

Chapter: Rules for State-Operated Programs and Facilities	Effective Date: 10/1/15
Subchapter: Behavior Management and Youth Discipline	
Division: Behavior Management	Page: 1 of 3
Rule: Behavior Management System Overview	Replaces: GAP.380.9501, 9/1/09
ACA: 4-JCF-2A-09, 3B-02, 3B-03, 3B-05	
3-JCRF-3D-04	
Statutes: N/A	

RULE

(a) **Purpose.**

This rule establishes the basic principles on which the Texas Juvenile Justice Department (TJJD) operates its behavior management system.

(b) **General Provisions.**

TJJD's behavior management system addresses incentives for adhering to rules and consequences for breaking them. The system fosters accountability for behavior and compliance with rules and expectations. The system is designed to:

- (1) maintain order and security;
- (2) promote safety, respect for self and others, fairness, and protection of rights;
- (3) provide constructive discipline and a system of incentives and consequences to encourage youth to meet expectations for behavior;
- (4) provide opportunities for positive reinforcement and recognition for accomplishments and positive behaviors;
- (5) promote pro-social means for youth to meet their needs;
- (6) promote constructive dialogue and peaceful conflict resolution;
- (7) minimize separation of youth from the general population; and
- (8) limit the need to use force when responding to youth behavior.

(c) **Rules and Privileges.**

- (1) Purposeful rules are less likely to be broken; therefore, behavioral expectations and rules of conduct are developed in a manner that allows youth and staff to clearly understand each expectation or rule and its intended purpose.
- (2) Youth conduct is evaluated daily on a set of basic expectations. Youth may earn or lose privileges based on following the basic expectations. See [§380.9502](#) of this title for more information on the youth privilege system.
- (3) Youth who violate specific rules of conduct are subject to disciplinary consequences. See [§380.9503](#) and [§380.9504](#) of this title for more information on rules and consequences.

(d) Intervention Strategies.

- (1) Staff members are trained to address misconduct by progressively applying the most appropriate behavioral intervention strategies. Behavioral interventions are designed to address the youth's misconduct, encourage the youth to recognize negative thoughts and feelings, and promote thinking skills that reduce risk of misconduct and contribute to positive decisions.
- (2) Staff members determine which interventions are employed based on their knowledge of the current situation and the youth involved. Behavioral interventions include, but are not limited to, the following:
 - (A) verbal prompts;
 - (B) discussion away from the group;
 - (C) check-in with peer group;
 - (D) time-out;
 - (E) cooling-off period, in accordance with [§380.9520](#) of this title;
 - (F) completion of an assignment designed to assist youth in processing behaviors and promote prosocial means for youth to meet their needs;
 - (G) movement to a designated area within the educational setting to refocus behavior and discuss strategies for success in the classroom;
 - (H) unscheduled or scheduled behavior group;
 - (I) security referral, in accordance with [§380.9740](#) of this title; and
 - (J) Redirect program, in accordance with [§380.9517](#) of this title.
- (3) In cases where a youth is displaying an ongoing behavioral problem, an individualized plan with alternative interventions may be created by the youth's multi-disciplinary team.

(e) Disciplinary Consequences.

- (1) Discipline is administered with the goal of imposing only the least restrictive consequences that are effective in correcting the misbehavior and ensuring safety and order. Where feasible and appropriate, the consequences are directly related to the nature and seriousness of the violation. Extenuating circumstances of the violation are considered. See [§380.9503](#) and [§380.9504](#) of this title for procedures relating to issuing disciplinary consequences.
- (2) Youth are made aware of rules and disciplinary consequences through verbal instruction and written documents.
- (3) No disciplinary consequences may be imposed except in accordance with the provisions of this subchapter.
- (4) The following are prohibited as consequences for rule violations:
 - (A) corporal or unusual punishment;
 - (B) subjecting youth to humiliation, harassment, or physical or mental abuse;
 - (C) personal injury;
 - (D) subjecting youth to property damage or disease;
 - (E) punitive interference with the daily functions of living, such as eating or sleeping; and
 - (F) purposeless or degrading work, including group exercise as a consequence.
- (5) Youth are not permitted to impose disciplinary consequences against other youth. Youth or groups of youth are not given control or authority over other youth.
- (6) Consequences are applied on an individual basis and only for a youth's own actions or failure to act when responsible for doing so. Group discipline is prohibited. Actions taken for the purpose of maintaining safety and security (e.g., temporary lockdown to locate a missing tool, dorm activity restriction to address deteriorating dorm culture) are not considered group discipline.

- (7) Disciplinary consequences must not deny youth the following:
- (A) regular meals (from the established menu) or snacks;
 - (B) sufficient sleep;
 - (C) physical exercise;
 - (D) mail;
 - (E) contact through visitation or telephone with parents, attorneys, or personal clergy;
 - (F) legal assistance;
 - (G) medical attention;
 - (H) mental health services;
 - (I) educational services; or
 - (J) religious services.
- (8) More than one disciplinary consequence may be imposed for the same rule violation if:
- (A) the criteria and conditions for the imposition of each disciplinary consequence are met; and
 - (B) the appropriate level of due process is provided based on the most severe of the disciplinary consequences imposed.
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