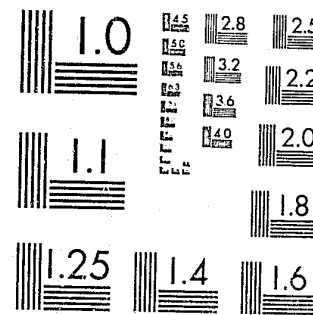


National Criminal Justice Reference Service

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

1/28/85

94803

**Programming For
Institutionalized Youth**

 **Arthur D. Little, Inc.**
Washington, D.C.



94803
600 Maryland Avenue, S.W.
Washington, D.C. 20024
202 484-9240

 Arthur D. Little, Inc.

June 19, 1984

Dear Colleague:

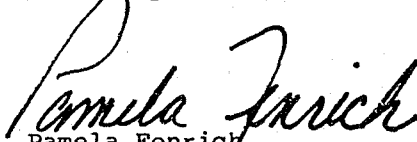
Ref: III OJJDP ADL-442

Enclosed is the report of Technical Assistance on Programming for Institutionalized Youth prepared under our technical assistance contract with the Office of Juvenile Justice and Delinquency Prevention.

This report is the result of a request made to the Office of Juvenile Justice and Delinquency Prevention to provide correctional administrators with information on programming for institutionalized youth.

Should you have any questions or require additional copies, please do not hesitate to contact me.

Sincerely,


Pamela Fenrich
Project Director

PF:tnt

Enc.

PROGRAMMING FOR INSTITUTIONALIZED YOUTH

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

Public Domain/OJJDP
U.S. Dept. of Justice

to the National Criminal Justice Reference Service (NCJRS).

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

This project was supported by Contract Number J-LEAA-005-82, awarded to Arthur D. Little, Inc., Washington, D.C., by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position of the U.S. Department of Justice.

June 6, 1984

Brussels	Madrid	São Paulo
Cambridge	Paris	Tokyo
Houston	Rio de Janeiro	Toronto
London	San Francisco	Wiesbaden

 Arthur D. Little, Inc.

TABLE OF CONTENTS

	<u>Page</u>
I. INTRODUCTION	5
II. MATRIX	7
III. <u>RE-ENTRY PLANNING</u>	
Arbor Heights Center	11
Birchwood Campus	13
The Bridge	15
Bushwick Center	17
Camp Woodson	19
La Placita	21
Rotenberg School	23
Serious Offender Re-Entry Program	25
Short-term Institution Program	27
Social, Personal and Community Experience Program	29
South Lansing Center	31
Texas Pre-Release Program	33
Urban Experience	35
IV. <u>EDUCATION/VOCATIONAL EDUCATION</u>	
Charlton Jr./Sr. High School	39
Free Venture - Private Industry Program	41
Glen Mills School	43
V. <u>VIOLENT OFFENDERS</u>	
Adobe Mountain School	47
Cambria Specialized Counseling Program	51
Cascade Program	55
Closed Adolescent Treatment Center	57
Genesis	59
Giddings State Home and School	63
Green Oak Center	65
Intensive Development Program	67
Juvenile Adjustment Center	69
Juvenile Medium Security Facility	71
North Central Secure Treatment Unit	73
VI. <u>MENTAL HEALTH</u>	
Auburn Special Residential Center	79
Hayden Treatment Unit Program	83
Home Environment Learning Project	85
Intensive Re-Integration Unit	87
Mobile Mental Health Teams	89
Oak Cottage Mental Health Unit	91
Oak Ridge Learning Center	93
South East Secure Treatment Unit	95
SRCC Intensive Treatment Program	97
Structured Therapeutic Environmental Program	99
WINTU Intensive Treatment Program	101

TABLE OF CONTENTS (Continued)

	<u>Page</u>
VII. <u>PHYSICALLY/SEXUALLY ABUSED</u>	
Birchwood Sexual Offender Program	105
Blue Spruce Treatment Unit	107
Intensive Change Sex Offender's Program	109
Oak Specialized Counseling Program	111
Sex Offender's Therapy Model	117
Sexual Offender Therapy Group	119
Sexual Offender Unit	121
Sexual Therapy Group	127
Treatment Services for Sexual Offenders	129
VIII. <u>SUBSTANCE ABUSERS</u>	
Draper Chemical Abuse Program	137
Drug and Alcohol Awareness Program	139
The MacLaren Substance Abuse Program	141
Manzanita Substance Abuse Program	143

INTRODUCTION

In the Fall of 1983, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) sponsored a forum on juvenile corrections which was conducted by Arthur D. Little, Inc., under its technical assistance contract with OJJDP.

