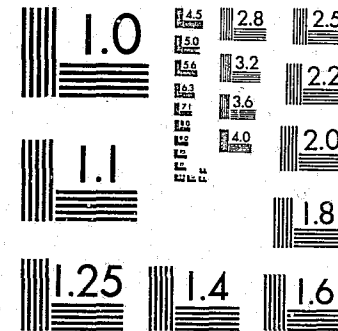


National Criminal Justice Reference Service

ncjrs

This microfiche was produced from documents received for inclusion in the NCJRS data base. Since NCJRS cannot exercise control over the physical condition of the documents submitted, the individual frame quality will vary. The resolution chart on this frame may be used to evaluate the document quality.



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Microfilming procedures used to create this fiche comply with the standards set forth in 41CFR 101-11.504.

Points of view or opinions stated in this document are those of the author(s) and do not represent the official position or policies of the U. S. Department of Justice.

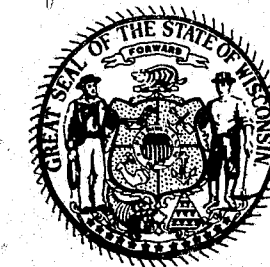
National Institute of Justice
United States Department of Justice
Washington, D. C. 20531

9/28/83

REPORT TO THE SECRETARY
DEPARTMENT OF HEALTH AND SOCIAL SERVICES

CHILDREN'S SERVICES INITIATIVE
TASK ASSIGNMENT #2.15

PROBATION SUPERVISION AND AFTERCARE
SERVICES FOR DELINQUENT YOUTH



SUPERVISION AND AFTERCARE SERVICES COMMITTEE
NOVEMBER, 1981

88862

U.S. Department of Justice
National Institute of Justice

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the National Institute of Justice.

Permission to reproduce this copyrighted material has been granted by

Wisconsin Department of
Health and Social Services

to the National Criminal Justice Reference Service (NCJRS).

Further reproduction outside of the NCJRS system requires permission of the copyright owner.

This report is dedicated to

Youth
Their Families
Their Communities
Their Workers

TABLE OF CONTENTS

NCJRS

APR 9 1983
Page 1

ACQUISITIONS
7

Introduction

Committee Membership and Acknowledgements

Chapter One: Components of Supervision and Aftercare Services Structures	13
Section A: Youth Involvement	15
Section B: Involvement of Family and Other Significant Persons	17
Section C: Individualized Service	19
1. Diagnosis	19
2. Individualized Service Plan	19
3. Assessment	30
Addendum: Purchase of Service Agreement	31
Section D: Structure and Expectations	37
Section E: Placement Criteria	39
Section F: Case Management/Service Coordination	46
Section G: Program Evaluation	49
Section H: Community Support and Coordination	51
Section I: Support Relationships	53
Section J: Advocacy	54
Section K: Education	55
1. Academic	55
2. Vocational/Employment Training	58
Section L: Staff Motivation and Training	59
Section M: Records, Reporting and Information Systems	62
Chapter Two: Court Report Model	65
Chapter Three: Provision of Supervision Services	86
Chapter Four: Provision of Aftercare Services	89
Chapter Five: A Skills-Based Component for Approaches to Service Provision	94
Chapter Six: Role of the Department	100
Chapter Seven: Custody and Custody Transfers	103
Appendix A: Implementation Plan	107
Appendix B: Conditions of Juvenile Supervision and Aftercare Form Model	112
Appendix C: Bibliography	116
Appendix D: Assessment Results	125
Appendix E: Training Needs	

L

INTRODUCTION

An effective service delivery system requires the involvement of a broad range of community resources to ensure that a delinquent youth's needs are appropriately met. In order to achieve that range, the agency(ies) administering programs must assess, enhance and develop the capacity of local resources to provide services to delinquent youth. In Wisconsin, the counties and the Department of Health and Social Services (hereinafter referred to as the Department) presently assume administrative and programming responsibilities for the defined target group of adjudicated delinquent youth. Counties administer probation programs and supervise youth who have been adjudicated delinquent and either continue to live in their own home or placed in a substitute care facility. The Department administers an aftercare program and assumes case responsibility for adjudicated delinquents who have been placed in juvenile correctional institutions and subsequently determined to be appropriate for return to the community. Both the counties and the Department are involved in either providing direct services or ensuring that such services are delivered to youth and families through contracting with private resources.

The delinquency service system is in a period of transition because of major changes within the legal system, Departmental policy and the availability of specialized state funds at the local level. First, the Children's Code, which became effective during November 1978, established specific criteria regarding youth transferred to Departmental custody for secure correctional care. Resultant changes in the institution population produced corresponding changes in the aftercare population and in the delinquent population continued in community programs. Because of these changes, there is an even greater need to evaluate resources and delineate gaps and overlaps in the service delivery system. Despite recent efforts to achieve a better system, gaps in the service delivery system have been identified in the following areas: services to youth and their families to enhance communication/problem solving skills; school re-entry programs; employment readiness and employment programs; and community residential facilities for the aggressive and/or seriously emotionally disturbed youth. These program areas will need continued attention during this transition period.

Second, in the juvenile justice system, the Department provides direct services only to delinquent youth who are in Departmental legal custody either in a juvenile correctional institution or on aftercare status. Prior to a change in Department policy, the Department supervised youth on "regular" (i.e., county custody) probation in selected counties. Additionally, the Department formerly supervised and administered a probation program for youth whose legal custody was transferred to the Department for the purpose of placement in the community (i.e., Juvenile "C" Custody Transfer).

Finally, the Community Youth and Family Aids Program (Youth Aids) was phased in (viz., ten counties) in CY 1980 and was fully implemented beginning CY 1981. This program is a vehicle to allow local officials a choice, supported by state funding, in providing services to delinquent youth who formerly would have

been placed with the Department for correctional services. Youth Aids provides a set of grants to counties to improve the quality and range of juvenile delinquency and related services. Additionally, Youth Aids changes the fiscal relations between the counties and the Department in that the county is given funds and then charged for the cost of correctional institution care and aftercare supervision/services. Counties' interest, intent, ability and capacity to assume aftercare services need to be explored. Correspondingly, the Department will evaluate the extent and nature of its role in providing services to delinquent youth.

While emphasis needs to be placed on the joint county/state partnership to assure availability of comprehensive and appropriate services for delinquent youth, the unique components of an aftercare services system need recognition. The planning and monitoring responsibilities which supervising workers have from the time a youth is placed in a secure facility need policy/program review. This is of particular importance in an aftercare system because the worker needs to be involved in planning with institution personnel for the earliest appropriate return of the youth to the community. Early and continued involvement in plan development is the foundation for plan implementation and successful community reintegration.

To provide a framework for studying the issues and concerns and formulating an implementation model and strategy, the following objectives were developed:

To recommend options for providing services to delinquent youth and to delineate policy alternatives. To determine options for providing aftercare services which include the following: utilization of agency service agreements between counties, private agencies and the Department to share in the provision of services; Department provision of services; county provision of services (including collaboration among counties); contracting with private agencies for services while either the county or Department assumes case responsibility for youth; and utilization of a combination of the above-mentioned options when unique factors are present. This effort will ultimately result in the development of standards for the provision of aftercare services irrespective of which agency(ies) assumes case and program responsibilities.

To determine options for providing probation supervision/services which include the following: utilization of agency service agreements between a county and private agencies, other counties or the Department to share in the provision of services; county provision of services; contracting between county and private agencies or the Department on a case-by-case basis for supervision/services while counties maintain case responsibility for the youth(s); collaboration among counties to supervise and administer a program; or

utilization of a combination of these options when unique factors are present. This effort will ultimately result in the development of standards for the provision of probation supervision/services irrespective of which agency(ies) assumes case and program responsibilities.

The Committee's first order of business was to develop a mission and goals statement designed to point us in a direction and get us to our destination and to remind us of why we were going there.

The program mission and goals for youth services of the Committee were designed in order to work with concerned public and voluntary agencies and individuals; to help families as needed; and to achieve and to maintain a home environment characterized by stability, sensitive concern, and adequate resources so that youth are protected, nurtured, loved and encouraged to develop their potential as human beings. In support of this mission and these goals, the Committee established the following principles in order to effect the appropriate level of services and care.

- A. To encourage and strengthen the capacity of parents and youth to act on their own behalf and to function effectively as a family;
- B. To seek to ensure, in conjunction with human service agencies and groups, that families learn of and have access to a range of human service options most needed to meet both the normal and special needs of their children;
- C. To protect the rights of youth and parents, and to work toward the elimination of discrimination on the basis of age, sex, race, religion, disabling condition, national origin, or socio-economic conditions which may impede the ability of youth to develop their full human potential.

The Committee further realizes that, on occasion, the ability of the family to provide for the needs of youth is severely limited, thus necessitating a more active role by outside agencies. In those situations, it should be the broad-based goal of those agencies:

- A. To arrange for placement of a youth outside of the home when ordered by a court and for subsequent care and services in the least restrictive setting consistent with the youth's needs, and to facilitate, where possible, the earliest return of the youth to the home, based upon the youth's needs and the protection of the community;
- B. To effect early and appropriate permanent placement for a youth when a continuation or reunion with the family is not possible; and, concurrently, to make available necessary services to other family members in order to prevent further disintegration;

- C. To provide acute care or specialized institutional care when appropriate.

To these ends, the Committee shall have the following process goals:

- A. To examine the current plan and, if necessary, to develop a new and comprehensive statewide plan to ensure that appropriate choices are developed, improved or sustained to meet the varied service needs of youth and families;
- B. To review the type and quality of services and programs provided to and for youth and families in order to ensure that the service system structure is responsive to the needs of the youth and families;
- C. To examine and develop a planning process which provides for the development of individualized case plans for all youth. The planning process should begin at the time of entry into the juvenile justice system and be continued throughout the duration of care and service provision;
- D. To allow the youth and family as much opportunity as possible for involvement in the development and implementation of the individualized plan; to develop grievance procedures which are understandable and accessible to youth and families at all points of decision-making in the juvenile justice system; and to provide the youth and family with an opportunity to have face-to-face discussions regarding decisions which affect his/her placement and service plan, and to provide a written statement summarizing the rationale for these decisions;
- E. To develop rules and conditions of supervision and aftercare services which provide the degree of uniformity, clarity, and specificity necessary to ensure that the youth's rights are protected and addressed and which allow sufficient flexibility to develop behaviorally-specific conditions to meet the special needs of a particular youth.

Through the realization of the aforementioned process goals, the Committee hopes to develop and implement:

- A. A model for a continuum of social, vocational, educational and other community-based services to assist delinquent youth and their families in full cooperation with human service agencies and programs;
- B. A model for comprehensive social investigation and sound recommendations as a part of the commitment process;
- C. A model program which provides for access to training, education, work experience, coping skills, and any other programs and services which assist the youth during reinte-

gration into the family and community, and throughout the term of commitment;

- D. A model for effective and efficient utilization of community residential resources in a manner which ensures that youth who are in need of out-of-home placement are placed in the least restrictive setting consistent with their needs and the needs and protection of the community.

COMMITTEE MEMBERSHIP
AND ACKNOWLEDGEMENTS

To assure participation of a broad-based coalition of people to complete these objectives, representation was sought from a variety of county agencies, state departments and divisions, advocacy groups and private provider agencies. The Committee membership was the following:

Severa Austin
Director
Bureau for Children, Youth &
Families
Division of Community Services

Lynn Buckley, Social Worker IV
Adolescent Services Unit
Eau Claire Department of
Human Services

Rena Bugge
Juvenile Delinquency Prevention
Consultant
Western Regional Office
Division of Community Services

Gary Carlson
Juvenile Court Judges Association
Juvenile Court Judge
Taylor County Circuit Court

Don Clemens
Wisconsin Association of Family
& Children's Agencies
Director, Resident Programming
Sunburst Youth Homes

Lorraine Davis
Supervisor
School Social Work Services
Department of Public Instruction

Gary Deblasio¹
Wisconsin Social Service
Board Members and
Directors Association
Alternate Care Administrator
Jefferson County Human Services
Department

April Faulkner
Juvenile Court Judges Association
Juvenile Intake Worker
Taylor County Juvenile Court

Barbara Franks
Juvenile Justice Systems Analyst
Wisconsin Council on Criminal
Justice

Francis Genter
Social Services Supervisor
Dane County Department of
Social Services

Brian Goerl
Youth Representative
Outagamie County Department of
Social Services

Don Gudmanson²
Interim Coordinator
Bureau of Juvenile Services
Division of Corrections

Howard Hagens
Wisconsin Federation of Foster
Parent Organizations
Foster Parent

Carl Herrmann
Social Services Supervisor
Jackson County Department of
Social Services
Wisconsin Social Services Association

Michael Hughes
Budget Analyst
Department of Administration

Conrad Hutterli
Assistant Regional Chief
(Western Region)
Bureau of Community Corrections
Division of Corrections

¹Replaced Norm Brickl
Director
Calumet County
Dept. of Social Services

²Replaced by John Ross
Director
Bureau of Juvenile Services

Don Jefferson
Probation Officer Supervisor
Milwaukee County Children's
Court Center

Jay Johnson
Aftercare Services Coordinator
Racine County Department of
Human Services

Steve Koszarek
Juvenile Court Intake Worker
Douglas County Department of
Social Services

Rob Lombardo
President
Wisconsin Juvenile Officer's Assn.
Madison Police Department

Leo Martinez
Wisconsin Association of Family
& Children's Agencies
Director of Holy Cross
St. Charles Boys' Home

Cliff McCoy
Regional Support Section Chief
Milwaukee Regional Office
Division of Community Services

Anne Mikkelsen
Planning Analyst
Division of Policy and Budget

Jim Miller
Probation and Parole Agent (Juv.)
Bureau of Community Corrections
Division of Corrections

George Nestler
Wisconsin Association of Group
Homes for Children
Walden Homes, Ltd.
Thoreau House

Colinda Ostrander
Youth Representative
Lincoln Hills School
Division of Corrections

Ron Patros
Treatment Director
Ethan Allen School
Division of Corrections

David L. Peterson
Juvenile Delinquency Prevention
Consultant
Northern Regional Office
Division of Community Services

Joseph Polasek
Budget Analyst
Department of Administration

Tracey Priestley
Juvenile Court Intake Supervisor
Waukesha County Department of
Social Services

Fred Roth
Social Work Supervisor
Eau Claire County Department
of Human Services

Don Schmitt
Director
Juvenile Offender Review Program
Department of Health and
Social Services

Michael Shroeder
Wisconsin Association of
Community Human Services Programs
Director
Columbia County Human Services Board

Stephen Simanek
Juvenile Court Judges Association
Juvenile Court Judge
Racine County Circuit Court

Michelle Smart
Youth Representative
Voyageurs Group Home
Division of Corrections

Jerry Westerhouse
Social Services Supervisor
Lincoln Hills School
Division of Corrections

Michael St. John
Youth Policy and Law Center
Social Services Director
Sacred Heart Rehabilitation
Hospital

Linda E. Wills
Budget and Management Analyst
Division of Policy and Budget

Sandy Venner
Youth Aids Program Specialist
Outagamie County Department
of Social Services

Barbara Yaffee
Chief Legal Counsel
Department of Health and
Social Services

Karl Vircks
Community Services Specialist
Bureau of Juvenile Services
Division of Corrections

The committee co-chairpersons were the following:

Richard Kiley
Lead Division Planner
Office of Coordinated Community
Services
Division of Community Services

Barbara La Follette
Youth Aids Coordinator
Bureau of Juvenile Services
Division of Corrections

Staff to the committee were the following:

Bill Olson
Juvenile Unit Supervisor
(Milwaukee Region)
Bureau of Juvenile Services
Division of Corrections

Bill Fogarty
Probation and Parole Agent
(Milwaukee Region)
Bureau of Juvenile Services
Division of Corrections

Mark S. Mitchell
Substitute Care Specialist
Bureau for Children, Youth & Families
Division of Community Services

The co-chairpersons and staff met semi-weekly in order to fulfill their leadership and staff role responsibilities. The full committee and the subcommittees met as follows:

October 7-8, 1980	Madison	Full committee
November 10	Lincoln Hill School	Full committee
November 11	Wausau	Full committee and subcommittees
December 17	Ethan Allen School	Full committee
December 18	Waukesha	Full committee and subcommittees

January 20, 1981	Oshkosh	Subcommittees
January 21	Oshkosh	Full committee
February 10	Stevens Point	Subcommittees 1 & 2
February 24-25	Stevens Point	Subcommittee 3
March 10	Eau Claire	Subcommittees
March 11	Eau Claire	Full committee
April 21-22	Wisconsin Rapids	Full Committee
May 27-28	Madison	Full Committee
July 9-10	Madison	Full Committee

In addition to meeting attendance, the Committee members dedicated a significant amount of time to studying the issues, reading distributed articles, and preparing comments. Committee chairpersons and staff express appreciation to all committee members for their continuous involvement in and completion of a very difficult and complex study.

In addition, special thanks are in order to the following individuals and agencies for their very helpful and concerned involvement, participation, and assistance.

- Lamarr Billups, Tom Everson and other staff of the Wisconsin Council on Criminal Justice
- John Borquist - Lutheran Social Services
- Lorraine Fowler - Private Consultant
- Neil Gebhart - Office of Legal Counsel - DHSS
- Rick Heinz - Division of Corrections
- Grant Johnson - Center for Action Research, Inc.
- Phil Klein - Division of Community Services
- Jim Kramlinger - Juvenile Offender Review Program
- Paul Kusuda, Deputy Director, Bureau of Juvenile Services
- Robert Larsen, Racine County Department of Human Services
- Russ Leik, Roland Hershman, and the staff of Ethan Allen and Lincoln Hills Schools
- Ruth McLaughlin - Supreme Court Administrator's Office
- Dennis Romig - Performance Resources, Inc.
- Dick Shepard - Winnebago County Department of Social Services
- Greg Storrs - Arthur D. Little, Inc.

For their funding and "in-kind" support to the Committee:

- Office of Juvenile Justice and Delinquency Prevention
- Wisconsin Council on Criminal Justice
- Divisions of Community Services and Corrections, both central and regional offices and institutions.

For their completion of valuable surveys and questionnaires:

- Juvenile court judges
- County social workers
- County social services supervisors
- Division of Corrections field agents and institution social workers.

Staff express special thanks to four individuals whose time and involvement concerns went far beyond expectations and without whom the process would have been far more difficult:

- Tracey Priestley - Chairperson of Subcommittee #1
- Fran Genter - Chairperson of Subcommittee #2
- Sandy Venner - Chairperson of Subcommittee #3
- Richard Kiley - who kept us on track (most of the time), who set a new standard in men's fashions (and provided comedy relief), and who proved, once and for all, that it's possible to really like a bureaucrat (most of the time).

For their assistance, patience, and quality work (which should serve as an example to us all):

The wonderful folks at the Word Processing Center

Finally, special thanks go to the three youth participants who stayed with committee assignments and put up with a lot of discussion and argument and who represent the youth to whom this report is dedicated:

- Brian Goerl
- Colinda Ostrander
- Michelle Smart

CHAPTER ONE

COMPONENTS OF SUPERVISION AND AFTERCARE

SERVICES STRUCTURES

INTRODUCTION

In the initial charge to the Committee, the Department expressed a desire for the development of a model supervision and aftercare services system. After much study and deliberation by the Committee, however, it was determined that the various county departments are so varied in structure, size, and procedures that development of one model would not be appropriate. As a result, the Committee developed a number of components which contribute to the development of an effective and efficient system regardless of the model employed.

The following program or system components are among those which should be adopted by both the Department and county departments. Within each component are a number of standards which are important to that component. Following each standard is a classification of "Essential," "Important," or "Optional." The definitions of these classifications are as follow:

ESSENTIAL - Critical to the success of the program and within the implementation capacity (authority) of the affected agency (county departments or the Department).

IMPORTANT - Critical to the success of the program but not necessarily within the implementation capacity of the affected agency.

OPTIONAL - Important to the success of the program and may or may not be within the implementation capacity of the affected agency.

SECTION A: YOUTH INVOLVEMENT

Introduction

Youth involvement is defined as participation by youth in decision-making processes which affect them as individuals or youth in general. Positive youth involvement is the perspective from which youth are considered to be a part of the solution, rather than a part of the problem.

All individuals who serve youth must ensure that the feelings of youth are taken into account. The participation of youth in decisions which affect their own lives is a necessary developmental experience. To exclude youth from active involvement and participation tends to develop in youth an attitude of hostility, resentment, and alienation. Such an attitude leads to feelings of powerlessness and meaninglessness, which can often result in delinquent or other anti-social behavior.

A positive attitude on the parts of both the community and the youth is most important in making youth participation a reality. It is extremely important that community leaders have a positive attitude in regard to acceptance of input from youth.

101 Youth should be involved in both the initial plan development meeting and all subsequent plan review sessions and should be encouraged to participate as an active member in those meetings. (ESSENTIAL)

DISCUSSION: The above standard relates to youth involvement in decision-making processes which affect the individual youth.

In order for the youth to feel that he/she has a role and, indeed, a responsibility in implementing the treatment plan, the youth must be involved in the development of the plan. In this way, it is more likely that the youth will not only understand the plan, but also understand the purposes underlying the various plan components.

102 In order to maximize youth impact on policy, Department and county agencies should involve youth in an advisory capacity for projects and programs targeted for this population. (ESSENTIAL)

DISCUSSION: The Department can encourage adolescent participation in the decision-making process by example. Many of the Department's task forces and short-term projects have inter-divisional or multiple-bureau staff whose purpose it is to examine special problem areas or needs of particular target groups. The Committee involved youth representatives and found such inclusion to be

very helpful and positive. When possible, provisions should be made to develop group interaction skills in the youth and a special effort should be made to obtain meaningful youth input.

- 103 Youth should have well-defined and specific input in consumer participation activities such as the local Title XX planning process in conjunction with the County Social Services Boards and/or the Community Mental Health Boards, the ongoing local Health System Agencies' Program Review Committees, and the Youth Aids planning committees. (IMPORTANT)

DISCUSSION: All of the planning and review activities listed here require citizen involvement and many of the programs are targeted to youth (e.g. the Coordinated Plan and Budget (CPB) process as required by state statutes). Each county develops its own plan for estimated budgetary allocations and expected numbers of clients to be served by all Title XX programs. Youth should be included and represented in the citizen's participation council that advises the County Social Services Board (and/or the Community Mental Health Board) on the proposed plan. The role of young people on these councils should be carefully specified.

- 104 All county departments, community youth service bureaus and the Department should establish a policy which states that all institutions and programs which affect youth must involve youth as active participants in the decision-making process. (IMPORTANT)

DISCUSSION: This is also a recommendation of the 1970 White House Conference on Children. Young people can greatly benefit from opportunities for meaningful participation in local community level and state level decision-making. As well, the local community can also benefit from youth participation by obtaining a first-hand perspective of program operations and youth needs. Lack of self-esteem, which often results from a lack of involvement, has been identified as an underlying problem in and contributor to delinquency. Opportunities to participate with adults in constructive goal-oriented forums can perhaps help set the transitional developmental stage for youth whose outlets for adult-like roles are restricted in other fields, such as employment. In addition, the effectiveness of youth programs is likely to increase if recipients are involved in their planning and implementation.

SECTION B: INVOLVEMENT OF FAMILY AND OTHER SIGNIFICANT PERSONS

- 105 Families of youth in placement out of the home or on community supervision should be involved in all major decision-making regarding the youth. Only if the case manager determines that it is in the best interest of the youth should the family not be involved. (ESSENTIAL)

DISCUSSION: In order to increase a program's effect on the lives of youth, it is imperative to enlist the family in the helping program. This includes not only the parent(s) of the youth but siblings, grandparents, aunts and uncles. Other significant persons may include a teacher, former foster parent, Big Brother/Sister or friend. Indeed, a system should include all relevant sources of help for the youth.

When a juvenile is placed out of the home, the placing agency should facilitate maximum parental visitation. Parental involvement is the key to reuniting families. Efforts to maximize parent/youth contact should occur in every case unless otherwise ordered by the court. The service providing agency should encourage the court to support a maximum family visitation policy unless it explicitly finds that such visitation will prove detrimental to the youth.

- 106 The County Department of Social/Human Services or other agency should offer, in writing, appropriate, needed and available services to the families of youth in placement out of the home or on community supervision. Such an offer of services should be repeated on a regular basis until it is accepted or unquestionably rejected. (ESSENTIAL)

DISCUSSION: The ultimate goal of providing services to the family is strengthening the family unit. Efforts toward achieving this goal should include providing the family with the necessary skills to help them function as effective parents; counseling services to help them understand the conditions that necessitated intervention/placement; involvement in developing the service plan; and reintegration of the youth into the family where appropriate.

- 107 If family therapy/counseling is needed, the County Department of Social/Human Services or the agency made primarily responsible for the provision of such services by a court order should involve the family in such a way as to encourage positive and voluntary cooperation. (ESSENTIAL)

DISCUSSION: To the extent possible, all supervision and aftercare services systems should be family-oriented. Specific needs, strengths and weaknesses of the family should be assessed, addressed in the court order when possible, and recognized in the offer of services by the appropriate agency.

Research suggests that the greater the positive involvement of the family in the rehabilitation program, the greater the likelihood of success. Permanent and positive changes in family relationships will result in fewer experiences of recidivism and, ultimately, less chance for further negative involvement of youth in the juvenile justice system.

Family involvement include the following:

1. Obtaining insight as to perceived and real problems;
2. Arriving at a diagnosis of the youth's and family's needs;
3. Helping the family improve interaction patterns;
4. Helping the parents transfer to their children the skills needed for successful maturation;
5. Training the family in reward and discipline techniques; and
6. Rewarding and praising the family itself as the youth improves.

Simply stated, families should be assisted in the areas of problem-solving, communication skills and discipline techniques. Through improving ability to recognize and contend with both family and individual youth problems, a more positive home environment and a more beneficial family communication system may be achieved.

Given the fact that most youth involved in the juvenile justice system maintain direct or indirect contact with the family (both parent(s) and sibling(s)), it is crucial to the successful reintegration of the youth that his/her relationships with the family be strengthened to the extent possible. In that communication is not a one-way process, all parties must be involved in the development of the necessary skills.

SECTION C: INDIVIDUALIZED SERVICE

Introduction

Individualized Service is the basic principle underlying all programming for delinquent youth. Individualized service must be the major thrust of all programming since there is no single underlying factor relating to delinquent behavior. There are multiple factors, any one or combination of which may apply to a particular youth. Therefore, a specialized program must be developed for each youth based upon his/her specific needs and identified problems.

There are three specific steps involved in developing individualized service: (1) Diagnosis, (2) Development of an Individualized Service Plan and (3) Assessment. Each of these steps is separate and distinct and will therefore be discussed as subsections.

Subsection (1): DIAGNOSIS

- 108 Diagnosis should be a thorough and comprehensive social analysis of the youth designed to discover the youth's needs. (ESSENTIAL)

DISCUSSION: The concept of diagnosis is based upon the belief that there is no single underlying factor for any delinquent behavior; rather, it is believed that such behavior is caused by any number of factors and that these factors differ from one youth to another.

Subsection (2): INDIVIDUALIZED SERVICE PLAN

- 109 Youth should be provided treatment and services in accordance with their individual needs. (ESSENTIAL)

DISCUSSION: Youth should be provided a basic level of treatment and services including: an adequate and varied diet; recreation and leisure-time activities; preventive and emergency medical/dental care; remedial, special, academic and vocational services; protection from physical and emotional abuse; freedom to develop individuality; opportunity to participate or not participate in religious observance; clean, safe, adequately heated and lighted accommodations; and the opportunity for maximum beneficial contact with family, friends, and the home community.

Youth have a right to a level of treatment and services in accordance with their needs and the ability of the providing agency. Such services may include individual and group counseling, family therapy and counseling, psychiatric and psychological services, skills development and social (casework) services.

- 110 Within thirty (30) days of receipt of a case the individualized service plan should be developed and should include the youth and family. (ESSENTIAL)

DISCUSSION: The service plan should be developed in the most timely manner possible. A youth should recognize that the plan is intended to assist him/her in developing a more positive relationship with the family and society, the lack of which is evidenced, for example, by the commission of a delinquent act.

- 111 The worker, the youth and family, and other significant parties should jointly develop a service plan which includes the stated goals and objectives, the proposed intervention strategy, and a projected date of termination. (ESSENTIAL) (See Addendum: Purchase of Services Agreement at the end of this section.)

DISCUSSION: Planning which incorporates the needs, problems, capabilities and limitations of the youth and which involves the youth and his/her family provides a framework for compliance with the plan. It is important that the objectives remain within the youth's capacity to fulfill and that a tentative date of termination be developed. This is important because time, for most youth, is as important a goal as are any substantive goals regarding content.

The plan should be designed for the individual youth in order to meet the youth's unique and specific needs commensurate with the ability of the providing agency and the duration of the treatment period. This ensures that the problem areas are handled and will be less likely to result in further delinquent behavior.

The plan should include (1) the problem behavior(s), (2) the specific educational and vocational needs, and (3) the strengths and weaknesses of the youth and family. It should specify the goals and objectives to be reached through intervention, and, if placement outside of the youth's home is being considered, a statement regarding the necessity of such a placement.

- 112 Behavioral objectives described in the plan should be measurable in nature. Other issues should be defined as specifically as possible. (ESSENTIAL)

DISCUSSION: Objectives must be behavioral in order to deal more directly with the specific changes identified. They must be specific and concrete so that the changes in the youth may be monitored and the youth may be informed as to the attainment of each of the identified goals.

