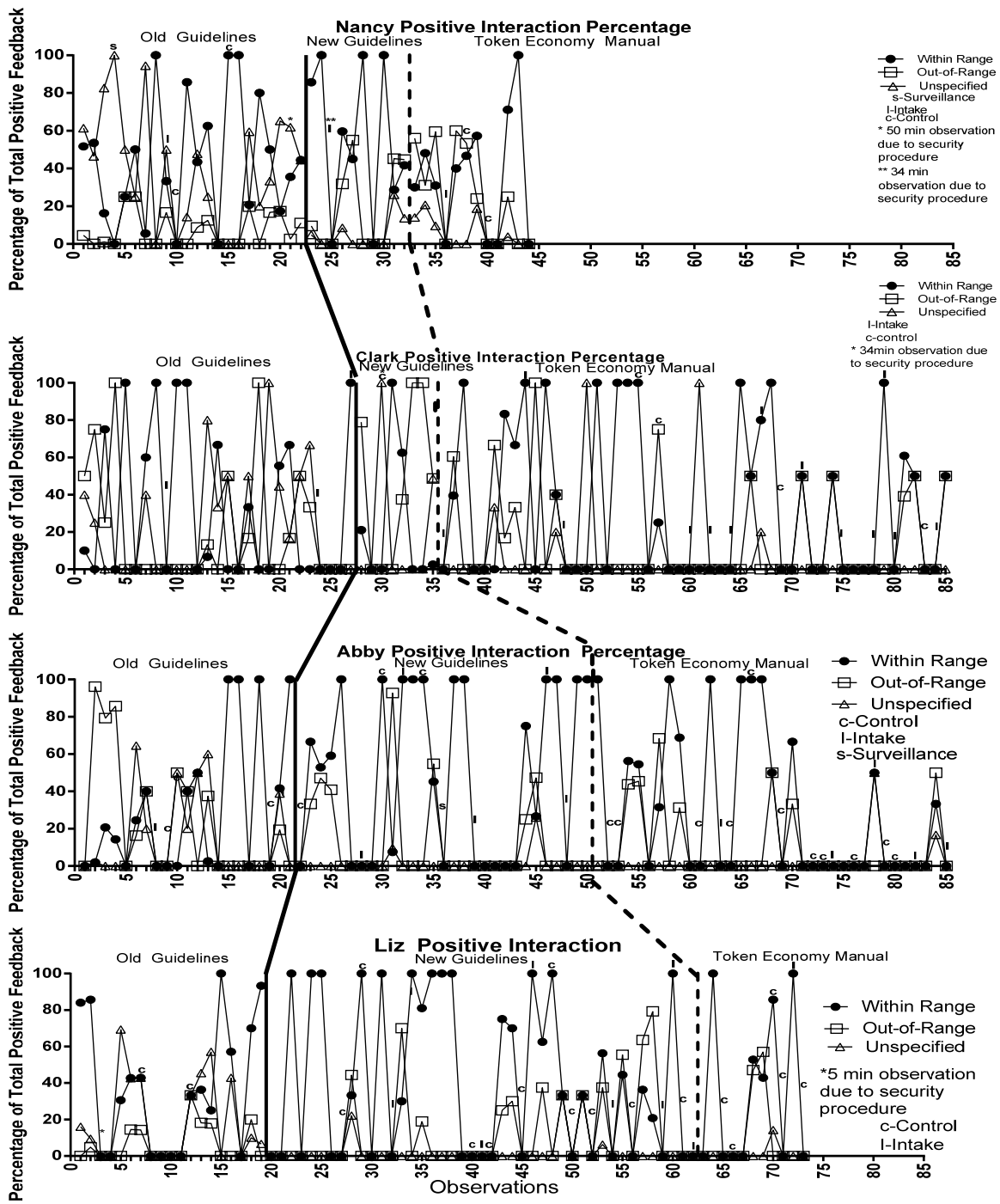


Figure 7. Results of the percentage of within range, out-of-range, and unspecified positive interactions given by each JCO participant at each phase of the study.

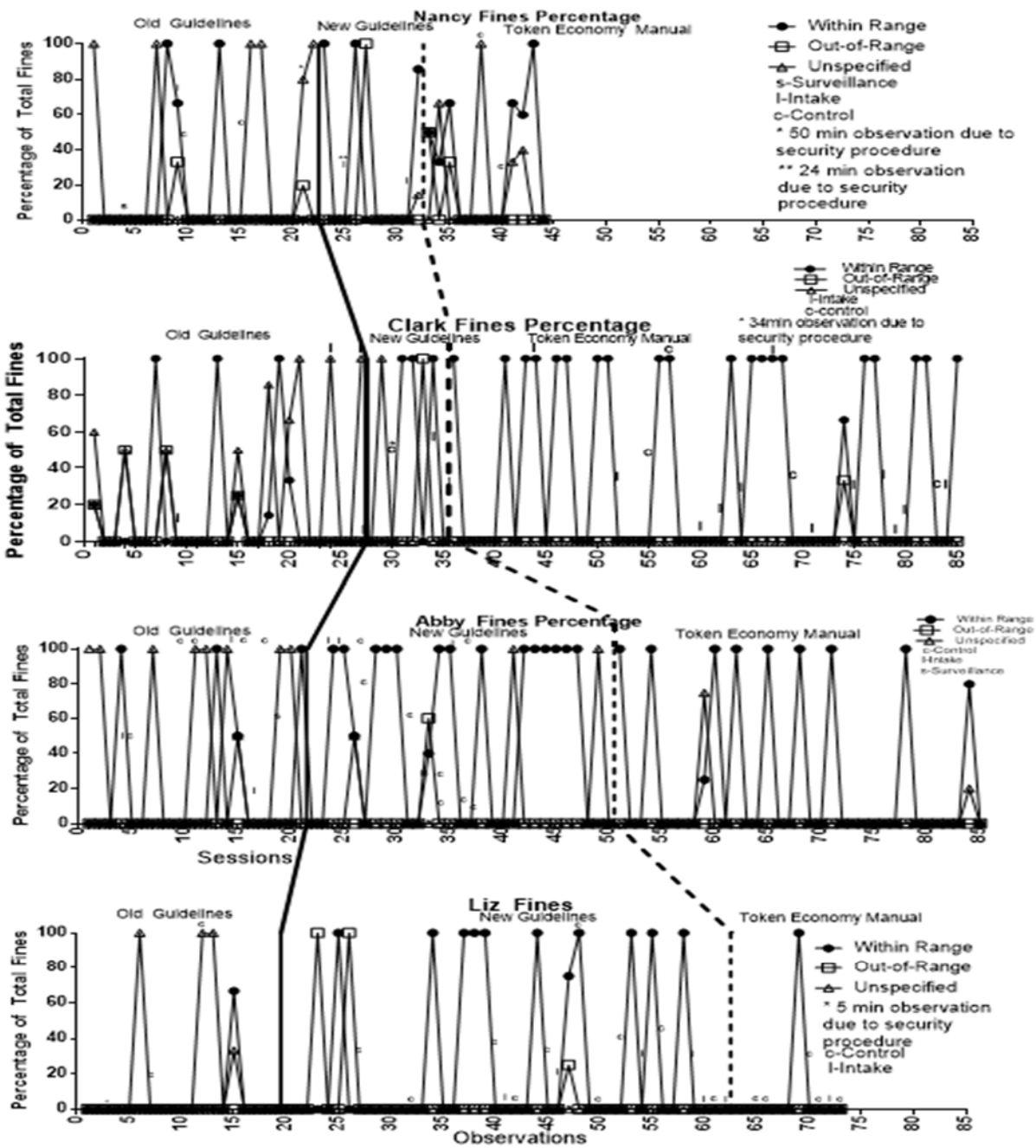


Figure 8. Results of the percentage of within range, out-of-range, and unspecified fines given by each JCO participant at each phase of the study.

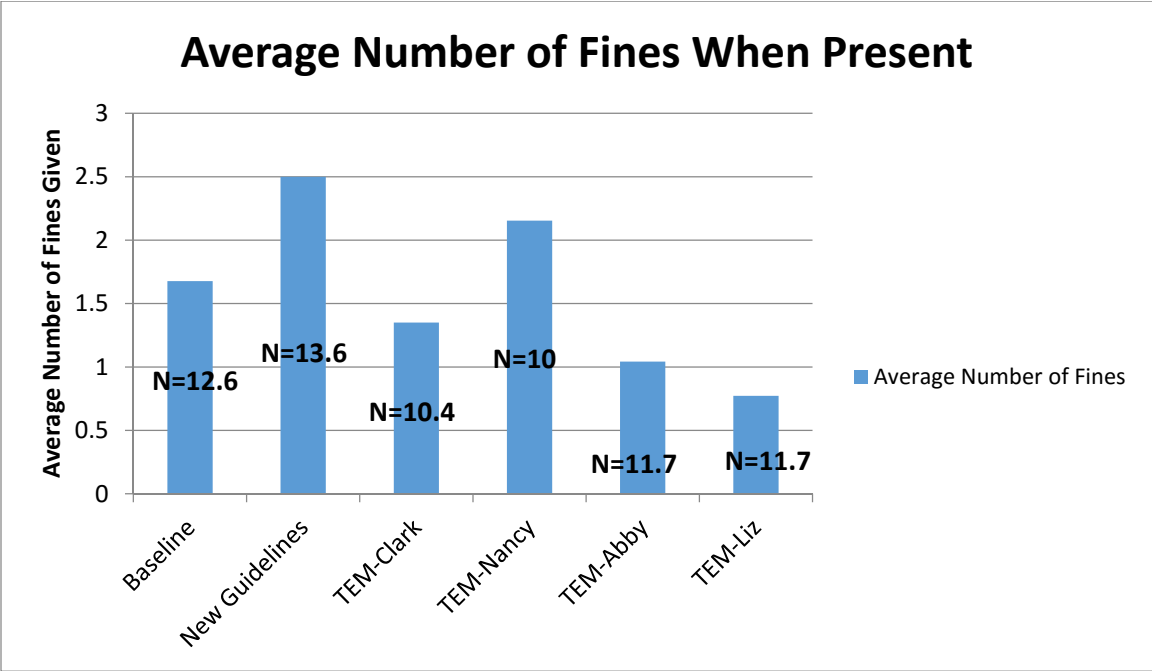
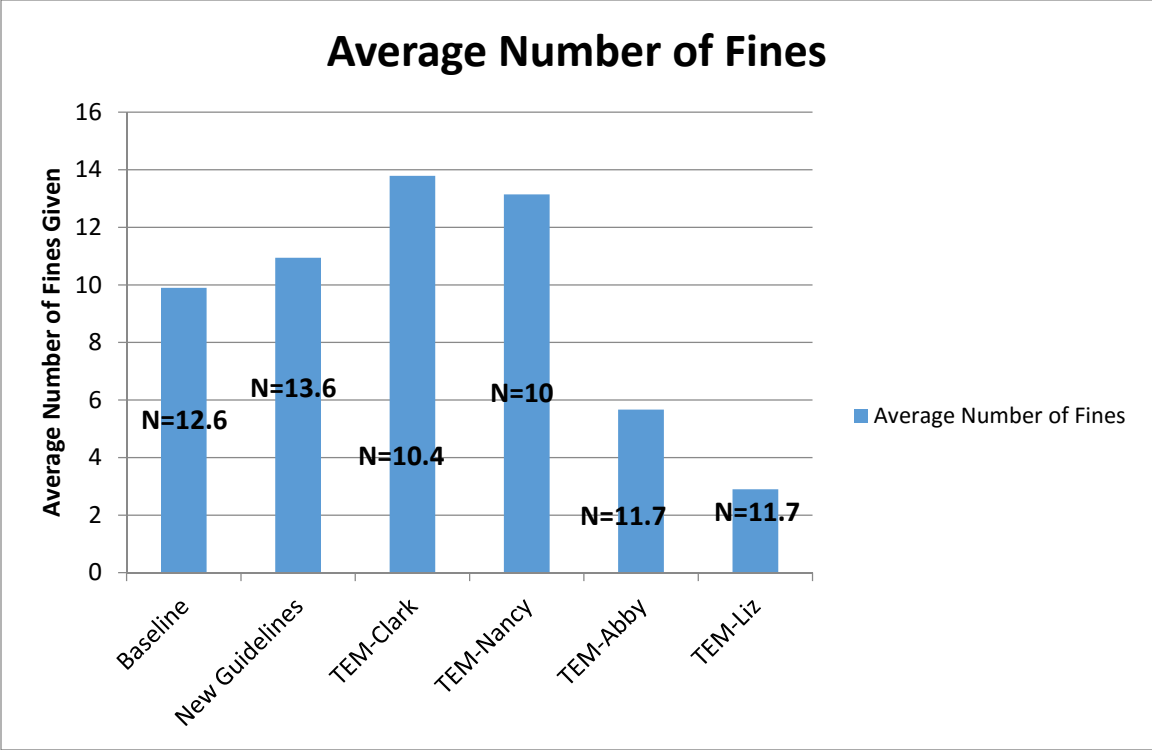


Figure 9. Average number of fines given (cumulatively for the entire shift and during the hour observed by the primary researcher) at each phase of the study.