The focus of this forum was to identify and define problem areas of priority concern to juvenile correctional personnel in the operation of secure juvenile correctional services.

Programming for institutionalized youth was one of the major concerns voiced by those in attendance. Specific interest was indicated regarding programs designed for serving youth in the following areas in the order of importance as ranked by the Forum attendees:

- Re-Entry Planning
- Education/Vocational Education
- Violent Offenders
- Mental Health
- Physically/Sexually Abused
- Substance Abusers

This booklet is OJJDP's response to this interest in programming for institutionalized youth. The programs described in this booklet are examples of the types of specialized services available to youth in correctional institutions throughout the United States.

To identify these programs, Arthur D. Little sent a letter to juvenile and adult correctional administrators in all the states, requesting information on any programs operating in their jurisdictions in the aforementioned areas. Follow-up telephone calls were made to assure a good response. Even though every attempt has been made to identify many programs, we recognize that some programs may have been inadvertently overlooked.

The programs listed in this booklet are grouped categorically into the six areas, indicated by the forum attendees. A program's category is based on the primary target area of population which it serves, recognizing that many programs overlap subject areas. A matrix of the programs is included indicating for each program all the categories which are applicable.

While a program may be geared for a certain population, the precepts upon which it is based and/or its operating philosophy may be adaptable for another grouping. It is suggested that the programs be read not only in the context of a given group, but for the design and the objectives they purport to accomplish.

It is hoped that this booklet provides helpful information in programming for the institutionalized youth. The intent is to assist you in your job of providing specialized programs for youth in your care. To that end, program contacts are provided should you require additional information.

Preceding page blank

PROGRAM MATRIX
Applicable Categories

Program Name	Re-Entry Planning	Education/ Voc. Education	Violent Offenders	Mental Health	Physically/ Sexually Abused	Substance Abusers
Adobe Mountain School			X			
Arbor Heights Center	X					
Auburn Special Res. Center	X			X	X	
Birchwood Campus	X		X			
Birchwood Sex. Offndr Prog.					X	
Blue Spruce Treatment Unit			X		X	
The Bridge	X	X				
Bushwick Center	X	X				
Cambria Specialized Couns. Prog.			X			
Camp Woodson	X					
Cascade Program	X		X			
Charlton Jr./Sr. High School		X				
Closed Adolescent Trtmnt Cntr.			X	X	X	
Draper Chemical Abuse Prog.						X
Drug and Alcohol Awareness						X
Free Venture		X				
Genesis	X		X			
Giddings State Home and School			X			
Glen Mills School		X				
Green Oak Center			X	X		
Hayden Treatment Unit				X		
Home Env. Learning Project				X		
Intnsve Chnge Sex Offndrs Prog.					X	
Intnsve Development Prog.			X			
Intnsve Re-Integration Unit	X			X		
Juvenile Adjustment Center			X			
Juvenile Medium Security Fac.			X	X		
La Placita	X					X
MacLaren Substance Abuse Prog.						X
Manzanita Substance Abuse Prog.						X
Mobile Mental Health Teams				X		
North Central Treatment Unit			X		X	X
Oak Cottage Mental Health Unit				X		
Oak Ridge Learning Center				X		
Oak Specialized Couns. Prog.				X	X	
Rotenberg School	X			X		
Serious Offndr Re-Entry Prog.	X		X			
Sex Offndrs Therapy Model			X		X	
Sexual Offndrs Therapy Group			X		X	
Sexual Offender Unit			X		X	
Sexual Therapy Group					X	
Short Term Inst. Prog.	X					
Soc. Personal Comm. Exp. Prog.	X					
Southeast Sec. Trtmnt Unit			X	X		
South Lansing Center	X					
SRCC Intsv Trtmnt Prog.				X		
Struct Thrp. Env. Prog.	X			X		
Texas Pre-Release Prog.	X					
Trtmnt Svcs Sex. Offndrs.					X	
Urban Experience	X					
WINTU Intsv. Trtmnt Prog.					X	

7
Arthur D. Little, Inc.

Arbor Heights Center
1447 Washington Heights
Ann Arbor, Michigan 48104
(313) 994-1730
Contact: Mr. Jack W. Boyd, Director

ARBOR HEIGHTS CENTER

Arbor Heights Center is a coeducational, residential treatment center serving 25 children ranging from 13 to 17 years of age. Its current program having begun in the early 1970's, it is the only state-run juvenile institution that serves both neglected and delinquent wards, and utilizes family involvement planning.