The Committee adopted the definitions of goals and objectives from the "Child-Specific Residential Treatment Evaluation Model" (Department of Health and Social Services, Division of Policy and Budget, Bureau of Evaluation, Mary Henning, 1980):

"... goals are considered to be long-term, defined as the length of the child's stay in the institution. Objectives are short-term and are targeted for treatment intervention

for anywhere from two weeks to three months. In addition, there is consistency between the two: every short-term objective relates to a long-term goal for the child."

Goals must be defined in such a way that change may be observed, and thus progress toward goal attainment can be measured.

"(Unless) progress in achieving the goals and objectives can be measured, there is no way of determining the effects of treatment. Target problems should be defined in such a way as to make them as concrete and observable as possible ... concreteness is directly related to observability, in that concrete events can be readily observed. Furthermore, when we make any abstract concept such as depression concrete and observable, we have made it potentially measurable."¹

The long-term goals for a youth are derived from the problems evidenced by the youth and based upon defined service needs. For youth placed in juvenile correctional facilities, the Joint Planning Review Conference, at the initial planning conference, should establish individual goals and objectives for the youth and, when applicable, for the family. The goals and objectives should establish outcome expectations for the youth and family in relation to the services provided.

One or more individual goals and objectives should be established for and with each youth (and family, as appropriate) in the following five areas:

1. Social behavior
2. Education (including learning skills)
3. Living skills
4. Special treatment
5. Community and family reintegration planning

This will provide a comprehensive plan covering those elements which are deemed essential in the rehabilitation/treatment programming for the individual youth's needs.

- 113 The goals and objectives should be developed with the intent of assisting the youth to develop and utilize his/her own resources. (ESSENTIAL)

¹Srinika Jayaratne and Rona Levy, Empirical Clinical Practice (New York: Columbia University Press, 1979), 19-20.

DISCUSSION: It is important in the development of goals and objectives to recognize that one of the major intents of supervision and aftercare is to help shape a beneficial and independent citizen. By assisting the youth to develop and utilize his/her own goals and objectives, there is less of a tendency for the youth to shift his/her dependency onto the juvenile justice system.

- 114 The program should be specific and goals and objectives should be tied to the factors related to the youth's offense and other delinquent behavior so that subsequent offense behavior may be eliminated. (ESSENTIAL)

DISCUSSION: The service plan should focus on the behavior of the youth and should employ all available information including:

1. The court report
2. The needs outlined in the court order
3. The input and wishes of the youth
4. The input of the youth's parent(s) and significant others
5. The skills deficiency(ies) identified by the diagnostic tests
6. The availability of appropriate community resources.

The thrust of the service plan should be to meet the needs of the youth (e.g. skills deficiencies) and to help the youth succeed socially, emotionally, educationally, and vocationally. Needs should be prioritized when time limitations indicate that not all needs can be effectively dealt with in the service plan. The service plan should, however, meet the following criteria:

1. Should establish the specific objectives which reflect the treatment needs (e.g. the specific skills which should be developed by the youth and family);
2. Should establish a methodology and timetable for accomplishment of the objectives;
3. Should consider the total environment of the youth, including the home, school, work, the substitute care facility, the community, and peer relationships;
4. Should establish a planned frequency of re-evaluation with all persons involved; and
5. Should describe any requirements or restrictions imposed by the court.

- 115 The youth (and family, as appropriate) should be involved in both the initial plan development meeting and all subsequent plan review sessions and should be encouraged to participate as an active member in those meetings. (ESSENTIAL)

DISCUSSION: In order for the youth to feel that he/she has a role and a responsibility in implementing the service plan, the youth must be involved in the development of the plan. In this way, the value of the plan is enhanced and the purposes underlying the various plan components become clear to the youth and family.

- 116 Any goal or objectives established for and with the youth and family should be clearly explained to both parties. (ESSENTIAL)

DISCUSSION: The service is enhanced greatly when it is clearly explained to both the youth and family. Even if the youth and family are involved in the planning sessions, it is crucial that they both understand completely the role each plays in the implementation of the plan. This will reduce any later conflicts of responsibility.

- 117 If a youth is to be placed in an out-of-home setting or is to be transferred from one out-of-home placement to another, the staff of the out-of-home placement facility should become involved in plan development and review as soon as possible. (IMPORTANT)

DISCUSSION: In order to avoid time delays and to begin establishing relationships in the most advantageous manner, staff of substitute care facilities should become involved in planning and plan review sessions as early as possible. This will reduce the time required later for orientation and relationship-building.

- 118 The individualized service plan should be designed in such a way as to accommodate changes in the youth and in the youth's needs. The staff dealing with the youth should also be flexible in order to accommodate those same changes. (ESSENTIAL)

DISCUSSION: Any service plan designed to reflect the needs of a youth must be flexible enough to meet the youth's changing needs. The youth should not fit the service plan; the plan must always reflect the youth's needs. For example, if it is discovered that the goals originally developed for the plan are found to be too high or too low, there must be enough flexibility in the plan to alter the goals accordingly.

As well, the staff implementing the plan must be flexible enough to recognize that the youth's needs may be modified and should then adapt to those modifications.

- 119 The service plan should include provisions for full-time programming, including attendance at school, employment, a combination of both or other structured activities. (ESSENTIAL)

DISCUSSION: It is important that the service plan describe the achievement of either academic or vocational goals or both. If the youth is allowed unusually large amounts of unstructured free time, it is extremely difficult to develop a realistic environment or to establish a sense of personal responsibility in the youth. If a youth is in an institution or a substitute care facility, his/her life should as closely as possible approximate the real world. The involvement in school or work or both is crucial.

- 120 Each service plan should be reviewed by the worker and the worker's supervisor initially and then at least every six (6) months to determine the appropriateness of continued service delivery. (ESSENTIAL)

DISCUSSION: The supervisor and the worker should focus on the decision to continue the provision of services and on the recommendation regarding the degree of supervision the youth should receive. Overall, the purpose of the supervisory review is to: (1) assess the skill of the worker to design plans, (2) review progress in implementation of the plan, (3) determine training needs of the worker, and (4) express departmental support of the plan and the worker's efforts.

- 121 The worker, the Juvenile Offender Review Program, or other responsible agency should formally review each individualized service plan at least every ninety (90) days. Should modifications be made, the plan should be so amended and included in the case file. (ESSENTIAL)

DISCUSSION: Review of the service plan should include an assessment of the youth's progress since the development of the plan and/or since the previous review and should determine whether the existing plan should be modified or maintained. The supervising worker or other appropriate person(s) should review, with the youth and family, the adjustments and/or progress made and should revise the plan as needed.

The revised service plan and written summaries of the review should be sent to the youth and parents and to the court and placed in the youth's file.

If the youth is on community supervision in his/her own home, the review of the service plan should involve the youth, parents, the supervising worker and any other appropriate individuals (e.g. older sibling or volunteer probation officer). If the youth is on community supervision in a substitute care facility, the review should involve the youth, parents, the supervising worker, the appropriate substitute care staff and any other appropriate individuals. If the youth is in a juvenile correctional institu-

tion, the initial planning conference and subsequent review conferences are called "Joint Plan Review Conferences" (JPRC). The JPRC should involve the youth, parents, the county worker, the DOC field agent, and the Juvenile Offender Review Program (JORP) representative. (For details on the specific roles and responsibilities of each committee member, refer to the final report of Task Assignment #2.13 (Youth Aids), Objective #6.)

The review process for youth on supervision in their own home or in a substitute care facility should be developed by the counties based upon their situation but should be patterned after the JPRC.

- 122 The initial JPRC should take place within three weeks of youth's arrival at the Reception Center when the court report information has been submitted to the institutions within five working days after the youth arrives at the institution. A formal JPRC shall be scheduled every six months thereafter, as long as the youth remains in the institution. All committee representatives [JORP, county, institution, and field (when appropriate)] are expected to be present at those times. (ESSENTIAL)

DISCUSSION: The initial JPRC (Step 2 on Chart I) is seen as critical in that the goals and objectives for the services and placement considerations are established at that time. The initial formal JPRC must take place before the youth is placed into the institution program.

When the youth remains in a juvenile institution, a six-month "formal" review of progress and plan review (Step 6 of Chart I) is imperative to begin planning for release or extension. It is therefore important that all committee representation be present at this meeting.

- 123 Routine time intervals of ninety (90) days should be used for plan review sessions. Each agency or individual having responsibility for implementing the service plan should prepare a progress review report fifteen (15) days in advance of the ninety day review date. A copy of the progress review report should be sent to each JPRC participant, the youth, and the family by the author of the report. (ESSENTIAL)

DISCUSSION: The JPRC structure is designed to enact specific reporting mechanisms on the youth's progress in achieving the goals (Steps 3, 5 and 7 of Chart I). These reports should identify progress made each ninety days and should be used at the formal plan reviews and at the optional ninety day reviews.

- 124 The first 90-day review should be conducted by JORP, unless any member of the JPRC requests a formal conference. A 90-day review following a formal conference should be conducted only by JORP, unless any member of the JPRC requests a formal conference. (ESSENTIAL)

DISCUSSION: The process relies on specific reporting of progress in achieving goals and an exception method to assure planning/review involvement when circumstances dictate it. The JORP continues to hold the routine 90-day review to assure that the written progress reporting does not overlook issues, problems, concerns, or changes which may be especially important to the JPRC members.

The first 90-day review (Step 4 on Chart I) should be a review solely by JORP, unless a member of the JPRC requests formal conference in writing through the use of the "Action Needed Request" form (Steps 3A and 7A on Chart I).

Parents shall receive a copy of the progress review report accompanied by a cover letter which will encourage them, if they have questions or concerns, to first discuss them either with their community or institution social worker. If the parents' concerns are not resolved informally after conferring with their community or institution social worker, they shall have the right to request that the worker submit an "ACTION NEEDED REQUEST" form. The worker shall forward the request to the JORP. If JORP decides to conduct a formal conference, they shall distribute the copies of the "ACTION NEEDED REQUEST" form to the JPRC participants. JORP shall screen all requests by youth or parents for a formal conference and shall make the decision on the advisability of convening participants for a formal conference.

- 125 The "Action Needed Request" form should be submitted within five (5) working days of receiving the progress review. The request should describe the problem or issue to be addressed by the JPRC and recommend a possible solution for the JPRC to consider during its deliberations. (ESSENTIAL)

DISCUSSION: The "ACTION NEEDED REQUEST" form serves as the primary vehicle for the committee participants to share observations, comments, new information, recommended changes, and to request a special formal conference.

If the "ACTION NEEDED REQUEST" form is used by any of the committee members who are participants in the plan/review and decision-making, the return distribution should not include the parents and youth. If the request is for a special formal conference, the issues and solutions should be discussed with the parents and youth at the conference.

A copy of the progress review report should be sent to the parents with a cover letter encouraging them to discuss any concerns with either their community or institution social worker. The letter should also explain that, if they wish, after doing this, they may submit an "ACTION NEEDED REQUEST" form by returning a single copy to the JORP who will then distribute copies to the JPRC members.

If the "ACTION NEEDED REQUEST" form is used to provide new or changed information, or a recommended change in goals or plan (which are being sent separate from a progress review report) any of the JPRC members may reply with an "ACTION NEEDED REQUEST" form to request a formal conference.

A copy of the "ACTION NEEDED REQUEST" having been initiated by a participant should be returned to the JORP office even when there is no comment or conference request in order to provide a sign-off on the recommended action. For sign off purposes, a single copy of the form should be sent to JORP.

- 126 If a request is made for a special formal conference, it should be scheduled within two weeks of receipt of the request. (IMPORTANT)

DISCUSSION: All scheduling of regular formal conferences, reviews and special formal conferences should be done by JORP.

- 127 The criteria for requesting an extension of a dispositional order for a juvenile to continue in a secure correctional institution, shall be that of continuing to be a danger to the public. Requests for extensions of dispositional orders for juveniles in correctional institutions should be initiated no later than 60 days prior to termination of the original order. The criteria for requesting an extension order for a juvenile to be placed in or continue in an aftercare program shall be that of needing a specific treatment program to prevent the juvenile from reverting to being a danger to the public and in need of restrictive custodial care. Requests for extensions of dispositional orders for juveniles on aftercare status should be initiated 90 days prior to the expiration of the original order. (ESSENTIAL)

DISCUSSION: The extension of a dispositional order should occur only when necessary for community protection and treatment considerations. To request an extension too soon would be to deny the youth the protections guaranteed by Chapter 48 in that the treatment received could not be evaluated, thus forcing the youth to remain in department custody for an unneeded period of time. On the other hand, to request an extension too late could cause a lapse in the provision of services and create a "rush" situation when reason and thought should be primary characteristics. We feel that the time lines and criteria described are adequate to meet the needs of all of the parties involved.

128

Any conference participant should be allowed to appeal a release decision to the Secretary or the Secretary's designee in writing within five working days of the Joint Planning Review Conference where participants were unable to reach consensus on the release of a youth to aftercare. The Secretary or designee will prepare a written response within five working days.
(ESSENTIAL)

Pre-Conference

REQUIRED REPORTS: Social/Court Information [County], Reception Center Report

Progress Review Reports: Institution and Community

TIME INTERVALS:

- 5 Working Days
- [At time of Initial Conference]
- 15 Days Prior to Review Date
- 15 Days Prior to Review Date
- 15 Days Prior to Review Date

PROCESS [Steps]:

Step 1: Commitment/Reception Center Placement

Step 2: Formal Conference [Initial]

Step 3: Progress Review [JORP]*

Step 4: Formal Conference

Step 5: Progress Review [JORP]*

Step 6: Formal Conference

Step 7: Progress Review [JORP]*

Step 8: Formal Conference

ACTION NEEDED REQUEST

Step 3A, Step 5A, Step 7A

TIME INTERVALS:

- Within 3 Weeks
- 90 Days
- 6 Months
- 90 Days
- Within 2 weeks
- Within 5 Working Days
- Within 5 Working Days

[Action Needed Request format and request for special conference]

29

Subsection (3): ASSESSMENT

- 129 Assessment of the youth should be an ongoing and regular process. (ESSENTIAL)

DISCUSSION: To deal effectively and efficiently with needs of a particular youth, the service providing agency should complete an initial assessment of the youth's strengths and needs and reassess on a regular basis. The assessment and reassessments will ensure appropriate development of a specific and individualized service plan.

- 130 A family and community assessment should be made to determine both the feasibility of reintegration and the chances that it will ultimately be successful. Such an assessment should be continuously updated and reviewed and should weigh both the positive and negative characteristics of the family and community. (ESSENTIAL)

DISCUSSION: In addition to an assessment of the youth, the family and community must be assessed prior to any determination as to reintegration. The needs of the family and the community resources and attitudes must be regarded as crucial to successful reintegration.

In assessing families and communities, and even youth, there is too often a tendency to examine and stress the negative characteristics and attributes. Given the crucial process of reintegration, it is incumbent upon the agency to assess both positive and negative characteristics and then to determine if the strengths are such that reintegration would be advisable, perhaps in conjunction with intense family therapy/ counseling.

Because early reintegration into the family and community is often times the goal, it is important to identify the positive strengths which the family and community provide to support successful re-entry. It is also important to identify the special help or assistance which will be needed to overcome problem areas. If the combination of these factors is not sufficient, then and only then would reintegration need to be deferred.

ADDENDUM: PURCHASE OF SERVICE AGREEMENT

The Purchase of Service Agreement may be viewed as the framework upon which the treatment relationship among the family, youth, referring agency, and service provider is developed. It should contain goals, objectives, probable outcomes, and the predicted length of time the youth and family will receive services.

The purpose of having a written Purchase of Service Agreement includes:

- A. The parties to the agreement identify the goals and objectives to be achieved. The specific services being provided to the youth and family are negotiated and documented. Both the provider and purchaser know what is expected of them and the outcome to be achieved.
- B. There is a built-in measure of accountability since each of the parties to the agreement has agreed upon specific responsibilities to be carried out.
- C. A time limit is established within which the goals should be accomplished. The anticipated date of termination of services is documented.
- D. The youth and family are recognized as integral participants in the development of the plan.
- E. Serving as parties to the agreement strengthens the commitment on the part of the youth and family to participate in the change effort.

- 131 The county department and the service provider (and the youth and family, as appropriate) should enter into a written service agreement at the time the youth is placed in substitute care (treatment foster home, group home, or child caring institution) or will receive services. (ESSENTIAL)

DISCUSSION: Treatment foster homes, group homes, and child caring institutions contracting with the referring agency should be governed by a written agreement that specifies the obligations of each party and provides for direction and on-going supervision by the referring agency. The Purchase of Service Agreement should include:

- A. Long-range goals for the youth and family;
- B. Short-range goals and measurable behavioral objectives to be achieved. (These should specify the acceptable behavioral outcomes for both the youth and family, and should be attainable between review periods);
- C. An anticipated length of time to achieve each behavioral objective;

- D. The methodology, or the manner in which changes will be brought about (these one action steps - who is involved and how the objectives will be accomplished);
- E. Case management responsibilities, including the roles of the referring agency, the substitute care facility, and other service providers, and corollary involvement of other interested parties (e.g., school, law enforcement). Regular contact between the purchasing agency and the provider should be delineated, and staff persons responsible for the contract should be identified;
- F. Projected case review staffings including approximate time of staffing, participants and location. The family should be invited and encouraged to attend; and
- G. Tentative discharge planning (a tentative discharge date should be set and should reflect a reasonable time in which the goals and objectives can be met. It should also include plans for aftercare or other subsequent services and should be reviewed every ninety (90) days.

132 The youth and family should participate in the development
of the Purchase of Service Agreement and be parties to
validation of the agreement when possible. (IMPORTANT)

DISCUSSION: Participation in development of the agreement will strengthen the commitment to achieve the agreed-upon goals.

133 The referring agency, substitute care facility or other providing agency, and the youth and family should review progress under the plan on a regular basis depending upon the circumstances of the case, but at a minimum of every three months. (ESSENTIAL)

DISCUSSION: This provides all parties to the agreement on update of the youth's and family's progress in meeting the goal(s). It allows a forum for any of the parties to disagree or question the progress made toward the goal(s). It allows the purchaser to hold the provider accountable for the agreed-upon behavioral outcomes. It provides an opportunity to revise the goals and objectives of placement if necessary. It provides the purchaser with the opportunity to replace the youth if he/she is not making any progress. (Child caring institutions must use the Child-Specific Treatment Model or another model approved by the Department.)

PURCHASE OF SERVICE AGREEMENT

(To be completed at the time of the youth's placement in substitute care or when services of another agency are provided on behalf of the youth and/or family.)

(Foster homes need complete only Sections I, II, III-C, V, VI-A, and VII.)

The (Name of Referring Agency) (hereinafter referred to as the purchaser), and

(Name of Substitute Care Facility or Other Agency)
referred to as the provider), enter into this agreement for care
and services provided to _____, date of birth
(Name of Youth)

_____, from _____ to _____
(Date of Placement) (Date of anticipated
under conditions specified below. termination or one year,
whichever comes first.)

This agreement requires compliance with Title VI of the Civil Rights Act of 1964 and any violation cancels this agreement. This agreement will be reviewed by all parties on a quarterly basis, and will in effect for a period not to exceed one year.

I. SERVICES TO THE YOUTH

- A. The long-range goals to be achieved during placement are:
- B. The specific short-range goals/objectives to be achieved between review periods are:
- C. Progress toward achievement of both long- and short-range goals/ objectives will be measured by/through:

II. SERVICES TO THE FAMILY

- A. The long-range goals to be achieved with the family during the youth's placement are:
- B. The specific short-range goals/objectives to be achieved with the family between review periods are:
- C. Please indicate the name of the agency (purchaser, provider or other)* responsible for services to the family.

- D. Progress toward achievement of both long- and short-range goals/objectives will be measured by/through.
- E. Arrangements for combined family and youth treatment are the following (family counseling, etc.).
- F. If upon termination of placement it is not anticipated that the youth will return to the parental home, please explain why such an arrangement is not anticipated.
- G. The visitation plan for the youth and family is (e.g., who, when, where will visits take place, and who will make arrangements for visitation?):

III. HEALTH CARE

- A. The purchaser will obtain the youth's health history and parental consent form at the time of placement.
- B. The provider will be responsible for the annual physical and semi-annual dental examinations and routine medical care.
- C. Provision for payment of medical and dental care shall be made as follows:
 1. Parents' Insurance Carrier is: _____
 2. Title XIX number is: _____

IV. REVIEWS

- A. The purchaser and provider agree that the service agreement shall be reviewed jointly on _____, and every three months thereafter. Copies of the service agreement will be sent to the purchaser and, when appropriate, the youth and family within ten (10) working days of the date of the review. Staffings for this purpose will be initiated by the provider with purchaser in attendance on at least a semi-annual basis.
- B. The youth and family will be invited to participate in all treatment reviews and will be parties to this agreement.

V. PLAN FOR EDUCATIONAL/VOCATIONAL SERVICES

- A. Has any school district M-team recommended special education for the youth?
Which school district?
- B. Will education (regular or special) be provided directly by the provider, through the school system in which the facility is located, or through a cooperative arrangement between the school district and the facility?
- C. Has parental consent been obtained for transfers/disclosure of school records?
- D. If educational plans involve a local school district (either direct placement or cooperative arrangement), have school officials been made aware of any special needs of the youth?

VI. PURCHASER RESPONSIBILITIES

The purchaser shall:

- A. Supply the provider with a phone number in case of emergency.
- B. Supply the provider with a complete social history on the client/family including medical, school, and background information, a recent psychological report, a clear statement of the problems resulting in youth placement, and a clear statement of the agency's goals for both the youth and the family at the time of placement.
- C. Supply the provider with continuous and timely feedback on the acceptability of the service plan.
- D. Identify for the provider possible visiting and post-discharge resources.

VII. PROVIDER RESPONSIBILITIES

The provider shall:

- A. Notify the purchaser of any planned or unplanned absences, unless outlined in the treatment plan.

- B. Consult with the purchaser when holding space for a youth.
- C. Notify the purchaser, in writing, when unable to continue the agreed upon services. Upon such notification, the purchaser and provider (and youth and family, when appropriate) shall meet to determine the appropriateness of continued services.

This agreement is made on _____ by and between
(Date)
_____ and _____

Authorized Signature

Authorized Signature

Purchaser Agency

Provider Agency

I have read or have had read to me this agreement. I have received a copy of this agreement.

Signature of Youth

Signature of Parent or Guardian

Comments:

SECTION D: STRUCTURE AND EXPECTATIONS

- 134 Supervision and aftercare programs should provide the youth with an appropriately-structured environment based upon logical and sensible rules, and realistic and reasonable expectations and restrictions.
(IMPORTANT)

DISCUSSION: A youth in the juvenile justice system may have experienced either overly-strict and unreasonable family expectations or unconcerned parents who have failed to set appropriate expectations and who have not provided needed incentives. The youth's resulting behavior may reflect those conditions. The development of logical and reasonable rules and expectations will assist in stabilizing the youth. In general, it is easier to function in an environment which has clearly expressed limitations which are applied fairly and consistently, but with some degree of needed flexibility.

- 135 Supervision and aftercare program staff should explain all rules and expectations and should provide the youth with a written copy of those rules and expectations.
(ESSENTIAL)

DISCUSSION: If youth are expected to abide with existing rules and limitations, they must understand and remember them. Explaining the rules is the surest way to make youth understand the rules, and providing them with a copy of the rules is a way to help them remember the rules.

- 136 The rules and expectations should reflect the purpose of supervision and the purpose and structure of each type of out-of-home placement, promote the youth's health, safety and welfare, and assure effective and efficient operation of the program. (IMPORTANT)

DISCUSSION: It is important that supervision and each type of out-of-home placement be understood in regard to its role and function in the "least restrictive" continuum and written rules and expectations consistent with that role should be developed. Any such rules and restrictions should be designed to assist the youth in accomplishing progressive change and should provide for the well-being of the program and/or facility.

- 137 Written rules and expectations (conditions of supervision) should ensure that the youth is provided no more control than needed. (IMPORTANT)

DISCUSSION: Written conditions of supervision should not conflict with the youth's program needs. The development of conditions should be consistent with individual dignity and due process rights and provide for maximum involvement of the youth and his/her family in the determination of rules, expectations and structure. See Appendix C for a model Conditions of Supervision format and content.

- 138 The first staff contact should communicate to the youth how he/she is expected to behave. This contact should occur within five days of the youth's placement on supervision. (ESSENTIAL)

DISCUSSION: The first treatment contact meeting is important in setting offender expectations. The offender's cognitive set, derived from direct staff instructions, plays a significant role in treatment effects.

- 139 The youth and his/her parents should acknowledge in writing their receipt and understanding of the conditions of supervision. (ESSENTIAL)

DISCUSSION: The importance of including the parents is the expectation that they will assist in assuring that the youth follows or complies with the rules. To avoid confusion and later conflict, the rules should be explained to the youth and his/her family who should then sign a copy of the rules to be placed in the youth's file.

SECTION E: PLACEMENT CRITERIA

- 140 Prior to the recommendation of a disposition, the staff completing the court report should weigh the appropriateness and importance of each of the following non-prioritized placement criteria: (ESSENTIAL)

1. Youth's age, sex, and level of maturity;
2. Youth's physical, emotional, and mental health;
3. Treatment/rehabilitation needs and the degree of those needs;
4. Prior services provided;
5. Level of structure and restrictiveness needed;
6. Potential for reintegration into the family;
7. Availability of resources;
8. Pattern of runaway behavior;
9. Community protection needs;
10. Prior placement history;
11. Youth's attitude;
12. Pattern of physical aggressiveness;
13. Prior offenses and offense pattern;
14. Nature and severity of present offense;
15. Use of weapons;

DISCUSSION: The above criteria are not equally weighted in light of the fact that each youth is unique and has individual needs. In applying these criteria, professional judgement must be used in deciding the degree of weight to be given to each criterion, in determining a balance among the criteria, and in making a placement decision. Inherent in this standard is recognition of the importance of participation of the youth and family, the school, and other professionals involved with the family in diagnosing the youth's needs. The worker's responsibility is to develop a recommendation based upon the youth's individualized needs.

"The National Assessment of Case Disposition and Classification in the Juvenile Justice System: Inconsistent Labeling" is one of several interrelated efforts of the National Juvenile Justice

System Assessment Center to synthesize and add to general knowledge about case decisions made by juvenile justice personnel. The information was based on a comprehensive literature search summarizing prior research on the case decision-making process and from the results of a systemwide "Case Decision Survey." These studies have addressed the range and type of information used by professionals (law enforcement officials, judges, probation and parole agents, et al.) prior to making case decisions. Overall, the findings indicate that juvenile justice system personnel consider only about half of the information about the juvenile and family prior to making a case disposition. (See "Reports of the National Juvenile Justice Assessment Centers," "A National Assessment of Case Disposition and Classification in the Juvenile Justice System," Vol. I, pp. IV).

141. The decision to remove a youth from his/her own home should be made only after appropriate intervention strategies designed to strengthen the family unit and provide a positive family structure have been considered. (ESSENTIAL)

DISCUSSION: The rights of the youth and family require that efforts be made to develop and establish a positive home environment prior to any decision to remove the youth from the home. All available alternatives to removal from the home commensurate with the protection of the public and the possibility of successful community adjustment should be investigated and assessed prior to removal. Such alternatives include increased intensity of in-home supervision, intensive out-patient clinical services, and intensive family therapy/counseling.

If an out-of-home placement is determined to be the only realistic option, the following decision-making process is recommended:

1. Before a decision is made that a youth's needs require out-of-home placement, consideration should be given to, in addition to treatment needs, the strengths and weaknesses of the family, receptivity of the youth and family to services offered, protection of the public, and the range of services available in the local community.
2. The youth and family should have the opportunity to discuss all the need for out-of-home placement, in addition to other alternatives, with the placing agency and should be made as aware and accepting of the need for out-of-home placement as possible.
3. The youth's needs should be matched with the strengths and weaknesses of the prescribed placement.

If the most appropriate placement is not available, the need to remove the youth from the home should be reevaluated in light of the strengths and weaknesses of another facility type.

142. The placement of a youth in any substitute care facility (whether pre-institutionalization or aftercare) should be based primarily on the needs of the youth and the best use of limited resources. An appropriate placement may be one which is the most economic yet which is consistent with the needs of the youth and family. The placement should be characterized by acceptable program quality without unnecessary cost. (ESSENTIAL)

DISCUSSION: Paramount in the determination of the most appropriate out-of-home placement are the individualized treatment needs of the youth. Although fiscal concerns are real and oftentimes quite restricting, a placement based on the youth's needs can prevent further delinquent activity, thus resulting in overall monetary savings through reducing the potential for continued and subsequent service needs.

143. Once the youth is placed, the success of the placement must be carefully and constantly monitored by the placing agency in order to determine the most appropriate time for reintegration into the family to occur. (ESSENTIAL)

DISCUSSION: The primary focus of any out-of-home placement should be on the process of reintegration. Reintegration should occur when the youth, family and community are ready.

144. Consistent with the "least restrictive commensurate with need" orientation of the Children's Code and meeting the youth's individualized needs, the following out-of-home placements should be considered: (ESSENTIAL)

1. Independent living arrangement
2. Home of a relative
3. Foster home
4. Group home
5. Child Caring Institution (residential treatment)
6. Juvenile correctional institution.

DISCUSSION: In general, this listing should be recognized as a progression from the least restrictive to the most restrictive type of out-of-home placement. Based upon the needs of the youth and other factors (such as protection of the public), the youth should, if possible, be placed in a community setting which most closely approximates a natural family. Each facility should be recognized as being different and that varying program designs may increase or decrease the relative restrictiveness of each type of substitute care.