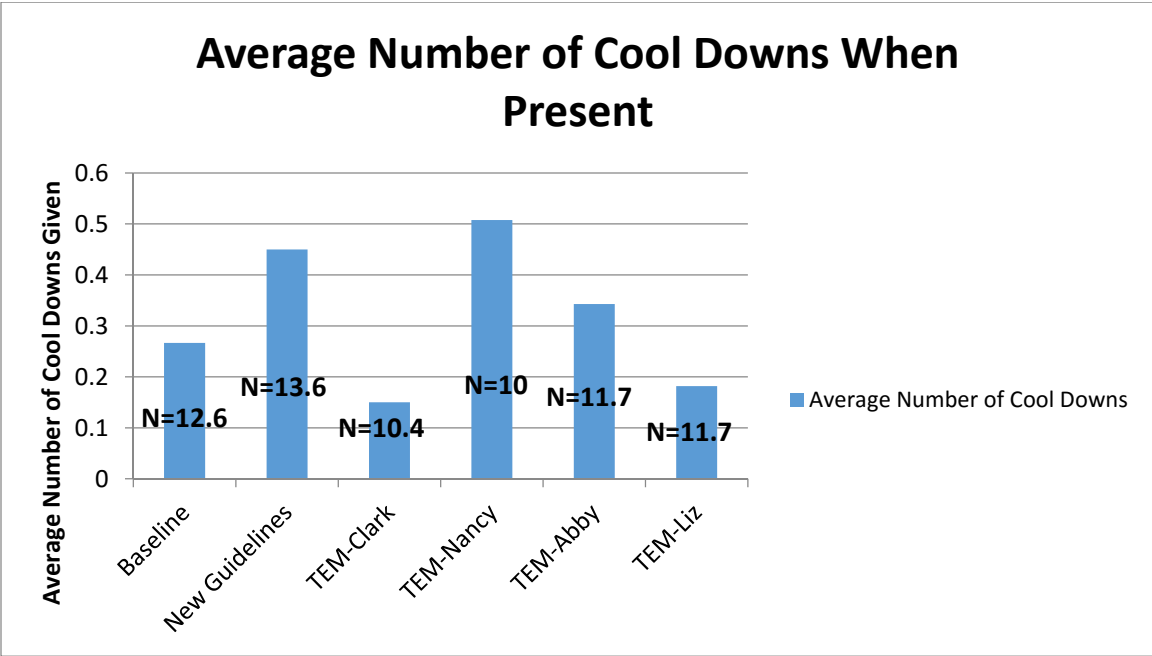
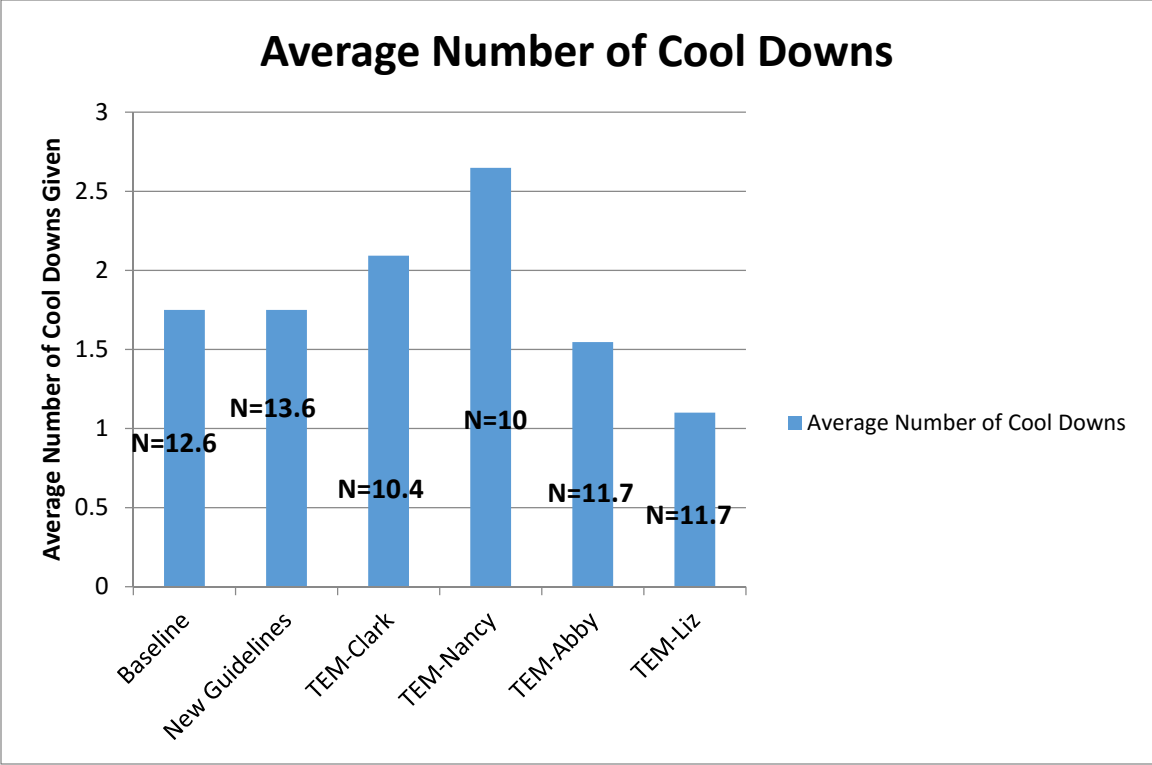


Figure 10. Average number of cool downs given (cumulatively for the entire shift and during the hour observed by the primary researcher) at each phase of the study.

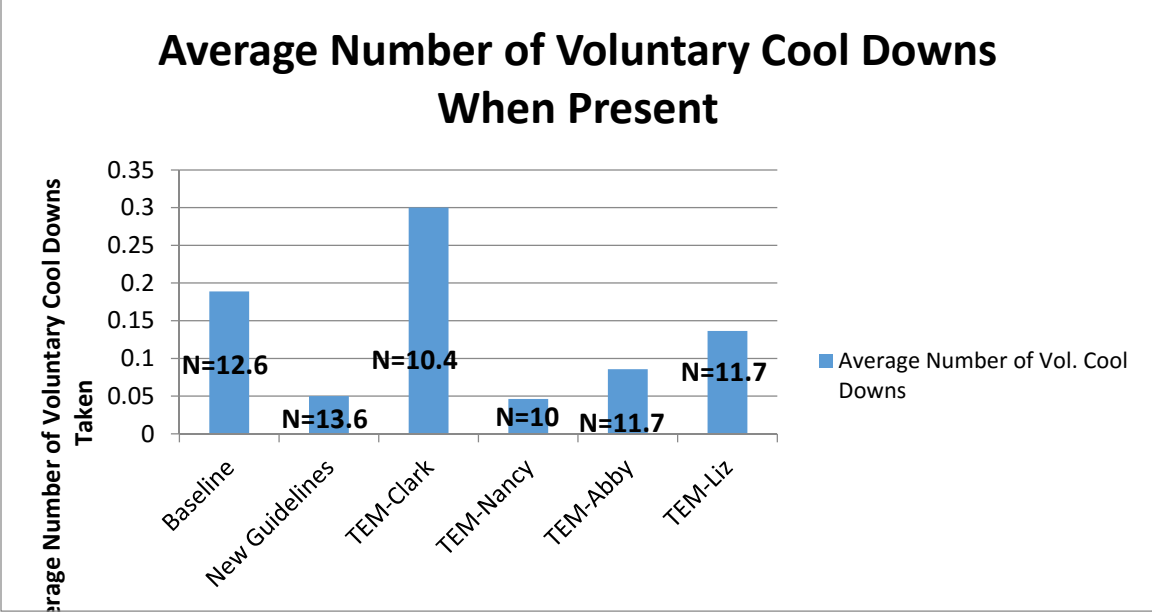
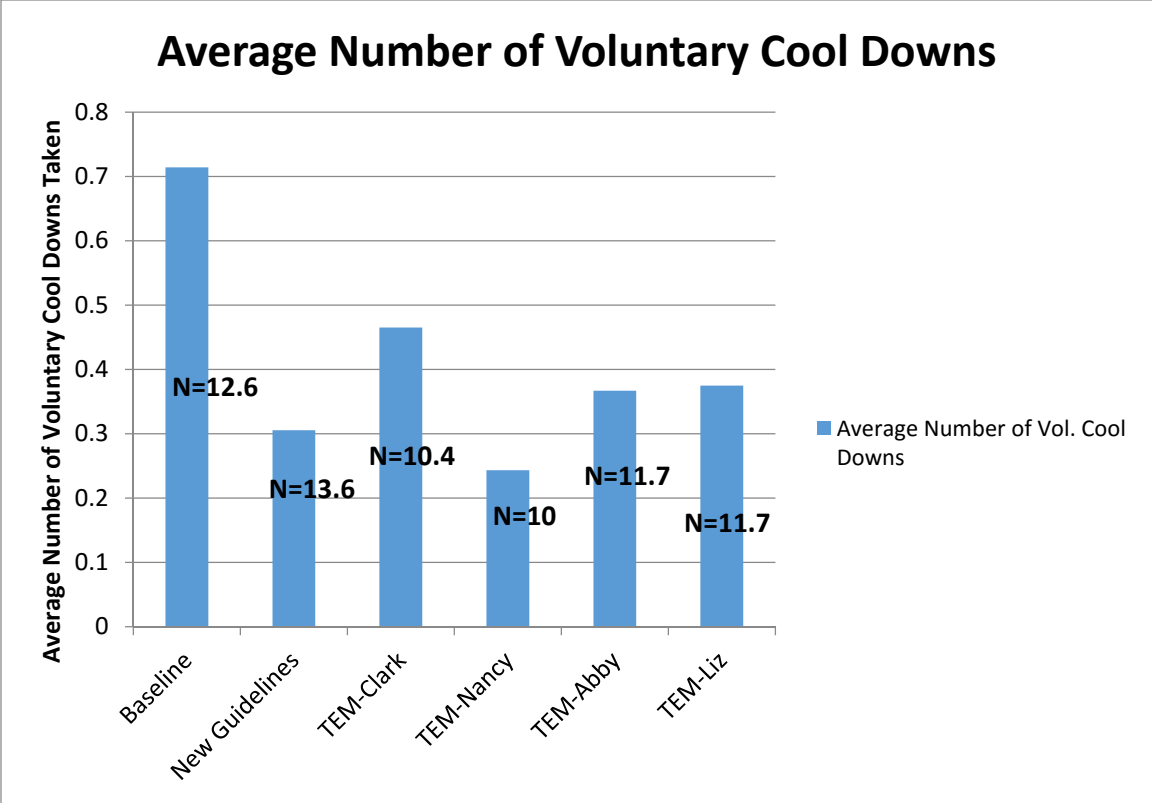


Figure 11. Average number of voluntary cool downs given (cumulatively for the entire shift and during the hour observed by the primary researcher) at each phase of the study.

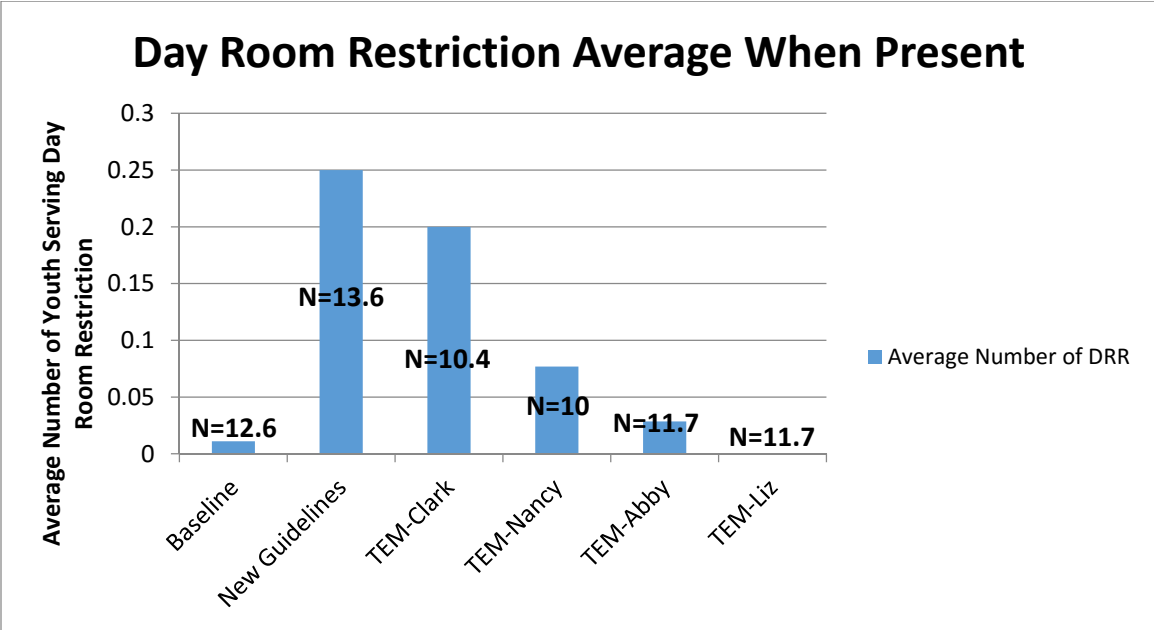
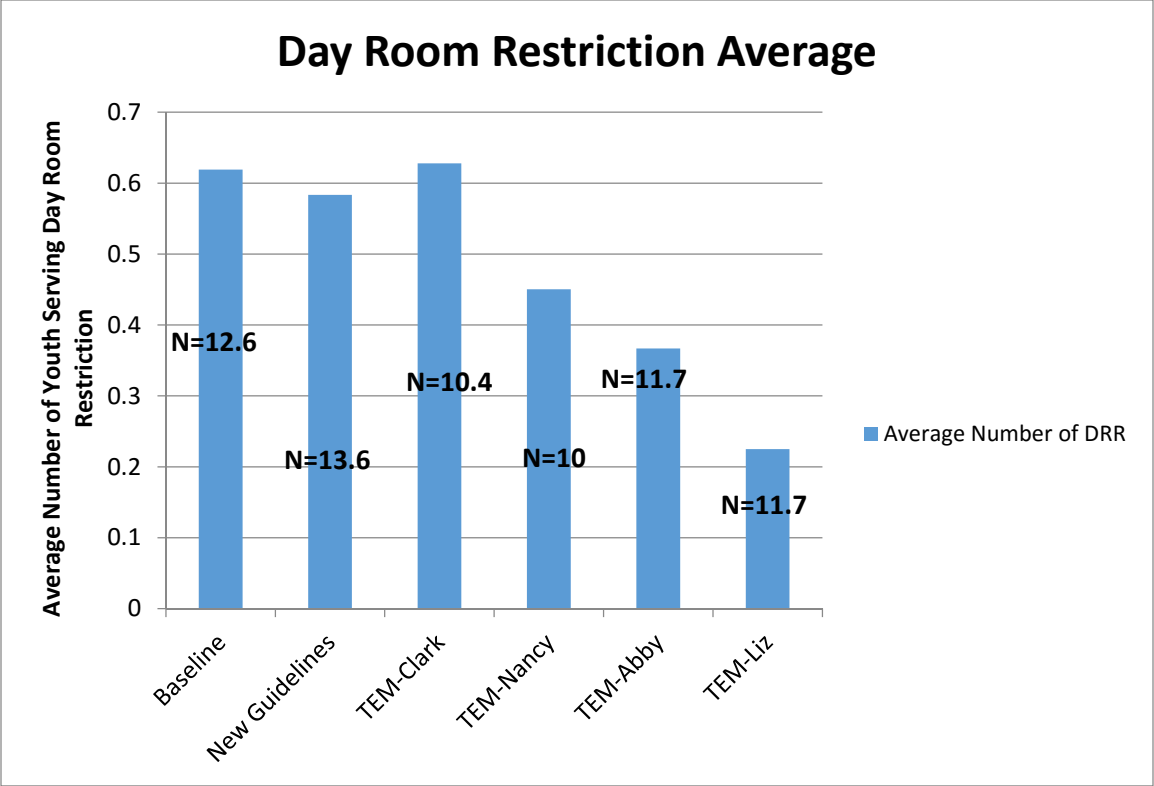


Figure 12. Average number of youth serving day room restriction (cumulatively for the entire shift and during the hour observed by the primary researcher) at each phase of the study.