The Center's basic philosophy is that of family involvement. It operates on the belief that a juvenile institution's primary job is not to replace the parents or family, but to include them, if possible, in the process of orienting the youth back into productive community living.

The major goals of Arbor Heights Center are:

- Improved academic performance;
- Improved self-confidence;
- Making the center the last placement for youths prior to returning to the family.

Inasmuch as the Center focuses on the individual youth's family situation and environment, it does not have stringent admissions criteria. However, chronically violent youth or youth requiring medication to control their behavior are usually not appropriate for Arbor Heights Center. The major criterion is that the youth be a ward of the state.

The time spent by youths at Arbor Heights ranges from six months to one year. There are several services and programs offered during this period. An on-ground school offering special education programs allows the residents to attend classes in familiar and comfortable surroundings, as most have had trouble adjusting academically and emotionally at public schools. A surrogate parenting program, orients the youth toward better interaction among peer members and positive approaches in dealing with family problems. Other programs include individual counseling and group meetings, which emphasize problem solving and cooperating.

Arbor Heights is funded by state general revenues, with its most recent annual operating costs being approximately \$900,000. In addition, about half of its residents are recipients of AFDC.

Teachers, administrators, a clinical psychologist, youth specialists, a maintenance worker, cooks and business office staff comprise the 37-member staff, of which ten are part-time. The staff to child ratio varies from 1:6.5 to 1:12. A major concern at Arbor Heights is recruiting qualified staff who are appropriate for available positions.

RE-ENTRY

Birchwood Campus
5000 Broad River Road
Columbia, South Carolina 29210
(803) 758-6493
Contact: Stan Conine, Campus Director

BIRCHWOOD CAMPUS PROGRAM

Birchwood is a 132 bed facility housing a re-entry program for males, 15 or older, who have been committed to the state by the family courts for violent crimes, or have been convicted as adults for crimes and are awaiting transfer to adult facilities.

The annual budget for Birchwood for fiscal year 1983-84 is approximately \$1.2 million. Funding comes from the state Department of Youth Services, which has a current fiscal year budget of approximately \$20 million.

Based on behavioral principles and the utilization of aspects of learning theory and reality therapy, Birchwood's program attempts to help the youth develop behavioral qualities necessary for successful community re-entry. The program is divided into five areas: 1) Assessment; 2) Behavior Management; 3) the Contractual Program; 4) the Decarceration Program; and 5) Evaluation and Exit. A student does not necessarily move to an area in a particular order, but rather to that which is deemed most appropriate upon his arrival.

A description of the five areas is listed below:

- Assessment which lasts a maximum of one week, is an area through which all new entrants pass. At this level, the factors and circumstances surrounding the youth are examined and established, and treatment plans are formulated.
- Behavior Management is for residents whose overt actions pose a threat to themselves and/or others and require close, constant supervision. Youths remain at this level for approximately four weeks.
- The Contractual Program is for students whose overt behavior is under control, but still requires the structure of a self-contained setting. Residents spend approximately four weeks in this area.
- The Decarceration Program is designed to provide a gradual introduction to open cottage life. Students in this area spend weekdays going to school and participating in recreational activities with youths in minimum security, but return to a more structured cottage in the evenings and on weekends.
- Evaluation and Exit is a minimum security pre-release program, which allows the student's privileges to be commensurate with the degree to which they can demonstrate an ability to deal appropriately with the responsibility each privilege brings.

Birchwood Campus Program

An educational facility housed on Birchwood's campus provides regular and remedial courses for students who need Carnegie unit courses to return to public school, for those who will not be returning to school but need educational skills, and for those students needing GED preparatory courses. Other educational programs offered include vocational skills, career education, general educational development, and learning laboratories in the areas of reading and mathematics.

The Birchwood program provides group and individual therapy for its residents, as well as a Narcotics Anonymous program for those who have been involved with drugs. In addition, what are referred to as "ad-hoc" groups are established for youths with problems that arise periodically, such as the death of a close relative or friend.

The primary staff at Birchwood consists of around-the-clock juvenile correctional officers, consulting Master's level psychologists, and seven social workers. Each social worker has an area of specialization, such as family dysfunction, self-destructive youths, sexually aggressive youths, and "street-wise" youths.