- 145 Youth residing in foster care should receive the same basic services as any youth living with his/her parents. Special treatment needs should be met on out-patient basis. (IMPORTANT)

DISCUSSION: Since the ideal foster home should be as family-like as possible, this standard stresses comfort, security, privacy, and ease of access to schools and community resources which provide for the physical, mental, educational and emotional well-being of the youth. If foster care resources are required, a youth should be placed in his/her own home community unless family relationships or community attitudes are such that an out-of-community foster home placement is recommended.

The youth should be capable of forming a relationship with a parent substitute and feel comfortable and secure in a family-like setting. The youth should be able to function in a public school or in some other community-based educational program. The youth's other special needs, including evaluation services, medical care, mental health services, physical therapy, and occupational therapy should be met on an out-patient or short-term in-patient basis. Such services should be available for the duration of the foster care placement.

- 146 In-house services in out-of-home placements should include food, shelter, clothing, recreation, security, and social interaction. (ESSENTIAL)

DISCUSSION: The "basics" of life must be provided in any facility which partially substitutes for the natural family. Such basics must never be denied for disciplinary or therapeutic reasons. Also, the youth must be helped to feel secure in such placements so that a sense of belonging and freedom from anxiety may be nurtured. Both are imperative to the development of a milieu in which progressive change can occur.

- 147 In addition to individual and group counseling, residents of group homes should also have access, as their needs require, to services available in the community. (IMPORTANT)

DISCUSSION: As is true with all substitute care facilities, group homes cannot and should not be expected to provide, in-house, all services required by youth. Among those that should be available to youth are: medical, psychiatric, psychological, and dental care; diagnosis, counseling, and individualized therapy; vocational training; vocational and/or employment counseling and assessment; employment placement; academic involvement; and family therapy and counseling. Supplementary services in these areas may also be provided by the group home staff.

- 148 A youth placed in a child caring institution (residential treatment center) should receive intensive, specialized treatment designed to meet his/her individual and specific needs. An earlier assessment must have been made

that such needs could not have been adequately met in any less structured setting. (ESSENTIAL)

DISCUSSION: The youth should be provided with an individualized and intensive treatment program having the objectives of alleviating family and community pressures and promoting rapid progressive change. The program offered to a youth at a CCI should focus on the services that the youth needs rather than on the services that the program can offer.

The decision to place a youth in a CCI should follow consideration of strict criteria, among which are the following:

1. A professional/diagnostic assessment indicates that residence in a less structured substitute care facility is not appropriate:
 - a. The required intensive, specialized treatment milieu cannot be provided in any other substitute care setting;
 - b. A highly-structured, non-secure facility is recommended as an intermediate step in the community reintegration process from a juvenile correctional institution or transitional placement in a structured, treatment-oriented milieu is recommended for a youth released from an in-patient psychiatric or drug abuse program; or
2. A youth has not demonstrated success in less restrictive community alternatives; or
3. Resources available in the community cannot provide for the youth's special needs.

- 149 Written agency policy should be developed specifying the amount and type of information to be used in making a case decision to place a youth outside of the home. (ESSENTIAL)

DISCUSSION: Research indicates that there is a significant, positive correlation between the court's acceptance of placement recommendations and the amount of information used in making both the placement and disposition recommendation. Each local agency should determine the level of information to be used in making out-of-home placement recommendations.

- 150 Youth should be familiarized with types of out-of-home placement and placement goals. (ESSENTIAL)

DISCUSSION: Regardless of the type of out-of-home placement recommended, youth should be made aware of the criteria used in making such a recommendation. This is an initial step in the process of youth's development of self-awareness that is crucial to the reintegration/rehabilitation process. In addition, since the individualized treatment plan will specify definite goals and expected outcomes, youth must be familiarized with the level of

goal attainment required and must have something positive to work toward throughout the rehabilitation process.

- 151 Youth should be informed of the frequency of and methodology used in reviews of the youth's placement.
(ESSENTIAL)

DISCUSSION: In order to be a functioning participant in carrying out rehabilitation plans, youth should be made aware of milestones, objectives, and behavioral changes to be used in measuring that process. Youth should also understand the frequency of progress evaluations in order to measure their own progress.

- 152 Once it is determined that a youth has met the goals of placement, the release or transfer should occur as quickly as possible, commensurate with his/her best interests.
(IMPORTANT)

DISCUSSION: So that a sense of responsibility for his/her own actions may be instilled, it is imperative that a youth who has attained the goals established be given the promised reward, viz, release from a particular placement.

However, if the youth's treatment goals have been met but continuation of placement is considered to be in the best interest of the youth (e.g., permit completion of an educational program), the circumstances surrounding the decision should be fully explained to the youth to reduce the problems associated with lack of immediate reward. This decision should be based on input from the youth and family.

- 153 Each local and state agency and the court should establish written policy that when a youth has achieved the goals of placement/supervision, he/she will be released to a less restrictive setting or terminated from services. Youth and parent(s) should receive written notifications of release from supervision and/or placement and a copy should become a permanent part of the case record.
(ESSENTIAL)

DISCUSSION: In order to provide uniformity throughout the supervision and aftercare process, each service-providing agency and the court should have mutually agreed-upon and written criteria for termination. Such criteria should be shared with all significant actors in the process. Each youth and family should be given written notification of the termination for their own records and as a positive statement on the attainment of goals.

- 154 Trial visits of youth (from the institution to an aftercare facility or the home of a parent or relatives) should never exceed thirty (30) days, and in most cases, should not exceed fourteen (14) days. (ESSENTIAL)

DISCUSSION: The purpose of aftercare is to prepare the youth for reintegration into the community. In order for this to occur, the youth must be given the opportunity and responsibility to succeed on his/her own. By extending trial visits for as much as thirty days or beyond, the situation is not "real" in that the youth has not been released from the institution and, therefore, can be replaced at the institution for any reason whatsoever with no due process rights.

In addition, such extended trial visits present circumstances wherein the substitute care facility staff are not required to take "to the limit" the needs of the youth. Rather, if the youth becomes too "difficult," the staff have the opportunity to simply state that the visit was unsuccessful and that the youth should be returned to the institution.

It should be noted and stressed that extended trial visits for some difficult youth are necessary and should be allowed in order to give the youth the greatest opportunity to exhibit an ability to function in an alternative placement and to thereby reduce the number of replacements in secure correctional institutions.

SECTION F: CASE MANAGEMENT/SERVICE COORDINATION

Much data and information are collected to describe the youth; the youth's family; the nature, seriousness, and history of offenses; and the program and service options available to agency staff. However, the youth and family may have experienced multiple and duplicative assessments and recommendations, with insufficient planning among the various professionals and agencies involved. By the time the youth enters the juvenile justice system, he/she and his/her family may have experienced a maze of services, eligibility criteria, and professionals involved in only portions of the overall problems. A worker may not have been able to consider the total problem or effect change on the total problem. Thus, accountability may be discouraged. A worker may simply blame an unmotivated family, another worker or agency, or "the system."

- 155 All known information on the youth should be studied so that the most appropriate continuum of services may be determined, based upon past services and needs, present needs, and availability of appropriate service options. (ESSENTIAL)

DISCUSSION: The record of services provided to the youth in the past should be studied in order to determine the most appropriate current services. Services offered unsuccessfully in the past should be re-examined based upon current needs and appropriateness. It is also important to know, for example, if the youth was abused or neglected and what services were offered at that time.

- 156 Counties should establish case management/service coordination systems in the Departments of Social/Human Services. (ESSENTIAL)

DISCUSSION: Case management is a systematic process to assure mutual accountability, reduce potential duplication, and bridge service gaps in human services delivery. It means moving coordinated planning and service delivery to the level described as the ultimate -- the interaction between client and worker.

Good case management is an integral part of a good service delivery system. Unfortunately, the historical choices that led to a fragmented service delivery system also precluded efficiency in both management and service delivery. Throughout Wisconsin, a system of multiple funding sources has been established for multiple agencies which may or may not be interrelated and which may or may not serve the same clients.

It should be noted that a number of counties have already instituted case management systems. Existing case management systems should be further developed to the extent possible.

- 157 The court order should identify a lead agency so that coordinated service planning and delivery will be provided. This lead agency should have case management responsibility. (IMPORTANT)

DISCUSSION: The court should make such a determination to establish at the time of disposition a process and methodology of service and case management provision.

An important characteristic of case management is the placement of emphasis on a fixed point of contact for services provided to a youth and family. In a case management system, all agencies working with the youth and family work together to develop a course of action. As a result, one service plan with several components is developed and one worker or agency is designated case manager.

- 158 The lead agency designated for case management responsibility should identify an individual within that agency to have primary responsibility for service planning and provision. (ESSENTIAL)

DISCUSSION: The agency designated by the court should assign responsibility to one individual for case management so that contact by other agencies, the court, and the youth and family may be facilitated. That individual's name should be given to the court, youth, and family, and any change in lead responsibility transmitted to all of the involved parties.

The case manager has responsibility to facilitate access to mutually agreed-upon services, monitor progress, initiate case staffings, and coordinate services. This process, however organized on the local level, serves to focus responsibility/accountability upon workers, agencies, youth, and the family. All participants are made aware of their roles, expected results, and necessary skills. In addition, a more positive atmosphere of support and assistance is established. Both youth and family develop a better understanding of their roles and what is expected of them.

- 159 The case manager/case coordinator, in conjunction with the parents, youth, and other appropriate individuals, should assume responsibility for coordinating the linkage of services provided to youth, and providing or arranging for, and/or monitoring services in such a way that continuity is guaranteed and duplication and conflict are avoided. (ESSENTIAL)

DISCUSSION: While much of this cooperation and communication occurs informally in many agencies, formalization assures clarity of understanding among workers and clients and officially establishes a process of planning, coordination, tracking, and assessment.

In order to avoid duplication and conflict, it is important that one individual assume responsibility for ensuring that services provided to the youth and family are not duplicated. It is even more important that services offered concurrently do not conflict with each other in areas such as time commitments, scheduling, behavior changes, and goals.

- 160 The court report, court order, service plan, and service agreement for each youth should be kept on file by the case manager and reviewed or updated at least every three months. The file content, including modifications, should be communicated in writing to each agency or service provider involved with the youth or family. (ESSENTIAL)

DISCUSSION: The goals of a case management system include the following:

1. To generate better, more accurate, and more timely client-specific information regarding service availability and quality;
2. To assure that all persons involved with the youth and family are working toward similar goals; and
3. To enable services to be coordinated and targeted more appropriately, thereby reducing duplication of services.

Meeting these goals can be facilitated if all involved parties are made aware of the required information.

- 161 Each county or multi-county service area should be allowed to develop its own mode of case management implementation consistent with general guidelines and state policy, and local and client needs. Flexibility in terms of interdisciplinary assessment, specific coordinating mechanisms, multiple service delivery models, and individual service options for youth and families should be encouraged. (IMPORTANT)

DISCUSSION: There is no one way of instituting case management. The model employed depends upon local situations and needs, community size, and agency relationships. Local conditions must be considered in formalizing a system. During times of shrinking resources and inflationary costs, case management is essential.

SECTION G: PROGRAM EVALUATION

For the purpose of these standards, the Committee has developed the following definitions:

In "process evaluation" the methods used during achievement or non-achievement of projected objectives and activities are measured instead of actually achieved objectives and activities.

In "outcome evaluation" scientific procedures are used to accumulate reliable and valid evidence on the manner and extent to which specific activities produce particular effects or impact.

Process evaluation involves describing activities undertaken to achieve planned project results; outcome evaluation utilizes more definitive or conclusive information to verify that changes or achievements are, in fact, attributable to project activities. Outcome evaluation typically involves such techniques as experimental designs or control groups.

Process evaluation provides current information to management on the implementation, operation and immediate output of a project while it is in progress. It may be used to modify the operations of projects, affect program planning at the state level, and influence funding decisions. Process evaluation can be based on the project objectives (measurable short-term expectations) and activities to be pursued to reach the project objectives. It can help determine how specified activities occurred and whether the project objectives have been reached. Process evaluation answers the questions: who? when? how? and what?

Outcome evaluation, on the other hand, determines if specific activities truly were associated with the project objective. It tests the impact of the project on the social environment and effects of the project activities. Outcome evaluation answers the question: why?

- 162 A process evaluation of social/human service programs should be reported to the county department director in writing at least quarterly and should be employed in decisions to modify, continue, or use the programs. (ESSENTIAL)

DISCUSSION: Given the limitation on funds available for programming in the human services field, all programs should be process evaluated as to effectiveness and efficiency. The dollars available must be targeted in areas which can produce positive results. A process evaluation of a program need not signal life or death; it may indicate varying levels of program modifications which may result in higher quality.

163

All applicable programs should be evaluated on two levels: (1) outcome evaluation and (2) process evaluation that emphasize measurement of more immediate and short-term objectives. (ESSENTIAL)

DISCUSSION: Each program or service provided or purchased by the state or county should be examined for both long and short-term effectiveness and efficiency. Recidivism, which is generally the most important long-term success/failure indicator, should be one measurement. In addition, short-term objectives (e.g. school attendance, job performance, family reintegration) should also be examined.

SECTION H: COMMUNITY SUPPORT AND COORDINATION

164

The administrators and staff of substitute care facilities together with other appropriate individuals should work to establish community support relationships with community leaders, elected officials, school personnel, neighbors, and other citizens. The joint goal would be to provide facility residents with nurturing, concerned and involved environments, and supportive relationships. (IMPORTANT)

DISCUSSION: It is imperative that substitute care facility staff establish good working relationships and support systems in the communities where they exist. The support of the judiciary, law enforcement, local officials, schools, and private citizens can be invaluable in terms of program success. Good relationships with and support from the private sector can result in supplemental funding, leisure-time and other activities, and job opportunities for youth.

Perhaps of greatest importance, both for the specific facility and future facilities, is good relationships with and support from neighbors. A good relationship with and support from neighbors are important to both the specific facilities and future facilities.

165

Each county should take appropriate action to establish effective working relationships with the major social institutions, organizations and agencies of the community, including the following: (IMPORTANT)

1. Employment Resources
2. Educational Resources
3. Social Services Resources
4. Law Enforcement
5. Other Relevant Groups and Organizations

DISCUSSION: Given the limited funding resources available for programs and resources for youth, it is imperative that existing resources be identified in order to avoid duplication of services. By identifying existing resources, program development can be targeted to filling the gaps in a particular county. As well, in addition to identifying existing resources, a working relationship must be developed to ensure that the resources can be fully utilized.

166

Each county department should develop and distribute a compendium describing all social service programs and services available within or to the county social services agencies. (ESSENTIAL)

DISCUSSION: In order to avoid duplication of services, provide all social services workers with needed information, and ensure that youth are properly served, a listing of all available programs and services should be given to all social services workers.

SECTION I: SUPPORT RELATIONSHIPS

- 167 The staff of a substitute care facility, institution, or other supervising worker should establish supportive relationships on which the youth can depend. (IMPORTANT)

DISCUSSION: Because many authority relationships experienced by the youth may have been more authoritarian than nurturing and supportive, it is important that he/she develop supportive relationships during some part of the juvenile justice system experience. All people need to know that there is "someone" to whom they can go to talk, to listen and to share without fear of condemnation, criticism, or humiliation. The ties must go beyond the present. Whether it is a staff member in an institution or substitute care facility, a social worker, a teacher, a law enforcement officer, or a volunteer, someone must take an "extra" interest in the youth, exhibit a desire to maintain contact after the youth is out of the system, and demonstrate a deep caring for the youth and his/her future.

- 168 Aftercare staff of the county department and the Division of Corrections who will work with the youth after release from the juvenile correctional institution should visit and communicate with him/her and the family as often as possible while the youth is in the institution. (ESSENTIAL)

- 169 Staff of substitute care facilities where youth will be placed on aftercare status should visit and communicate with those youth and the family as often as possible while the youth are in the institution. (IMPORTANT)

DISCUSSION: The initial development of supportive relationships should begin prior to the youth's physical residence in an after-care facility. That showing of interest prior to residence demonstrates to the youth that this individual is concerned with him/her as a person, not merely as another resident or another placement.

SECTION J: ADVOCACY

- 170 The juvenile justice system should provide the youth with a voice in conflicts with systems (such as school, social services, and law enforcement) in which the youth may experience problems and should ensure that the youth's position is stated, clarified, and heard. (OPTIONAL)

DISCUSSION: The juvenile justice system serves, at least in part, in an in loco parentis capacity. In essence, this role has a two-fold nature: child welfare and advocacy. Both parts of this role are, of course, parts of the traditional parental, judicial, and social worker roles.

Advocacy is defined as the proposing of the youth's viewpoint from a non-judgemental perspective. Its function is to present the youth's point of view in such a way as to accept fully the youth's concern, to provide assistance in establishing a model for problem solving, to develop in the youth the ability for self-advocacy and to help the youth undertake a process of reality orientation.

Various individuals within the system assume the advocacy role. Because the juvenile justice system, though well meaning and concerned, is a part of a larger system which itself may deny a youth some of his/her proper rights, there may be need for outside advocacy programs without ties to any system that may compromise a youth's rights. What is imperative is that individuals within the advocacy program serve without fear of personal reprisal or other threat.

SECTION K (1): ACADEMIC EDUCATION

- 171 Supervising workers and the staff of substitute care facilities and juvenile correctional institutions should work with the youth and the school system and, if necessary, advocate with the school system in order to provide the most positive opportunity for youth to succeed in the school setting. (ESSENTIAL)

DISCUSSION: Provision of educational services to youth may be the most important aspect of the juvenile justice system. Lack of successful educational experience is a common characteristic of the juvenile offender. A positive educational experience involving minimally, the basic core courses (reading, writing, math, etc.) is essential if the youth is to be adequately prepared for an independent existence. Therefore, it is important that social services agencies develop an on-going positive working relationship with schools (e.g., agencies should consider participating in fall in-service training in the schools in order to discuss the role of the agency and the type of youth it serves).

- 172 Supervising workers and the staff of substitute care facilities and juvenile correctional institutions should work with educational specialists and youth to develop the most appropriate traditional or alternative academic program based upon an assessment of the youth's specific needs, talents, and attributes. (IMPORTANT)

DISCUSSION: Because many delinquent youth do not complete an educational program, their specific needs must be identified and targeted in developing an academic program. Many delinquent youth have not experienced positive results from participation in traditional programs. Alternative education programs can be designed to meet the specific requirements. (See ss.118.15(1)(d)4 and 6, Wis. Stats.) Additionally, schools should provide basic career education programs for those youth requiring such an academic orientation.

- 173 The school and the agency providing services should develop a process of communication. (IMPORTANT)

DISCUSSION: The development of a good communication process is essential to meeting the youth's needs. The following process is suggested as a means to achieve that end:

1. Appropriate school personnel should work jointly with the agency preparing the court report in specifying academic needs.
2. The agency responsible to provide services should work with the school in developing a service plan for the youth.
3. The agency responsible for youth in substitute care placement and on aftercare should work with the school in developing

an academic program which relates to the youth's educational needs and academic objectives specified in the service plan.

- 174 When educational goals are identified in the service plan, the agency responsible for service provision should contact the school in person at least once a month to review progress and to coordinate implementation of service plans. (ESSENTIAL)

DISCUSSION: Such contact should occur once a month as an absolute minimum. Many youth evidence needs and characteristics which may warrant contact on a more frequent basis.

- 175 The service-providing agency should encourage schools to provide a full range of supportive services for all youth, particularly those experiencing adjustment problems within the regular school program and structure. (IMPORTANT)

DISCUSSION: Many delinquent youth find the regular school program and structure difficult. Schools should have the capacity to provide these youth with supportive services including:

1. Counseling, educational, and social services;
2. Mechanisms to discover and deal with personal conflicts and adverse home study environments; and
3. Activities which support a student's ideas and interests.

In essence, schools must work with social services agencies in examining the youth as student in all postures. While a negative home environment may be a problem to be dealt with by a social worker, that problem has definite and direct impact on the youth's involvement in the classroom, thus making it a concern of the school as well.

- 176 The service-providing agency should encourage schools to initiate methods and techniques for enriching the potential of the home (or other residence) as a learning environment. (IMPORTANT)

DISCUSSION: Many youth do not succeed in school because of negative home environments. Schools must be concerned with this problem. Residential support of the educational process is essential. A fuller integration of the family and school processes can only increase the chances that a youth will be successful.

- 177 The service providing agency should encourage provision of educational services at the regular community school for all youth when possible. (IMPORTANT)

DISCUSSION: Regardless of the living arrangement of the youth (e.g. home or substitute care), the youth should receive his/her

education in the community school setting. Schools provide, in addition to education, a social and growth arena for the youth. The lack of such an environment can be an important deprivation to many youth.

- 178 Educational programs in residential facilities should be geared directly to the reintegration of youth into the community. (IMPORTANT)

DISCUSSION: Residential facilities should focus, in general, on the reintegration process. Since educational reintegration is often the most difficult, residential facilities should place emphasis on this process.

RECOMMENDATION

The Department should work with the Department of Public Instruction (DPI) to develop training programs on the juvenile justice process for school personnel, both administrators and teachers. In-service training programs should provide an opportunity for schools and other agencies to discuss their various roles and responsibilities. The Department should also work with DPI in encouraging county agencies and school districts to meet at least semi-annually to discuss issues of mutual concern.

DISCUSSION: The relationship between county agencies and the school districts is critical to effective and efficient service delivery by both agencies to adjudicated delinquents. A beneficial relationship can be developed through a clear understanding of the roles and responsibilities of each agency. In-service training programs and other regularly-scheduled meetings involving all parties should help to develop such a relationship.

RECOMMENDATION

That the Department and DPI cooperatively address issues and financial responsibility for the provision of education to youth in treatment programs (i.e., child caring institutions and day treatment). This is to include consideration and development of a policy to share costs of education.

DISCUSSION: The Committee realizes that this is an issue of long-standing concern on the parts of both the Department and DPI. It is also recognized that this is an issue that has no simple resolution, but the issue must be raised because of the fiscal implication that this issue has on the development of options for both supervision and aftercare. While this recommendation is specific to this report, such discussions should be only a part of a more wide-ranging discussion necessary for DPI and DHSS to provide comprehensive services to youth.

SECTION K (2): VOCATIONAL/EMPLOYMENT TRAINING

- 179 The specific needs, talents and attributes of individual youth should be assessed and should form the basis for determination of the most appropriate area of vocational training. (IMPORTANT)

DISCUSSION: Of utmost importance in determining areas of vocational training is the choice of the one that helps to ensure a successful future for the youth. Concurrent with this concept is the importance of starting where the youth is in terms of job readiness. With delinquent youth, this often means selection of prevocational training and fundamental interpersonal skills training. Some youth are not employable at the time they are assessed and require fundamental skills training. Emphasis should be placed on providing the youth with a tangible set of skills easily identified by the youth as resulting from contact with the juvenile justice system. Through the realization of positive gains, a readiness to learn new skills can be developed.

- 180 Youth should understand that the responsibility for obtaining a job ultimately rests with themselves and that the skills necessary to acquire a job are more important than any one particular job. (IMPORTANT)

DISCUSSION: The development of a sense of responsibility is a very important concept in helping youth become employable. The system should strive to train and educate youth in job-finding skills and point them in the right direction. To reduce dependency on the system and to enhance the youth's concept of job ownership, however, the responsibility for actually obtaining the job and establishing a steady work record is clearly on the youth.

Quite often youth view their first job, however menial, as the measure of whether or not they are job-worthy. Occasionally, however, that job terminates either because of the nature of the position or because the youth unconsciously (or consciously) hates the job and "wants out." Ultimately, this exposure to the world of work is a negative one and alienation from traditional work values results. A youth prepared for this eventuality can see the movement to a more desirable position as a constant goal and may be less inclined to view him/herself as trapped in a job.

SECTION L: STAFF MOTIVATION AND TRAINING

- 181 Training should be an ongoing process which includes the following: (IMPORTANT)

1. Updating on current literature in the field;
2. Topical in-service sessions relevant to the worker's specific responsibilities;
3. Frame of reference education in relevant areas of youth development; and
4. Information on preserving a positive self-image which may minimize the pressures inherent in working with delinquent youth and families.

DISCUSSION: Ongoing training is a very important part of the individual worker's professional development/identity, and, therefore, a motivating force. If the employing agency indicates an interest in assisting the worker to plan a program of professional training and development, a message is transmitted that the worker is a valued person and that the agency is interested in providing a quality service to its clients by increasing the skills of its workers.

This message then becomes a motivating force in that a more positive atmosphere and environment is developed by management and other staff. This is particularly crucial when the environment developed by delinquent youth is not altogether positive.

- 182 Training for any worker providing direct or support services to delinquent youth should be a clear requirement and expectation of the agency. (ESSENTIAL)

DISCUSSION: Training should not be perceived as a reward for a "job well done." Rather, training should be funded and expected by the agency to assist the worker in remaining aware of changes in the law and philosophy and practice in the field of expertise.

It is imperative that staff training be regarded as a high priority activity in the agency's time and fiscal management structure. Provision of effective and efficient services relies upon the knowledge and ability of a fully trained and motivated staff.

Each worker, in conjunction with his/her direct supervisor, should assume responsibility for identifying appropriate and relevant training offerings as part of an employee development program.

- 183 Each worker should be provided the opportunity for forty hours of training per year. Such training should be available to all workers and should include at least some professional development content. Training should

be selected on the basis of the needs identified by a worker assessment. (IMPORTANT)

DISCUSSION: In addition to the accumulation of skills and knowledge, staff training assists in avoiding "staff burnout syndrome," a problem of considerable concern in the human services field.

- 184 The nature and type of training received by each worker should be dependent upon the worker's educational level, skills, proficiency level, prior training, and the scope and nature of the worker's job responsibilities. (IMPORTANT)

DISCUSSION: Not all training is needed by or appropriate for all workers. Given the limited availability of funds, the training each worker receives should be appropriate to his/her needs.

In addition, all training need not be formal. Participation in case reviews, staffings, and staff meetings with outside or local speakers, experts, and other individuals should be considered. Such in-house training, however, should be in addition to forty hours of formal, out-of-office training. The differentiation between formal and informal training is usually dependent on whether the training is certified for continuing education credits.

- 185 Staff should be adequately trained in the development of an individualized, prescriptive service plan. (ESSENTIAL)

DISCUSSION: The backbone of any good program is good staff. To develop a successful service plan, staff must have the sophistication necessary to make a social diagnosis, develop a realistic treatment plan with the youth and family, and implement that plan through a specific, definable method.

- 186 The Department, both central and regional offices, and county departments should cooperatively develop an annual training plan which should utilize in-state expertise and be provided at the lowest possible cost to participants. (ESSENTIAL)

DISCUSSION: A training program should be designed to meet existing and projected needs. In order to make the training available to the greatest possible number of people, training sessions should utilize trainers whose services can be provided at the lowest possible cost in order to make the training as inexpensive but worthwhile as possible.

- 187 A reasonable professional salary should be paid by each agency and substitute care facility commensurate with job responsibilities and type of clientele. (IMPORTANT)

DISCUSSION: While workers in the human services field are often regarded as being altruistic, to motivate staff and to attract competent professionals, a reasonable salary must be provided. Given the ever-increasing importance to society of the human services worker, the increasingly difficult type of clientele served, and the rising cost of living, it is imperative that a salary reflecting this importance and responsibility be provided.

SECTION M: RECORDS, REPORTING, INFORMATION SYSTEMS

- 188 Data should be collected only if the potential benefits from its use outweigh the potential injury to confidentiality considerations. (ESSENTIAL)

DISCUSSION: Any information collected should be collected for a particular purpose. Primary consideration must always be given to the confidentiality of the youth's records. All other standards in this section should be implemented based upon the philosophy of this standard.

- 189 Data should be collected only as the result of a formal event in the juvenile justice system. (ESSENTIAL)

DISCUSSION: Rather than collect information at any time that a youth is in the juvenile justice system only information required for a particular event should be collected. Such events include police contacts, court intake and referral, fact findings, adjudications, placements, transfers and releases, or any matter which may potentially impact on a placement decision.

- 190 A system of verification should be included in the design of information systems. Entries should be checked to verify accuracy and completeness to the extent reasonably possible. (ESSENTIAL)

DISCUSSION: Given the fact that information systems are employed in decision-making, evaluation, and historical studies, it is imperative that information included in the system be accurate and complete.

- 191 The state and counties should cooperatively develop a uniform and standardized reporting process and information systems. Any terms, categories and other information should be uniformly defined and applied. (IMPORTANT)

DISCUSSION: Without uniformity and standardization, there is no clear understanding of the application of terms and legal categories (e.g., formal supervision, dispositions, substitute care).

- 192 Each component agency of the juvenile justice system should maintain its own files. Agencies should cooperate to provide information to other component agencies whenever such information is needed for the requesting agency to perform its current duties with regard to the youth as he/she proceeds through the juvenile justice system. (IMPORTANT)

DISCUSSION: Commensurate with the requirements for confidentiality of juvenile files, agencies must share available information in order to determine the most appropriate treatment and placement for a youth, based upon the youth's needs and history.

- 193 Each component agency which provides information to other agencies within the juvenile justice system should maintain a catalogue of the agencies receiving information, the name of the requesting individual, and the identity of the record from which the information was taken. (IMPORTANT)

DISCUSSION: In order to protect confidentiality and to avoid duplicate submissions of information, a record of such information provision should be kept.