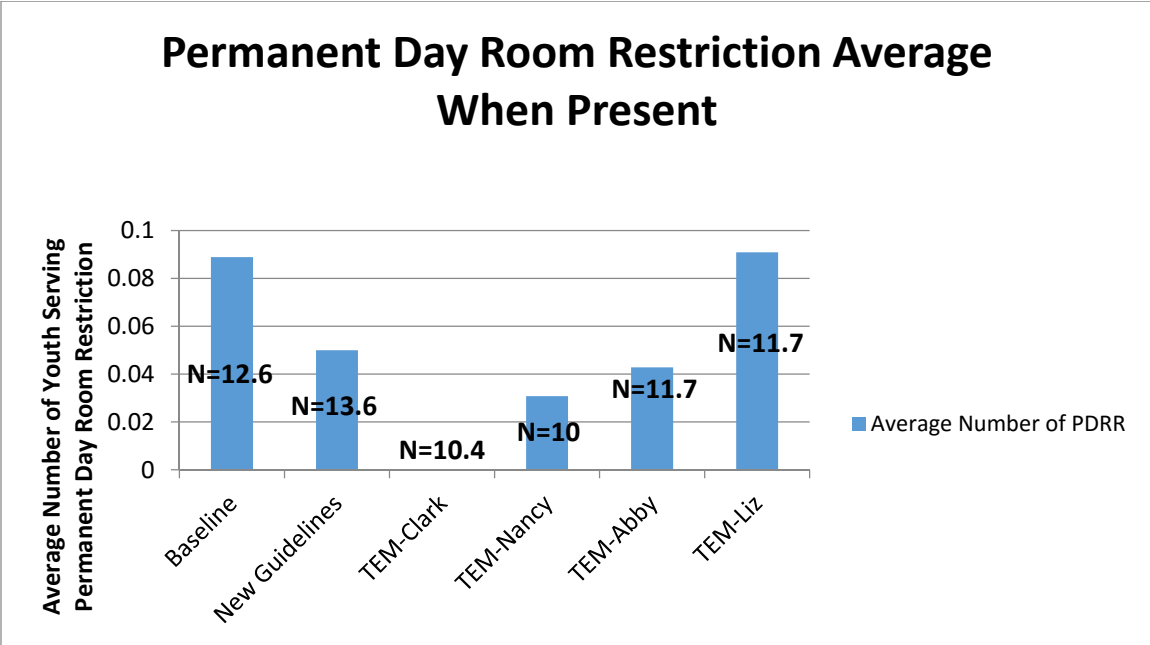
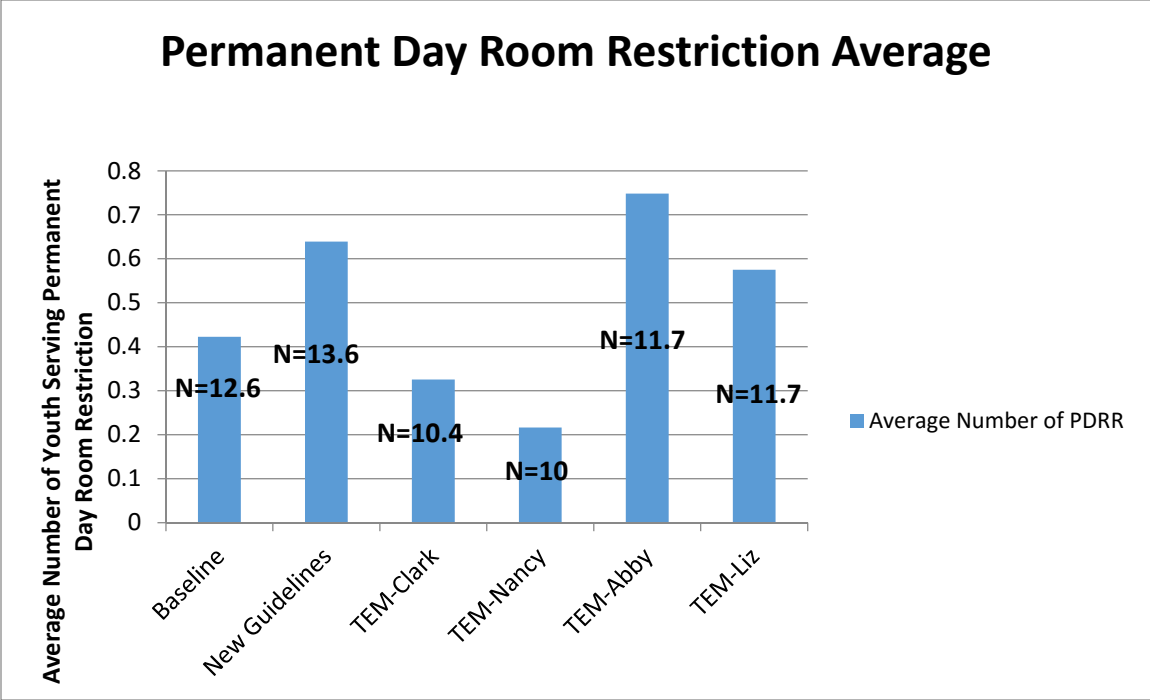


Figure 13. Average number of youth serving permanent day room restriction (cumulatively for the entire shift and during the hour observed by the primary researcher) at each phase of the study.

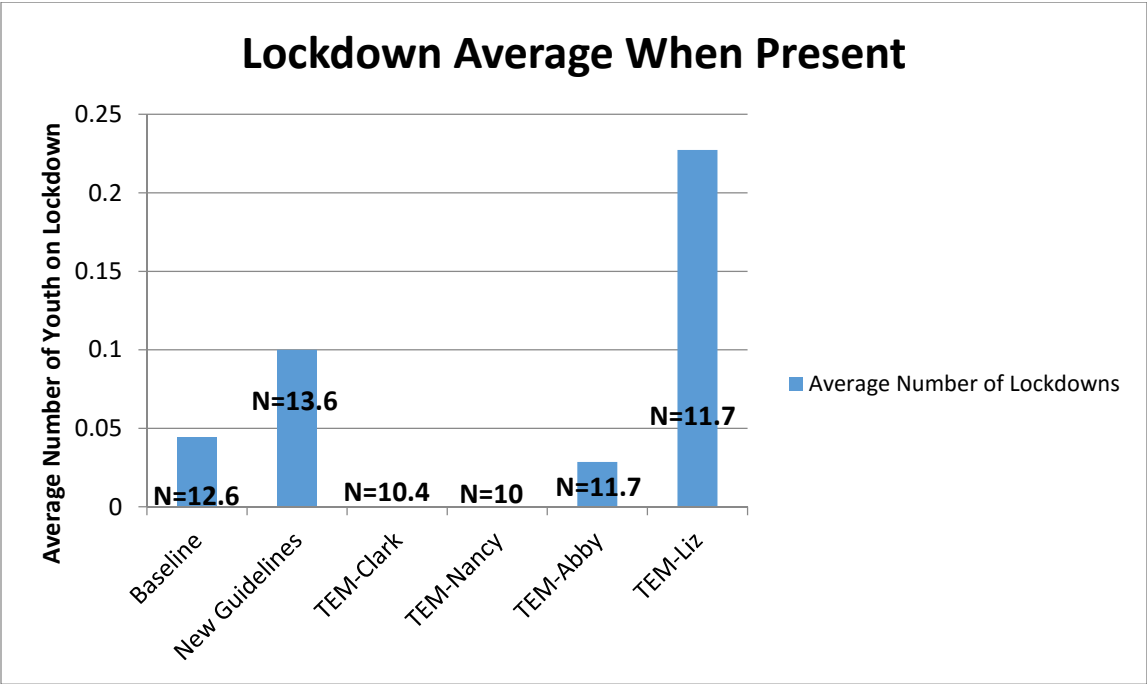
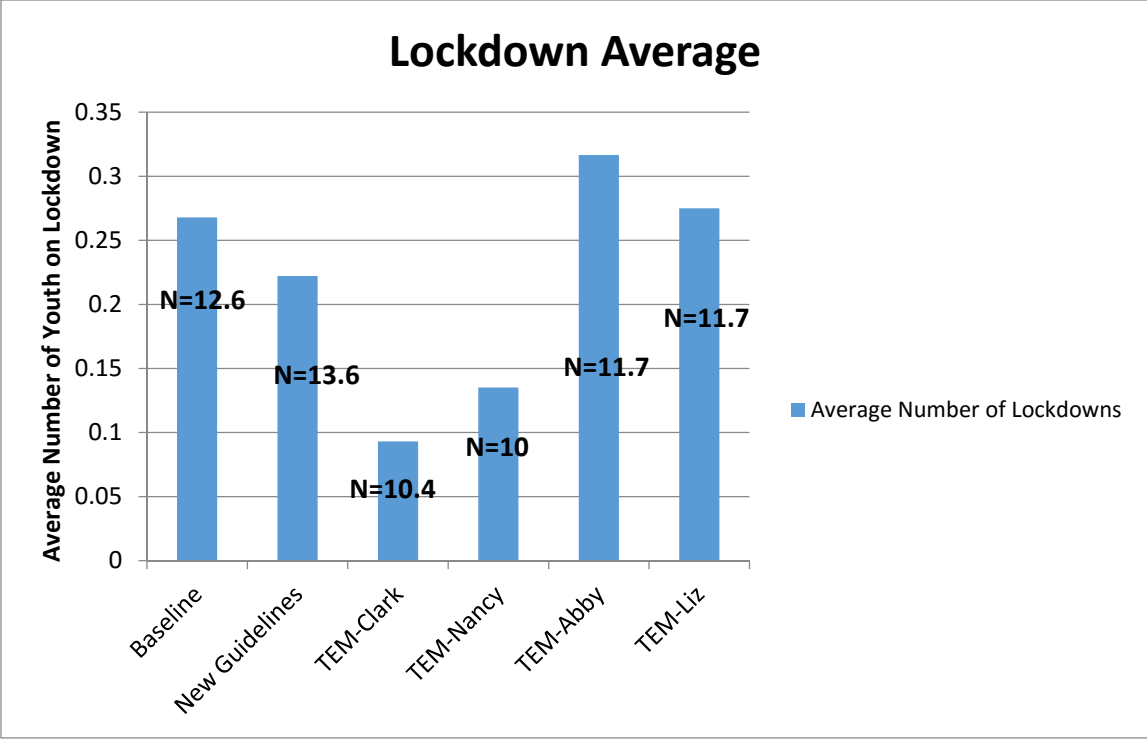


Figure 14. Average number of youth serving lockdown (cumulatively for the entire shift and during the hour observed by the primary researcher) at each phase of the study.

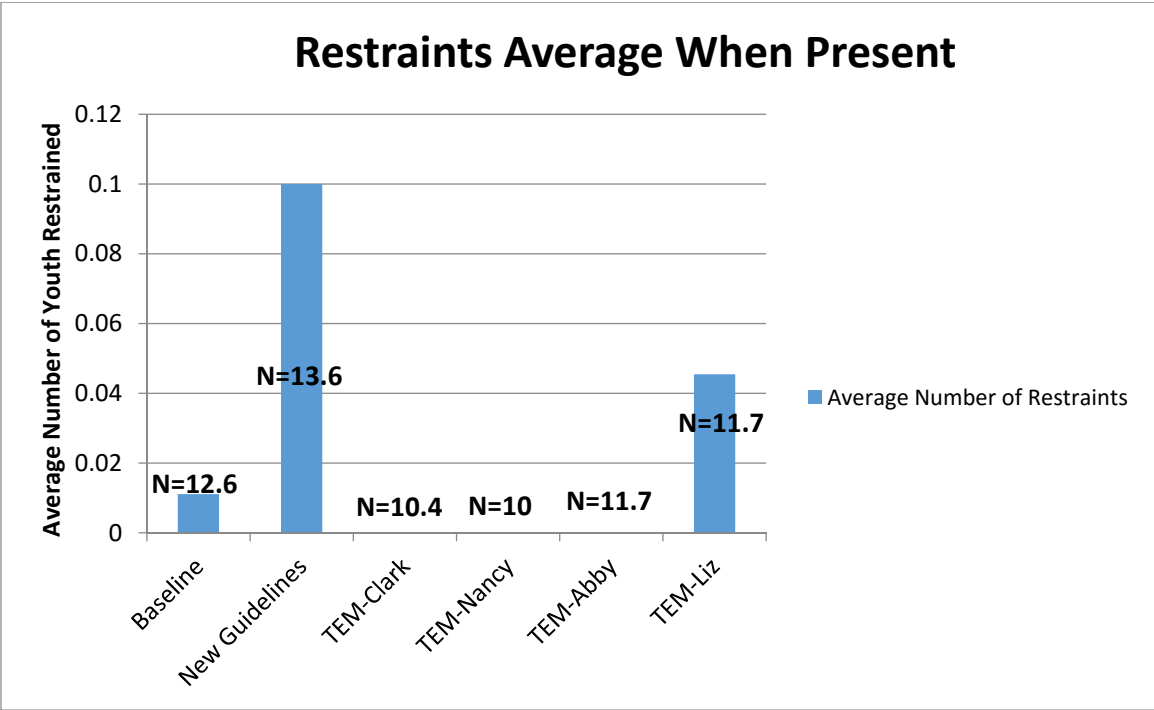
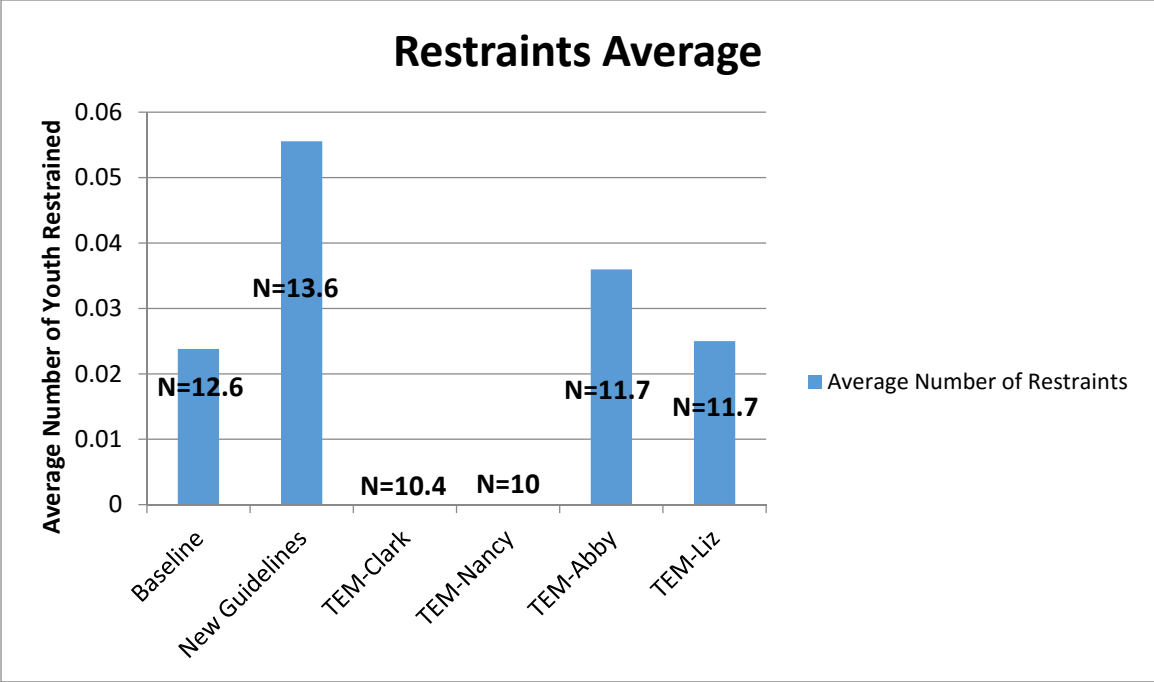


Figure 15. Average number of youth restrained (cumulatively for the entire shift and during the hour observed by the primary researcher) at each phase of the study.