- 194 All requests for information regarding a particular youth should be given to the individual with case management or lead responsibility for provision of services to that youth. (ESSENTIAL)

DISCUSSION: A central point of contact within each agency will reduce the chances for duplicate submission and breaches of confidentiality.

- 195 Persons providing information on youth within the system should be allowed access to aggregate, non-personalized information, commensurate with need and confidentiality requirements. (ESSENTIAL)

DISCUSSION: Information systems generally serve two functions:

1. To assist individuals when developing individualized treatment case plans; and
2. To assist in record collection for research, budgeting, management and related purposes.

Individuals required to report information should also be permitted to withdraw information. In addition to assisting in that individual's work, such accessibility also indicates to the information provider that their efforts are purposeful and serve useful ends.

- 196 All appropriate and applicable data and other information regarding a youth should be recorded and documented. (ESSENTIAL)

DISCUSSION: Internal information systems must be complete so that out-of-home placement staff may be provided with pertinent information. Often, when a youth is well known within a particular community and/or agency, the amount of recorded information is reduced. Consideration must be given to the fact that other professionals not familiar with a particular youth may be called upon to make treatment decisions.

- 197 The case manager should complete a progress report each time that the service plan is revised and should write a summary report on each youth at least every six (6) months. These reports should be included in the youth's file. (ESSENTIAL)

DISCUSSION: To maintain an updated and comprehensive file, this standard should be regarded as a minimal requirement. Frequent reports are more beneficial to everyone involved.

198 The worker should maintain a case file on each youth.
 (ESSENTIAL)
 This case file should contain at least the following:

1. Court report.
2. Court order.
3. Treatment/service plan.
4. Statement of the conditions of supervision or
 supervision contract signed by the youth.
5. All subsequent reviews, including progress reviews.
6. Notification of release from supervision.

DISCUSSION: The above information is regarded as essential in terms of record-keeping for documentation and treatment purposes. Other appropriate records should also be kept in this file.

CHAPTER TWO

COURT REPORT MODEL

Introduction

Presently, there are three separate and distinct processes for collecting and writing basic social history information for adjudicated delinquents. These processes are: (1) DSS staff or court-attached workers prepare "Court Reports" (Section 48.33 of the Wis. Stats.) for the juvenile court for use at the dispositional hearings; (2) the Division of Corrections agent prepares the "Admission Report" for the institutions; and (3) the institution social worker prepares the "Reception Center Admission Report" for the Joint Planning Conferences. Each of these three reports contains basic social history information which is essentially repetitive.

The Supervision and Aftercare Services Committee examined at length the problem of triplication in the collection and writing of basic social history information on the youth. The Committee concluded that this triplication of functions should be eliminated. It is not only very inefficient but is also an imposition on the youth, family, and all agencies involved with the youth, e.g., schools.

The Committee examined several options for the Department and counties which would eliminate this problem. The Committee concluded that a standardized format and content for the court report was needed. The content should include all of the basic social history information required by the Department for the admission report. This information could then be provided to the DOC agent and institutional staff (if the youth is subsequently committed to Department custody).

The Committee believes that the standardized format and content for the court report would provide the Department with the information needed and eliminate the problems of triplication. This would not delay the Joint Planning Conferences and would not cause confusion in the county's relationship with the youth's family in those cases where the county is planning to assume aftercare responsibility.

The Committee concluded that the county DSS staff or court-attached worker preparing the court report would be the person in the best position to prepare the basic social history during the preparation of the court report.

RECOMMENDATION

The Department should immediately recommend that all county agencies designated under s.48.069 (Wis. Stats.) begin to use the standardized format and content (outlined in Chapter 2) for all court reports, and the Department should require the use of the standard format and content for all youth recommended for commitment to Department custody. The content should include all of the basic social history information required by the Department for the Reception Center Admission Investigation. If the youth is committed to

Department custody, the court report would be provided to the DOC agent and institutional staff. The Department should inform the county agencies that if the required information is provided, the initial Joint Plan Review Conference should occur approximately three (3) weeks after the youth enters the reception center.

DISCUSSION: A standardized format and content for court reports would assure that each county would collect uniform basic information and that the juvenile correctional institutions would receive all necessary information. As a result, DOC staff would not have to collect additional information before a decision could be made, thus reducing to approximately three weeks the time the youth spends in reception.

This format and content would also decrease confusion and initiation caused by repetitive interviewing of the youth, the family and other key actors.

In order to assist in the implementation of this option, the Committee has developed the following standardized social history format and content which includes all of the requirements of county departments, the court, and the Department.

COURT REPORT

As a rule, the court report should be prepared subsequent to the adjudication hearing. In certain circumstances, however, the dispositional hearing occurs immediately after the adjudication hearing, thereby requiring the court report to be completed in advance.

201 A uniform and comprehensive court report should be completed by the agency designated under s.48.069. The structure and content of the court report should be based upon the following tenets: (IMPORTANT)

1. The collection of necessary information and its presentation in the court report should be guided by the basic premise of "need to know."
2. The collector of the information should be careful to protect the privacy of the youth during the investigation. The investigator should not talk to the youth's neighbors, employer, or relatives unless absolutely necessary. An exception is the victim of the crime.
3. Information should be collected by the agency the court designates to prepare the report - the county department of social services, court supervision staff, the department of health and social services or child welfare agency. (a) If the child is in the care or legal custody of one of these

agencies, a licensed day care center, licensed maternity hospital or other social welfare or law enforcement agency, the designated agency may request and receive from any of these agencies information relating to the child. (b) All records which concern a child who at any time has received services for mental illness, developmental disabilities, alcoholism or drug dependency, which relate to those services, and which are maintained by the department, 51.42/.437 boards or staffs, or treatment facilities, may be obtained by the designated agency only with the informed consent of the child's parent or guardian, or the informed consent of the child or parent or guardian if the child is 14 or over, or in any event pursuant to a court order. (c) All records relating to the child not covered under (a) or (b) may be obtained by the designated agency only by order of the juvenile court expressly identifying the records to be released and person or agency to receive them.

4. (a) A child's school progress records may only be obtained by the designated agency with the parent's or guardian's written permission or upon request of the court. Progress records include the pupil's grades, statements of courses taken and records of attendance and extracurricular activities.

(b) A child's school behavioral records may only be obtained by the designated agency with the parent's or guardian's written permission. Even with such permission, portions of the behavioral records may be withheld by the records custodian. Behavioral records include psychological tests, personality evaluations, records of conversations, written statements relating specifically to a pupil's behavior, tests relating to achievements or measurement of ability, physical health records and others not progress records. Behavioral records do not include records available only to persons involved in the psychological treatment of a pupil.

5. Unless waived by the recipient, information that relates to the reception of AFDC grant(s) is prohibited (ss. 48.53, Wis. Stats.). A release of information is also needed for information from mental health records.

6. The court report should follow one of the two formats. The determination of which format is to be used is based on the history of court appearances. The titles of the two court report formats and the determining factors follow:

- a. Court Report is used for the youth's first disposition hearing.
- b. Court Report Update is used for all other dispositional hearings for the youth.

7. If the court report is going to recommend a placement outside the home, the preparer of the court report should review the placement criteria noted in Chapter One, Section E of this report.

8. If the court report will be oral (i.e., if it will not recommend placement outside the home or present placement and all parties have consented to an oral report), all records which will be relied upon in making the report must be on file and available to the persons listed below at least 48 hours before the dispositional hearing. If the court report will not be oral, the court report and all records relied upon in making the report must be on file and available to the following persons at least 48 hours before the dispositional hearing:

- a. The juvenile's attorney,
- b. The juvenile's guardian ad litem,
- c. The district attorney,
- d. The juvenile court,
- e. Attorneys for other parties named by the court.

9. If a verbal dispositional report is going to be given to the judge, consent should be obtained from all parties 72 hours in advance of the dispositional hearing. The consent should be read into the record at the dispositional hearing.

10. Any sensitive information which is going to be presented to the court should be included in a separate appendix to the court report. Only the judge, the district attorney, and the guardian ad litem/counsel for the youth receive copies of this appendix. This information may not be shared with the youth or family unless the judge releases the information. Between the time of completion of the court report and inspection by the juvenile court, the preparer of the court report should indicate to all parties in receipt of the court report that the juvenile court may rule that the appendix should not be shared.

202 Immediately after the dispositional hearing (within five working days), the court order, the court report, and any other appropriate written background information shall be given by the court to the appropriate agency involved in the court order. For juveniles committed to correctional facilities the information shall be given to the reception center. (ESSENTIAL)

203 In the situation where the worker made a verbal court report and the court disposition order was for placement with the Department, the county court worker must submit a complete written court report to the Department as soon as possible but no longer than ten (10) working days after the issuance of the court order. (ESSENTIAL)

204

In a situation where the court report recommendation was in-home supervision and the court order was for placement outside the home, the preparer of the court report must submit any required additional information to the service provider as soon as possible but no longer than ten (10) working days after the issuance of the court order.
(ESSENTIAL)

COURT REPORT (Format and Content)

This is a standardized format and content for all court reports. The intent is not to require all the information, but to provide a format for the information. All of the specific information should be considered, but all of the items do not have to be written. The specific information put in the court report should be determined by the availability and the appropriateness of the information. The headings should be used in all court reports, but specific content under each heading should be determined by the preparer of the court report based upon the availability and the appropriateness of the information.

FACE SHEET

Complete standardized form.

COURT HISTORY

PRESENT OFFENSE:

Start with the appropriate statutory reference of the offense (criminal code). Describe in nonlegal language what happened; also include apparent motivation and extenuating circumstances. Also include original reason for referral, if different.

OFFENDER'S ATTITUDE & VERSION OF OFFENSE:

Indicate whether or not he/she is remorseful; whether or not he/she attempts to rationalize or justify the offense; whether he/she blames others or accepts responsibility; also indicate his/her attitude toward probation or informal supervision based on past experience.

VICTIM'S STATEMENT: Give victim's account of the offense, if appropriate and available.

PERSONAL HISTORY

YOUTH UNDER CONSIDERATION:

Outgoing or withdrawn
Sibling relationships
To which parent closest
Rejection by parents
Overprotection/lack of concern by parent(s)
Age of client at time of parent's death or remarriage and response thereto
Sexual behavior and knowledge
Drinking - Frequency of use
Types of intoxicants used

PATTERNS OF
AGGRESSIVE
BEHAVIOR

Behavior when using
Motivation for treatment
Drugs - Types of drugs used
Method of use
Frequency of use
Behavior and experiences when using
Motivation for treatment
Personal hygiene
Use of leisure time
Names and addresses of associates
Describe type of influence from associates.

Historical use of weapons
Aggressive patterns and tendencies

EDUCATION:

To be obtained from school:

Grade level (last grade completed)
Records of absences and truancies
Department
Academic grades
Aptitude
Psychological tests and dates given
Attitude toward client - could client be
reinstated?
(Not included when the recommendation is
community supervision)
Extracurricular activities
Attitude towards teachers and peers
Age when left
Reason for termination

MEDICAL & HEALTH:

Birth disfigurements
Speech defects
Enuresis
Present health (list needs getting or needing
immediate medical attention, i.e.,
diabetes, heart condition, and label
"Acute Medical Problem."
Hospital commitments (not included when the
recommendation is community supervision
unless appropriate)
Severe illnesses and dates (not included when
the recommendation is community supervi-
sion unless appropriate)
Operations and dates (not included when the
recommendation is community supervision
unless appropriate)
Handicaps (not included when the recommenda-
tion is community supervision unless
appropriate)
Disfigurements - Personal endowments (not
included when the recommendation is

community supervision unless appropriate)
Menstrual problems (not included when the
recommendation is community supervision
unless appropriate)
Venereal disease (not included when the
recommendation is community supervision
unless appropriate)
Pregnancies (not included with the recommenda-
tion is community supervision unless
appropriate)
Allergies (not included when the recommenda-
tion is community supervision unless
appropriate)
Medical Assistance Certification Information
(include last M.A. Number, certification
dates) (not included when the recommenda-
tion is community supervision unless
appropriate)
Problems in family
Epilepsy
Diabetes
Emotional illnesses
Alcoholism
Drug abuse

PRIOR PLACEMENT
AND SERVICES:

Refer to face sheet and add narrative
Identify outcome of placement outside the home
Pattern of runaways
Any additional offenses
Successful completion or failure of placement
and/or services
Outpatient services

PSYCHOLOGICAL &
PSYCHIATRIC:

Previous referrals, contacts, treatment, and
progress - attach reports

EMPLOYMENT AND
FINANCIAL MANAGE-
MENT:

Previous employment
Average length of jobs
Longest time on any one job
Reasons for leaving jobs
Longest time unemployed
Job preference and/or aptitude
Proficiency in handling finances

FAMILY

FAMILY DEVELOPMENT: Parental relationships
Who disciplined and how
Nature and reasons for arguments
Adequacy of income
Family attitude toward offense and assessment
of client problems
Sibling information (name, address, date of
birth, employer or school, and phone
number)

Arrests or convictions of immediate family members
 Community involvement
 Any other relevant information

HOME & NEIGHBORHOOD: Describe neighborhood
 Describe home (age, type, number of rooms, etc.)
 Condition of home and furnishings

PARENTAL ATTITUDE TOWARD OUT-OF-HOME PLACEMENT (Not included when the recommendation is community supervision): Foster home, relatives' home, group home, and institution.
 Home visit
 Family involvement

PARENTAL FINANCIAL CONTRIBUTION: Parent's financial statement

SUMMARY & IMPRESSIONS: This is the place where all information is put together and the justification of the recommendation is established.
 Type of individual to be dealt with
 Major and basic current problems
 (Make brief analysis and interpretation of how client's personal endowments, environmental factors, social experiences, and his/her reactions thereto have interplayed to produce his/her present situation.)
 Prior services
 Family
 Youth's attitude
 Community attitude, if known and significant

RECOMMENDATION: OPTION A - WHEN THE RECOMMENDATION IS COMMUNITY SUPERVISION

1. Brief statement of the recommendation, i.e., community supervision.
2. A statement of objectives of the rehabilitation or treatment and care to be provided including desirable behavior changes and academic, social, vocational, and other skills to be achieved.

NOTE: Objectives may be defined here as service needs and not necessarily expected outcomes.

- a. Desirable behavior changes. It should include specifically pre-

- scribed behavior changes by the youth and/or family or other appropriate goal. These should be based on the preparer's own analysis of what the primary problems are.
- b. Academic objectives to be achieved. These objectives must reflect the individual's potential as well as current performance levels.
 - c. Social and other skills to be developed. Focus is on the ability of the youth to interact with others in such a way as to avoid destructive conflict. This could also include desired improvement of social and other skills of other family members.
 - d. Vocational skills to be developed. These should be based on a realistic appraisal of the individual's ability and potential.
3. The identity of the agency or person recommended to be made primarily responsible for provision of services mandated by the judge.
 4. If supervision, as defined by Section 48.34(2), is recommended, the name of the specific agency and/or individual who will take responsibility for supervising the youth shall be identified. (Since supervision is recommended, the care and services would permit the youth to remain at home. Therefore, no placement information is needed.) The rules of supervision should also be identified. These rules should be individualized and meaningful. Reasonable rules can be established for the youth's and the parent's conduct.
- OPTION B - WHEN THE RECOMMENDATION IS FOR A PLACEMENT OUTSIDE THE HOME.
1. Brief statement of the recommendation, e.g., placement in a group home, foster home, child caring institution, juvenile correctional institution.
 2. A statement of objectives of rehabilitation or treatment and care (see number two in Option A).

3. The identity of the agency or person recommended to be made primarily responsible for provision of services mandated by the judge and the identity of the proposed legal custodian if custody is to be transferred to effect the treatment plan.
4. If placement outside the youth's home is recommended, substantiation that care and services that would permit the youth to remain at home have been investigated and considered and are not available or likely to become available within a reasonable time to meet the needs of the youth or, if available, why such services are not appropriate. Specifically, describe:
 - a. What alternatives to the plan are available;
 - b. What alternatives have been explored; and
 - c. Why the explored alternatives are not appropriate.
5. If placement outside the youth's home is recommended, the name of the place or facility where the youth shall be cared for or treated shall be identified. In the case of individual foster home treatment where the name and address of the foster parent is not available at the time of the report, that information shall be furnished to the court and the youth's parents within 21 days of the court order. If after a hearing on the issue held with due notice to the parent or guardian, the judge finds that disclosure of the identity of the foster parent would result in imminent danger to the youth or to the foster parent, the judge may order the name and address of the foster parents withheld from the parents or guardian.
6. If placement more than 60 miles from the youth's home is recommended, documentation that placement within 60 miles of the youth's home is either unavailable or inappropriate for the youth.
7. If the recommendation is for the custody of the youth to be transferred to the

Department of Health and Social Services for placement in a secure correctional facility, the court report shall indicate how the youth meets the criteria of Section 48.34(4m). When making a recommendation for secure placement, the court report should document:

- a. That the youth has been found to be delinquent for the commission of an act which, if committed by an adult, would be punishable by a sentence of six months or more; and
- b. That the youth has been found to be a danger to the public and to be in need of restrictive custodial treatment.

(The report should especially address the allegation that the youth is a danger to the public and in need of restrictive custodial treatment. The facts presented throughout the report should document why the youth is seen as a danger to the public. A summary statement of the exemplified behavior should be given in this section.)

SOURCES OF INFORMATION:

List the names and relationship of all contacts made by the preparer of this report in preparing this report. Specifically, give the number of contacts, the types of contacts, i.e., face-to-face or telephone.

Prepared by: _____

Agency: _____

Date: _____

FORMAT FOR UPDATE
(Format and Content)

FACE SHEET: Update standardized form

COURT HISTORY

PRESENT OFFENSE: Start with the legal statutory reference of the offense. Describe in nonlegal language what happened. Also include apparent motivation and extenuating circumstances. Also include original reason for referral.

OFFENDER'S ATTITUDE & VERSION OF OFFENSE: Indicate whether or not he/she is remorseful; whether or not he/she attempts to rationalize or justify the offense; also whether he/she blames others or accepts responsibility.

VICTIM'S STATEMENT: Give victim's account of the offense. Also indicate whether the victim may have provoked the offense, including such factors as age, reputation, physical description and personality characteristics.

PERSONAL HISTORY

YOUTH UNDER CONSIDERATION: Update with new information. If none, state "No new information since last report."

PATTERNS OF AGGRESSIVE BEHAVIOR: Update with new information. If none, state "No new information since last report."

EDUCATION: Update with new information. If none, state "No new information since last report."

MEDICAL & HEALTH: Update with new information. If none, state "No new information since last report."

PRIOR PLACEMENT AND SERVICES: Update with new information. If none, state "No new information since last report."

PSYCHOLOGICAL & PSYCHIATRIC: Update with new information. If none, state "No new information since last report."

EMPLOYMENT & FINANCIAL MANAGEMENT: Update with new information. If none, state "No new information since last report."

FAMILY DEVELOPMENT: Update with new information. If none, state "No new information since last report."

HOME & NEIGHBORHOOD: Update with new information. If none, state "No new information since last report."

PARENTAL ATTITUDE TOWARD OUT-OF-HOME PLACEMENT (Not to be included when the recommendation is community supervision): Update with new information. If none, state "No new information since last report."

PARENTAL FINANCIAL CONTRIBUTION: Update with new information. If none, state "No new information since last report."

SUMMARY & IMPRESSION: This is the place where all information is put together and the justification of the recommendation is established.

Type of individual to be dealt with
Major and basic current problems
(Make brief analysis and interpretation of how youth's personal endowments, environmental factors, social experiences, and reactions thereto have interplayed to produce his/her present situation.)
Prior services
Family
Youth's attitude
Community attitude, if known and significant

RECOMMENDATION: OPTION A - WHEN THE RECOMMENDATION IS COMMUNITY SUPERVISION

1. Brief statement of the recommendation, e.g., community supervision.
2. A statement of objectives of the rehabilitation or treatment and care to be provided including desirable behavior changes and academic, social, vocational, and other skills to be achieved.

NOTE: Objectives maybe defined here as service needs and not necessarily expected outcomes.

a. Desirable behavior changes. It should include specifically prescribed behavior changes by the youth and/or family members which the preparer believes will result in rehabilitative use, strengthened family or other appropriate goal.

These should be based on the preparer's own analysis of what the primary problems are.

- b. Academic objectives to be achieved. These objectives must reflect the individual's potential as well as current performance levels.
 - c. Social and other skills to be developed. Focus is on the ability of the youth to interact with others in such a way as to avoid destructive conflict. This could also include desired improvement of social and other skills of other family members.
 - d. Vocational skills to be developed. These should be based on a realistic appraisal of the individual's ability and potential.
3. The identity of the agency or person recommended to be made primarily responsible for provision of services mandated by the judge.
 4. If supervision, as defined by Section 48.34(2), is recommended, the name of the specific agency and/or individual who will take responsibility for supervising the youth shall be identified. (Since supervision is recommended, the care and services would permit the youth to remain at home. Therefore, no placement information is needed.) The rules of supervision should also be identified. These rules should be individualized and meaningful. Reasonable rules can be established for the youth's and the parent's conduct.
- OPTION B - WHEN THE RECOMMENDATION IS FOR A PLACEMENT OUTSIDE OF THE HOME.
1. Brief statement of the recommendation, e.g., placement in a group home, foster home, child caring institution, juvenile correctional institution.
 2. A statement of objectives of rehabilitation or treatment and care (see number two in Option A).

3. The identity of the agency or person recommended to be made primarily responsible for provision of services mandated by the judge and the identity of the proposed legal custodian if custody is to be transferred to effect the treatment plan.
4. If placement outside the youth's home is recommended, substantiation that care and services that would permit the youth to remain at home have been investigated and considered and are not available or likely to become available within a reasonable time to meet the needs of the youth or, if available, why such services are not appropriate. Specifically, describe:
 - a. What alternatives to the plan are available;
 - b. What alternatives have been explored; and
 - c. Why the explored alternatives are not appropriate.
5. If placement outside the youth's home is recommended, the name of the place or facility where the youth shall be cared for or treated shall be identified. In the case of individual foster home treatment where the name and address of the foster parent is not available at the time of the report, that information shall be furnished to the court and the youth's parents within 21 days of the court order. If after a hearing on the issue held with due notice to the parent or guardian, the judge finds that disclosure of the identity of the foster parent would result in imminent danger to the youth or to the foster parent, the judge may order the name and address of the foster parents withheld from the parent or guardian.
6. If placement more than 60 miles from the youth's home is recommended, documentation that placement within 60 miles of the youth's home is either unavailable or inappropriate for the youth.

If the recommendation is for the custody of the youth to be transferred to the

Department of Health and Social Services for placement in a secure correctional facility, the court report shall indicate how the youth meets the criteria of Section 48.34(4m). When making a recommendation for secure placement, the court report should document:

- a. The youth has been found to be delinquent for the commission of an act which, if committed by an adult, would be punishable by a sentence of six months or more; and
- b. The youth has been found to be a danger to the public and to be in need of restrictive custodial treatment.

(The report should especially address the allegation that the youth is a danger to the public and in need of restrictive custodial treatment. The facts presented throughout the report should document why the youth is seen as a danger to the public. A summary statement of the exemplified behavior should be given in this section.)

SOURCES OF INFORMATION:

List the name and relationship of all contacts made by the preparer of this report in preparing this report. Specifically give the number of contacts, the types of contacts, i.e., face-to-face or telephone.

Prepared by: _____

Agency: _____

Date: _____

COURT REPORT FACT SHEET					
YOUTH	NAME (1)		ALIAS(ES) (2)		
	SEX (3)	DATE OF BIRTH (4)	RACE (5)	SOCIAL SECURITY NUMBER (OPTIONAL) (6)	
	ID MARKS/TATTOOS/SCARS (7)		DOC CASE NUMBER (8)		
NATURAL PARENTS	HEIGHT (9)	WEIGHT (10)	COLOR OF EYES (11)	COLOR OF HAIR (12)	COMPLEXION (13)
	FATHER - NAME (14)		SOCIAL SECURITY NUMBER (15) (16)		LIVING <input type="checkbox"/> DECEASED <input type="checkbox"/>
	HOME ADDRESS (17)		HOME PHONE NUMBER (18)		
	WORK ADDRESS (19)		WORK PHONE NUMBER (20)		
	MOTHER - NAME (21)		SOCIAL SECURITY NUMBER (22) (23)		LIVING <input type="checkbox"/> DECEASED <input type="checkbox"/>
	HOME ADDRESS (24)		HOME PHONE NUMBER (25)		
	WORK ADDRESS (26)		WORK PHONE NUMBER (27)		
	MARITAL STATUS (28)				
	MARRIED <input type="checkbox"/> SEPARATED <input type="checkbox"/> NEVER MARRIED <input type="checkbox"/> DIVORCED <input type="checkbox"/> REMARRIED <input type="checkbox"/>				
	NAME (29)		PHONE NUMBER (30)		
STEPPARENTS (IF ANY)	ADDRESS (31)				
	NAME (32)		PHONE NUMBER (33)		
	ADDRESS (34)				
OUT OF HOME PLACEMENTS (IF MORE THAN THREE, USE ADDITIONAL SHEET)	NAME OF PLACE/FACILITY ADDRESS (35)		TYPE OF PLACEMENT(36)	LENGTH OF PLACEMENT (37)	COURT ORDERED OR VOLUNTARY (38)
REFERRALS TO INTAKE (IF MORE THAN FOUR, USE ADDITIONAL SHEET)	DATE (39)	REASON FOR REFERRAL(40)	DISPOSITION, DATE AND DURATION OF SERVICES RECEIVED, IF ANY (41)		
SCHOOL	NAME AND ADDRESS OF CURRENT OR LAST SCHOOL ATTENDED (42)				
	GRADES REPEATED OR SKIPPED (43)				
	GRADE LEVEL (44)				
EMPLOYMENT	NAME AND ADDRESS OF EMPLOYER (45)				
	TYPE OF WORK (46)				
COURT INFORMATION	COUNTY OF COMMITMENT (47)		(48) CIRCUIT COURT BRANCH #	PROBATION OR COURT FILE NUMBER (49)	
	JUDGE (50)	DATE OF COMMITMENT (51)		COMMITMENT EXPIRATION DATE 5	

ADDITIONAL SHEET TO FACE SHEET OF COURT REPORT

YOUTH	Name		Alias	
	Sex		DOB	
ADDITIONAL OUT-OF-HOME PLACEMENT	Name of Place/Facility Address	Type of Placement	Length of Placement	Court Ordered or Voluntary
ADDITIONAL REFERRALS TO INTAKE	Date	Reason for Referral	Disposition, Date, Type, and Duration of Services Received, if any	

CHAPTER THREEPROVISION OF SUPERVISION SERVICES

Most youth adjudicated delinquent in Wisconsin are placed on some type of supervision ("probation"). Historically, such services have been provided by county departments, the Department (Division of Corrections) and by private providers (generally through purchase of service contracts with the county departments).

Prior to changes in and resulting from the Children's Code (Chapter 48, Wis. Stats.), the court or county department could request the Department (DOC) to provide such supervision services. Supervision on the state level was accomplished in two ways:

1. Regular Supervision - the youth was in the custody of the county or other local agency or individual (including parents).
2. Juvenile "C" Supervision - the youth's custody was transferred to the Department for purposes of provision of services.

Revisions to the Children's Code (November, 1978) prohibited the second option; that is, the custody of a youth could no longer be transferred to the Department for purposes of supervision.

While the Children's Code does not prohibit the Department from providing services under the first option (regular supervision), Department policy indicates that such services will not be provided. According to the DHSS Children's Code Interpretation Series (#CS 1.9), the official Department policy is the following:

"The Department will not provide investigative or supervision services to children awaiting a disposition hearing as described in s. 48.07 or to children where the court requests such services under s. 48.34(2). The Department may continue to sell bed space in alternate care facilities to counties, but the supervision of such children must remain with the county system."

(Approved February 3, 1979)

The Committee recognizes that problems do exist within the supervision system in Wisconsin. The John Howard Association report (March, 1977) also identifies a number of weaknesses, perhaps most importantly the variance of treatment and services among the seventy-two counties in Wisconsin. In addition, one of the primary problems associated with supervision by the county is the provision of such services to youth who have been placed in substitute care facilities outside of the county.

In general, the Committee concurs with current Department policy and the belief that services should be provided on the local level whenever possible. On the other hand, the Committee is also aware that occasionally circumstances present are not conducive to providing optimal services solely through the local system. As a result, the Committee makes the following recommendation in regard to the provision of supervision services. (Please refer to page 88 and Appendix A.)

RECOMMENDATION

The Committee recommends that supervision services remain the primary responsibility of the county system, either through provision or purchase of services (from other counties or private providers). In addition, the Committee recommends that when unusual or special circumstances are present the Department consider providing such services.

As part of the above recommendation, the Department may wish to develop a policy describing the method of approval for such requests and to establish criteria for granting such approval.

CHAPTER FOURPROVISION OF AFTERCARE SERVICES

In discussing the concept of aftercare in this report, primary emphasis has been placed on the content and characteristics of the aftercare system. Of equal importance, however, is the determination of the agency which should assume responsibility for the provision of those services.

There are principally three agencies which have or could develop the capacity to provide aftercare services: the State (Division of Corrections), the county departments, and private providers (vendors). Within each of these options, there exist the options of sole and shared responsibility. Therefore, the committee developed the following five options for the provision of aftercare services:

- OPTION #1: All Counties Provide All Aftercare
- OPTION #2: The Division of Corrections Provides All Aftercare
- OPTION #3: Counties Provide Aftercare On a Case-Selective Basis
- OPTION #4: Either the County or the State Provide All Aftercare On an Annual/Biennial Basis
- OPTION #5: State or County Contract With Private Providers for Aftercare Services
- OPTION #6: Both Counties and State Provide Services Depending on the Location of the Youth.

After careful study of the options and consideration of each of the respective strengths and weaknesses, the Committee concluded that OPTION #4 should be adopted. The Committee makes the following recommendation in regard to the provision of aftercare services:

RECOMMENDATION:

The Committee recommends that aftercare services be provided by both the County and State. The counties should decide whether they will be providing all or no aftercare services to youth. That decision may be re-examined annually/biennially and incorporated into and reflected in the County Youth Aids plan, beginning with the 1982 plan.

DISCUSSION: Each county would decide if it chose to provide aftercare services for all youth.

Such a decision could be re-evaluated on an annual or biennial basis. In regard to the decision reevaluation, the Committee had concerns because of the fact that the state plans on a biennial basis while the counties plan on an annual basis. Division of Corrections representatives felt, however, that annual decision-making would still allow them the flexibility to provide services where needed.

CHAPTER FOUR

PROVISION OF AFTERCARE SERVICES

service unit between the county department and the State Department of Health and Social Services. Such a service unit would be designed to serve social services needs in appropriate areas of Wisconsin and as a convenience for county departments in cooperatively providing to social workers, clients, social services boards, supervisors, administrators and others, social services including such programs as supervision and aftercare.

DISCUSSION: Such an organizational structure could result in more effective and efficient service provision in a number of counties. This structure would provide a vehicle for developing a range of specialized and technical services which could not be efficiently provided by one county. Control over the decision-making process would remain with local county officials.

(Please refer to Chapter 116 (Wis. Stats.) for a more detailed description of this structure.)

RECOMMENDATION:

That the statutory language regarding revocation remain unchanged and that counties be notified that they do not have revocation authority.

DISCUSSION: It was felt that the granting of revocation authority to the counties is both unnecessary and not in keeping with the intent of Chapter 48. As well, it is believed that a youth should be placed in a juvenile correctional institution only subject to the criteria established by ss.48.34(4m). Current statutory language, of course, already allows for such a placement.

In addition, given the fact that revocation is seldom used, coupled with the cumbersome process involved (e.g., hearing examiner, counsel), the Committee's feeling was that the development of such a process was not worthwhile.

401 When a youth in Department custody is approved for release to an aftercare placement in a substitute care facility, the county worker should complete the AFDC-I eligibility form. (ESSENTIAL)

DISCUSSION: In order to most efficiently gather the information required on this form and to more quickly complete the paperwork required for release, the county department will assume this responsibility. The Joint Plan Review Coordinator will notify the county worker or case manager when a youth has been approved for release to a substitute care facility. The county staff responsible will complete the form within two weeks and provide the Joint Plan Review Coordinator with a copy of the form.

The Committee feels that this option is the most beneficial for a number of reasons. Of greatest importance is the fact that this option allows counties the greatest flexibility for decision-making in terms of both program and budget without forcing them to make a long-term decision which may prove to be detrimental to quality service provision. In addition, this option allows the Division of Corrections to plan anticipated caseloads on a fairly consistent data base.

The decision of the counties to provide or not to provide aftercare enables the counties and the Division of Corrections to plan and budget for the utilization of staff. The overall decision of the counties to provide aftercare is a statement of the counties' intent, but is not an absolute commitment. Counties providing aftercare still maintain some flexibility. They may request that the Department provide aftercare services to youth placed in out-of-county facilities and for specific youth determined by the county to be appropriate for Department provision of aftercare services. Such requests should be the exception and should occur under only the most unusual circumstances. The Department maintains the final authority to approve or deny the request. Legal custody of these youth shall remain with the Department.

It should be noted that any decision regarding the provision of aftercare services is a difficult one in that the provision of such services by county departments is, in some cases, a new venture. Any process of such services provision should be monitored closely by the Department as the Youth Aids program develops more history and both the counties and state acquire experience in relating to the changes resulting from this program. It may be a determination at some future date that a more major change should be made in the manner in which such services are provided and, indeed, in the manner in which the organizational structure is formed.

As a result of this uncertainty and in an attempt to prepare for such major changes, the Committee makes the following recommendation.

RECOMMENDATION

That the 2.15 Implementation Team discuss the development of Cooperative Social/Human Service Agencies. This discussion may lead to a recommendation that the Department establish a committee to examine the feasibility of development of Cooperative Social/Human Service Agencies or other means, by which the juvenile population might best be served in areas where such population is so limited as to preclude efficient operation of appropriate programs and services on the local level.

The purpose of such an organizational structure might be as follows:

The organization of social/human services departments is such that it is recognized that there may exist a need for a

RECOMMENDATION:

That the 2.15 Implementation team develop a comprehensive package which assures the following:

1. That Department staff are designated to provide technical assistance to counties regarding aftercare;
2. That a range of consultative activities and sanctions are developed in the event that admission investigations, plans, and services are not provided in a timely and appropriate manner; and
3. That there is clear designation regarding which organizational unit(s) is responsible for sharing information with the counties and which unit(s) is responsible for imposing sanctions.

DISCUSSION: As the Department and counties become partners in the delivery of aftercare services, it is important that all parties clearly understand the expectations of an aftercare system. At the same time, the Department, in cooperation with the counties, needs to address the following: a) how to assure that each party meets its responsibilities; and b) what the response should be in the event that the county is unable or unwilling to provide aftercare services when the county has expressed through its Youth Aids plan that it will provide such services. Policy responses to these questions could potentially be incorporated into administrative rules.

CHAPTER FIVEA SKILLS-BASED COMPONENT FOR
APPROACHES TO SERVICE PROVISION

As noted previously in this report, the development of an individualized service plan, including specific goals and objectives, is of extreme importance in meeting the youth's needs. The approach, or methodology, employed in implementation of that plan may vary depending upon circumstances and the youth's needs and characteristics, and the abilities of the youth's supervision worker.

Every delinquent youth has unique problems which contribute to his/her delinquent behavior. It is the task of the supervision worker and others to obtain input, diagnose, and set concrete goals related to the specific problems. Such problems may involve conflicts or deficits in medical, dental, nutritional, physical social, sexual, familial, educational, vocational, or religious-philosophical areas. By talking to youth and families, studying the history of the youth, and objectively diagnosing, the worker can identify specific problems and at least some of the factors underlying the youth's delinquent behavior.

Recent research indicates that many delinquent youth lack basic social, educational, and vocational abilities or proficiencies. Such abilities have been referred to as "skills," a term which the Committee will use for purposes of discussion and reference to the research. While the term "skills" may be new, the concept has been used for some time by many workers. In essence, the basis of the skills concept is that many delinquent youth (and youth in general, for that matter) have not developed the ability or have not been given the opportunity to communicate effectively, function adequately in educational and vocational situations, relate appropriately to others in social situations, etc. Given the fact that such skills are regarded as important by society in general, the lack of such skills can create an atmosphere wherein conflict is easily generated.

It is this expectation of society which makes skills-based components both necessary and easily implemented. Most human service professionals can be assumed to possess the characteristics (skills) which, when properly developed, can be taught or "transferred" to others whose abilities may, in some areas, be weak or even non-existent.

It is because many delinquent youth lack these skills and because such a skills-based initiative can be easily implemented that the Committee has identified this component as one which should be considered in the development of any approach to service provision. Such an initiative can result in substantial positive changes while utilizing existing staff and resources.

A skills-based content appears to be successful in remediating a large number of the problems faced by many delinquent youth. That content includes teaching facts and concepts regarding particular skills in addition to principles of why and how skills work. The skill itself is taught through modeling, instructional presentation and practice. Youth are also taught the processes whereby they can measure their own progress in using various skills.

Six basic steps are involved in the skills-based component for delinquent rehabilitation:

1. Obtaining the youth's attention
Attention is gained in varying ways. For some youth, arrest, court appearances or incarceration are effective. For other youth, empathic responses by staff and other adults is the most effective.
2. Obtaining input
Input should be from the youth and family, many of whom are responsive to open and empathic questioning and discussion.
3. Diagnosing the problems
This includes testing the youth and family with objective measures in both general and specific problem areas.
4. Transferring the skills
This should occur in the setting determined to be the most appropriate for the particular youth and family and should deal with both general and specific problems.
5. Reinforcing the skills development
Appropriate reinforcement, both positive and negative, should be applied uniformly and consistently throughout the skills transfer process to assure that the youth and family understand both the philosophy and content of the particular skills being transferred.
6. Following up
Assistance should be provided to the youth and family regardless of living arrangements. However, such follow-up should occur in both the place of residence as well as the problem settings (e.g. school, "hang-outs," parental home). This, of course, means that the rehabilitation worker must observe the use of transferred skills in a variety of sites.

501 The youth and family should have the opportunity to learn many forms of communication skills. The written plan should consider speaking, listening, reading, writing, observing, reconciliation, and mediation skills. (IMPORTANT)

DISCUSSION: Communication skills are not inherent or completely self-taught. "Street" communication systems may be adequate for some purposes, but they are insufficient to meet societal requirements. Since communication is a two-way process, speaking and writing skills alone are not adequate. They must be augmented with inter-relational capabilities.

502 The youth and family should have the opportunity to learn living (survival) skills. The written plan should consider such skills as self-discipline, setting priorities, legal, financial, employment, and independent living skills. (IMPORTANT)

DISCUSSION: Financial skills (payment of bills, writing of checks, purchasing, budgeting, etc.) are important as are the related but more global skills required for independent living. Exercise of judgement in everyday living is of greatest importance: how to be an effective consumer, how to develop personal and career goals, and how to establish values and make decisions. Skills should be taught so as to allow the youth to make decisions and set both short-and long-term goals.

Special skills to enable effective use of the legal/judicial system are particularly important for youth introduced to the juvenile system. Because youth must live within that system, the skills necessary to function within it should be part of the transfer plan.

Given the universal need for such living skills, youth should have the chance to learn them in the school system. As is true with most education, youth should be taught the skills before they need them to survive.

- 503 The youth and family should have the opportunity to learn social skills. The written plan should consider relationship skills with friends, peers, strangers, adults, co-workers, and supervisors. (IMPORTANT)

DISCUSSION: In essence, what is of concern are skills generally learned by the youth at home. If a youth is removed from the family or the family cannot provide such teaching, however, individuals within the juvenile justice system must assume that parental function.

- 504 The learned skills should be applied in the "real world" and in the problem setting. (IMPORTANT)

DISCUSSION: It is one thing that for the youth to exhibit learned skills in an office. It is another thing for the youth to practice the skill in the problem setting, whether it be the home, the school or in meeting places with friends. As an intermediate step between the office and the problem setting, the youth should practice the skills where generalizations underlying the need for the skills can be evidenced.

- 505 Youth should be held accountable for using the skills. (IMPORTANT)

DISCUSSION: If a youth is not held accountable for using learned skills, the learning will be quickly lost.

RECOMMENDATION

The committee recommends that the Department, in conjunction with county representatives, develop a two-year pilot project to develop skills-based programming for community supervision and aftercare

programs. While developing a model of services for adjudicated delinquents, the Committee examined research results of skills-based programming and found that improvement of skills has been a part of programming in residential programs in Wisconsin including treatment group homes and state correctional institutions. It also recognized that some counties have used skills-based programming through juvenile restitution programs. However, it concluded that since present practices of community supervision and aftercare services do not sufficiently focus on skills improvements, special efforts should be recommended for Wisconsin.

The Committee recommends that the Department, in conjunction with county representatives, develop a two-year pilot project to develop skills-based programming for community supervision and aftercare programs. The pilot project could be modeled after the developmental process of "Positive Youth Development" and the "Juvenile Restitution Project."

An Ad-Hoc Committee (or possibly a COPE - Central Office Project Experience - Committee) could be established, composed of state staff and county representatives. It would develop a concept paper, design a more detailed methodology of the skills-based programming for community supervision and aftercare, and plan a general orientation on skills-based programming for central and regional office administrators. The Department administration would be asked to decide whether to pursue the effort. A statewide Advisory Committee (Steering Committee) would be established for administering and monitoring the skills-based programming effort.

Throughout development of the model for services to adjudicated delinquents, the Committee's basic principle was to develop a systematic approach. It formulated a series of process recommendations to result in a logical process of service provision. For example, the court report prepared by the county would serve not only as a report to the court but also as the admission report to the institution, as presently done by DOC staff.

Based on the principle of systematic approach, the Committee believes that a skills-based programming effort should be conducted at all levels of the continuum of services to adjudicated delinquents -- community supervision in alternate care facilities, the institutions, and aftercare. Recognizing the negative impact of limited local resources, the Committee suggest three options:

Option One: The Department could implement the skills-based programming effort in pilot counties for community supervision (in-home) only.

Option Two: The Department could implement the skills-based programming effort for community supervision (in-home) in pilot counties and in the juvenile correctional institutions. One or two cottages from each institution could be designated as pilot cottages for a skills-based treatment thrust. A juvenile committed by a pilot county who had experienced

skills-based treatment and still needs that type of treatment could be placed in the designated skills-based treatment cottage to continue his/her skills training. Development of the materials and staff training could be done collectively by the pilot counties and the institutions. The institution effort could be a two-year pilot project operated concurrently with the in-home community supervision pilot project.

Option Three: The Department could implement the skills-based programming effort for community supervision (in-home) in pilot counties, in the juvenile correctional institutions, and in the aftercare services of the pilot counties. One or two DOC staff could be designated as staff to a pilot aftercare services delivery system which focuses on skills-based treatment. A juvenile committed to the correctional institution from a pilot county who has experienced skills-based treatment and still needs that type of treatment could receive aftercare services to continue his/her skills training. Development of the materials and staff training could be done collectively. The aftercare services could be a two-year pilot project operated concurrently with the in-home community supervision and the correctional institutions pilot projects.

CHAPTER SIX

THE ROLE OF THE DEPARTMENT

RECOMMENDATION

The Department should work jointly with the counties to develop local resources for youth.

Counties and service agencies should be encouraged to participate jointly with the state in developing and utilizing local service options in the community, consistent with the previously enumerated standards and the needs of adjudicated delinquents.

In those areas where sufficient funding, coordination, or technical ability to establish programs does not exist, the state should assist counties in developing area councils for funding, coordinating these councils when necessary, and providing technical assistance as available and necessary.

RECOMMENDATION

The Department should develop and maintain a state-wide information bank on services to delinquent youth, including group homes, child caring institutions, correctional facilities, and other public and private resources and administer a referral network of out-of-home placements for youth.

The state should provide consultation to counties in such areas as:

- A. Information as to the availability of statewide resources serving delinquent youth. This includes information about group homes, child caring institutions, correctional institutions, and public and private programs serving a specific clientele (e.g., the chemically dependent.) This also includes awareness of programs and services offered by the facility, vacancies, and the composition of youth being served in the facility.
- B. Assistance to counties in developing local resources to serve delinquent youth. This involves knowledge of zoning laws, determination of community attitudes, and other factors which may hamper the development of local programs.

RECOMMENDATION

There should be at least one juvenile specialist in each region who is knowledgeable in and responsible for the areas noted above.

Three possible options to facilitate this recommendation are the following:

1. Include these duties in the role of the already existing Juvenile Delinquency Prevention Consultant (JDPC) as a high priority function of that position.

2. Hire additional or designate existing staff responsible to the Director of the Bureau of Juvenile Services.
3. Transfer a position from the Bureau of Community Corrections to the Bureau of Juvenile Services in each region (except Milwaukee). This person would assume the role and responsibilities noted above and would be the regional DOC contact on juvenile issues.

CHAPTER SEVEN

CUSTODY AND CUSTODY TRANSFERS

Under current law (Chapter 48, Wis. Stats.), if a youth is to be placed in a secure correctional institution, the legal custody of that youth must be transferred to the Department. For all other placements, the legal custody of the youth may be with other parties (parents, county departments, relative, or licensed child welfare agency).

At one time, the Department would accept custody transfers for the provision of supervision services, but the policy was rescinded by the Children's Code. In addition, the Department would provide regular supervision services to youth not in Department custody, but this policy was rescinded by Department action.

In addition, prior to implementation of the Community Youth and Family Aids Program (Youth Aids), all youth on aftercare status were in the legal custody of the Department. Since the implementation of Youth Aids, several counties have indicated that they would prefer to provide aftercare services and are, as a result, transferring legal custody of the youth from the Department to the county upon the youth's release from the juvenile correctional institution.

The transfer of legal custody for purposes of provision of aftercare services has resulted in a new and larger question: Why is it necessary to transfer legal custody to the Department in order to place a youth in a juvenile correctional institution? It has been suggested that the issue of custody transfer would be simplified if youth could be placed in juvenile correctional institutions in the same manner in which youth are placed in other out-of-home living arrangements; that is, legal custody could remain with the parent(s) or transferred to an individual or agency on the local level.

After full consideration of the issue, it was the decision of the Committee that placement in a juvenile correctional institution must be dependent on the transfer of legal custody to the Department.

The Committee felt that Department custody should be necessary for placement in a juvenile correctional institution for a number of reasons. Chief among these is the potential for confusion in responsibility for service provision, placement, release and treatment decisions if there were no custody transfer. In addition, the authority and responsibility granted under s. 48.02(12) should belong to the service provider particularly when the facility is unique in regard to security and restrictiveness.

- 701 The worker should request a transfer of legal custody from the parent(s) for placement in a substitute care facility only when there is serious interference, noncooperation, or inability on the part of the parents in implementing the service plan. (ESSENTIAL)

DISCUSSION: All efforts should be made to enlist the support of the family. Unnecessary transfers of legal custody imply that

the family is relieved of its responsibility for the care and well-being of the youth. This is contrary to the goals of involving parents in the service plan and reuniting families.

Study of information obtained from Local Child Welfare Services, Self-Assessment Manual: Resources revealed that the less legal involvement of the agency, the more likely the substitute care placement will succeed (P. V-6).

- 702 A worker designated by the court should explain and clarify the legal proceeding to the youth and family when the custody of a youth is transferred from the parent(s). (ESSENTIAL)

DISCUSSION: The explanation and clarification should include: the process of and reason for the custody transfer; the differences among legal custody, physical custody, and guardianship; and the parents' continuing rights and responsibilities.

The transfer of legal custody may often have a negative effect on the relationship between a parent and youth. The differences between legal custody, physical custody, and guardianship are confusing to parents who have just taken part in a legal proceedings. Too often parents do not understand that they retain their parental rights. In order to enhance a positive relationship among the youth, parents, and the agency designated to work with the youth and family, the parents must understand the importance of their involvement and their responsibility for the general welfare of their child.

- 703 Upon a youth's release from a juvenile correctional institution, counties providing aftercare services should consider transferring custody of the youth to the family whenever appropriate and beneficial. Such a custody transfer should be considered except in instances when circumstances present a situation antithetical to the treatment goals and needs of the youth. (ESSENTIAL)

DISCUSSION: The concept of reintegration, based upon the philosophy of normalcy, requires that youth be returned to the community in a manner which represents the most natural relationship possible. Given the fact that few youth are in the custody of the county immediately prior to custody transfer to the Department, there is, in most cases, no need for the county to assume custody upon the youth's release from the institution.

- 704 The court shall employ, in the revision order, language which will allow some flexibility in the effective date of the revision order to allow and account for unavoidable time lags. That the effective date of the court order be at least two weeks from the date of the revision of the order unless the delay in effecting the court order seriously hinders the implementation of an appropriate aftercare plan for a youth. (ESSENTIAL)

RECOMMENDATION:

That s.48.363 be amended to provide the county department with the authority to request a revision in the dispositional order. The following language is recommended: "The parent, child, guardian, county department or legal custodian or any person or agency bound by a dispositional order may request a revision in the order which does not involve a change in placement, or the court may on its motion propose such a revision ..."

DISCUSSION: This statutory change would permit the county to petition the court for a revision in the dispositional order, thus transferring custody from the Department. At the present time, the Department and the court are the most likely parties to petition for a change. Since the county department, however, is to be providing services, it is appropriate to give them greater legal standing.

APPENDIX AIMPLEMENTATION PLAN

IMPLEMENTATION PLAN

In order to assure timely and effective implementation of this Report, The Supervision and Aftercare Services Committee has developed the following implementation plan. In so doing, the Committee has been conscious of recent and continuing cutbacks in fiscal and other resources on the national, state, and local levels. As a result, it examined the standards and recommendations contained in the Report and expresses its belief that implementation can occur largely through utilization of existing resources and staff.

The primary focus of the Report has been to identify means by which services can be provided in a more efficient and effective manner. The Committee has attempted to refrain, whenever possible, from recommending additional responsibilities. In some agencies, on both the state and local levels, some redeployment of staff or redefinition of position descriptions may be required, but it is not anticipated that any new staff need be added.

The intent of the Committee has been to examine the systems of community supervision, institutionalization, and aftercare and to develop a mechanism whereby these three systems might best be integrated to form a more comprehensive, effective, and efficient continuum of services for adjudicated delinquents. The Committee makes the following recommendations for implementation of that integrated system:

RECOMMENDATION ONE

That the Department establish an implementation team responsible for overseeing the implementation of standards and recommendations in the committee report. The team should consist of no less than seven (7) and no more than twelve (12) members representative of the Supervision and Aftercare Services Committee and a representative of the Youth Aids Advisory Committee, and should be established as soon as possible following Department acceptance of the report, and should complete its responsibilities no later than 31 December 1982.

RECOMMENDATION TWO

That the Division Administrators and the Secretary list in priority order the recommendations and selections of the Report that this listing serve as an implementation guide for the implementation team.

RECOMMENDATION THREE

That the primary responsibility of the implementation team should be the development of a supervision and aftercare services manual which should become the basic curriculum for training.

DISCUSSION: The training package should consist of the major issues identified in the Supervision and Aftercare Report as approved by the Secretary and emphasize the development of behavioral and measurable objectives.

Trainers should be staff of the Division of Corrections and Division of Community Services (in both cases, from central and regional offices and institutions) and, when possible, counties. The training team should consist of staff experienced in direct service provision and familiar with the intent of the Supervision and Aftercare Services Committee though not necessarily former members of that committee.

Each Division should designate two half-time staff (or equivalent) to serve for six months on the training team and should be responsible for assisting the ad-hoc advisory committee in the development of the manual material and conducting regional training sessions.

RECOMMENDATION FOUR

That consideration be given by the implementation team to select which of the standards identified as essential should be promulgated as administrative rules and begin the process of writing the rules.

DISCUSSION: This process should include:

Step 1: Standards should become operational guidelines immediately upon Department approval and so maintained until July 1, 1983. (This date should be extended if fiscal constraints demand.) The standards should be evaluated to determine their feasibility and practicability and should be modified by the Department as necessary and appropriate. During this time period, the standards should be developed as administrative rules.

Step 2: The administrative rule promulgation process should commence on July 1, 1984.

RECOMMENDATION FIVE

That the Department and county representatives develop standards for administration of community supervision and court-related services.

DISCUSSION: The Committee studies various aspects of community supervision (in-home). In the process of identifying specific program components and developing related standards, several administrative issues were identified as requiring standards (e.g., policy and procedure manuals, orientation for new employees, ongoing in-service training, professional library resources, supervisor/supervisee ratio, case conferences, reports to the state). The Committee believed that it was not effective or efficient to attempt development of specific administrative

standards for a few isolated issues when the need for comprehensive standards for the administration of community supervision and court-related services was greater.

RECOMMENDATION SIX

That the implementation team develop a classification system and a workload formula to be used in the allocation of work to supervising workers.

DISCUSSION: The Committee concluded that the state should establish standards for caseload size in order to ensure effective and efficient service delivery. The Committee recognized however, that some youth need and can profit more than others from intensive personal counseling. Youth on supervision or aftercare require varying amounts of supervision intensity. The Committee's assumption was supported by the results of the questionnaire completed by supervising workers in 18 sample counties in Wisconsin and the supervisors of the supervising workers in the remaining counties. The Committee concluded that workload standards based on the time spent in various activities was the best approach. The Committee was not able to reach agreement on specific minimum workload standards, but did conclude that they should range from intensive to minimal. Supervision tasks must be identified, measured against a time requirement, and translated into specific time and staff requirements.

RECOMMENDATION SEVEN

That the Department continue to work with the Wisconsin Court Information System to develop a compatibility within their respective information systems to share information. The compatibility within the systems would make it possible to track youth through the system, thus providing more comprehensive information for planning purposes.

DISCUSSION: At the present time, all of the information systems in the state which relate to juvenile delinquents have many variances in content and procedure. For example, the Social Service Information System, the DOC Institutional and Field Information Systems, and the Wisconsin Court Information System are very different. The Committee concluded that an information system organized by all the agencies would result in the elimination of variances in record keeping and provide more comprehensive information for planning. Each agency would be responsible for maintaining its own system, but there should be closely integrated administration of the operation of the information system's components, e.g., standardization of format, and records which would permit the fullest possible compatibility in the future.

RECOMMENDATION EIGHT

That the Department, county representatives, the Department of Public Instruction, and the Governor's Employment and Training

Office (GETO) develop a generic diagnostic instrument designed to measure skills deficiencies in youth. This instrument should measure the level of functioning of youth in the areas of learning living and working skills and should be designed to be easily administered and scored by an entry-level worker and other workers whose responsibilities include the preparation of court reports.

The Department should work with GETO and DPI during the development of the assessment instrument as part of the Wisconsin Youth Initiative. Upon completion of the instrument, the Department and the counties should determine if the instrument is adequate to meet the needs of the individual preparing the court reports and service plans.

DISCUSSION: The individuals preparing the court report and service plans need to be able to administer a diagnostic test which would identify skills deficiencies in youth and families.

The Committee staff was unable to develop a generic instrument which measures the level of functioning of youth in learning, living, and working skills. The staff did discover, however, that GETO is presently taking a lead role in developing a statewide youth initiative (Wisconsin Youth Initiative) that addresses the employment and educational needs of Wisconsin's disadvantaged youth. One of the objectives of the initiative is to develop a comprehensive assessment instrument for disadvantaged youth.

It is anticipated that the assessment instrument will be able to identify the strengths of and deficiencies in academic and employability skills and the development of career and vocational interests in youth. It is the expectation of the GETO staff that the assessment instrument would measure completely learning and working skills, but would only minimally measure living skills. The GETO staff plans to complete a draft assessment instrument by the fall of 1981. The Department and counties may have to make some modifications in the instrument if the ability to measure living skills is too minimal.

APPENDIX B

CONDITIONS OF JUVENILE SUPERVISION

AND AFTERCARE FORM MODEL

RECOMMENDATION

The Committee recommends that county agencies responsible for the provision of supervision services adopt the "Conditions of Juvenile Supervision and Aftercare" form in this section. The Committee also recommends that this same form be adopted for use by the Department (Division of Corrections).

DISCUSSION: The Committee feels that the form contained in this section fulfills the purpose of a written statement of rules but does so in a more positive manner. In addition, the Committee felt that such a format is more conducive to active youth and parent involvement in treatment and service or that it places the responsibility (as so stated) on the youth rather than simply stating to the youth "thou shalt not" as is currently the case with many such stated rules.

Appendix CConditions of Juvenile Supervision and Aftercare

Name: _____ Case No.: _____

It is my responsibility:

1. To avoid all acts which are forbidden by law;
2. To report all arrests or police contacts to my supervising agent/worker within 72 hours;
3. To make every effort to live up to the service agreement;
4. To inform my supervising agent/worker, upon his/her request, of my whereabouts and activities;
5. To notify my agent/worker of my or my family's intention to change residence or employment. (Any emergency change must be reported within 72 hours);
6. To obtain the advance permission of my supervising agent/worker before leaving the state when not in the company of my parents;
7. To obtain advance permission from my supervising agent/worker before purchasing, owning, or possessing a firearm or other weapon;
8. To obtain advance approval from my supervising agent/worker before purchasing, trading, selling or operating a motor vehicle;
9. To obtain advance approval from my supervising agent/worker before incurring debts;
10. To report to my supervising agent/worker _____;
and
11. To be guided by such specific conditions as may be issued by my supervising agent/worker with regard to companions, hours, intoxicants, medical attention, family responsibilities, support of self, court obligations, or other special conditions as follow:

I have read or had read to me the above conditions of juvenile supervision and my responsibilities regarding those conditions. I fully understand them and I will abide by them. I understand that failure to keep the above conditions may result in my return to court for a modification of the court's disposition.

(Date)

(Client)

(Date)

(Parent) (if applicable)

(Date)

(Parent) (if applicable)

(Date)

(Witness)

APPENDIX C

BIBLIOGRAPHY

BIBLIOGRAPHY

- American Correctional Association. Commission on Accreditation for Corrections. Manual of Standards for Juvenile Community Residential Services. April, 1978.
- American Correctional Association. Commission on Accreditation for Corrections. Manual of Standards for Juvenile Probation and Aftercare Services.
- Anthony, William A. and Carkhuff, Robert R. The Skills of Helping. Amherst: Human Resource Development Press, 1979.
- Austin, James and Krisberg, Barry, eds. The Children of Ishmael. Palo Alto: Mayfield Publishing Company, 1978.
- Carkhuff Institute of Human Technology, Inc. Research Reports. Levels of Living, Learning, and Working Skills of Delinquent, Non-Delinquent, and Outstanding Youth and the Personnel Who Treat Them. Vol. I, No. 1, 1977.
- Carkhuff, Robert R. The Art of Helping IV. Amherst: Human Resource Development Press, 1980.
- Carkhuff, Robert R. Cry Twice! Amherst: Human Resource Development Press, 1974.
- Carkhuff, Robert R. Human Resource Development: A Skills-Based Model. Paper presented at National Institute of Corrections Conference. December, 1980.
- Chief Probation Officers of California. Probation Standards, January, 1980.
- Children's Defense Fund. Children Without Homes. Washington, D.C.: Children's Defense Fund, 1978.
- Child Welfare League of America. Standards for Group Home Service for Children, 1978.
- City of New York. Department of Juvenile Justice. Profile of the Non-Secure Detention Program. October, 1979.
- Collingwood, Tom; Douds, A.; Williams, H.; and Wilson, R.D. Developing Youth Resources Through Police Diversion. Carkhuff Institute of Human Technology, Inc., 1978.
- Commission on Accreditation for Corrections. Manual of Standards for Juvenile Probation and Aftercare Services, 1978.
- Commonwealth of Virginia. Bureau of Staff Organization and Development. Virginia Master Plan for Corrections Staff Development, by Carkhuff Associates. Amherst, 1976.