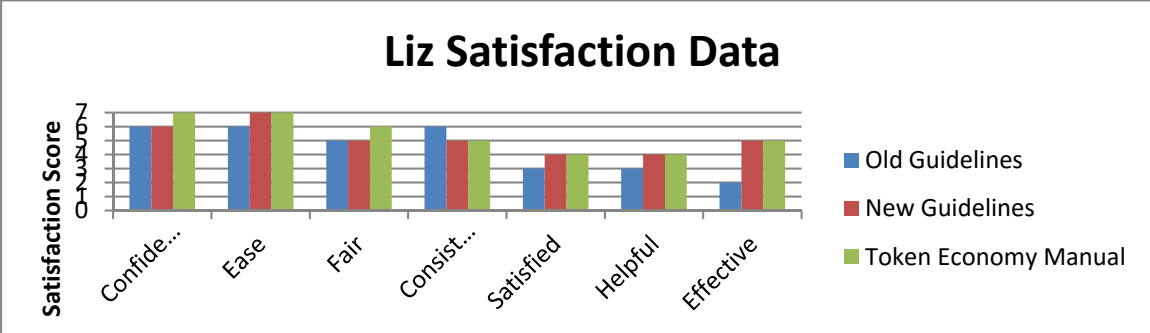
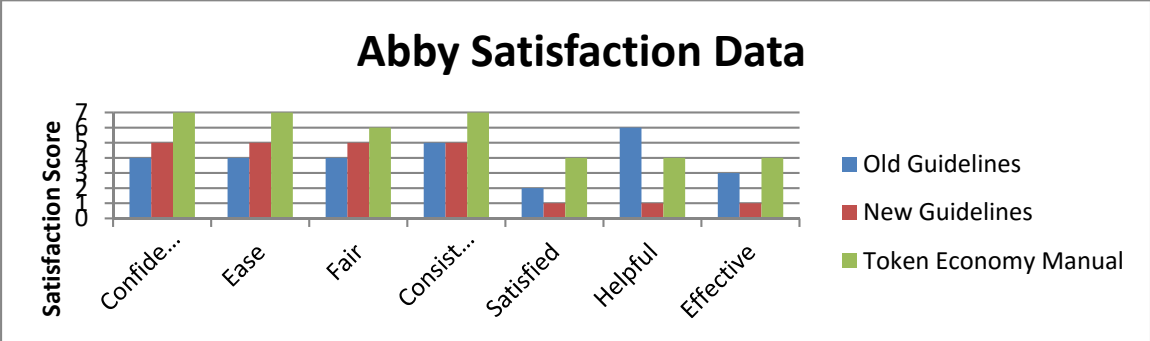
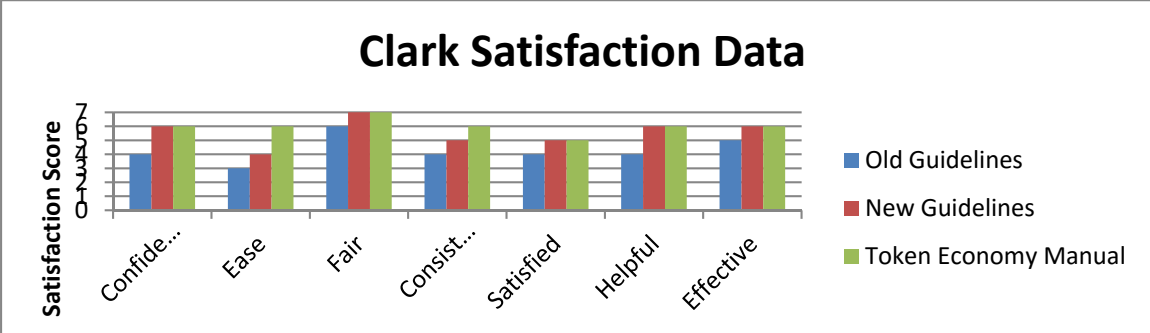
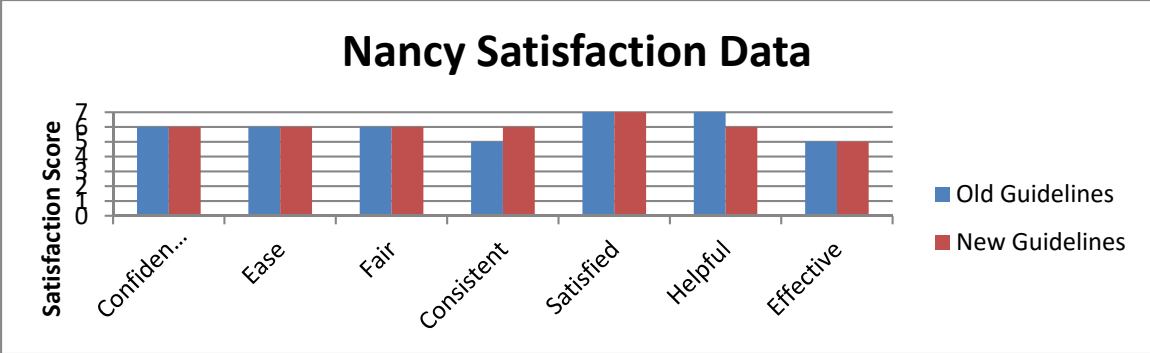


Figure 16. Satisfaction ratings for all JCO participants at each phase of the study.

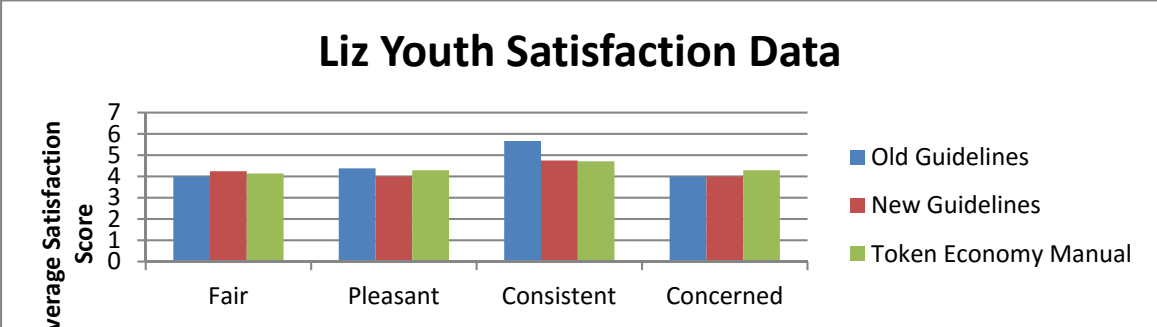
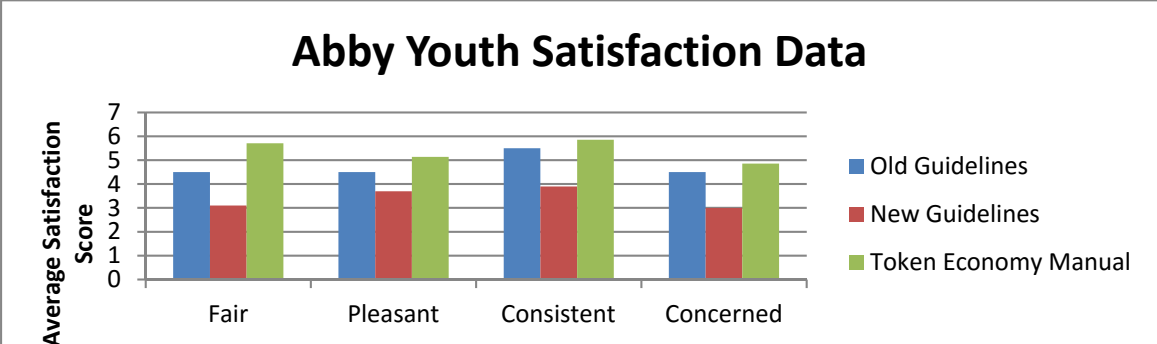
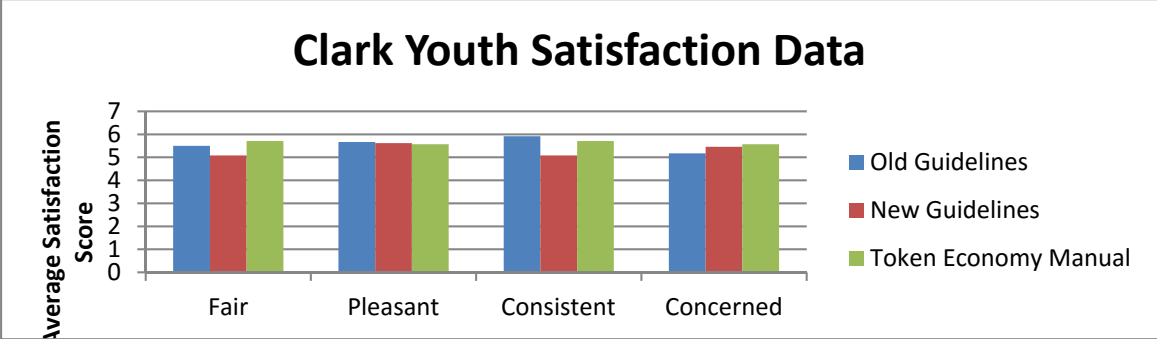
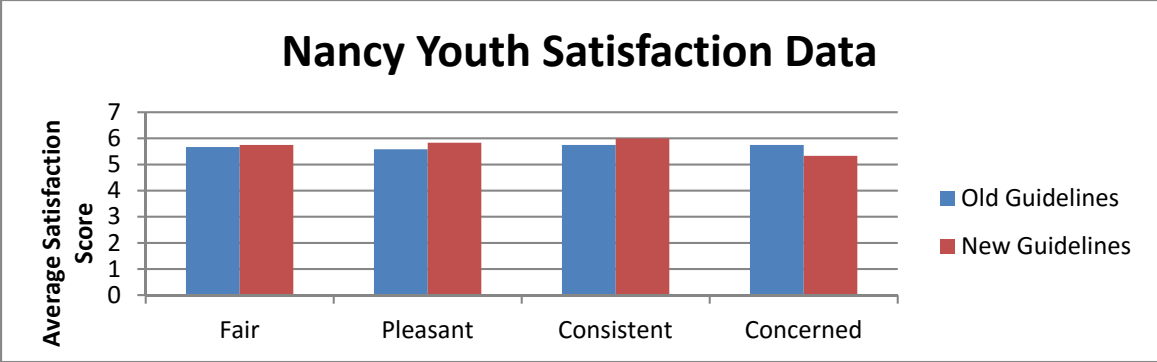


Figure 17. Average youth satisfaction ratings of all JCO participants at each phase of the study.

Douglas County Youth Services Token Economy Manual

Introduction

DOUGLAS COUNTY DEPARTMENT OF YOUTH SERVICES

BEHAVIOR MANAGEMENT SYSTEM

The Behavior Management System at the detention center is based on the Achievement Place Model. The model has been described as a community-based, family style, behavior modification, group home treatment program for delinquent youth.

The goals of the behavior management system at the detention center are to teach the residents appropriate social skills such as manners and introductions, academic skills such as study and homework behavior, self-help skills such as care of personal clothing and personal hygiene, and skills that are thought to be necessary for them to be successful in society.

The detention center behavior management system focuses on behaviors that can be observed and recorded. Some behaviors are viewed as useful to the residents in school, at home, and in the community. Other behaviors are viewed as potentially unproductive and even counterproductive in the sense that the resident learns to meet their needs or wishes through socially unacceptable behaviors or practices. The behavior management system seeks to increase the frequency of behaviors that are useful and to decrease the frequency of those behaviors that are counterproductive.

The system assumes that our residents have not learned or applied the appropriate behaviors that will enable them to interact with others in a socially acceptable manner. The behavior management system is designed to help residents identify problem behaviors and to teach them the necessary skills and alternative behaviors that are socially appropriate.

The main emphasis of the detention center program is on teaching the residents the necessary skills and behaviors they need to be successful participants in the detention center and in the community. The behavior management system provides residents with the opportunity to learn, to take the responsibility for their behavior and to learn appropriate methods or tools for dealing with their problems. Appropriate behaviors are modeled and taught by the staff who direct and operate the behavior management system and the facility program.

MOTIVATION SYSTEM

The design and operation of the Behavior Management System consists of three (3) components known collectively as the Motivation System: a token-economy system, a social-reinforcement system, and a self-government system. The interactions between residents and the staff are of critical importance for the success of the program.

THE TOKEN ECONOMY SYSTEM

In a token economy system certain basic requirements must be met: target behavior must be identified for intervention and a medium of exchange selected to serve as the token. At the detention center a checkbook sheet is used as the medium of exchange and feedback is given in terms of dollars and cents. The monies can be "cashed in" for special foods, drinks, privileges, money or other items wanted/ needed by the resident.

The value of the tokens is enhanced if they can be used to buy things valued by the resident; if they cannot, the effectiveness of a token economy system will be limited. The effectiveness of a token economy system is also dependent on a clear understanding of the behaviors for which money is to be given or taken away, together with the value of each act. It is essential that residents understand the behavior management system's rules, expectations and procedures. Residents must know which behaviors will win or lose money. In this way a resident can learn to discriminate which behaviors are appropriate and which are not appropriate. Most importantly, the money provides feedback on specific behaviors more immediately than do the privileges or items residents buy later. A resident knows specifically which behaviors earned them the privileges they wanted to earn and so begins to sense which behaviors are desired/appropriate.