- Commonwealth of Virginia, Department of Corrections. Corrections Options for the Eighties; 1978.
- Commonwealth of Virginia, Department of Corrections. Family Group Homes - Minimum Standards; October, 1980.
- Commonwealth of Virginia, Department of Corrections. Pre- and Post-Dispositional Group Home Standards; October, 1980.
- Commonwealth of Virginia, Department of Corrections. Standards and Guidelines for Family Group Homes Operated, Financed and Affiliated with Department of Corrections, Division of Youth Services. May, 1978.
- Commonwealth of Virginia, Department of Corrections. Standards for Community Residential Care Administrative Systems. December, 1977.
- Commonwealth of Virginia, Division of Probation and Parole Services. A Synopsis of the Des Moines Community Based Corrections Approach. 1976.
- Commonwealth of Virginia. Minimum Standards for Court Services in Juvenile and Domestic Relations District Courts. September, 1976.
- Contemporary Problems in Juvenile Records. Handbook from conference sponsored by The Center for Public Representation and Wisconsin Juvenile Justice Personnel Center. Madison, December 2, 1976.
- Council of State Governments. State Subsidies to Local Corrections - Criminal Justice. September, 1977.
- Cox, Louis A., Jr. and Murray, Charles A. Beyond Probation: Juvenile Corrections and the Chronic Delinquent. Foreword by LaMar T. Empey. Beverly Hills: Sage Publications, 1979.
- Crisis Homes for Adolescent Girls. Booklet describing function and program plan of Crisis Homes in Park Ridge, Illinois.
- Docherty, Jerry; Kelley, T. H.; Madaus, W. C.; Saravelas, K.V.; and Sellinger, S. Centerpoint: Serving the Impossible Adolescent. Paper presented at the twenty-ninth Annual Meeting of the American Association of Psychiatric Services for Children, November 18, 1977, Washington, D.C.
- Emerson, Robert M. Judging Delinquents: Context and Process in Juvenile Court. New York: Aldine Publishing Co., 1969, 2nd ed.
- Grant, Douglas; Pearl, Arthur; and Wenk, Ernst, eds. The Value of Youth. Davis, California: Responsible Action, 1978.
- Haskell, Martin R. and Yablonsky, Lewis. Juvenile Delinquency. Chicago: Rand McNally College Publishing Company, 1978.
- Heasley, C. Wayne and Sandhu, Harjit S. Improving Juvenile Justice: Power Advocacy, Diversion, Decriminalization, Deinstitutionalization and Due Process. New York: Human Sciences Press, 1981.

- Hirshi, Travis. Causes of Delinquency. Berkeley: University of California Press, 1972.
- Illinois Law Enforcement Commission. UDIS: Deinstitutionalizing the Chronic Juvenile Offender. January, 1978.
- Innovative Programming for Youth Conference. Notes from David Driskill's workshop, Oshkosh, 1980. (Typewritten)
- Institute of Judicial Administration, American Bar Association. Standards for Juvenile Justice: A Summary and Analysis. Cambridge: Ballinger Publishing Company, 1977.
- Institute of Judicial Administration, American Bar Association. Standards Relating to Dispositions. Cambridge: Ballinger Publishing Company, 1977.
- Institute of Judicial Administration, American Bar Association. Standards Relating to the Juvenile Probation Function: Intake and Predisposition Investigative Services. Cambridge: Ballinger Publishing Company, 1977.
- Keith-Lucas, Alan and Sanford, Clifford W. Group Child Care as a Family Service. Chapel Hill: The University of North Carolina Press, 1977.
- Krisberg, Barry and Austin, James. Critical Perspectives on Juvenile Justice - The Children of Ishmael.
- Lawder, Elizabeth A.; Andrews, Roberta G.; and Parsons, Jon R. Five Models of Foster Family Group Homes. New York: Child Welfare League of America, Inc., 1974.
- League of Women Voters of Wisconsin, Inc. "In the Interest of"...Juvenile Justice in Wisconsin. September, 1976.
- Libertoff, Ken. "Natural Helping Networks in Rural Youth and Family Services." The Journal of Rural Community Psychology, 1980.
- Libertoff, Ken. "Rural Delinquency: Policy Dangers of an 'In' Issue." Change, A Juvenile Justice Quarterly, IV:1, 1980.
- Lindner, Charles. In the Best Interests of the Child - Social Work in the Family Court. Federation of Protestant Welfare Agencies, 1976.
- Lofquist, William A.; Cain, Robert D., Jr.; and Morgenthau, John L. Juvenile Intake and Probation in Maine - A Suggested Approach to Case Management in the Division of Probation and Parole. Tucson: Associates for Youth Development, Inc., 1979.
- McClure, Jesse F., ed. Managing Human Services. Davis, California: International Dialogue Press, 1979.
- Model Volunteer Project. Program Models for Volunteer Services Development (Informational Series No. 2).
- National Advisory Committee on Criminal Justice Standards and Goals. Juvenile Justice and Delinquency Prevention. 1976.

- Oklahoma Department of Institutions, Social and Rehabilitative Services. Division of Court Related and Community Services.
- Policy and Procedure for Initiating and Completing Release Plans for Residents of Juvenile Correctional Facilities. Memo from Director, Division of Juvenile Rehabilitation, Washington Department of Social and Health Services. May, 1980.
- Portland Case Management Corrections Services. Exemplary Project Screening and Validation Reports. Cambridge: ABT Associates Inc., 1976.
- Romig, Dennis. Justice for Our Children. San Diego: Lexington Books, 1978.
- Romig, Dennis. Summary of Offender Rehabilitation Research. Program Findings. Performance Resources, Inc.
- Schwartz, Ira M.; Jensen, Donald R.; and Mahoney, Michael J. Volunteers in Juvenile Justice. Washington, D.C.: U.S. Government Printing Office, 1977.
- The Serious Juvenile Offender. Proceedings of a National Symposium, September 19 and 20, 1977, Minneapolis, Minnesota. U.S. Department of Justice, Law Enforcement Assistance Administration, Office of Juvenile Justice and Delinquency Prevention.
- State of California. Human Relations Agency. Department of the Youth Authority. An Overview of Issues Central to the Use of Group Homes for Youthful Offenders. November, 1969.
- State of Florida. Recommendations of the Ad Hoc Committee for the Implementation of Florida's Juvenile Justice Act. October, 1978.
- State of Indiana. Department of Correction. Indiana Youth Authority. Parole Committee Rules and Regulations. May, 1974.
- State of Texas. Texas Youth Council. Governors Office Criminal Justice Division. Texas Master Plan for Youth Development Services - A Summary Report. 1975.
- State of Virginia. Department of Corrections. Family Group Homes - Minimum Standards. October, 1980.
- State of Virginia. Department of Corrections. Pre and Post Dispositional Group Home Standards. October, 1980.
- State of Washington. Department of Social and Health Services. Division of Juvenile Rehabilitation. Policy and Procedure for Initiating and Completing Release Plans for Residents of Juvenile Correctional Facilities. May 1, 1980.
- State of Wisconsin. Department of Administration. State Budget Office. An Analysis of Wisconsin's Community Supervision Program for Juvenile Offenders. January, 1979.
- State of Wisconsin. Department of Health and Social Services. Division of Community Services. Rules for Licensing Child Welfare Institutions. March, 1971.

State of Wisconsin. Department of Health and Social Services. Division of Community Services. Rules for Licensing Group Foster Home - Children PW-CY 40.90. March, 1976.

State of Wisconsin. Department of Health and Social Services. Division of Community Services Permanent Planning Task Force. Placement Criteria. January 14, 1980.

State of Wisconsin. Department of Health and Social Services. Division of Corrections. Conditions of Juvenile Supervision. February, 1972.

State of Wisconsin. Department of Health and Social Services. Division of Corrections. Bureau of Community Corrections. Program Statement - Juvenile Classification System. March 20, 1979.

State of Wisconsin. Department of Health and Social Services. Division of Family Services. Juvenile Court Services: A Statewide Master Plan and Study. March, 1977.

State of Wisconsin. Department of Health and Social Services. Division of Policy and Budget. Bureau of Evaluation. A Child-Specific Residential Treatment Evaluation Model. 1980.

State of Wisconsin. Department of Health and Social Services. Final Report Case Management Pilot Projects in Selected Community Services Boards. Angel S. Dombrowicki. December, 1980.

State of Wisconsin. Department of Health and Social Services. Juvenile Court Services: A Statewide Master Plan and Study by the John Howard Association. Chicago, 1977.

State of Wisconsin. Wisconsin Council on Criminal Justice. Juvenile Justice Standards and Goals, by Special Study Committee on Criminal Justice Standards and Goals, Madison, Wisconsin, 1975.

State of Wisconsin. Wisconsin Council on Criminal Justice. 1976 Survey of Wisconsin's Local Juvenile Justice Systems. 1976.

State of Wisconsin. Wisconsin Council on Criminal Justice. Wisconsin Association for Youth, Inc. Youth Involvement - A Challenge for Communities. 1980.

Stone, Helen D. and Hunzeker, Jeanne M. Education for Foster Family Care: Models and Methods for Foster Parents and Social Workers. New York: Child Welfare League of America, Inc., 1974.

United States Department of Health, Education and Welfare. A Design for Youth Development Policy, by Center for Action Research, Inc. DHEW Publication No. (OHDS) 78-26042, 1978.

United States Department of Health, Education and Welfare. Office of Human Development Services. Local Child Welfare Services Self-Assessment Manual: Part II-Resources, by the Urban Institute, Washington, D.C., 1978.

United States Department of Health, Education, and Welfare. Public Health Service. Alcohol, Drug Abuse, and Mental Health Administration. Alternatives.

United States Department of Health, Education, and Welfare. Social and Rehabilitation Service. Office of Juvenile Delinquency and Youth Development. Nonmetropolitan Delinquency: An Action Program. 1969.

United States Department of Justice. Law Enforcement Assistance Administration. Corrections, by National Advisory Commission on Criminal Justice Standards and Goals, 1973.

United States Department of Justice. Law Enforcement Assistance Administration. Juvenile Justice and Delinquency Prevention, by Task Force on Juvenile Justice and Delinquency Prevention, 1976.

United States Department of Justice. Law Enforcement Assistance Administration. National Institute of Law Enforcement and Criminal Justice. National Evaluation Program - The Transition from Prison to Employment: An Assessment of Community-Based Assistance Programs.

United States Department of Justice. Law Enforcement Assistance Administration. National Institute of Law Enforcement and Criminal Justice. Office of Development, Testing and Dissemination. Promising Strategies in Probation and Parole. November, 1978.

United States Department of Justice. Law Enforcement Assistance Administration. National Institute of Law Enforcement and Criminal Justice. Providence Educational Center.

United States Department of Justice. Law Enforcement Assistance Administration. Office of Juvenile Justice and Delinquency Prevention. Community Alternatives. February, 1978.

United States Department of Justice. Law Enforcement Assistance Administration. Office of Juvenile Justice and Delinquency Prevention. Foster Parenting. December, 1978.

United States Department of Justice. Law Enforcement Assistance Administration. Office of Juvenile Justice and Delinquency Prevention. Group Home Management. March, 1979.

United States Department of Justice; Law Enforcement Assistance Administration; Office of Juvenile Justice and Delinquency Prevention; National Institute for Juvenile Justice and Delinquency Prevention. Intervening with Convicted Serious Juvenile Offenders. July, 1976.

United States Department of Justice. Law Enforcement Assistance Administration. Office of Juvenile Justice and Delinquency Prevention. Project New Pride: Replication. July, 1979.

United States Department of Justice. Law Enforcement Assistance Administration. Office of Juvenile Justice and Delinquency Prevention. Reports of the National Juvenile Justice Assessment Centers. A National Assessment of Case Disposition and Classification in the Juvenile Justice System: Inconsistent Labeling. Vol. I: Process Description and Summary. January, 1979.

United States Department of Justice. Law Enforcement Assistance Administration. Office of Juvenile Justice and Delinquency Prevention. Reports of the National Juvenile Justice Assessment Centers. A National Assessment of Case Disposition and Classification in the Juvenile Justice System: Inconsistent Labeling. Vol. II: Results of a Literature Search. April, 1980.

United States Department of Justice. Law Enforcement Assistance Administration. Office of Juvenile Justice and Delinquency Prevention. Reports of the National Juvenile Justice Assessment Centers. A National Assessment of Case Disposition and Classification in the Juvenile Justice System: Inconsistent Labeling. Vol. III: Results of a Survey. April, 1980.

United States Department of Justice. Law Enforcement Assistance Administration. Office of Juvenile Justice and Delinquency Prevention. Reports of the National Juvenile Justice Assessment Centers. A National Assessment of Serious Juvenile Crime and the Juvenile Justice System: The Need for a Rational Response. Vol. I: Summary. April, 1980.

United States Department of Justice. Law Enforcement Assistance Administration. Office of Juvenile Justice and Delinquency Prevention. Reports of the National Juvenile Justice Assessment Centers. A National Assessment of Serious Juvenile Crime and the Juvenile Justice System: The Need for a Rational Response. Vol. II: Definition, Characteristics of Incidents and Individuals, and Relationship to Substance Abuse. April, 1980.

United States Department of Justice. Law Enforcement Assistance Administration. Office of Juvenile Justice and Delinquency Prevention. Reports of the National Juvenile Justice Assessment Centers. A National Assessment of Serious Juvenile Crime and the Juvenile Justice System: The Need for a Rational Response. Vol. III: Legislation, Jurisdiction, Program Interventions, and Confidentiality of Juvenile Records. April, 1980.

United States Department of Justice. Law Enforcement Assistance Administration. Office of Juvenile Justice and Delinquency Prevention. Reports of the National Juvenile Justice Assessment Centers. A National Assessment of Serious Juvenile Crime and the Juvenile Justice System: The Need for a Rational Response. Vol. IV: Economic Impact. April, 1980.

United States Department of Justice. Law Enforcement Assistance Administration. The Office of Juvenile Justice and Delinquency Prevention. Volunteer Services. June, 1978.

United States Department of Justice. Office of Juvenile Justice and Delinquency Prevention. Standards for the Administration of Juvenile Justice, by National Advisory Committee for Juvenile Justice and Delinquency Prevention, 1980.

United States Department of Justice. Law Enforcement Assistance Administration. State and Local Probation and Parole Systems, 1977.

United States Department of Justice. Report of the National Advisory Committee for Juvenile Justice and Delinquency Prevention Standards for the Administration of Juvenile Justice. July, 1980.

United States Department of Justice. Reports of the National Juvenile Justice Centers Alternative Education: Exploring the Delinquency Prevention Potential. June, 1980.

United States Department of Justice. The Serious Juvenile Offender: Proceedings of a National Symposium. September 19-20, 1977.

United States Department of Labor. Bureau of Labor Statistics, Young Workers and Families: A Special Section, 1979.

University of Tennessee Agricultural Experiment Station. Rural Juvenile Delinquency: Problems and Needs in East Tennessee. June, 1978.

Vermont Department of Social and Rehabilitation Services. Division of Social Services. A Task Based System of Case Management and Supervision. August, 1980.

Vinter, Robert D.; Newcomb, Theodore M.; and Kish, Rhea, eds. Time Out - A National Study of Juvenile Correctional Programs. Ann Arbor: University of Michigan, 1976.

lm/430

APPENDIX DASSESSMENT SURVEY RESULTS

OF JUVENILE COURT JUDGES, SOCIAL WORKERS,
SOCIAL WORK SUPERVISORS, AND DIVISION OF CORRECTIONS
FIELD AGENTS AND INSTITUTION SOCIAL WORKERS

JUVENILE COURT JUDGES
(INTERVIEW)

Number of returned questionnaires: 18

1. County: Ashland Marinette Region: Southern (4)
Bayfield Milwaukee Southeastern (2)
Brown Outagamie Milwaukee (1)
Columbia Racine Eastern (4)
Dodge Rusk Western (4)
Eau Claire St. Croix Northern (3)
Juneau Vilas
LaCrosse Washington
Lafayette Waushara

2. Can you tell me what percentage of your time is devoted to juvenile court functions? (N=18)

	#	%
0-25% (0-10 hours per week)	14	77.8
26-50% (11-20 hours per week)	2	11.1
51-75% (21-30 hours per week)	0	0.0
76-100% (31-40 hours per week)	2	11.1

3. How many other judges handle juvenile cases on a regular basis in your county? (N=18)

	#	%
None	15	83.3
One	1	5.6
Two	2	11.1
Three	0	0.0
Four or more	0	0.0

4. Is on-duty (as opposed to on-call) court intake in effect? (N=18)

	#	%
At all times	5	27.8
Regular day hours only	2	11.1
Regular day hours plus additional hours	10	55.6
Never	1	5.6

5. Do you have a copy of your juvenile court policies? (N=18)

	#	%
Yes	16	88.9
No	2	11.1

6. Does the individual having intake responsibilities also have supervision (probation) responsibility as outlined in s. 48.34(2) of the Children's Code? (N=17)

	#	%
Yes	7	41.2
No	10	58.8

7. If yes, considering the welfare of juveniles and the operation of your court, on a scale from one to five, tell me how effective is the separation between intake and supervision. (N=7)

	#	%
Very poor	0	0.0
Poor	1	14.3
Satisfactory	4	57.1
Good	2	28.6
Very good	0	0.0

If three or less, what would make this procedure more effective?

- Mandatory pre-sentence--should be optional.
- Minor misdemeanor pre-sentence waste of time.

8. Who furnishes you with the court reports? (N=18) (Duplicate count not equal to 100%)

	#	%
County Department of Social/Human Services--Intake	11	61.1
Court-attached--Intake	3	16.7
County Department of Social/Human Services--Supervision	8	44.4
Court-attached--Supervision	2	11.1
Other	1	5.6

9. What agency in your county has direct responsibility for supervision (probation) as outlined in s. 48.34(2) of the Children's Code? (N=16)

	#	%
The Court	1	6.3
Department of Social/Human Services	14	87.5
Other (Court-attached intake)	1	6.3

10. Do you have or require or does the provider use a specific written form or format for the court reports? (N=16)

	#	%
Yes	13	81.3
No	3	18.8

11. Who would normally receive the information contained in the court report?
(N=18) (Duplicate count does not equal to 100%)

	#	%
Juvenile	0	0.0
Juvenile's family	1	5.6
Judge	18	100.0
District Attorney	17	94.4
Public Defender/Defense Counsel	17	94.4
County Department of Social/ Human Services	14	77.8
Intake Worker	6	33.3
Supervision (Probation) Worker	10	55.6
State Department of Health and Social Services	2	11.1
Other (Guardian ad litem, referral services)	2	11.1
Don't know	0	0.0

12. In addition to those identified above, who do you feel should receive the court report? (N=12)

	#	%
No one else	8	66.7
Treatment Placement Agencies	1	8.3
Confidential	1	8.3
Juvenile's family	1	8.3
Too many already	1	8.3

13. On a scale from one to five, would you tell me how satisfactory, on the average, the overall quality of the court report is? (N=15)

	#	%
Very poor	0	0.0
Poor	0	0.0
Satisfactory	2	13.3
Good	9	60.0
Very good	4	26.7

If three or less, what could be done to make it more satisfactory?

- Write up alternative recommendations more often (1).

14. Based on the average case, please indicate the three most important and the two least important of the following factors in deciding placements (mark plus (+) for the three most important and minus (-) for the two least important: (N=18)

NOTE: The preceding table indicate only those responses identifying each factor considered to be most or least important in the opinion of the 18 judges interviewed. For example, in making a decision regarding placement in a correctional institution, 13 (72.2%) of the judges felt that the nature of the offense was one of the three most important factors. None of the judges considered it to be of least importance. The five remaining judges, therefore, considered the nature of the offense to be less than the third most important factors but more than the second least important.

15. Do you believe that your county provides adequate service options for adjudicated delinquents? (N=17)

	#	%
Yes	12	70.6
No	5	29.4

The following needs were identified by those responding with a "No" answer:

Group Homes (3)
Foster Homes (1)

16. What services are you or others in your county using as alternatives to placement in juvenile correctional institutions? (N=16) (Duplicate count does not equal 100%)

	#	%
Group Homes	13	81.3
Foster Homes	9	56.3
Child Caring Institutions	3	18.8
Relative's Homes	2	12.5
Drug/Alcohol Programs	2	12.5
County Crisis Center	1	6.3
Counseling Center	1	6.3
Restitution	1	6.3
Halfway Houses	1	6.3
In-Home Supervision	1	6.3
Supervision	1	6.3
Teaching Center	1	6.3
Shelter Care	1	6.3
Intensive Family Counseling	1	6.3
Day Treatment	1	6.3
Home and Community Treatment	1	6.3
Mental Health	1	6.3
Sec. 48.34	1	6.3
Not Applicable	1	6.3

Type of Placement		Youth's Age		Family Situation		Educa- tional Situation		Nature of Offense		Prior Placement		Availa- bility of Resources		Prior Offense History		Community Attitude Toward Youth		Other	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<u>In-Home</u>	+	4	22.2	13	72.2	1	5.5	13	72.2	1	5.5	3	16.7	8	44.4	1	5.5	0	0.0
	-	7	38.9	0	0.0	6	33.3	0	0.0	4	22.2	0	0.0	0	0.0	10	55.5	1	5.5
<u>Substitute Care</u> (e.g., Rela- tive's home, group home, foster home, child caring institution)	+	1	5.5	12	66.7	1	5.5	10	55.5	5	27.8	7	38.9	7	38.9	1	5.5	0	0.0
	-	7	38.9	0	0.0	6	33.3	0	0.0	3	16.7	0	0.0	0	0.0	10	55.5	1	5.5
<u>Correctional Institution</u>	+	7	38.9	1	5.5	0	0.0	13	72.2	7	38.9	4	22.2	13	72.2	1	5.5	0	0.0
	-	2	11.1	3	16.7	8	44.4	0	0.0	1	5.5	3	16.7	0	0.0	8	44.4	0	0.0

130

+ = Three most important factors in deciding placement

- = Two least important

7-6-22/23tp

17. What other services would you use as alternatives to placement in juvenile correctional institutions if they are available? (N=16)

	#	%
None	3	18.8
Group homes	3	18.8
Secure Detention	2	12.5
Foster Homes	2	12.5
Public Works Program	2	12.5
Supervised Work Programs	2	12.5
Crisis Center	1	6.3
Alcohol/Drug Programs	1	6.3
CCC Camp	1	6.3
Restitution	1	6.3
"C" Commitments	1	6.3
Child Caring Institutions	1	6.3
Not Applicable	1	6.3
Not Sure	1	6.3
Depends on availability and capability of meeting individual needs	1	6.3
Fund are limited	1	6.3

18. See "Definition of Dangerous" Table

19. In addition to the information in the court report, what other information do you utilize in setting the disposition? (N=16) (Duplicate count not equal to 100%)

	#	%
District Attorney's recommendations	9	56.3
Defense Attorney's recommendations	8	50.0
Parent's attitude	6	37.5
Witness testimony	4	25.0
Youth's attitude	4	25.0
Other professionals' recommendations	3	18.8
Past experience with youth	3	18.8
Other alternatives	1	6.3
Victim's recommendations	1	6.3
Conversations between parents, family, others	1	6.3
Intake worker's recommendations	1	6.3
Mental health	1	6.3
Friends	1	6.3
Own expertise and experience--21 years on the juvenile bench	1	6.3
Parents' perception of youth at home	1	6.3
Facts introduced at trial	1	6.3
Police recommendations	1	6.3
School records/reports	1	6.3
None	1	6.3

20. In addition to the court report (and the other information you mentioned), what information would you like to have in setting the disposition? (N=15)

	#	%
None	10	66.7
Feeling of the victim	1	6.7
Youth should hear from the victim what		
Magic wand? Know if it will work	1	6.7
Other experts' reports	1	6.7
Update on programs available at		
Lincoln. For example, has Lincoln		
turned into a prison or holding tank	1	6.7

21. Do you feel that the current communication process between the court and other agencies is adequate to set the most appropriate disposition? (N=18)

	#	%
Yes	16	88.9
No	2	11.1

If no, what changes in the communication process would improve the situation?

- Court should have supervision over intake and disposition supervision.
- Role of juvenile court needs to be redefined.
- System is not appropriate for 10-15 percent of youth seen.

22. In what percentage of cases do you adopt recommendations from the public defender or private bar in the decision on disposition? (N=14)

Median = 52.1%

23. On a scale from one to five, would you tell me how satisfactory, on the average, the overall quality of supervision services is? (N=16)

	#	%
Very poor	0	0.0
Poor	1	6.3
Satisfactory	5	31.3
Good	9	56.3
Very good	1	6.3

If three or less, what could be done to make it more satisfactory?

- More training and experience (1)
- Higher level of salary (1)
- Better communication between the court and social services (1)
- More time to check out supervision (1)
- Lighter caseload (1)
- Better social workers (1)
- More supervision of workers (1)
- Availability of intensive supervision (1)

24. On the same five-point scale, how satisfactory is the overall quality of the extension reports? (N=16)

	#	%
Very poor	0	0.0
Poor	0	0.0
Satisfactory	4	25.0
Good	7	43.8
Very good	5	31.3

If three or less, what could be done to make it more satisfactory?

- At this time, it's easier to extend than try something else (1)
- DOC sometimes emphasizes security incidents rather than provides information on the plan and development of the youth.
- They are sometimes late (1)

25. On the same five-point scale, how satisfactory is the overall quality of the requests for revision of the dispositional order? (N=14)

	#	%
Very poor	0	0.0
Poor	0	0.0
Satisfactory	1	7.1
Good	10	71.4
Very good	3	21.4

26. Are you confident that immediate attention will be received by a youth whom you refer to the County Department of Social/Human Services or supervision (probation) staff? (N=18)

	#	%
Very confident	9	50.0
Somewhat confident	6	33.3
Not at all confident	3	16.7

27. Are you confident that appropriate treatment will be provided to a youth committed to the custody of the State Department of Health and Social Services? (N=17)

	#	%
Very confident	5	29.4
Somewhat confident	7	41.2
Not at all confident	5	29.4

28. In regard to Youth Aids, which of the following best describes your involvement in the planning process?

a. (N=14)

	#	%
Attended all planning meetings	6	42.9
Attended some planning meetings	5	35.7
Did not attend any planning meetings	3	21.4

b. (N=18) (Duplicate count not equal to 100%)	#	%
Provided indirect input	9	50.0
Reviewed draft of plan	12	66.7
Reviewed final plan	11	61.1
Designee was responsible for input into Youth Aids plan	4	22.2

29. One of the major goals of the Youth Aids program is to reduce inappropriate juvenile correctional placements. What obstacles (if any) do you see to more effectively realizing that goal? (N=16) (Duplicate count not equal to 100%)

	#	%
Community pressures to remove adjudicated delinquents from the community	8	50.0
Inadequate local services as an alternative to correctional placement	9	56.3
Lack of acceptance by the County Department, other organizations, or the local community of the orientation and philosophy of Youth Aids	3	18.8
No obstacles	3	18.8
Other	4	25.0

- Lack of some form of local temporary secure detention as a sanction (1)
- Cost has to be considered/inadequate funding (3)

Overall, based on your experience to date and your assessment of the future, how do you feel about the performance and potential of the Youth Aids program in each of the following areas?

30. Reducing inappropriate correctional placements (N=13)

	#	%
Strongly pessimistic	1	7.7
Somewhat pessimistic	4	30.8
Guardedly optimistic	4	30.8
Strongly optimistic	4	30.8

31. Expanding the quality and range of local services available to juveniles, especially adjudicated delinquents (N=16)

	#	%
Strongly pessimistic	1	6.3
Somewhat pessimistic	2	12.5
Guardedly optimistic	11	68.8
Strongly optimistic	2	12.5

32. Improving the continuity of care provided juveniles through increased cooperation between the Division of Corrections and the County Department (N=15)

	#	%
Strongly pessimistic	2	13.3
Somewhat pessimistic	7	46.7
Guardedly optimistic	5	33.3
Strongly optimistic	1	6.7

33. Improving the level of understanding, cooperation, and communication between the local juvenile court and the County Department (N=13)

	#	%
Strongly pessimistic	1	7.7
Somewhat pessimistic	3	23.1
Guardedly optimistic	6	46.2
Strongly optimistic	3	23.1

7-6-22B/23tp

JUVENILE COURT JUDGES
(MAIL OUT)

Number of returned questionnaires = 33.

1. County:	Adams	(1)	Region:	Southern	(9)
	Brown	(1)		Southeastern	(2)
	Chippewa	(1)		Milwaukee	(1)
	Dane	(3)		Eastern	(6)
	Grant	(1)		Western	(8)
	Green	(1)		Northern	(7)
	Green Lake	(1)			
	Iron	(1)			
	Jackson	(1)			
	Jefferson	(2)			
	Kenosha	(1)			
	Langlade	(1)			
	Lincoln	(1)			
	Milwaukee	(1)			
	Monroe	(1)			
	Oconto	(1)			
	Ozaukee	(1)			
	Pierce	(1)			
	Polk	(1)			
	Portage	(1)			
	Price	(1)			
	Rock	(1)			
	Sauk	(1)			
	Taylor	(1)			
	Vernon	(1)			
	Washburn	(1)			
	Winnebago	(2)			
	Unknown	(1)			
	Unknown	(1)			

2. What percentage of your time is devoted to juvenile court functions?
(N=32)

	#	%
0-25% (0-10 hours per week)	29	90.6
26-50% (11-20 hours per week)	1	3.1
51-75% (21-30 hours per week)	2	6.3
76-100% (31-40 hours per week)	0	0

3. How many other judges handle juvenile cases on a regular basis in your county? (N=32)

	#	%
None	24	75.0
One	5	15.6
Two	0	0
Three	1	3.1
Four or more	2	6.3

4. Is on-duty (as opposed to on-call) court intake in effect? (N=32)

	#	%
At all times	8	25.0
Regular day hours only	17	53.1
Regular day hours plus additional hours	5	15.6
Never	2	6.3

5. Do you have a copy of your juvenile court policies? (N=32)

	#	%
Yes	23	71.9
No	9	28.1

(One judge indicated that policies are currently being written.)

6. Does the individual having intake responsibility also have supervision (probation) responsibility as outlined in s. 48.34(2) of the Children's Code? (N=32)

	#	%
Yes	19	59.4
No	13	40.6

7. Who furnishes you with the court reports? (N=33) (Duplicate count does not equal 100%)

	#	%
County Department of Social/Human Services -- Intake	22	66.7
Court-attached -- Intake	4	12.1
County Department of Social/Human Services -- Supervision	19	57.6
Other	4	12.1

(Two judges indicated that the Division of Corrections (DHSS) provide these reports on a rare basis. One judge indicated that the County Human Services staff provide dispositional reports and one judge indicated that court reports are provided by the Court-Attached Supervisor of Juvenile Services.)

8. Who would normally receive the information contained in the court report? (N=33) (Duplicate count does not equal 100%).

	#	%
Juvenile	8	24.2
Juvenile's Family	8	24.2
Judge	33	100.0
District Attorney	31	93.9
Public Defender/Defense Counsel	30	90.9
County Department of Social/Human Services	15	45.5
Intake Worker	12	36.4
Supervision Worker	15	45.5
State Department of Health and Social Services	4	12.1
Other	1	3.0
Don't know	1	3.0

9. Do you believe that your county provides adequate service options for adjudicated delinquents? (N=31)

	#	%
Yes	20	64.5
No	11	35.5

The following service option needs were identified:

Shelter Care (2)
 Secure Confinement (1)
 Sufficient Sanctions (1)
 Non-Secure Detention (1)
 Big Brother Program (1)
 Foster Care (1)
 Better Supervision (1)
 Educational Services (1)
 Alternative Education (1)
 Restitution (1)
 Supervised Work Programs (1)
 Small counties can't meet state-imposed standards (1)
 There are never enough options (1)

10. See "Definition of Dangerous Table.

11. Do you feel that the current communication process between the court and other agencies is adequate to set the most appropriate disposition? (N=32)

	#	%
Yes	29	90.6
No	3	9.4

The following comments were made:

I have very little information about children's treatment facilities (1).

Not bad, but could always improve (1).

More input needed from residential treatment centers (1).

The communication process is too often upset by legal obstacles and procedural processes imposed by the Code (1).

12. In what percentage of cases do you adopt recommendations from the public defender or private bar in the decision on disposition? (N=19)

Median = 51.5%
 Range = 5% to 90%

13. What agency in your county has direct responsibility for supervision (probation) as outlined in s. 48.34(2) of the Children's Code? (N=33)

	#	%
The court	4	12.1
Department of Social/Human Services	29	87.9
Other	0	0

14. Are you confident that immediate attention will be received by a youth whom you refer to the County Department of Social/Human Services or supervision (probation) staff? (N=32)

	#	%
Very confident	15	46.9
Somewhat confident	13	40.6
Not at all confident	4	12.5

15. Are you confident that appropriate treatment will be provided to youth committed to the custody of the State Department of Health and Social Services? (N=32)

	#	%
Very confident	13	40.6
Somewhat confident	13	40.6
Not at all confident	6	18.8

16. In regard to Youth Aids, which of the following best describes your involvement in the planning process?

(N=28)

	#	%
A. Attended all planning meetings	5	17.9
Attended some planning meetings	20	71.4
Did not attend any planning meetings	3	10.7

(Duplicate count not equal to 100%) (N=33)

	#	%
B. Provided indirect input	10	30.3
Reviewed draft of plan	13	39.4
Reviewed final plan	11	33.3
Designee was responsible for input into Youth Aids plan	6	18.2

17. One of the major goals of the Youth Aids program is to reduce inappropriate juvenile correctional placements. What obstacles (if any) do you see to more effectively realizing that goal? (N=32) (Duplicate count not equal to 100%).

	#	%
Community pressures to remove adjudicated delinquents from the community	12	37.5
Inadequate local services as an alternative to correctional placement	18	56.3
Lack of acceptance by the County Department, other organizations, or the local community of the orientation and philosophy of Youth Aids	4	12.5
No obstacles	6	18.8
Other	6	18.8

The following obstacles were identified/comments were made:

Financial limits are unrealistic (1)
 Locally, we "give up" on the toughies too soon (1)
 Youth Policy and Law Center (1)
 _____ County has not overly utilized Corrections (1)
 More local services would be helpful (1)
 I do not accept the premise that I have made inappropriate placements (1).

Overall, based on your experience to date and your assessment of the future, how do you feel about the performance and potential of the Youth Aids program in each of the following areas:

18. Reducing inappropriate correctional placements (N=31)

	#	%
Strongly pessimistic	4	12.9
Somewhat pessimistic	6	19.4
Guardedly optimistic	19	61.3
Strongly optimistic	2	6.5

19. Expanding the quality and range of local services available to juveniles, especially adjudicated delinquents (N=32)

	#	%
Strongly pessimistic	4	12.5
Somewhat pessimistic	10	31.3
Guardedly optimistic	15	46.9
Strongly optimistic	3	9.4

20. Improving the continuity of care provided juveniles through increased cooperation between the Division of Corrections and the County Department (N=31)

	#	%
Strongly pessimistic	4	12.9
Somewhat pessimistic	6	19.4
Guardedly optimistic	18	58.1
Strongly optimistic	3	9.7

21. Improving the level of understanding, cooperation and communication between the local juvenile court and the County Department (N=30)

	#	%
Strongly pessimistic	3	10.0
Somewhat pessimistic	6	20.0
Guardedly optimistic	16	53.3
Strongly optimistic	5	16.7

22. Is there anything else which you would like to add regarding anything mentioned previously or on any related topic(s)?

- For a great many juveniles, the present system functions adequately. Some juveniles only respond to limits enforceable by penalties. We have almost no penalties (except in traffic matters).
- Amount of Youth Aids allocated is based upon an insufficient prior period of experience. Because no juveniles were committed to Lincoln Hills the year before, no allocation is made for this year. I have had to make two commitments this year, to date, and will have to send some children to group homes. Our entire allocation of funds is ridiculous under these circumstances.
- You have succeeded in reducing the population in State juvenile institutions. You have also succeeded in educating the juvenile that there is no real punishment for non-violent crime. Don't be surprised when non-violent crimes (burglary and theft) escalate to epidemic dimensions.
- We have an extremely busy schedule at _____. Would strongly recommend that these questionnaires be addressed to some other agency.
- I do not believe the range of facilities is available. But I also do not believe the solution is dumping the problem on the counties with a minimal amount of state aid. The smaller counties will never be able to handle the matter on their own, and it takes years of experience before you can get the county boards to act on joint projects.

7-7-3/62/ca

SUPERVISION (PROBATION) WORKER
(INTERVIEW)

Number of returned questionnaires = 49

1. County:	Ashland (1)	Region:	Southern (7)
	Bayfield (2)		Southeastern (5)
	Brown (4)		Milwaukee (5)
	Columbia (1)		Eastern (18)
	Dodge (2)		Western (10)
	Eau Claire (5)		Northern (4)
	Juneau (3)		
	La Crosse (2)		
	Lafayette (1)		
	Marinette (1)		
	Milwaukee (5)		
	Outagamie (4)		
	Racine (2)		
	Rusk (2)		
	St. Croix (1)		
	Vilas (1)		
	Washington (3)		
	Waushara (2)		
	Winnebago (7)		

2. (N=49)	<u>Number</u>	<u>Percent</u>
Court Attached	6	12.2
Social Services	40	81.6
Other	3	6.1
- no certain court whenever juvenile is tabbed		
- Human Services		

3. How long have you been employed doing formal probation/supervision work?
(N=49)

Median = 23.0 months
Range = 3 months to 20 years, 5 months

4. About what percentage of your time is devoted to juvenile probation/supervision? (N=48)

	<u>Number</u>	<u>Percent</u>
0 - 25%	7	14.6
26 - 50%	8	16.7
51 - 75%	5	10.4
76 - 100%	28	58.3

5. Of the time you spend on probation/supervision, what percentage of that time do you spend doing each of the following: (N=48)

Court intake	Median = 17.7
Court reports	Median = 17.8
Probation/supervision services to youth in their own home	Median = 49.9
Probation/supervision to a youth in substitute care	Median = 10.1
Other	Median = 14.2
Case management of caseload - insuring juvenile is getting services	
Collateral contacts - schools, etc	
Contacts with schools, police/law enforcement, other, private/public social service type agencies	
SSIS, narratives	
PET instruction to parents of clients of agency	
Miscellaneous paperwork requirements	
School contacts - office contacts	
In school-in-office and programming for needs	
Schools, social services	
Group, drug counseling	
Work with school, shelter care, community programs	
School liaison and supervise university student placement	
Evaluate institution, provide school/job information, dispositional investigation	
Paperwork	
Restitution-emergency detention - CHIPS petitions - questions, surveys, etc	
Schools, other service agency coordination and contacts	
General paperwork, collateral information gathering	
Collateral contacts - school, police, etc.	
Meetings, agency coordination	
Client follow-up with service provider, setting up case = paperwork	

6. Does the intake worker have formal (court-ordered) supervision responsibilities? (N=49)

	<u>Number</u>	<u>Percent</u>
Yes	20	40.8
No	28	57.1
Some	1	2.0

7. On a five-point scale, with ONE being complete separation and FIVE being completely together, tell me where you stand on the issue of the separation of intake from supervision: (N=48)

	<u>Number</u>	<u>Percent</u>
Should be completely separate: ONE	17	35.4
TWO	15	31.2
THREE	3	6.2
FOUR	7	14.6
Should be completely together: FIVE	6	12.5

8. Why do you feel the way you do on the issue of separation of intake from supervision?

Response	Separate					Together
	Total	1	2	3	4	5
Easier to ensure continuum of services	8	-	1	-	3	4
Reduce number of people youth must deal with	4	-	1	1	1	1
Allows individualized assessment of youth & family	2	2	-	-	-	-
Allows for checks and balances	1	1	-	-	-	-
Keeps disposition worker from being "set up" by youth	3	2	1	-	-	-
Inconsistency regarding determination of disposition	1	-	-	-	-	1
Two separate tasks	6	4	-	2	-	-
Would detract from intake function	2	2	-	-	-	-
Avoid conflicts with other workers	1	1	-	-	-	-
Avoid duplication of services	2	1	-	-	-	1
Easier to work with youth and family if neutral	6	2	4	-	-	-
Chapter 48 says they should be different	1	1	-	-	-	-
Too much congruence	2	-	-	-	2	-
Size of agency makes a difference	3	2	-	-	-	1
Client/worker relationship	11	3	4	1	2	1
Much valuable information obtained at intake	4	-	1	-	1	2
Time available	5	1	3	-	1	-
Intake requires a lot of expertise	2	1	1	-	-	-
Short-term vs. long-term	1	1	-	-	-	-
Keeps formal and informal supervision separate	1	1	-	-	-	-

9. Do you prepare written court reports (pre-disposition studies) for the Juvenile Court? (N=48)

	Number	Percent
Yes	46	95.8
No (skip to question #16)	2	4.2

10. Has your agency and/or the court determined a specific form or format for the court reports? (N=45)

	Number	Percent
Yes	35	77.8
No	10	22.2

11. Who would normally receive the information contained in the court report? (N=47) (Duplicate count does not equal 100%)

	Number	Percent
Juvenile	10	21.3
Family	9	19.1
Judge	47	100.0
District Attorney	44	93.6

	Number	Percent
Public Defender/Defense Counsel	46	97.9
Intake Worker	11	23.4
Probation Worker	20	42.6
County Social/Human Services Department	36	76.6
State Department of Health and Social Services (if custody transfer)	23	48.9
Other (Referral agency/provider (11), social work supervisor (1), 51 Board (1), guardian and litem (1), clerk of courts (1), psychological evaluator (1))	15	31.9

12. In addition to those identified in #11, who do you feel should receive the court report? (N=47)

No One (40)
 Other service providers (3)
 Outside referral sources (2)
 Clinical evaluators (2)
 District Attorney (1)
 Department of Health and Social Services (1)
 Police Department (1)
 Juvenile (1)

13a. In the last year, how many court reports on the average did you do per month? (N=49)

Median = 3.4

b. Of those reports, what percentage involved adjudicated delinquents? (N=49)

Median = 75.2

14. Of the adjudicated delinquents who were recommended for placement outside the home, what percentage had prior probation experience (formal only)? (N=43)

	Number	Percent
0 - 25%	5	12.2
26 - 50%	5	12.2
51 - 75%	5	12.2
76 - 100%	26	63.4

15. Of the adjudicated delinquents who were recommended for custody transfer to the county Department of Social Services, what percentage had prior probation experience? (N=37)

	Number	Percent
0 - 25%	7	18.9
26 - 50%	5	13.5
51 - 75%	8	21.6
76 - 100%	17	45.9

16. Of the adjudicated delinquents who were recommended for custody transfer to the Department of Health and Social Services, what percentage had prior placement outside the home? (N=41)

	<u>Number</u>	<u>Percent</u>
0 - 25%	11	26.8
26 - 50%	1	2.4
51 - 75%	7	17.1
76 - 100%	22	53.7

17. Based on an average case, please indicate the three most important and the two least important of the following factors in determining your placement recommendations in the court report. (Mark plus (+) for the three most important and minus (-) for the two least important). (N=49)

Type of Placement		Youth's Age		Family Situation		Educational Situation		Native of Offense		Prior Placement		Availability of Resources		Prior Offense History		Community Attitude Toward Youth		Other	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
In-Home	+	8	16.3	44	89.8	11	22.4	29	59.2	7	14.3	15	30.6	20	40.8	1	2.0	1	2.0
	-	19	38.8	0	0.0	17	34.7	1	2.0	8	16.3	9	18.4	2	4.1	32	65.3	2	4.1
Substitute Care (e.g., Relative's Home, Group Home, Foster Home, Child Caring Institution)	+	8	16.3	45	91.8	4	8.1	22	44.9	17	34.7	19	38.8	23	46.9	3	6.1	2	4.1
	-	17	34.7	0	0.0	14	28.6	4	8.1	4	8.1	9	18.4	3	6.1	36	73.5	2	4.1
Correctional Institution	+	9	18.4	16	32.6	0	0.0	39	79.6	14	28.6	11	22.4	37	75.5	7	14.3	1	2.0
	-	16	32.6	4	8.1	29	59.2	0	0.0	0	0.0	14	28.6	0	0.0	22	44.9	1	2.0

+ = Three most important factors
 - = Two least important factors

7-24-65/ca

NOTE: The preceding table indicates only those responses identifying each factor to be considered to be most or least important in the opinion of the forty-nine workers interviewed. For example, in making a recommendation for placement in a correctional institution, thirty-nine (79.6%) of the workers felt that the nature of the offense was one of the three most important factors. None of the workers considered it to be of least importance. The ten remaining workers, therefore, considered the nature of the offense to be less than the third most important factor but more than the second least important.

18. What other information would you like to have in making a placement recommendation?

- Psychological evaluation (26)
- Attitude of youth (7)
- Case history/prior contacts (6)
- Alcohol/drug evaluation (5)
- Information on placement facility (5)
- Educational records (4)
- Family information (4)
- Making sure placement is least restrictive
- Special education evaluation (2)
- Families willingness/concern re: placement (2)
- Clinical evaluation (2)
- Personal assessment (1)
- Proximity of placement (1)
- Parental visitation plans (1)
- Length of placement (1)
- School program involved (1)
- Work history (1)
- Medical records (1)
- Child's interests (1)

19. Why is the information identified in #18 not available to you now?

- Often obtainable with some effort (5)
- Monetary limitations (2)
- No one has compiled it (2)
- Need more experience working with agencies (1)
- Parent would refuse to sign a release form (1)
- Available but poorly written (1)
- Time requirements (1)
- Juvenile courts don't make placements (1)
- Only done if offense is serious enough (1)
- Must be ordered if not done voluntarily (1)
- Hard to find service history of child (1)

20. What percentage of your court-ordered supervision clients receive the following services? (N=49) (Duplicate count not equal to 100.0%). (Figures are the median for each service).

	Provided	Purchased
Family counseling	50.2	19.2
One-to-one counseling	97.4	10.2
Group therapy	0.3	0.8
Restitution	19.7	0.9
Supervised work program	0.8	0.6
Specialized education program	0.7	1.7
Alcohol counseling	1.7	15.2
Drug counseling	1.6	19.4
Other (Employment assistance, psychological/psychiatric evaluations, home detention, parenting classes, skills training, legal advocacy, mental health)	0.3	0.4

21. Which of the services in question #20 are utilized less than they should be simply due to lack of resources?

Supervised work programs (28)
 Group therapy (19)
 Drug and alcohol counseling (16)
 Restitution (11)
 Family counseling (9)
 Specialized education (6)
 Education programs (4)
 Parenting classes (1)
 Halfway houses (1)
 One-to-one counseling (1)
 Day treatment (1)
 Native American/cultural programs (1)

22. Which of the services in question #20 are utilized less than they should be simply due to your own caseload?

Family counseling (20)
 One-to-one counseling (17)
 Group counseling (10)
 Drug and alcohol counseling (6)
 Restitution (3)
 Supervised work program (1)
 Specialized education (1)

23. Are there any other services which you would like to have for your clients? (N=47)

	Number	Percent
Yes	32	68.1
No (skip to question #27)	15	31.9

24. If yes, please supply what these are.

Recreation programs (6)
 Supervised work programs (5)
 Volunteers in probation (4)
 Group counseling (4)
 Shelter care (3)
 Day treatment (3)
 Secure detention (3)
 Job programs (3)
 Foster care for drug/alcohol abusers (2)
 Counseling centers (2)
 Home detention (2)
 Drug/alcohol treatment (2)
 Treatment foster care (2)
 Group homes (2)
 Foster placement resources (2)
 Court intervention/authority with parents (1)
 Peer counseling (1)
 Expanded purchase of intensive care (1)
 Big Brother/Sister Program (1)

Residential treatment (1)
 Health related services (1)
 Native American/cultural programs (1)
 IHD (1)
 Local psychological exams (1)
 Restitution (1)
 Educational programs (1)
 Youth/community communication programs (1)
 Drug education (1)

25. Are there any of the services identified in #24 that are available to other youth in your community, but are not available to your clients because they are delinquents? (N=32)

	Number	Percent
Yes	11	34.4
No (skip to question #27)	21	65.6

26. If yes, please specify which services are not available and why your clients do not have access: (N=13)

Foster care resources (7)
 Community perception not favorable (2)
 Group homes (1)
 Shelter care (1)
 Educationally-related services (social, recreational) (1)
 Educational services reluctantly provided (1)

27. When you make referrals to provider agencies, how confident are you that they will receive immediate attention? (N=47)

	Number	Percent
Always confident	3	6.4
Confident most of the time	26	55.3
Confident some of the time	13	27.7
Seldom confident	4	8.5
Never confident	1	2.1

28. When you make referrals to provider agencies, how confident are you that the youth you send there will receive the kind of help he/she needs? (N=47)

	Number	Percent
Always confident	1	2.1
Confident most of the time	24	51.1
Confident some of the time	22	46.8
Seldom confident	0	0.0
Never confident	0	0.0

29. When you make referrals to provider agencies, how confident are you that his/her progress will be monitored closely? (N=47)

	Number	Percent
Always confident	2	4.3
Confident most of the time	23	48.9
Confident some of the time	20	42.6
Seldom confident	1	2.1
Never confident	1	2.1

30. When you make referrals to provider agencies, how often do their staff see to it that you receive some follow-up on the youth whom you have referred to them? (N=47)

	Number	Percent
Always confident	2	4.3
Confident most of the time	26	55.3
Confident some of the time	14	29.8
Seldom confident	5	10.6
Never confident	0	0.0

31. Do you use any services purchased through the 51 Board? (N=47)

	Number	Percent
Yes	45	95.7
No (skip to question #35)	2	4.3

32. If yes, which services?

Drug and alcohol counseling/treatment (33)
 Psychological/psychiatric evaluations (9)
 Mental health services (8)
 Family counseling (4)
 Drug treatment/education (3)
 ROAD Program (3)
 Educational day care (3)
 Counseling (3)
 Group counseling (2)
 In-patient treatment (2)
 Day treatment (2)
 Pathfinders (1)
 Rapp Program (1)
 Placements for special problem areas (1)
 Evaluations for special problem areas (1)
 Guidance center (1)
 Halfway house payments (1)
 Developmental disabilities (1)
 Open Door (1)

33. Are there any restrictions, policies or procedures which stop you from using the services provided by the 51 Board? (N=44)

	Number	Percent
Yes	20	45.4
No (skip to question #35)	24	54.5

34. If yes, please specify what there are:

Money (10)
 Unwillingness of providers to adhere to policies/procedures (2)
 Motivation degree of client as decided by 51.42 personnel (2)
 Delay in receiving services (2)
 Regulations (1)
 Emotionally disturbed (1)
 MR/DD (1)
 51 system hasn't kept up with caseload demands (1)
 Do counseling only if whole family is participating (1)
 51.42 Board determines appropriate services (1)
 Limit on number of in-patient clients (1)
 Too short-term oriented (1)
 Staff resources (1)
 Criteria for involuntary drug/alcohol commitment (1)
 Hard to get the kids in (1)

For the average case, how many contacts per month do you have with the following: (N=49)

	Median
Youth	2.5
Parent/family	1.7
School personnel	1.5
Other	0.7

36. For the average case identified in #35, what was the location/type of contacts? (N=49)

	Median
Youth	2.5 (+)
Home	0.9
Office	0.7
School	0.6
Telephone	0.3
Other	0.03
Parents/family	1.7 (+)
Office	0.3
Home	0.8
Telephone	0.8
Other	0.01
School personnel	1.5 (+)
In person	0.7
Telephone	0.9
Other	0.44 (+)

37. Do you feel that these numbers of contacts with youth are adequate? (N=47)

	Number	Percent
Yes	27	57.4
No	20	42.6

If no, how many contacts with youth do you feel would be adequate? Median = 4.5

38a. In the last year, what was your average daily caseload?
Median = 25.4

b. Of that number, what percentage were adjudicated delinquent cases?
Median = 50.1% (12.7)

39a. What is your current caseload? Median = 27.1

b. Of that number, what percentage are adjudicated delinquent cases?
Median = 59.7% (16.2)

c. Of your current delinquency caseload, what is the approximate number of your clients living in their own home?
Median = 9.0

d. Of your current delinquency caseload, what is the approximate number of your clients in substitute care?
Median = 2.1

40. Of those clients in substitute care, how many are in each of the following types of substitute care?

	Percent
Foster Home	27.0
Group Home	36.0
Child Caring Institution	18.0
Independent Living	0.9
Relative's Home	9.0
Other	9.0

41- Of the juveniles on your caseload, what percentage are in the following
42 programs? If a juvenile is in more than one program, count him/her in only the major one.

	Own Home	Substitute Care
Academic Program	93.2	88.7
Traditional program in community school	67.7	40.8
Specialized program in community school	21.2	30.6
Day treatment	1.3	4.1
Alternative school program	2.6	10.2
Other	0.4	3.0

	Own Home	Substitute Care
Vocational Program	1.8	1.0
On-the-job training	0.5	0.0
Vocational Technical Adult Education program	1.3	1.0
Employed and Not in an Academic or Vocational Program	3.4	3.0
Less than 20 hours per week	1.3	1.0
Greater than 20 hours, less than 40	1.3	0.0
40 or more hours per week	0.8	2.0
None of the above	1.3	7.7

43. What do you see as the major successes/failures of substitute care programs?

Most respondents to this question spoke in general terms about substitute care, although several respondents made specific comments regarding particular types of substitute care.

A number of respondents indicated that change in the youth is the result of an attitude or willingness on the part of the youth to change. This attitude may be influenced by substitute care staff, but it is probably more the result of the individual youth's attitude regardless of type of placement. Respondents thought that many youth simply go through the motions. While several workers indicated that counseling can create change, others stated that there wasn't enough counseling and that many youth simply refuse to participate in counseling.

A large number of respondents indicated that substitute care succeeds in part because of the change in environment that it provides. Different values are presented which can result in changes in the youth although such subscription to other values may be artificial in that they are staff values and not youth values. Of greatest importance, however, appears to be the fact that the youth is removed from a hostile or intolerable environment and placed in a more stable and healthier physical and emotional setting. The fact that such facilities are community-based and have access to and utilize community resources is important, as well. One respondent felt that a failure was that, in some cases, too many youth are located in one facility.

Behavior change was identified as a major strength of substitute care. One of the major causes of change in behavior is the provision of alternatives through role models, responsible decision-making, time to re-evaluate past behaviors, academic progress/success, and leisure time options. Some workers felt, however, that two drawbacks were that the youth reverted to past behaviors once released and that there was no way to control runaway behaviors.

Structure, control, and discipline were identified as related to successes of substitute care, particularly when associated with fairness, consistency

and guidance. One worker did feel, however, that oftentimes rules and discipline are inconsistently applied.

Most workers thought that one of the greatest weaknesses of substitute care was in the area of families. There was indication that families are not involved or encouraged to become involved in the programs and that some parents, in fact, attempt to "sabotage" the programs. As well, it was indicated that because families often don't receive treatment, placing youth in substitute care simply postpones rather than cures problems.

44. In your county, are supervision cases transferred to another worker/unit when the youth is placed in substitute care? (N=46)

	Number	Percent
Yes	21	45.7
No (skip to question #47)	25	54.3

45. If these cases are transferred to another worker/unit, what is your role?

Ensure smooth transition to foster or group home (6)
 Follow-up on success of placement (6)
 Resource person (5)
 Prepare youth for placement (2)
 Retain primary service role (2)
 Some casework with youth and family (1)
 Help formulate goals (1)
 Provide back-up for foster care worker (1)
 Joint planning for return home (1)

46. If these cases are transferred to another worker/unit, does the worker assigned to the case specialize in delinquent clients? (N=24)

	Number	Percent
Yes	6	25.0
No	18	75.0

If no, what other type of clients do they handle?

Children in need of protection or services (CHIPS) (8)
 Substitute care or protective services (6)
 Dependent and neglected (4)
 Abused and neglected (3)
 Child welfare (1)
 Retardation (1)
 Substance abuse (1)
 Adult offenders (1)
 Long-term placements (1)

47. See Appendix E.

48. On a scale from one to five, how do you feel the juvenile judge regards your court reports? (N=48)

	Number	Percent
Very poor (1)	3	6.2
Poor (2)	1	2.1
Satisfactory (3)	8	16.7
Good (4)	13	27.1
Very Good (5)	23	47.9

If three or less, what could be done to make them more satisfactory?

Judge seldom reads the report (except for the recommendation) (4)
 More time to complete (3)
 More complete treatment plans (2)
 Get a new judge (2)
 Could be done sooner (1)
 More evaluation of family situation (1)
 Agreed upon procedures (format, content, time lines) (1)

49. On a scale from one to five, how do you feel the judge regards your extension reports? (N=49)

	Number	Percent
Very Poor (1)	0	0.0
Poor (2)	2	4.1
Satisfactory (3)	3	6.1
Good (4)	11	22.4
Very Good (5)	19	38.8
Uncertain/Not Applicable	14	28.6

If three or less, what could be done to make them more satisfactory?

More time to complete (2)
 Educate the judge (1)
 Judge seldom reads the report (except the recommendations) (1)

50. In what percentage of cases does the judge adopt your recommendation in regard to the court report?

Median = 95.2%

51. In what percentage of cases does the judge adopt your recommendation in regard to the extension report?

Median = 98.3%

52. Who in your department reviews recommendations for out-of-home placements (substitute care or correctional institution)? (N=48)

Reviewed by:	Substitute Care	Correctional Institution
Supervisor	20	14
Foster care supervisor	16	-
Substitute care supervisor	8	-
Director	1	7
Group home supervisor	7	-
Court services supervisor	6	3
Institution Review Committee	-	4
Assistant Director	2	1
Residential treatment supervisor	2	-
Case management unit supervisor	2	2
Judge	2	2
Correctional supervisor	-	2
Everyone who deals with the budget	1	1
Residential treatment review panel	1	-
Social services board	1	1
Social work team	1	1
Liaison worker	-	1
Youth Aids supervisor	-	1

53. Is there any policy or practice within your department which hinders your ability to deliver the services for adjudicated delinquents? (N=49)

	Number	Percent
Yes	23	46.9
No	26	53.1

If yes, what are those hindrances?