The token economy system is used to construct a social environment in which a resident will learn behaviors appropriate for success in the detention center and in social relationships in general. It is an environment in which behavior has planned consequences, usually of two kinds: consequences that **increase** a rate of behavior and consequences that **decrease** a rate of behavior.

Typically, behaviors are increased by presenting money following desired behaviors and decreased by removing money following undesired behaviors. Giving and taking away money is equivalent to giving and taking away the privileges that money will buy.

The motivation system at the detention center is a complex system that has a great deal of flexibility. It allows us to focus on one behavior, just a few, or many behaviors at the same time. The target or problem behaviors can be constructed in sequences so that when a resident learns the target behavior(s) they can

move into a different stage where other behaviors become the focus and the target behavior(s) learned earlier are expected without payment.

The residents are introduced to the behavior management system during the intake/admission process. It is important that we provide resident with a thorough orientation to the behavior management system, as it is the most important component of the facility program. The residents understanding and knowledge of the facilities expectations helps to ensure that the resident has the necessary information to help them to have a successful placement in the detention center program. The detention center uses a checkbook sheet system rather than a point system as a method of recording feedback for positive and negative behavior. Feedback is given in terms of dollars and cents.

The checkbook is used to motivate the residents to use, learn, and maintain appropriate behavior. Each resident uses a checkbook sheet to record their behavior and the money earned or lost. The resident is responsible to have their checkbook sheet and pencil with them at all times unless otherwise instructed. Residents may purchase privileges or commissary items with the money from their checkbook sheet. After the resident learns the connection between earning money and earning privileges the system becomes more effective in motivating the resident.

The checkbook system places demands on staff to be attentive, aware and involved in the total environment at all times. If staff members are actively involved in creating a “mini-community”, the residents are more likely to be involved in working towards the same goal.

When dealing with behavior it is imperative that we respond quickly and consistently to any behavior we wish to increase or decrease. Timing is an important concept when managing behavior. If two residents are fighting, we must intervene quickly as we simply cannot allow residents to hurt each other. However, if two residents are arguing, we must instinctively decide when it is time to step in and mediate, separate or dictate what is to happen next. As we watch the encounter evolve, we must be attentive and aware so that our intervention is meaningful and acknowledges we are cognizant of what is occurring between the residents.

In summary, the essence of our work is that we are in a relationship with all of the residents in our care. The nature of our relationships will take on various forms, parent, teacher, role model, authority figure, enemy, and many more. At times the residents will attempt to dictate which role we will assume, and at other times we will fall into roles in which we feel most comfortable. We must be attentive and aware of what we are doing and of what the resident is attempting to do. There will be times when the situation dictates, as would be the case if drugs were present at the Detention Center. At other times we will have the opportunity to make choices as to how we relate to the resident when helping them manage their behavior or responding to their needs.

THE SOCIAL-REINFORCEMENT SYSTEM

Social-reinforcement is an integral part of the motivation system and is used simultaneously with the checkbook sheet (token economy). The corrections staff members provide social reinforcement in the form of praise, attention, criticism, encouragement and support. In addition to giving and taking away money the facility staff members are continually providing social reinforcement to the residents. The corrections staff interact with the residents constantly, they provide instruction, demonstration, and help residents practice appropriate skills.

A central feature of social reinforcement is an instructional technique referred to as the **teaching interaction**.

THE TEN STEPS & RATIONALES TO A TEACHING INTERACTION

"A Parent In A Rush Can Always Praise For Reward". Below are the ten steps of a teaching interaction from which the acronym was derived.

1. **A - attention** (getting the resident's attention)
Attention seems self-explanatory. This step is just as simple as saying, "John, could I talk with you a moment, please?"

2. **P - praise** (begin the interaction with praise or empathy)
Praise or Empathy - initial praise is an important component, it sets the tone for the interaction. Sometimes praise is difficult due to the circumstances, however, a statement of empathy may accomplish the same thing. For example, "I can understand why you might be upset..."

This kind of approach reduces the defensiveness of the resident so he/she is more likely to listen to what you have to say. In addition, specific praise reinforces positive behaviors, enhances your relationship, and causes the resident to feel good about themselves and lets them know exactly what they are doing right.

3. **I – inappropriate** describing the inappropriate behavior(s). See step 4.
4. **A – appropriate** describing the appropriate behavior(s).
Describing both the Inappropriate and Appropriate Behavior - being specific is crucial in this area, often it is necessary to demonstrate both behaviors. By providing these

descriptions you will set clear expectations for the resident and increase the likelihood of their success. You are demonstrating your tolerance level and saving time you would spend later in explanations or repeating unclear information. The resident will perceive you as more concerned and less judgmental because they will have a better understanding of appropriate and inappropriate behavior, nothing is left to interpretation.

5. **R - rationales** (give believable reasons the resident should engage in the appropriate behavior)
Rationales - offering believable rationales that have importance for the resident will enable them to learn the relationship between their behavior and the various consequences that may result. The use of rationales increases the effectiveness of teaching and strengthens relationships. Finally, if the resident can see a reason for engaging in the new behavior that will benefit them, they will be more likely to comply with your requests.
6. **C - consequences** (of engaging in appropriate and/or inappropriate behavior)
Consequences - monies, praise, privileges - contingencies are an important part of the teaching interaction. The consequences often provide the resident with the necessary motivation to change their behavior or put forth the effort to learn a new skill. In the Detention Center a token economy system is used, immediate feedback is provided, which if positive, increases the likelihood of behavior occurring again and if negative, decreases the likelihood of the behavior occurring again.
7. **A - acknowledgment**(ask the resident if he/she understands, have him/her repeat instructions if necessary)
Acknowledgment - asking for on-going acknowledgment helps maintain the resident's attention and provides staff with the opportunity to test the resident's understanding.
8. **P - practice** (role play or follow instructions)
Practice - by having the resident practice the skill you have just taught, you have immediate feedback on the effectiveness of your teaching. It will also allow/provide the resident with the opportunity to earn monies or privileges while learning a new skill. In some cases it provides an opportunity to practice the skill in a non-threatening situation before the real situation arises. For example, practicing how to accept criticism, or "no" for an answer. This will increase the likelihood of success when the real situation occurs.
9. **F - feedback** (give positive and negative feedback during the interaction, but especially during the practice)
Feedback - if you are teaching a new skill, any feedback at this time is bound to be less threatening than if the behavior is already expected. Taking advantage of the teaching

interaction to give continuous feedback will maximize the possibility that the resident will use the desired skills in the future.

10. **R - reward** (monies, praise, or some other motivator)
Reward - always rewarding a resident for their participation in the teaching interaction will improve the chances that he/she will be cooperative the next time you want to teach.

The following teaching components or interactions skills provide for the most effective teaching of a wide range of behaviors:

1. Praise and pleasantness
2. Describing and demonstrating both appropriate and inappropriate behaviors;
3. providing rationales;
4. practicing the appropriate behavior or skill;
5. giving on-going feedback;
6. providing consequences - earning and losing points or privileges, praise or reprimand.

The facility staff use the social reinforcement system throughout a resident's stay in the detention center program. The social reinforcement system is essential, when the checkbook sheet is used without the teaching interaction component the program becomes suppressive. The money and fines are used only to suppress inappropriate behavior rather than as a motivation system to teach new skills and desired behaviors. The skills that residents learn can help them solve inter-personal problems and to help them meet their goals.

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TEACHING INTERACTION SKILLS

1. Staff should interact in a positive pleasant manner, i.e., a manner that demonstrates caring, concern, respect and fairness.
 - a. Give a compliment or neutralizing statement
 - b. Give verbal recognition of accomplishment
 - c. Give a rationale
 - d. Use requests (not demands)
 - e. Use polite manner
2. Good and realistic rationales are essential.
 - a. Fairness of the behavior management system is more evident to the resident(s).
 - b. Helps residents learn rationales so they can use them with their peers
 - c. Specifications of the rationale

- i. Natural consequences for behavior
 - ii. Obvious and logical reasons
 - iii. Reputation of the facility
 - iv. Let the youth suggest reasons
3. Teaching Interactions: Three major behavioral components in effective teaching interactions have been identified: description, practice, and feedback. These components are useful steps in teaching academic, social and self-care skills.
- a. Description
 - i. Describe
 - ii. Demonstrate
 - iii. Break complex skills into components
 - b. Practice
 - i. Immediate and extended
 - ii. Cued and uncued
 - iii. Natural and programmed
 - c. Feedback
 - i. Praise and recognition
 - ii. Corrective feedback
 - iii. Consequence (money)

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THE SELF GOVERNMENT SYSTEM

At the detention center, residents participate in decisions about the program rules and occasionally are asked to decide the consequences when rules are broken. This self government system is known as youth council.

YOUTH COUNCIL

PURPOSE: Youth Council is the most important way to bring the group together, establish a oneness, and to teach the group.

Youth Council benefits:

- it helps residents learn to problem solve
- it helps residents make decisions
- it is a way of maintaining (or establishing) instructional control

- it teaches residents self government
- it provides an opportunity for residents to plan activities together
- it provides an opportunity for both positive and negative feedback
- residents can review rules that are unclear
- it provides opportunities to role play teaching interactions

PROCEDURES:

Youth Council-Steps to Problem Solving Phase:

1. Choose a resident to lead Youth Council (make sure that they know the procedures, are a good role model and enthusiastic). A staff member should sit by the leader to support them.
2. Go over the purpose of Youth Council (this is for the benefit of new residents)
3. Go over the expectations/rules of Youth Council:
 - a. staff have veto power
 - b. sit up straight
 - c. feet on floor
 - d. raise your hand to talk
 - e. thank counsel for feedback
 - f. don't repeat what's been said-it wastes youth council time, etc.

**This is also a good time to ask for rationales on why these rules are important.

4. Identify the issues. List them at the beginning of counsel, so you know how many issues you need to cover and the time necessary to resolve each issue.
5. Identify the problem.
6. Ask for rationales why this behavior is inappropriate.
7. Ask if anyone knows anything about this issue. If no one is being accused and it is a group problem the next step would be Solution to the Problem and skip steps 8-11 and just go on to consequences for the group if this continues to be a problem.

8. Person being accused tells their side of the story.
9. Ask if they admit to what they are being accused of.
10. Vote guilt or innocence (everyone must vote). Residents don't need to vote unless the resident accused doesn't admit guilt. Even if the resident does admit guilt you may want to vote guilt or innocence, use your best judgment. Majority Rules.
 - a. Ask if staff agree. Staff must agree with vote or veto it. Staff need to offer rationales if they veto.
11. Suggestions for consequences (everyone should give a rational for their suggestions). Remember not all consequences need to be monetary i.e. apologize, pay for repair, etc. Be creative.
12. Vote on Consequences. Majority Rules.
 - a. Ask staff if they agree-or want to veto.
 - b. If staff veto, rephrase and have residents vote again.

POINTS TO REMEMBER:

- Don't forget to have the youth give the youth council leader feedback.
- If staff disagree with each other, make sure it is worked out by using rationales so that youth can see you've worked out the disagreement.
- All youth council issues do not necessarily have to be negative you can also have issues involving positive behavior of youth.
- Disruptive Residents - If a resident is disrupting youth council then immediate feedback needs to be given. Use your best judgment on when to give feedback.
- Staff Participation-Staff should follow the same rules as residents and be recognized by the leader before speaking. Staff need to: give good rationales, suggestions and solutions to problems. Show enthusiasm. Sit among the residents rather than together (staff appear more as participants and less threatening). Staff need to set limits on

suggestions for consequences to help things move along. Make sure residents give rationales for suggestions. Make the negative-positive i.e. "Why is it a good idea not to go into other residents rooms?"

- Taking Responsibility - Ask the group to take responsibility for an accused resident not to repeat an inappropriate behavior again. If the resident does repeat the inappropriate behavior then the group takes a fine. This is really good for helping resident's internalize that they are affected by the decision. The accused resident wouldn't want to disappoint the group (peer pressure).
 - Taking responsibility must be a unanimous decision.
- Tabling The Issue - This may be appropriate if the issue is not resolved, often times the waiting period and peer pressure help resolve the issue. The break from the issue allows everyone to cool down and regroup.
- Issues about staff - If a resident(s) wish to discuss an issue(s) concerning a specific staff member. The resident(s) must have tried to resolve the problem with the staff member first. If the problem was not resolved the matter may be brought to youth council for resolution or may be referred to administration for resolution. If the matter is brought before youth council the staff member in question must be present during the youth council meeting

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UNDERSTANDING THE PROGRAM

IN THE DETENTION CENTER WE ATTEMPT TO PROVIDE RESIDENTS WITH RELIABLE CONSISTENT EXPECTATIONS THAT WILL ENABLE RESIDENTS TO FUNCTION AT A HIGH AND SELF-FULFILLING LEVEL. THE INTENT OF THE facility program is to involve each resident in the program. The responsibilities of each resident will be emphasized and accountability for one's behavior will be stressed. The concept of active participation of staff in development and revisions to the facility program will be emphasized.

Our goal as staff is to assist residents in coping with crisis, dealing with problems and helping them fit into the detention center environment. As staff we are training and developing the residents skills, minds and character. One of the primary methods we use to teach residents is through feedback we provide the residents regarding their behavior. For every negative behavior we must be careful to provide residents with several positive comments. Feedback for behaviors should be higher than feedback for tasks.

DO'S AND DON'TS OF DEALING WITH YOUTH BEHAVIOR:

Don't assume the youth will act the same way at the Detention Center as he/she did in previous placements or at home.

Take the time to listen to his/her explanation.

Question discrepancies with what is said and what is done.

Offer your understanding of what is said and what you see.

Offer encouragement when you see the resident doing well.

Confront behaviors or attitudes which are abusive to others.

Try to understand behavior but do not tolerate that which is offensive.

Model behaviors which you wish the youth to engage in.

Don't expect the youth to engage in behaviors which you are not willing to do.

Don't expect behaviors to change the first time you confront them.

Have faith that the resident will at some point be able to change.

Don't condemn yourself if you make a mistake.

Trust your judgment.

Don't be afraid to share your feelings.

Don't argue, yell or scream.

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MOTIVATION SYSTEM

Please keep in mind that the primary purpose of a token economy system is to teach: control of inappropriate behavior and the increase of appropriate behavior, is a side effect. Both rewarding and fining are processes which set expectations and help youth discriminate acceptable from unacceptable behavior. The process also allows the youth the opportunity to practice receiving compliments and criticism. Done correctly, the process builds positive relationships between teaching staff and youth, largely because of increased constructive interactions.

The motivations system serves to “control” staff behaviors as well as those of youth. Through teaching, staff can anticipate decreased emphasis on youth inappropriateness, and a greater appreciation of the positive behaviors youth engage in. The guideline for Positive Interactions is three rewards for the appropriate behavior from the Teaching Interaction steps. Interactions with fines, may have up to seven awards, three of which must be from steps 3 through 8, and one of those three must be rationales, acknowledgments, or practice. All fines require an interaction, and all positive behaviors deserve them.

Staff’s skill development will be monitored through observation on the floor, and from checking on and logging interactions recorded on the youth checkbook sheet. Staff will be kept informed as to how complete, and frequent their interactions are. This way, staff will receive the feedback needed to perfect their teaching interaction skills. Until interaction, they cannot fulfill the purpose of the motivational system. And, unless a high frequency of teaching interactions are completed, whether positive interactions, or those with fines, the primary goal of the system can not be achieved: to teach.

To achieve this goal, staff are expected to address a wide range of behaviors using relatively small consequences, in frequent teaching interactions.

BASIC COMPONENTS OF DISCIPLINE OR BEHAVIOR MANAGEMENT

1. When a resident is in crisis, do not break contact with him/her.
2. If you ask a resident a question, wait for an answer.
3. If you say something needs to stop, stick to your convictions.
4. If you discipline a resident, allow him/her to be angry. Don't expect them to accept the loss of privileges with a smile and a thank you.

POINTS ON HANDLING OUT OF CONTROL RESIDENTS

1. Stay calm
2. Maintain natural confident body posture
3. Maintain intermittent eye contact
4. Keep your voice low and talk in a controlled, normal manner
5. Take a moment to take a breath
 - a. Use your breathing to help you keep in touch with the tension in your body and to control it.
6. Walk and move smoothly -
 - a. Remember the resident may see your actions as threatening - this is especially true of ambiguous or sudden movement
 - b. Tell the resident what you are going to do before you do it
 - c. Stay further than arms length away - the residents arms length
7. Help the resident retain his or her self respect.
 - a. Use their name
 - b. Help the resident verbally express anger appropriately
 - c. Listen actively as the resident expresses his/her feelings. Let your behavior show that you are paying attention.
 - d. Remove others and/or move to a quieter place
 - e. What assistance can you offer, "how can I help?"

8. Remember it's his or her problem not yours.
 - a. Don't take it personally or as a reflection on you or your competence.

9. Tell him/her what you want and why. Be simple and concrete; Use short sentences
 - a. Avoid verbal counter aggression
 - b. Don't lose your temper
 - c. Don't bargain, humor or argue
 - d. Don't promise anything you can't or won't deliver

10. Remind the resident of consequences, calmly.

11. Provide a reality orientation. Help the resident understand his/her behavior, especially after the crisis.

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S.O.S. (SITUATION, OPTIONS, SOLUTION)

COUNSELING

RELATIONAL COMPONENTS

Close physical proximity

Body oriented toward youth

Good eye contact

Calm voice tone

No interruptions

Verbal feedback (ex. "Yes", "uh-huh")

Non-verbal feedback (ex. Head nods)

Reflective statements. Statements that rephrase or summarize.

Empathy statements (ex. "I understand")

Concern statements. (ex. "We care")

PROCEDURAL COMPONENTS (SOS)

1. Situation (S)
 - a. Help the resident specify problem by asking specific questions.
 - b. Determine how does the problem affects the resident's goals.

2. Option (O)
 - a. Discuss options and alternatives with the resident.
 - b. Discuss the consequences of options available.
 - c. Review options

3. Solution (S)

- a. Let the resident make final decision with guidance from Staff
- b. Offer to role-play, if appropriate.
- c. Express support for the resident.
- d. Express interest for tomorrow.

Interaction Guidelines: Awarding and Removing Points

RESPONSIBILITY		RESPECT		SAFETY	
Appropriate Behavior	Reward	Appropriate Behavior	Reward	Appropriate Behavior	Reward
Checking Back	\$0.5-\$1	Not Arguing	\$0.5-\$1	Keeping Head Uncovered	\$0.5-\$1
Following Instructions	\$0.5-\$1	Appropriate Social Behaviors	\$0.5-\$1	Pushing in Chair	\$0.5-\$1
Following Expectations	\$0.5-\$1	Being Patient	\$0.5-\$1	Appropriate Use of Chemicals/Equipment	\$0.5-\$1
Volunteering	\$0.5-\$1	Being Polite	\$0.5-\$1	Understanding Safety Issue	\$0.5-\$1
Staying on Task	\$0.5-\$1	Remaining Quiet	\$0.5-\$1	Proper Use of Chemicals	\$0.5-\$1
Helping Staff or Peer	\$0.5-\$1	Acknowledging Staff	\$0.5-\$1	Not Feeding In	\$1-\$5
Hygiene	\$0.5-\$1	Waiting to be Acknowledged	\$0.5-\$1	Following Security Procedures	\$3-\$5
Taking Initiative	\$0.5-\$1	Shirt Tucked In	\$0.5-\$1	Turning in Contraband	\$5-\$10
Clarifying	\$0.5-\$1	Positive Attitude	\$0.5-\$1		
Being Responsible	\$0.5-\$1	Being Honest	\$0.5-\$1		
Target Behavior	\$0.5-\$1	Sitting Up Straight	\$0.5-\$1		
Exiting Room on Time	\$0.5-\$1	Saying Thank You	\$0.5-\$1		
Leading Physical Training (PT)	\$0.5-\$1	Being Respectful	\$0.5-\$1		
Good Participation	\$0.5-\$1	Good Interaction	\$0.5-\$1		
		Positive Teaching Interaction (PTI)	\$0.50 a step for a target behavior. May earn between 50%-60% of a fine back.		
Good Job	\$0.5-\$1				
Captain (shower/chore)	\$1				
Accepting Consequences	\$0.5-\$3				
Chores (kitchen,laundry,cleaning)	\$0.5-\$3				
RESPONSIBILITY		RESPECT		SAFETY	
Inappropriate Behavior	Consequence	Inappropriate Behavior	Consequence	Inappropriate Behavior	Consequence
Not having Permission	\$3-\$6	Arguing	\$3-\$6	Horseplay	\$3-\$6
Not Following Instructions	\$3-\$6	Swearing/Cussing	\$3-\$6	Talking to Resident/DS	\$3-\$6
Not Following Expectations	\$3-\$6	Inappropriate Comment	\$3-\$6	Tipping Chair/Desk	\$3-\$6
Being off Task	\$3-\$6	Non- Verbal	\$3-\$6	Not Waiting to be Acknowledged	\$3-\$6
Not Completing Hygiene	\$3-\$6	Interrupting	\$3-\$6	Unattended Conversation (Talking)	\$3-\$6
Late to Bed	\$3-\$6	Inappropriate Voice Tone	\$3-\$6	Unattended (pencil,eraser,checkbook)	\$3-\$6
Falling Asleep During School	\$3-\$6	Complaining	\$3-\$6	Walking Behind Staff	\$3-\$6
Wearing Make-up (DS)	\$3-\$6	Not Being Patient	\$3-\$6	Covering Head	\$3-\$6
Housekeeping	\$3-\$6	Shirt Untucked	\$3-\$6	Feeding In	\$6-\$9
Failure to Participate	\$3-\$6	Being Rude	\$3-\$6	Inappropriate Use of Chemicals/Equipment	\$6-\$9
Cheating	\$3-\$6	Wasting Staff Time	\$6-\$9	Contraband (new charges possible)	\$25
Kicked out of Class (DRR)	\$25	Inappropriate Conversation	\$6-\$9	Loss of (pencil,eraser,checkbook) (LDSS)	\$25
		Attempting to Deceive Staff	\$6-\$9	Causing and/or Participating in a Security Procedure	\$25
		Splitting Staff	\$6-\$9	Gang Activity (writing,slang,gestures,sagging)	\$25
		Lying	\$6-\$9	Threatening Others	\$25
		Public Embarrassment	\$25	Instigating a Peer	\$25
		Stealing	\$25	Physically Touching/Harming Others	\$25
				Any Talk of Escape**	\$25
				Destruction of Property	Staff Discretion

* Behaviors maybe eligible for DRR ** Behaviors will result in DRR or Lockdown

Behavioral Definitions for Awarding and Removing Points

Appropriate Behaviors

Many of the following behaviors include the use of **appropriate social behaviors**. A youth is engaging in appropriate social behaviors when the youth is:

- Maintaining eye contact
- Maintaining a body posture that is straight but not rigid or smiling when receiving positive feedback.
- Maintaining a neutral or serious facial expression when receiving negative feedback.
- Refraining from using sarcasm, a negative or harsh voice tone, and is speaking in a volume that can only be heard by people within 10 feet of the person talking.
- **Accepting Consequences**- A youth acknowledges positive or negative feedback given by a staff member using appropriate social behaviors and an appropriate verbal response immediately after a consequence is given.
- **Checking Back**- A youth asks a staff member using appropriate social behaviors to check that a task given to that youth has been completed.
- **Following Instructions**-When given an instruction, the youth begins initiating the task within 30 seconds.
- **Following Expectations**-The youth behaves in accordance with all of the rules of Douglas County Youth Services.
- **Volunteering**-A youth raises his or her hand, waits to be acknowledge, and asks to engage in a chore or lead an activity without a staff member first asking him or her to do so.
- **Staying on Task**- A youth engages in a staff-instructed activity for the entire duration the task is assigned without engaging in any other activity.
- **Helping Staff or Peer**- After first receiving approval from a staff member, a youth assists a staff or peer in the completion of a task.
- **Shower Captain**- A youth who has been appointed “shower captain,” appropriately tells another youth who is residing in the facility when it is that youth’s turn to get in the shower, monitors the time in the shower with the operation of a timer, and instructs staff members when 4 minutes have elapsed and when one minute is remaining for a youth’s shower time.
- **Chore Completion**-A youth carries out a chore in accordance with the staff’s instruction and checks back with the same staff member to check that the chore has been completed to the staff member’s standard.
- **Hygiene Compliance**- A youth engages in all hygiene activities (e.g., hand washing, tooth brushing, showering, etc.) as instructed by staff members throughout the day.
- **Taking Initiative**-A youth recognizes a situation in which action must be taken, alerts the staff of this situation, and then takes appropriate action (e.g., turning in a pencil or other contraband found in the facility, etc.).

- **Clarifying-** A youth asks staff members questions in order to obtain more specific information about a task, activity, or procedure.
- **No Fines for the Shift-**A youth completes an entire shift, from the moment shift staff arrive for work to the moment they leave to go home, without receiving any fines.
- **Target Behavior-**A youth engages in the daily target behaviors (e.g., being respectful, helping peers, being mature, etc.) for the complete duration of the shift.
- **Being Responsible-**A youth follows all rules of Douglas County Youth Services.
- **Exiting Room on Time-**At the beginning of a shift, a youth is prepared to exit their room (i.e., has all items packed and ready to be brought out of the room) and exits the room at the time that the staff member calls on him or her to do so.
- **Leading Physical Training (PT)-**After obtaining permission from a staff member, a youth stands at the head of a group of youths and leads them through physical training exercises while facing them.
- **Good Participation-**A youth engages in an activity assigned by a staff member to a degree that is deemed appropriate by that staff member.
- **Good Job-**A youth completes a task to the standards and expectations of the staff member issuing the task and/or the expectations of Douglas County Youth Services.
- **Not Arguing-**A youth accepts negative feedback appropriately when faced with a situation in which the youth does not agree. A youth who proposes one compromise is “not arguing.”
- **Appropriate Social Behaviors-** When communicating with a youth or resident, a youth faces the person, maintains eye contact, displays a straight body posture, uses an appropriate voice tone, and displays an appropriate facial expression.
- **Being Patient-**A youth sits or stands in an appropriate location, remains quiet and on task, and waits for a staff member to acknowledge the youth.
- **Being Polite-** A youth interacts with another person using appropriate social behaviors.
- **Remaining Quiet-**When instructed to speak quietly by a staff member, the youth speaks in a tone of voice that can only be heard by a person standing within 10 feet of them. When instructed to not speak, the youth refrains from making any audible sounds.
- **Acknowledging Staff-**When addressed by a staff member, the youth acknowledges the staff member by using appropriate social behaviors and engages in active listening skills.
- **Waiting to be Acknowledged-**When a youth wants to speak with a staff member, the youth sits quietly and patiently with his or her hand raised in the air. The youth remains in this state until an available staff member is able to attend to the youth.
- **Shirt Tucked In-**A youth has his or her t-shirt placed completely inside of the sweat pants or gym shorts with none of the bottom portion of the t-shirt visible.
- **Positive Attitude-**A youth displays appropriate social behaviors at any given time throughout the day.
- **Being Honest-**A youth tells the truth (i.e., refrains from telling a lie) when interacting with staff members or youth.

- **Sitting Up Straight**-A youth is sitting in a chair with the entire lower half of his or her back in contact with the back of the chair.
- **Saying “Thank You”**-A youth displays appropriate social behaviors and verbally says “thank you” when interacting with a youth or staff member.
- **Being Respectful**-A youth shows regard, consideration, esteem, empathy, or honor for another youth or staff member.
- **Good Interaction**-A youth displays appropriate social behaviors and completes all of the steps of a positive teaching interaction (i.e., appropriate, inappropriate, rationale, motivation, consequence) with a staff member.
- **Positive Teaching Interaction (PTI)**-A youth writes down the five steps of a positive teaching interaction (PTI) (i.e., appropriate, inappropriate, rationale, motivation, and consequence) on their checkbook sheet. The youth then discusses each step of the PTI with a staff member in respect to a specific target behavior or fine that he or she received.
- **Following Security Procedures**-When a staff issues a security procedure, the youth runs to the nearest youth’s room (cell), secures the door behind him or her, sits patiently, and follows all staff instructions.
- **Turning in Contraband**-When contraband is located, the youth leaves the contraband where it is and informs staff immediately (within 5 seconds) of the location of the contraband.
- **Proper Use of Chemicals**- A youth uses cleaning chemicals following the directions given by a staff member or the instructions labeled on the chemical container.
- **Not Feeding In**-When a peer is engaging in behavior that is not allowed at Douglas County Youth Services, the youth remains silent and faces in a direction away from the youth.
- **Keeping Head Uncovered**-When in bed, the youth’s entire head is visible to a person looking through the viewing window on the door to the room.
- **Pushing in Chair**-Using minimal force, a youth pushes a chair so that the seat of the chair is under a table and the chair back is pressed up against the side of the table.
- **Appropriate Use of Equipment**-A youth uses equipment as directed by a staff member, the rules of the game or activity, or the instructions labeled on the equipment packaging.
- **Understanding Safety Issues**-A youth follows the safety rules of Douglas County Youth Services (e.g., follows safety rules, speaks to staff after breaking safety rules and achieves awareness, answers quiz questions about safety rules correctly, etc.) and is able to state a reason for the rule.