Financial concerns (12)
 Lack of alternative resources (4)
 Paperwork (3)
 Complexity of law (2)
 Screening committees (2)
 DSS will only place out-of-home if court-ordered (2)
 Court schedule (2)
 Foster care philosophy and criteria (1)
 Intake process based on procrastination and interference (1)
 Substitute care review group (1)
 Supervisors hinder DOC placements if Youth Aids funds are low (1)
 Simple hierarchy (1)
 No in-service training until after six-month probationary period (1)
 Internal politics (1)
 Lack of flexibility allowed to workers (1)
 Some programs are prevention-oriented and not for delinquents (1)
 DA and juvenile officer have conservative/punitive orientation (1)
 Caseload is too large (1)
 Hiring policies (1)

54. See "Definition of Dangerous."

55. Do you believe that your county adjudicated delinquents could be better served by regional or multi-county services? (N=45)

	Number	Percent
Yes	19	42.2
No	26	57.8

Explain why:

YES

Easier to share resources (7)
 Easier to support group homes (5)
 Increased dispositional alternatives (5)
 Broader base for funding (4)
 Lack of outpatient alcohol and drug abuse programs (2)
 Shortage of qualified counselors (1)
 Would provide an outside perspective (1)
 Team approach to services (1)

NO

Easier to maintain control/accountability (4)
 Prefer local treatment (3)
 Transportation problems (2)
 Knowledge of community is important (2)
 Can already use out of county resources (1)
 Sufficient resources available (1)
 This county is more progressive than surrounding counties (1)
 County boards don't communicate (1)
 Already have qualified staff (1)
 Less expensive
 Community should have to face problems (1)

56. Is there anything else you would like to add regarding anything mentioned previously or on any related topics?

- Hope this helps somewhere down the pike of the bureaucracy. How many trees were killed for this?
- Trained, experienced personnel would be important.
- This is a poorly constructed questionnaire - I'm not sure the right questions were asked ... Why the emphasis on formal supervision - Informal supervision services are equally if not more important. Good primary intervention reduces need for adjudication.
- Each case is exclusive of any other, reflecting workers' recommendations.

- Youth Aids appears to be helping. Yet, flexibility is a must for the program to succeed. Also, Youth Aids dollars should be distributed more fairly. More prevention and Youth Service Bureau programming must be promoted.
- Many of these questions are far too general and extremely vague.
- Chapter 48 prohibits delivery of services while protecting rights. Public defender may not be needed by every kid.
- Need more dispositional alternatives geared toward behavior control (possibly locked) prior to Lincoln. System lacks immediate response to behavior.
- Because of budgeting, it appears that alternate care and correctional placements will no longer be available in as large of numbers. Problems exist in budgeting.
- Community resources are very lacking in alternative educational programs and parent/family help groups.
- What are you going to do with this? The questions seem general.
- More disposition/supervision workers enabling smaller caseloads that would improve quality of services.
- Do not feel questions are totally applicable or clearly defined.
- Youth Aids does not provide enough - good idea, though. More of an aid to CHIPS than delinquency. Will always need correctional institutions.
- Lack of resources and attention given to youth as prevention activity. More emphasis needed on prevention.
- Accountability - SSIS forms take too much time. Need to be able to use jail more often.

7-24-4/65/ca

Administered February 1981

SUPERVISOR OF SUPERVISION WORKERS
(MAIL OUT)

Number of returned questionnaires: 41

1. County:	Adams	Marathon	Region:	Southern (8)
	Barron	Marquette		Southeastern (4)
	Buffalo	Oconto		Eastern (10)
	Chippewa	Ozaukee		Western (9)
	Crawford	Pierce		Northern (8)
	Dane	Polk		
	Door	Richland		
	Dunn	Rock		
	Fond du Lac	Sauk		
	Forest	Shawano		
	Grant	Sheboygan		
	Green	Taylor		
	Green Lake	Trempealeau		
	Iowa	Walworth		
	Iron	Washburn		
	Jefferson	Waukesha		
	Juneau	Waupaca		
	Kenosha	Wood		
	Kewaunee	Menomonie		
	Langlade			

2. In your county, are supervision (probation) services: (N=41)

	#	%
Court-attached	4	9.8
Social Services-attached	36	87.8
Other	1	2.4
--Court-attached intake/ Social Services-attached disposition		

3. Does the intake worker have formal (court-ordered) supervision responsibilities? (N=40)

	#	%
Yes	21	52.5
No	15	37.5
Some	4	10.0

4. Does your agency prepare court reports (pre-disposition studies) for the Juvenile Court? (N=40)

	#	%
Yes	38	95.0
No (Skip to #11)	2	5.0

5. Who would normally receive the information contained in the court report?
(N=38) (Duplicate count does not equal 100%)

	#	%
Juvenile	7	18.4
Family	6	15.8
Judge	38	100.0
District Attorney	34	89.5
Public Defender/Defense Counsel	33	86.8
Intake Worker	20	52.6
Probation Worker	18	47.4
County Social/Human Services Dept.	20	52.6
Dept. of Health and Social Services	18	47.4
Other (Guardian ad litem, counseling services)	2	5.3

6. In addition to those identified in #5, who do you feel should receive the court report? (N=23)

	#	%
No one	18	78.3
Attorneys involved (distributed by the judge)	1	4.3
Any agency or person providing services as a result of court order	2	8.7
Statis. Distribution	1	4.3
School	1	4.3

- 7a. In the last year, how many court reports on the average did you do per month? (N=37)

Median = 3.7

- b. Of those reports, what percentage involved adjudicated delinquents? (N=37)

	#	%
0-25%	8	21.6
26-50%	11	29.7
51-75%	6	16.2
76-100%	12	32.4

8. Of the adjudicated delinquents who were recommended for placement outside the home, what percentage had prior probation experience (formal only)?
(N=37)

	#	%
0-25%	9	24.3
26-50%	4	10.8
51-75%	7	18.9
76-100%	17	45.9

9. Of the adjudicated delinquents who were recommended for custody transfer to the County Department of Social Services, what percentage had prior probation experience? (N=35)

	#	%
0-25%	9	25.7
26-50%	8	22.9
51-75%	2	5.7
76-100%	16	45.7

10. Of the adjudicated delinquents who were recommended for custody transfer to the Department of Health and Social Services, what percentage had prior placement outside the home? (N=37)

	#	%
0-25%	15	40.5
26-50%	8	21.6
51-75%	2	5.4
76-100%	12	32.4

- 11a. In the last year, what was your workers' average daily caseload? (N=39)

Median = 32.0
Range = 0 to 60

	#	%
0-15	8	20.5
16-30	11	28.2
31-45	13	33.3
46-60	7	17.9

- b. Of that number, what percentage were adjudicated delinquent cases? (N=38)

	#	%
0-25%	16	42.1
26-50%	10	26.3
51-75%	4	10.5
76-100%	8	21.1

- 12a. What is your workers' current average daily caseload? (N=39)

Median = 34.7
Range = 0 to 75

	#	%
0-15	6	15.4
16-30	9	23.1
31-45	19	48.7
46-60	3	7.7
61-75	2	5.1

b. Of that number, what percentage are adjudicated delinquent cases? (N=39)

	#	%
0-25%	18	46.2
26-50%	10	25.6
51-75%	3	7.7
76-100%	8	20.5

c. Of your workers' current delinquency caseload, what is the approximate number of clients living in their own home?

(Data not reliable)

d. Of your workers' current delinquency caseload, what is the approximate number of clients in substitute care?

(Data not reliable)

13. When your agency makes referrals to provider agencies, how confident are you that they will receive immediate attention? (N=40)

	#	%
Always confident	3	7.5
Confident most of the time	23	57.5
Confident some of the time	11	27.5
Seldom confident	2	5.0
Never confident	1	2.5

14. When your agency makes referrals to provider agencies, how confident are you that the youth you send there will receive the kind of help he/she needs? (N=40)

	#	%
Always confident	3	7.5
Confident most of the time	18	45.0
Confident some of the time	18	45.0
Seldom confident	1	2.5
Never confident	0	0.0

15. When your agency makes referrals to provider agencies, how confident are you that their progress will be monitored closely? (N=40)

	#	%
Always confident	4	10.0
Confident most of the time	19	47.5
Confident some of the time	13	32.5
Seldom confident	4	10.0
Never confident	0	0.0

16. When your agency makes referrals to provider agencies, how often do their staff see to it that you receive some follow-up on the youth whom you have referred to them? (N=40)

	#	%
Always	10	25.0
Most of the time	14	35.0
Some of the time	14	35.0
Seldom	2	5.0
Never	0	0.0

17. Do you use any services purchased through the 51 Board? (N=40)

	#	%
Yes	27	67.5
No (skip to #19)	11	27.5
Not sure (skip to #19)	2	5.0

18. If yes, which services? (N=23) (Duplicate count not equal to 100%)

	#	%
Alcohol Treatment and Counseling	18	78.3
Drug Treatment and Counseling	17	73.9
Psychological/Psychiatric Evaluation	11	47.8
Evaluation	5	21.7
Diagnosis	5	21.7
Mental Health Counseling	4	17.4
Counseling	3	13.0
R.O.A.D. (Winnebago MHI)	3	13.0
Family Therapy	2	8.7

	#	%
Guidance Clinic	1	4.3
Mississippi River Human Services	1	4.3
Mendota Mental Health Institute	1	4.3
Therapeutic Counseling	1	4.3
Mental Status Exams	1	4.3
Community Impact	1	4.3
Winnebago Mental Health Institute	1	4.3
Emotionally Disturbed Treatment	1	4.3
Developmentally Disabled	1	4.3

19. Are there any restrictions, policies, or procedures which stop you from using the services provided by the 51 Board? (N=36)

	#	%
Yes	9	25.0
No	26	72.2
Not Sure	1	2.8

20. If yes, please specify what these are: (N=9)

- Can't use R.O.A.D. program unless client is active MA recipient.
- "Other drug abuse" is not defined in statutes and therefore ignored.
- Problems with services under 51.15 and 51.45 due to policies of previous D.A. and 51 Directors. Not clarified at this time.
- It takes too much time to get an appointment. Therefore, in most cases, private psychologists are used.
- Only hospitalization authorization.
- As per Youth Aids plan.
- Money.
- Lack of coordination/cooperation.
- They have said they were out of money.
- When the agency indicates they have too many clients, so deny evaluations and refer you out of county.

21. In your county, are supervision cases transferred to another worker/unit when the youth is in substitute care? (N=40)

	#	%
Yes	7	17.5
No	33	82.5

22. If these cases are transferred to another worker/unit, does the worker assigned to the case specialize in delinquent clients? (N=26)

	#	%
Yes	5	19.2
No	13	50.0
Not sure	8	30.8

23. Could your county adjudicated delinquents be better served by regional or multi-county services? (N=37)

	#	%
Yes	8	21.6
No	29	78.4

Explain why:

- One of the recurring problems is the lack of resources in this area to deal with identified client problems.
- Little, if any, appropriate needed services available in many cases in _____ County. Regional and/or multi-county services may make the needed services available.
- Perhaps in terms of greater availability of resources.
- In alternate care need situations.
- A large number of options would be available. Individual workers could handle more specialized caseloads.
- Residential care, group homes, etc.
- Limited local resources.
- Pooling of resources and budgets could effectively increase number of alternative services for adjudicated delinquents.

24. Is there any policy or practice within your department which handles your ability to deliver services to adjudicated delinquents? (N=38)

	#	%
Yes	5	13.2
No	33	86.8

If yes, what is the hindrance?

- Caseload size, shortage of some community resources.
- We do not handle adjudicated delinquents except for funding purposes.
- Too much paperwork--don't see clients as often as we would like to.
- Money.
- Budget constraints--limited alternative services primarily due to above (i.e., money)

25. See "Definition of Dangerous" Table.

26. If there anything else you would like to add regarding anything mentioned previously or on any related topics?

- This county needs to hire an additional person to provide the court reports and follow-up on treatment programs. Present social services staff have too large and diversified caseloads to add this additional function for them.
- Interpretations of your questions would seem to vary from agency to agency and thus case doubt on the validity of your questionnaire.
- Policeman should be able to make decisions in regard to holding a child in secure custody. There is no reason that courts cannot hold policeman accountable for meeting the requirements of the Children's Code. The courts are expected to see to it that proper procedures are followed when policeman place adults in secure custody. Some police departments have discontinued making early referrals because of the bad feelings developed when a custody intake worker denies approval of a secure custody request.
- Problems with restitution. Intake and dispositional staff should not have responsibility of collecting restitution - (we are not able to have restitution project in community). How can staff respond to insurance companies continually asking for money?
- All intake workers should be court attacked so that more accurate records could be maintained.
- Way too many forms under revised Children's Code--so many that it's hard to remember to use them.
- Someone should review the role of the Public Defender. There's no question the child's rights must be protected, but is it the P.D.'s role to "get off" the juvenile who admits to violations of the law, is this in the child's best interest. Our county has had parents come to us furious because their child has been involved in law violations,

admitted them to the police, and then not held responsible because witnesses have moved after several delays, or by attempting to suppress statements. Our county spends about three times as much time in court than we ever did.

7-6-22B/23tp

Division of Corrections
Institution Social Worker

1. How long have you been employed in your present position (in months)?

Number of Respondents = 16
Range = 3 months to 108 months (9 years)
Average = 48.4 months (approximately 4 years)

2. What was your average caseload size in the last year?

Number of Respondents = 14
Range = 20 to 50
Average = 30.1

3. How often do you have contact with each juvenile on a planned basis (per month)?

Number of Respondents = 9
Range = 1 to 9
Average = 4.2

4. Do you have established arrangements with any field agents or county workers for regular routine contacts (either in person or by phone) regarding clients? If yes, what are those arrangements (e.g., frequency, content).

Number of Respondents = 16
Responses = Yes = 3
No = 13

Arrangements: Regarding future placement plans of juveniles
Monthly family counseling sessions with furloughs
Field agents prior to JPC's
Definitely when release is anticipated
On as-needed basis.

5. What is your role in the Joint Planning Conference?

Number of Respondents = 16
Responses and Frequency =

Help formulate case plan (11)
Assess youth's needs/behavior (10)
Give information (8)
Advocate for youth (6)
Present institution recommendation (5)
Clarify reports (5)
Clarify institution programs/resources (4)
"Vote" (3)
Give progress reports (3)
Evaluate collective information (1)
Program advocate (1)
Public relations (1)
Give my opinion (1)

6. In representing the institution at the Joint Planning Conference, what prior input/information do you obtain from other service providers in the institution (e.g., cottage counselors, teachers)?

Number of Respondents = 16
Responses and Frequency =

Youth counselor reports (10)
School reports (8)
Cottage staff reports (8)
Review school anecdotes (7)
Reception (reports) (3)
School sends program plan (2)
Clinical evaluation (2)
Field agent reports (2)
Medical reports (2)
Other agencies (collateral agencies) (1)
Client (1)

7. How has the involvement of the county worker impacted on the Joint Planning Conferences?

Number of Respondents = 16
Responses and Frequency =

Add additional information (9)
Not much impact (4)
Still learning the ropes (3)
Help provide aftercare resources (2)
Adds sense of community attitude toward youth (2)
Financial consideration affects plan (2)
Foresee problems with aftercare planning (2)
Open to suggestions/recommendations (1)
County information could be provided by written report (1)
Caused delays in implementing treatment program (1)
Just time consuming (1)
Too soon to tell (1)
No long-term goals (1)
Reports/information are inadequate (1)
Influence on JORP regarding available resources (1)
Reduced role of state agent (1)

8. Do you foresee any problems relative to the assumption of aftercare responsibilities by the counties? If yes, please explain.

Number of Respondents = 15
Responses = Yes = 10
No = 5

Problems =

Not all counties have adequate resources (4)
Numerous/constantly changing county representatives (3)
Money is/will be a problem (2)
Not aware of procedures (2)

No two counties are handling Youth Aids the same (2)
Accountability/responsibility is confusing (2)
Supervision if youth is placed out-of-county (1)
Not aware of facilities statewide (1)
Too soon to tell (1)
Getting kids released is a nightmare (1)
County representatives can't make decisions without supervisor's approval (1)
Lack of procedures and guidelines to affect a smooth transition (1)
Interstate compact agreements are difficult (1)
Removes the "weight" of Corrections from the kid (1)
Not aware of youth's needs (1)

9. In approximately what percentage of cases do you have contact with the parent(s) of a client outside of the Joint Planning Conference? What is the general nature of such contacts?

Number of Respondents = 13
Range = 5% to 95%

		#	%
Frequency Breakdown	= 0 to 25%	= 5	38.5
	26% to 50%	= 4	30.8
	51% to 75%	= 0	0.0
	76% to 100%	= 4	30.8

Nature of Contacts =

Family counseling (8)
Check on furlough progress (3)
Parents checking on progress (3)
Casework (3)
Parents arranging visits (3)
Providing/obtaining information (3)
Current status of client (2)
Mechanical situations/logistics (2)
Phone calls (1)
Encouraging parental involvement (1)
Parents checking on placement plans (1)
Complaints (1)

10. In which of the following areas have you received in-service training in the past five years?

See Appendix E

11. Of the areas identified in #10, which do you feel would be most beneficial/necessary for aftercare workers?

See Appendix E

DIVISION OF CORRECTIONS FIELD AGENT

(MAIL OUT)

1. How long have you been employed in your present position (type, not necessarily location)?

Median = 8 years, 5 months

2. In the counties for which you have responsibility, how many other DOC agents also have juvenile caseload responsibility (either in total or in part)?

Median = 1.2

Median without Milwaukee = 0.6

3. In the last year, what was your average daily caseload size (both adult and juvenile)?

(Data not reliable. Some agents included institution cases while others did not.)

4. Of that number, and in general, what percentage were juveniles?

(Data not reliable.)

5. About what percentage of your time is devoted to your juvenile caseload (includes writing reports, court appearances, direct supervision activities, etc.)?

Median = 34.8%

6. Of your juvenile caseload, what percentage are on aftercare status?

(Data not reliable.)

7. How long, on the average, are juveniles on your caseload on aftercare status (i.e., the time between institutional release and discharge)?

Median = 6.9 months

8. Of the juveniles on aftercare status, what is the percentage of youth in each type of placement?

Median Percent

Child caring institution	20.3
Group home	24.2
Foster home	8.6
Parent(s)' home	41.2
Relative(s)' home	2.7
Independent living	2.8
Other	0.1

9. On what number of juveniles on your caseload in the last year did you initiate revocation proceedings?

Median = 1.7

10. On what number of revocations was an administrative hearing held?

Median = 0.7

11. In what number of revocations was the administrative hearing waived?

Median = 0.8

12. Of what revocation proceedings which you initiated, what percentage were for each of the following reasons:

Rules violation	29.4
New minor offense (did not meet s. 48.34(4m) criteria)	17.6
New major offense (did meet s. 48.34(4m) criteria)	47.0
Other	5.9

13. Of the number identified in #9, how many were actually revoked?

Median = 1.4

14. On the average, how many contacts do you have with each youth on your aftercare caseload per month?

Median = 2.4

15. Do you feel that a greater number of contacts is needed?

	#	%
Yes	10	18.9
No	35	66.0
Depends	10	18.9

If yes (includes "depends"), what are the major problems which prevent you from making a greater number of contacts?

Reason	#
Time	13
Travel	3
Paperwork	3

16. What do you feel is the ideal number of contacts per month?

Median = 3.8

17. What percentage of your face-to-face contacts are made in each of the following places?

Youth's residence (other than correctional institution)	59.3
School	10.3
Institution	5.0
Your office	23.9
Other	1.5

18. Approximately how many contacts do you make per month with the family of a youth on your caseload?

Median = 1.5

19. Do you feel that the services available to your clients are sufficient in terms of quality?

Yes	44
No	11

If no, please explain:

Job opportunities	4
Resources are needed	4
Motivation of clients	2
School programs	2
Time	2
Detention needed	1
Distance	1
Employment services	1
Improvements could be made	1
Placements are needed	1

20. Do you feel that the services available to your clients are sufficient in terms of quantity and variety?

Yes	38
No	17

If no, please explain:

Limited resources	7
Job training	6
School programs needed	4
Limited facilities	3
Motivation of clients	2
Chemical treatment	1
Flexibility of resources	1
Improvements could be made	1
Time	1
Transportation	1

21. Do you feel that the Youth Aids program will result in better service provision to your clients?

Yes	12
No	32
Don't know/too soon	12

If no, please explain:

Money will be controlling factor	13
No or less services are now available	9
Inexperienced county staff	3
72 ways of doing things	3
Limits quality of services	3
Nothing changed/about the same	3
No continuity of service	2
Messy change-over policy	2
Children's Code	1
Hampters DOC decision-making	1
Creates dependency on resented system	1
Length of custody is too short	1
Poor planning	1
Conflict of services	1
Counties should not have option to "select"	1
More waivers to adult court	1
Just another gimmick	1

22. Which of the following best describe your involvement with counties in planning for Youth Aids? (Check all that apply.)

Was invited to participate	34
Was not invited to	12
Attended <u>all</u> planning meetings	11
Attended <u>some</u> planning meetings	24
Attended <u>no</u> planning meetings	14
Provided indirect input (e.g., discussions with planning committee members)	34
Reviewed draft of plan	21
Reviewed final plan	21
Designee was responsible for input into county Youth Aids plan	18

23. Do the counties for which you have responsibility plan on assuming the provision of aftercare services?

Yes, for all youth	12
Yes, for selected youth	22
No	26
Don't know	2

CONTINUED

2 OF 3

If yes, do you foresee any problems with this change to county responsibility?

Yes 17
No 15

If yes, please explain:

Inexperienced staff	5
Confusion Re: DOC/county responsibility	4
"Selected case" is a problem	4
No revocation authority	3
DOC has responsibility without authority	2
Money will be controlling factor	2
Coordination problems (minor)	1
No replacement for treatment	1
Shouldn't have option to change decision	1
Serious delinquent will be a problem	1
Out of sight/out of mind	1
Overworked staff	1
Staff burned out on these kinds	1
No consistency between/among counties	1
Too many people making decisions	1

24. Which of the following statements best describe your role in the Joint Planning Conferences at the juvenile correctional institutions? (Check all that apply.)

Designee is responsible for participation	6
Attend <u>all</u> planning conferences	18
Attend <u>some</u> planning conferences	21
Attend <u>no</u> planning conferences	7
Participate via telephone	28
Supply written reports	42
County worker is responsible for attendance	15

25. See Appendix E

26. See Appendix E

10-26-12/dw14

DEFINITIONS OF DANGEROUS

Definitions of Dangerousness	Total		JUDGE				Supervisor		Supervision	
	Mentions		Mail		Interview				Worker	
Total Respondents	141		33		18		41		49	
Crime against person	101	71.6	13	39.4	16	88.9	32	78.0	40	81.6
Past conduct/prior offenses	51	36.2	4	12.1	8	44.4	16	39.0	23	46.9
Crime against property	45	31.9	6	18.2	6	33.3	13	31.7	20	40.8
Danger to self	41	29.1	5	15.2	8	44.4	9	22.0	19	38.8
Seriousness/nature/type of offense	18	12.8	3	9.1	5	27.8	5	12.2	5	10.2
Failure of other treatment alternatives	14	9.9	2	6.1	3	16.7	6	14.6	3	6.1
Use/possession of weapons	12	8.5	--	--	2	11.1	2	4.9	8	16.3
Potential for future behavior changes	10	7.1	2	6.1	2	11.1	1	2.4	5	10.2
Property crimes with potential of physical harm	8	5.7	1	3.0	--	--	1	2.4	6	12.2
Don't have/need a definition	8	5.7	3	9.1	2	11.1	1	2.4	2	4.1
No answer	8	5.7	5	15.2	--	--	3	7.3	--	--
Facts of particular case	7	5.0	5	15.2	--	--	2	4.9	--	--
In statutes (general or particular reference)	5	3.5	4	12.2	--	--	1	2.4	--	--
Youth's attitude	5	3.5	--	--	2	11.1	--	--	3	6.1
Findings of psychological evaluation	5	3.5	--	--	--	--	--	--	5	10.2
Threat to the community	4	2.8	3	9.1	--	--	--	--	1	2.0
Court decision has set definition (Pre-S.C. in re. B.M.)	3	2.1	1	3.0	--	--	2	4.9	--	--
Attitude of the family	3	2.1	--	--	1	5.6	--	--	2	4.1
Youth's age	2	1.4	--	--	--	--	--	--	2	4.1
"Whatever the D.A. deems as dangerous"	1	0.7	--	--	--	--	--	--	1	2.0
"Regularly understood definition"	1	0.7	1	3.0	--	--	--	--	--	--
"I thought 17 burglaries. . ."	1	0.7	1	3.0	--	--	--	--	--	--
"Really need a definition"	1	0.7	1	3.0	--	--	--	--	--	--
"See Webster"	1	0.7	1	3.0	--	--	--	--	--	--
"Too long for survey question"	1	0.7	1	3.0	--	--	--	--	--	--
"We don't make decision"	1	0.7	--	--	--	--	1	2.4	--	--

177

APPENDIX E
TRAINING NEEDS IDENTIFIED
BY THE ASSESSMENT

TABLE 1
Division of Corrections Personnel
Identified Training and Training Needs

	Institution Social Workers				Field Agents			
	Have Had*		Aftercare Workers Should Have		Have Had		Aftercare Workers Should Have	
	#	%	#	%	#	%	#	%
Total Respondents to Questionnaire	16	100.0	16	100.0	58	100.0	58	100.0
Individuals Responding to Question	15	93.7	15	93.7	57	98.3	50	86.2
<u>Type of Training</u>								
Case Management	1	6.7	4	26.7	35	61.4	8	16.0
Serious Offenders	1	6.7	2	13.3	18	31.6	6	12.0
Family Therapy/Counseling	10	66.7	8	53.3	32	56.1	38	76.0
Resource/Program Development	4	26.7	5	33.3	11	19.3	20	40.0
Alcohol Abuse Counseling	10	66.7	4	26.7	47	82.5	23	46.0
Drug Abuse Counseling	10	66.7	5	33.3	40	70.2	23	46.0
Skills Deficiencies in Youth	4	26.7	2	13.3	6	10.5	22	44.0
Intervention	5	33.3	6	40.0	16	28.1	25	50.0
Other**	25	--	1	--	27	--	2	--

*These are percentages of agents responding to this particular question rather than the number of agents responding to the questionnaire in total.

**See Table 3 - number of other types of training identified rather than the number of individuals responding.

7-6-22A/23tp

TABLE 2
County Supervision Workers
Identified Training

	Training Had	
	#	%
Total Respondents to Questionnaire	49	100.0
<u>Type of Training</u>		
Case Management	28	57.1
Family Therapy/Counseling	36	73.5
Resource/Program Development	15	30.6
Alcohol Abuse Counseling	33	67.3
Drug Abuse Counseling	31	63.3
Skills Deficiencies in Youth	14	28.6
Children's Code	47	95.9
Preparation of Court Reports	31	63.3
Communication Skills	31	63.3
Crisis		
Prevention/Intervention	27	55.1
Other ¹	23	46.9

¹See Table 3

7-6-22A/23tp

TABLE 3
Other Training Identified in Assessment

	Institution Social Worker		Field Agent		County Supervision Worker
	Has Had	Aftercare Worker Should Have	Has Had	Aftercare Worker Should Have	Has Had
Adventures in Attitudes	1		1		
Aggressive Adolescent			1		1
Avoiding Burn-out					1
Behavior Modification			1		
Chapter 118				1	
Character Disorders	1		3		1
Child Abuse and Neglect	3				2
Contracting				1	1
Court Testimony			1	1	
Curing Delinquents			2		
Desensitization Therapy	1				
Developmentally Disabled	1				
Discipline	1		2		
Domestic Violence			1		
Emotionally Disturbed	1				1
Evaluation and Diagnosis			1		
Family Planning					
Financial Forms			2		3
Group Counseling/Dynamics	2				1
Group Homes					1
Home Detention					1
Human Relations	1				2
Intensive Home Services			4		
Legal Training	1				1
Management					1
Management by Objectives	1				1
Marriage & Divorce Counseling					1
Mediation Skills					
Motivation	1				
Native Americans			1		1
Natural Parents					
Obstetrics	1		1		1
PSI					2
Parenting Skills					
Permanency Planning			1		1
Positive Youth Development					
Protective Services					1
Provocative Therapy	1				1
Psychological Testing			1		1
Rational Behavior Therapy					1
Reality Therapy	3		1		
Self-Awareness					1
Sex Education					1
Sexually Excluded	1				
Social Policy					1

TABLE 3
Other Training Identified in Assessment

	Institution Social Worker		Field Agent		County Supervision Worker
	Has Had	Aftercare Worker Should Have	Has Had	Aftercare Worker Should Have	Has Had
Social Work Methodology	2		1		2
Stress Management					1
Suicide			1		
Technical Assistance					1
Transactional Analysis	1				
Unwed Mothers			1		1
Values Clarification					1
Venereal Disease		1			2
Vocational Training					
Volunteers					
Women	1				1
Youth Effectiveness Training					
Total	25	1	27	2	35

7-6-22A/23t

END