Inappropriate Behaviors

Many of the following behaviors include the use of **inappropriate social behaviors**. A youth is engaging in an inappropriate social behavior when the youth is:

- Failing to maintain eye contact
 - Maintaining a slouched or rigid body posture
 - Frowning when interacting with a staff member
 - Inappropriately laughing when receiving negative feedback from a staff member.
 - Using sarcasm, a negative or harsh voice tone, and are speaking in a volume which can be heard by people beyond 10 feet of the person talking.
- **Not Having Permission**-A youth engages in a behavior requiring staff approval without first obtaining that approval.
 - **Not Following Instructions**-When given an instruction, the youth does not initiate the task within 30 seconds of the instruction being given.
 - **Not Following Expectations**- The youth does not behave in accordance with one or more of the rules of Douglas County Youth Services.
 - **Kicked Out of Class**- A youth is asked by a teacher or staff member to leave the classroom because the youth is not abiding by one or more of the rules of Douglas County Youth Services.
 - **Cheating on Checkbook**-A youth rewards himself or herself with more tokens than what were issued from a staff member, or with tokens that were not issued, or removes less tokens than what were removed by a staff member.
 - **Being Off Task**- A youth engages in a behavior that is incompatible to the behavior required to complete a task assigned by a staff member.
 - **Not Completing Hygiene**-A youth does not engage in hygienic behaviors (e.g., showering, brushing teeth, washing hands, etc.) that are required by DCYS policy.
 - **Late to Bed**- A youth is not in his or her room with the door secure before the bedtime specified by his or her token economy level.
 - **Falling Asleep During School Hours**- A youth has his or her eyes closed for 10 seconds or longer while school is in session.
 - **Housekeeping**-The room that a youth is residing in has not met the cleanliness standards and/or contains items that are required to be removed from the room after shift change (e.g., bed mat, sweats, etc.), or a youth leaves a personal item (e.g., sweats pants, sweat shirt, etc.) unattended within the facility, as outlined in the rules of Douglas County Youth Services.
 - **Failure to Participate**- A youth fails to engage in an activity assigned by a staff member to a degree that is deemed appropriate by that staff member.
 - **Arguing with Staff**- A youth repeatedly disagrees or engages in inappropriate social behaviors while disagreeing with a staff member.
 - **Swearing/Cussing**-A youth uses profanity.

- **Inappropriate Comment**-A youth makes a comment (e.g., swearing, making fun of a peer, using gang-related slurs, sexual innuendos, etc.) that is deemed inappropriate by a staff member.
- **Inappropriate Nonverbal Behavior**-A youth engages in a nonverbal behavior (e.g., flipping off a person, using gang-related hand signals, etc.) that is deemed inappropriate by a staff member.
- **Public Embarrassment**-A youth breaks one or more rules of Douglas County Youth Services while in any location outside the detention center.
- **Interrupting Staff**-A youth speaks to a staff member while that staff member is talking.
- **Inappropriate Voice Tone**-A youth engages in inappropriate social behaviors.
- **Complaining**-When confronted with a task or situation (e.g., not wanting to complete a chore, wanting to be in a room other than what is assigned, etc.), a youth repeatedly makes negative statements about the situation.
- **Wasting Staff Time**-A youth verbally interacts with a staff member in the absence of an emergency after this staff member has specified that he or she does not have time to interact with the youth. This includes pressing the intercom button at times other than an emergency.
- **Inappropriate Conversation**-A youth engages in verbal behavior with another person in a topic of verbal behavior that is deemed inappropriate (e.g., talking about another staff member, talking about illegal or unethical behavior, etc.) by a staff member or the rules of Douglas County Youth Services.
- **Attempting to Deceive Staff**-A youth attempts to withhold information that a staff member has specifically asked for, lies to a staff member, hides unapproved items within the facility, or plans to engage in an illegal or unethical behavior (e.g., a fight or an escape from the facility, etc.).
- **Not Being Patient**-A youth does not sit or stand in an appropriate location, remain quiet or on task, and wait for a staff member to acknowledge the youth.
- **Shirt Untucked**-Any bottom portion of a youth's t-shirt is visible and is not placed completely into the youth's sweat pants or gym shorts.
- **Stealing**-A youth takes any item into his or her possession which does not belong to him or her without the prior approval from the original owner of the item.
- **Being Rude**-A youth displays inappropriate social behaviors while interacting with staff members or other youth within the facility.
- **Splitting Staff**-After a youth fails to receive permission from a staff member to engage in a specific behavior, the youth approaches a different staff member and asks permission to engage in the same behavior.
- **Lying**-A youth makes false statements or is found to be untruthful.
- **Contraband**-An item that is not allowed in the detention center as outlined by the rules of Douglas County Youth Services or any item located in an unauthorized location as outlined by the rules of Douglas County Youth Services.
- **Horseplay**-While engaging in a staff-instructed task or activity, a youth exhibits a behavior that is attention seeking or incompatible with the behaviors required to engage in the staff's task or activity.

- **Unattended Item-** A youth leaves an item (e.g., pencil, checkbook sheet, sweatshirt, etc.), that is supposed to be in his or her possession (as specified by the rules of Douglas County Youth Services), more than 5 feet away from his or her physical location.
- **Gang Activity-**A youth engages in verbal or nonverbal behavior that is known to be associated with specific gangs, sets, or cliques.
- **Threatening Others-**A youth engages in inappropriate social behaviors and states verbally or nonverbally that he or she will engage in a behavior that could result in the harm of another person.
- **Instigating a Peer-**A youth engages in behavior toward another youth that could initiate the other youth to engage in a fight, argument, or verbal/physical altercation.
- **Physically Touching/Harming Others-**Any time a part of a youth's body comes into physical contact with another person other than a "simple handshake" allowed by staff members at Douglas County Youth Services.
- **Walking Behind Staff-** A youth moves or stands behind a staff member without first obtaining permission from that staff member.
- **Inappropriate Use of Chemicals-**A youth uses cleaning chemicals in a manner that does not follow the instructions of a staff member or those labeled on the chemical container.
- **Inappropriate Use of Equipment-**A youth uses equipment in a manner that does not follow the instructions of a staff member or instructions labeled on the equipment.
- **Any Talk of Escape-**A youth speaks verbally or in writing about the unauthorized exit of a youth at Douglas County Youth Services from the detention center.
- **Destruction of Property-**The behavior of a youth results in the damage of Douglas County Youth Services property (e.g., wall graffiti, throwing a desk or chair resulting in damage to the furniture, etc.).
- **Covering Head-** When in bed, a youth has blankets placed over his or her head, and the youth's head is not visible to a person looking through the viewing window on the door to the room.
- **Feeding In-**While a peer is engaging in a behavior not allowed at Douglas County Youth Services, a youth begins to engage in a similar unapproved behavior or engages in inappropriate social behaviors with staff members or the youth's peers.
- **Talking to Dayschool-**A youth residing at Douglas County Youth Services communicates verbally or nonverbally with a youth in the Detention Dayschool Program.
- **Tipping Chair/Desk-**A youth comes into physical contact with a chair or desk causing any legs of the furniture to lose contact with the floor.
- **Loss of Item-**A youth is unable to locate an item that is supposed to be in his or her possession as specified by the rules of Douglas County Youth Services or the instruction of a staff member.
- **Causing and/or Participating in a Security Procedure-**A youth violates, or assists or encourages another youth to violate, one or more of the rules of Douglas County Youth Services resulting in a staff member initiating a security procedure.
- **Not Waiting to be Acknowledged-** A youth moves within the facility or speaks with another youth or staff member without first sitting or standing quietly and patiently with his or her hand raised in the air and waits to be attended to by a staff member.

- **Unattended Conversation (Talking)**-A youth communicates verbally with another youth without first receiving permission to communicate from a staff member.

Quiz Over Behavioral Definitions and Point Values

Name:

Date:

1. What is the appropriate fine amount for wasting staff time?
 - a. \$1
 - b. \$20
 - c. **\$6**
 - d. \$4
2. Which of the following behaviors meets this definition? "A youth carries out a chore in accordance with the staff's instruction and checks back with the same staff member to check that the chore has been completed to the staff member's standard."
 - a. Following Instructions
 - b. Checking Back
 - c. Taking Initiative
 - d. **Chore Completion**
3. What inappropriate behavior is a youth engaging in when he or she lies to a staff member about having food in his or her room after bedtime?
 - a. **Attempting to Deceive Staff**
 - b. Stealing
 - c. Horseplay
 - d. Inappropriate Nonverbal Behavior
4. When a youth engages in sarcasm, a negative or harsh voice tone, or is speaking in a volume that can be heard by people more than 10 feet away, he or she is engaging in:
 - a. **Inappropriate Voice Tone**
 - b. Inappropriate Comment
 - c. Inappropriate Conversation
 - d. Complaining
5. What is the appropriate earnings amount given for following security procedures?
 - a. \$25
 - b. **\$5**
 - c. \$50
 - d. \$10
6. A staff member has issued a security procedure due to an emergency situation with a youth in the facility. After the security procedure has been issued, Jimmy (a youth at the detention center) runs to his room and secures the door behind him. In which appropriate behavior did Jimmy engage?
 - a. Following Instructions
 - b. Turning in Contraband
 - c. Target Behavior
 - d. **Following Security Procedures**

7. What is the appropriate fine amount for a youth being late to bed?
 - a. \$2
 - b. \$10
 - c. \$8
 - d. **\$6**
8. Which of the following behavior meets this definition? "A youth acknowledges positive or negative feedback given by a staff member using an appropriate facial expression, voice tone, and a verbal response immediately after a consequence is given."
 - a. **Accepting Consequences**
 - b. Following Instructions
 - c. Being Polite
 - d. Following Expectations
9. When a youth volunteers to engage in a chore or activity without first being asked by a staff member, how much money should they earn?
 - a. \$15
 - b. **\$1**
 - c. \$3
 - d. \$8
10. What behavior meets the following definition? "Any time a part of a youth's body comes into physical contact with another person other than a 'simple handshake' allowed by staff members at Douglas County Youth Services."
 - a. Threatening Others
 - b. Instigating a Peer
 - c. Gang Activity
 - d. **Physically Touching/Harming Others**

A.I.M. FOR SUCCESS EXPECTATIONS

Lock down:	Any person in lockdown status. Those on level 4 or 5 placed in lockdown will lose their status for at least the minimum period. When you come out of lock down, your level will depend upon your checkbook balance.
Level 1: Adjustment	Any person in the hole or has less than \$50.00 on checkbook sheet. If a youth is over \$30 in the hole they will remain in their room to do copy work during school breaks, free time, and meals to earn positive feedback. The room door may remain ajar but the youth must have permission to exit the room. School may be attended in the classroom. Positive feedback will be given for staying on task, following expectations, working quietly, etc. Bedtime is 8:30 p.m. Agency phone calls will be the only outgoing calls these youth can make.
Level 2: Improving	Checkbook sheet balance must be \$50.00 and above. Youth may remain outside their rooms for school, meals, free time, etc. Personal and agency outgoing calls may be made at staff's convenience. Privileges may be purchase according to Checkbook sheet balance. Weekend wake up is 6 a.m. Bedtime is 9:00 p.m.
Level 3: Motivated	Checkbook sheet balance must be over \$100.00. Lockdowns may lower level depending upon balance after lock down and behavior fines. Youth may be out of their rooms except during security lock downs, bedtime or shift change. Privileges may be purchased according to Checkbook sheet balance. Weekend wake up is 6 a.m. Bedtime is 9:30 p.m.
Level 4: Succeeding	Youth has been at the facility for at least a week and is nominated by staff. Youth consistently shows responsibility for actions and self and demonstrates leadership qualities. Youth avoids fines for negative behavior and engages in no incidents which result in lockdown (this does not include security lockdowns unless the youth's behavior is part of the cause for the lockdown). Checkbook sheet balance must remain above \$150.00. Youth may be out of their rooms except during security lock downs, bedtime or shift change. Privileges may be purchased according to Checkbook sheet balance. Eligible for late night. Weekend wake up is 9:30 a.m. Bedtime is 10:00 p.m. A resident may be suspended from level 4 by staff for negative behavior. Suspension will be documented in an incident report and reviewed by administration. Suspensions will last a minimum of seven days before the resident is considered again for level 4.
Level 5: Trustee	Youth must be nominated by staff from among level 4 residents. Youth must attain a sufficient checkbook balance in order to purchase with a \$300.00 charge. The remainder of the checkbook balance will remain on account. Youth will not maintain a checkbook sheet. All available privileges are purchased when the level is purchased. Youth must show exemplary behavior and leadership among their peers. Youth is exempt from group consequences, except security lockdowns. Youth will determine own bedtime and may remain out of their room except during security lockdowns and shift change. Youth are expected to receive no fines. Youth may be revoked from level 5 by staff for negative behavior and will be placed on the level determined by the remaining balance on account. Revocation will be documented in an incident report and reviewed by administration. Revocations will last a minimum of seven days.

Token Economy Level Guidelines

Appendix B-Recruitment Materials

Title

Staff Consistency of the Implementation of a Token Economy in a Juvenile Detention Center

INTRODUCTION

The Department of Applied Behavioral Science at the University of Kansas supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You may refuse to sign this form and not participate in this study. You should be aware that even if you agree to participate, you are free to withdraw at any time. If you do decide to participate or withdraw from this study, it will not affect your relationship with Douglas County Youth Services or the University of Kansas.

PURPOSE OF THE STUDY

The purpose of this research is to develop a consistent method of implementation of a token economy in a juvenile detention center and determine whether this implementation of the token economy affects juveniles' behavior. It is anticipated that this consistent method of implementation will lead to increases in youth engagement in appropriate behaviors and fewer restrictive security procedures and fewer instances of youth disobeying the rules of the facility. Currently, Douglas County Youth Services implements a token economy in the form of checkbook sheets. Youth are issued money on their checkbook sheets that can be exchanged for privileges within the juvenile detention center. Further, youth can lose money on their checkbook sheets contingent on engaging in inappropriate behaviors. Tokens are defined as the monetary amount that youth earn on their checkbook sheets for engaging in appropriate behaviors, or removed contingent on engaging in inappropriate behaviors.

PROCEDURES

In the beginning of the study, you will be asked to read a short manual that will describe the token economy in detail. Once you have completely read the manual, you will be asked to take a short quiz to demonstrate that you understand the token economy and how to implement it properly within the juvenile detention center. Once you have successfully completed the quiz, you will be asked to implement the token economy in accordance with the guidelines outlined in the manual during your regular interactions with the youth at the juvenile detention center. Finally, the primary researcher will give you

immediate verbal praise following the appropriate implementation and corrective feedback following the inappropriate implementation of the token economy. Throughout the course of the study, unannounced live observations will be conducted to gather information on your implementation of the token economy. It is anticipated that the duration of the study will last between 9-12 months.

RISKS

There are no anticipated risks to participants who choose to participate in this study.

BENEFITS

It is anticipated that participants will benefit from this study both directly and indirectly. As staff members begin implementing the token economy in a consistent manner, it is anticipated that the problem behavior of the youth residing at the juvenile detention center will decrease. Due to this decrease in problem behavior, staff will directly benefit from the study in that the study will help create an easier, safer, and more productive work environment. Additionally, this study may provide indirect benefits in that it may influence these youth to engage in less problem behavior once they return to society.

PAYMENT TO PARTICIPANTS

Participants will not receive any form of payment for participating in this study.

PARTICIPANT CONFIDENTIALITY

Your name will not be associated in any publication or presentation with the information collected about you or with the research findings from this study. Instead, the researcher(s) will use a study number or a pseudonym rather than your name. Your identifiable information will not be shared unless (a) it is required by law or university policy, or (b) you give written permission. Permission granted on this date to use and disclose your information remains in effect indefinitely. By signing this form, you give permission for the use and disclosure of your information for purposes of this study at any time in the future. Although every effort will be made to maintain your confidentiality, it cannot be fully guaranteed.

REFUSAL TO SIGN CONSENT AND AUTHORIZATION

You are not required to sign this Consent and Authorization form and you may refuse to do so without affecting your right to any services you are receiving or may receive from the University of Kansas or Douglas County Youth Services, or to participate in any programs or events of the University of Kansas or Douglas County Youth Services. However, if you refuse to sign, you cannot participate in this study.

CANCELLING THIS CONSENT AND AUTHORIZATION

You may withdraw your consent to participate in this study at any time. You also have the right to cancel your permission to use and disclose further information collected about you, in writing, at any time, by sending your written request to: Austin O'Neal, Department of Applied Behavioral Science, University of Kansas, 1000 Sunnyside Ave Rm. 4001, Lawrence, Kansas 66045.

If you cancel permission to use your information, the researchers will stop collecting additional information about you. However, the research team may use and disclose information that was gathered before they received your cancellation, as described above.

QUESTIONS ABOUT PARTICIPATION

Questions about procedures should be directed to the researcher(s) listed at the end of this consent form.

PARTICIPANT CERTIFICATION:

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to, any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may call (785) 864-7429 or (785) 864-7385, write the Human Subjects Committee Lawrence Campus (HSCL), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas 66045-7568, or email irb@ku.edu.

I agree to take part in this study as a research participant. By my signature, I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorization form.

Type/Print Participant's Name

Date

Participant's Signature

Researcher Contact Information

Austin O'Neal

Primary Researcher

Department of Applied Behavioral Science

1000 Sunnyside Ave. Rm. 4001

University of Kansas

Lawrence, KS 66045

620-200-1269

Jan Sheldon, Ph.D., J.D

Faculty Supervisor

Department of Applied Behavioral Science

1000 Sunnyside Ave. Rm. 4001

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Lawrence, KS 66045

785-864-4840

James A. Sherman, Ph.D.

Faculty Supervisor

Department of Applied Behavioral Science

1000 Sunnyside Ave. Rm. 4001

University of Kansas

Lawrence, KS 66045

785-864-4840

Title

Juvenile Correctional Officers' Consistency of the Implementation of a Token Economy in a Juvenile Detention Center

INTRODUCTION

The Department of Applied Behavioral Science at the University of Kansas supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to provide assent to your child/youth with whom you are working to participate in the present study. You may refuse to sign this form, and if you do sign this assent form, you are free to withdraw your assent at any time and it will not affect the youth's relationship with Douglas County Youth Services or with the University of Kansas.

PURPOSE OF THE STUDY

The purpose of this research is to develop a consistent method of using a token economy in a juvenile detention center and determine whether use of the token economy affects juveniles' behavior. It is anticipated that consistent use of the token economy will lead to increases in youth engagement in appropriate behaviors and decreases in restrictive security procedures and fewer instances of youth disobeying the rules of the facility.

PROCEDURES

In the beginning of the study, juvenile correctional officers will be asked to read a short manual that will describe the token economy in detail, and the primary researcher will teach them how to implement the token economy properly in the juvenile detention center. Once they have read the manual completely, they will be asked to take a short quiz to demonstrate that they understand the token economy and how to implement it properly within the juvenile detention center. Once they have successfully completed the quiz, they will be asked to implement the token economy in accordance with the guidelines outlined in the manual during their regular interactions with your child/youth with whom you are working at the juvenile detention center. Finally, the primary researcher will give the juvenile correctional officers verbal feedback about their performance. Throughout the course of the study, video and audio recordings will be gathered on juvenile correctional officers' implementation of the token economy. Interactions between your child/youth with whom you are working and juvenile correctional officers will be audio and video recorded. These recordings will be held confidentially in a locked filing cabinet located in the office of the primary researcher on the University of Kansas campus and will only be used for the purpose of this

study. Transcription of the recordings will be done by the primary researcher and his research assistant. All audio and video recordings will be destroyed following the completion of the study and any subsequent publishing of the results. These recordings will be a requirement to participate in the study. It is anticipated that the duration of the study will last between 9-12 months.

RISKS

There are no anticipated risks to participants who choose to participate in this study.

BENEFITS

It is anticipated that participants will benefit from this study both directly and indirectly. As juvenile correctional officers begin implementing the token economy in a consistent manner, it is anticipated that the problem behavior of the youth residing at Douglas County Youth Services will decrease. Due to this decrease in problem behavior, juvenile correctional officers will directly benefit from the study in that the study will help create an easier, safer, and more productive work environment. Additionally, this study may provide indirect benefits in that it may influence these youth to engage in less problem behavior once they return to society.

PAYMENT TO PARTICIPANTS

Participants will not receive any form of payment for participating in this study.

PARTICIPANT CONFIDENTIALITY

The name of the youth who is in your child/youth with whom you are working will not be associated in any publication or presentation with the information collected about him/her or with the research findings from this study. Instead, the researcher(s) will use a study number or a pseudonym rather than the youth's name. Identifiable information of the youth will not be shared unless (a) it is required by law or university policy, or (b) you give written permission. Permission granted on this date to use and disclose your non-identifiable information remains in effect indefinitely. By signing this form, you acknowledge the use and disclosure of information for purposes of this study at any time in the future.

REFUSAL TO SIGN ASSENT AND AUTHORIZATION

You are not required to sign this Assent and Authorization form, and you may refuse to do so without affecting the right of your child/youth with whom you are working to any services he/she is receiving or may receive from the University of Kansas or Douglas County Youth Services, or to participate in any programs or events of the University of Kansas or Douglas County Youth Services.

CANCELLING THIS ASSENT AND AUTHORIZATION

You may withdraw your assent for your child/youth with whom you are working to participate in this study at any time by contacting Austin O'Neal, Department of Applied Behavioral Science, University of Kansas, 1000 Sunnyside Ave Rm. 4001, Lawrence, Kansas 66045.

QUESTIONS ABOUT PARTICIPATION

Questions about procedures should be directed to the researcher(s) listed at the end of this consent form.

PARTICIPANT CERTIFICATION:

I have read this Assent form. I have had the opportunity to ask, and I have received answers to, any questions I had regarding the study. I understand that if I have any additional questions about the rights of my youth as a research participant, I may call (785) 864-7429 or (785) 864-7385, write the Human Subjects Committee Lawrence Campus (HSCL), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas 66045-7568, or email irb@ku.edu.

I give my assent for my child/youth with whom I am working to take part in this study as a research participant. By my signature, I affirm that I am at least 18 years old and that I have received a copy of this Assent form.

Type/Print Parent/Guardian Name

Date

Participant's Signature

Researcher Contact Information

Austin O'Neal

Primary Researcher

Department of Applied Behavioral Science

1000 Sunnyside Ave. Rm. 4001

University of Kansas

Lawrence, KS 66045

620-200-1269

Jan Sheldon, Ph.D., J.D

Faculty Supervisor

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James A. Sherman, Ph.D.

Faculty Supervisor

Department of Applied Behavioral Science

1000 Sunnyside Ave. Rm. 4001

University of Kansas

Lawrence, KS 66045

785-864-4840

My name is Austin O’Neal and I am interested in learning about how the money you receive on your checkbook sheets help you follow the rules of the detention center because I want to help you become more successful in the community. If you would like, you can be in our study. You will not have to change any part of your daily routine. During the study, we would like to observe some of your day-to-day interactions with staff members for up to an hour, 5 days a week, for the next 10 months or the remainder of your time in the facility. These observations will be kept private and will only be used for the purpose of our study.

We do not anticipate that there are any risks to your participation in our study. We believe that this study will help you in that you will be better at following rules in the detention center.

If you choose to participate in our study, this will not impact your court case in any way. Additionally, if you do not want to participate, nothing negative will happen; you will not receive any punishment.

When I tell other people about my research, I will not use your name, so no one can tell whom I am talking about.

If you do not want to be in the study, no one will be mad at you. If you want to be in the study now and change your mind later, that’s OK. You can stop at any time.

I will be happy to answer any questions you may have now or when we are talking together. Do you want to take part in this project?

X

Type/Print Participant's Name

X

Date

X

Participant's Signature

X

Date

Appendix-D JCO and Youth Satisfaction Surveys
Staff Satisfaction Form

Name of Staff:

Date:

How **confident** are you that you are using the checkbook sheets accurately?

1-----2-----3-----4-----5-----6-----7
Not Neutral Very
Confident Confident

How **easy** is it to implement the checkbook sheets?

1-----2-----3-----4-----5-----6-----7
Not Neutral Very
Easy Easy

How **fair** are you across youth when implementing the checkbook sheets?

1-----2-----3-----4-----5-----6-----7
Very Neutral Very
Unfair Fair

How **consistent** are you across youth when implementing the checkbook sheets?

1-----2-----3-----4-----5-----6-----7
Very Neutral Very
Inconsistent Consistent

How **satisfied** are you with the current checkbook sheet procedures?

1-----2-----3-----4-----5-----6-----7
Very Neutral Very
Dissatisfied Satisfied

How **helpful** are the checkbook sheets in making your job easier?

1-----2-----3-----4-----5-----6-----7
Not Neutral Very
Helpful Helpful

How **effective** do you think the checkbook sheets are in helping youth behave appropriately?

1-----2-----3-----4-----5-----6-----7
Very Neutral Very
Ineffective Effective

Youth Satisfaction Form

Name of Staff:

Date:

How **fair** is this staff member when using the checkbook sheets?

1-----2-----3-----4-----5-----6-----7
Very Neutral Very
Unfair Fair

How **pleasant** is this staff member when using the checkbook sheets?

1-----2-----3-----4-----5-----6-----7
Very Neutral Very
Unpleasant Pleasant

How **consistent** is this staff member when using the checkbook sheets?

1-----2-----3-----4-----5-----6-----7
Very Neutral Very
Inconsistent Consistent

How **concerned** is this staff member in helping you succeed when using the checkbook sheets?

1-----2-----3-----4-----5-----6-----7
Not Neutral Very
Concerned Concerned

Appendix-E Original Interaction Guidelines

Douglas County Youth Services					
Interaction Guidelines					
RESPONSIBILITY		RESPECT		SAFETY	
Appropriate Behavior	Reward	Appropriate Behavior	Reward	Appropriate Behavior	Reward
Accepting Consequences	.50-\$5.00	Not Arguing	.50-\$3.00	Following Security Procedures	\$3.00-\$5.00
Checking Back	.25-.50	Good Voice Tone	.35-.50	Turning in Contraband	\$3.00-\$10.00
Following Instructions	.50-\$1.00	Being Patient	.50-\$1.00	Proper Use of Chemicals	.35-.50
Following Expectations	.35-\$1.00	Being Polite	.35-\$1.00	Not Feeding In	\$1.00-\$5.00
Volunteering	.50-\$1.00	Remaining Quiet	.50-\$1.00	Keeping Head Uncovered	
Staying on Task	.50-\$1.00	Acknowledging Staff	0.50	Pushing in Chair	.35-\$1.00
Helping Staff or Peer	.50-\$5.00	Waiting to be Acknowledged	.50-.75	Appropriate Use of Chemicals/Equipment	.25-\$.75
Captain (shower/chore)	\$1.00	Shirt Tucked In	\$.50-\$1.00		
Chores (kitchen,laundry,cleaning)	.35-\$4.00				
Hygiene	\$1.00				
Taking Initiative	.50-\$2.00				
Clarifying	.35-.50				
No Fines for the Shift	\$1.00-\$5.00				
Target Behavior	\$1.00-\$3.00				
RESPONSIBILITY		RESPECT		SAFETY	
Inappropriate Behavior	Consequence	Inappropriate Behavior	Consequence	Inappropriate Behavior	Consequence
Not having Permission	\$2- \$10	Arguing	\$5-\$10*	Contraband (new charges possible)	\$10-\$50*
Not Following Instructions	\$5-\$25	Swearing/Cussing	\$5-\$10*	Horseplay	\$5-\$25 *
Not Following Expections	\$2-\$25	Inappropriate Comment	\$5-\$25.00	Unattended (pencil,eraser,checkbook)	\$5.00
Kicked out of Class (2hr LD, DRR)	\$10.00-\$20.00	Non- Verbal	\$5-\$25.00	Gang Activity (writing,slang,gestures,sagging)	\$25.00*
Cheating (1st Time amount x 2 +\$10/2nd Time 0 balance)		Public Embarrassment	25.00*	Threatening Others	\$25.00-\$50.00**
Being off Task	\$3.00-\$5.00	Interupting	\$3.00-\$5.00	Instigating a Peer	\$25.00*
Not Completing Hygiene	\$5.00-\$10.00	Inappropriate Voice Tone	\$3.00-\$5.00	Physically Touching/Harming Others	\$25.00-\$50.00*
Late to Bed	\$10.00	Complaining	\$3.00-\$5.00	Walking Behind Staff	\$5.00-\$10.00
Falling Asleep During School	\$10.00	Wasting Staff Time	\$3.00-\$10.00	Inappropriate Use of Chemicals/Equipment	\$5.00-\$25.00*
Wearing Make-up (DS)	\$10.00	Inappropriate Conversation	\$25.00-\$50.00*	Any Talk of Escape**	\$50.00**
		Attempting to Decieve Staff	\$10.00-\$25.00	Destruction of Property	Staff Discretion
		Not Being Patient	\$3.00-\$5.00	Covering Head	\$5.00-\$10.00
		Shirt Untucked	\$3.00-\$5.00	Feeding In	\$5.00-\$25.00*
		Stealing	\$25.00*	Talking to Resident/DS	\$10.00
				Tipping Chair/Desk	\$3.00-\$5.00
				Loss of (pencil,eraser,checkbook) (LDSS)	\$25.00
				Touching Control Counter	\$25.00*
				Causing a Security Procedure	\$25.00**

* Behaviors maybe eligible for DRR ** Behaviors will result in DRR or Lockdown