In addition to other areas mentioned, Birchwood attempts to give the youths as much responsibility as they demonstrate an ability to accept. The primary purpose is to provide for their care, custody, control, and treatment such that they are not again adjudicated delinquent or convicted of crimes.

The Bridge
2844 Downing Street
Denver, CO 80205
(303) 295-1431
Contact: Mark Mandler, Program Coordinator

THE BRIDGE

The Bridge is a 20 bed community re-entry program for male youths. It is designed to assist a youth's return to the community, particularly in the area of employment, and to provide relief in terms of additional beds to institutional programs. Residents generally spend three months at the facility.

Residents at the Bridge range from 17-21 years of age. Upon entering the program, they have at least six months of institutional time remaining on their commitment. While three of those months are spent in the re-entry unit, the remaining time is made available to a parole counselor to ensure that there are options for dealing with youth who fail to comply with the terms of parole.

Inasmuch as national studies reflect that youth who are employed do not recidivate as often, the Bridge's resources and emphases are on employment. Residents have generally had vocational training while in institutional placement, but further specialized training can be purchased if appropriate. Employment is secured through the efforts of the program's vocational counselor, Colorado Job Service Centers, Job Training Partnership Act funded agencies, and Governor's Job Training Office. Extensive use is made of the Targeted Jobs Tax Credit (TJTC).

In addition to vocational and job training programs, The Bridge provides counseling, both individual and group. Funding is provided through the state Division of Youth Services.

Bushwick Center
41 Howard Avenue
Brooklyn, NY 11221
(212) 574-2911
Contact: William G. Taylor, Director

BUSHWICK CENTER

Bushwick Center is a 27 bed residential program for young male delinquents who have been deemed able to properly handle community-based placement. The program is geared toward helping youth to re-integrate into the community after a period of total institutionalization.

The residents, who are state Title III juvenile delinquents and are between the ages of fifteen and nineteen, are selected by New York's Youth Service Teams. Placement is based upon a youth's needs and program offerings. Most residents are characterized by disturbed interpersonal relationships, poor academic achievement, distorted self-images, low self-esteem, and value systems that are considered deviant from society's.

The overall objective of Bushwick's program is to help youth develop life skills and positive, productive coping techniques to become independent, competent adults. Achievement of this goal is attempted by using several program components.

Eclectic, individual and group counseling are provided, utilizing techniques such as rational emotive therapy, reality therapy, encounter techniques, and transactional analysis. In addition, an employment program, which provides instruction in job readiness and career awareness, and a diversified academic program are offered.

A major thrust of Bushwick's program is vocational training, with courses being offered in a number of areas. The program emphasizes that the development of employment skills also involves attitude change, personality counseling, academic achievement, and physical well-being and appearance. The focus of vocational training deals with a concrete goal that has a positive effect on all areas of the youth's life.

The program operates on a level system with a modified behavioral approach. The entry-level phase (6-8 weeks) is a "closed" program, in which youth go through orientation and assessment and are under constant staff supervision. Points may be added or subtracted from the youth's total according to his behavior. In this way, the youth can monitor his own progress. The second level consists of increasing access to the community and involvement in rehabilitation outside the facility. The third level has more flexibility, and allows the youth to go on unescorted excursions into the community and home visits.

Bushwick Center

The Center operates with a 72-member staff, with the help of volunteers and a Community Advisory Board (CAB). The CAB, a communication link between the Center and local citizens, serves in an advisory capacity to the Center's Director. Members are selected from referrals from family court, local block associations, local service agencies, and schools. Volunteers assist in tutoring and recreation functions.

Camp Woodson
Juvenile Evaluation Center
Old Highway 70
Swannanoa, NC 28778
(704) 686-5411
Contact: Betty Albright, Assistant Director/Program Manager

CAMP WOODSON

Camp Woodson is a ten-week, voluntary therapeutic camping program for male and female juvenile offenders. Youth who are nearing their parole are strongly encouraged to participate. The purpose of this exit/reentry program is to test a youth's ability to function in an open environment, and to exercise positive survival skills.

The first four weeks of the program are spent on campus, preparing youth for the excursion. During this time, physical conditioning, cooking, first-aid and shelter preparation lessons occur.

The remaining six weeks are spent in an actual camp setting. During this period, mountain climbing and other outdoor activities take place.

The twenty youths who participate in the camping expedition are divided into smaller groups. Each member is designated a particular duty, and all share in making decisions as far as problems that might be incurred. Decisions are based on the best interests of the entire group. This process enables staff (and youth) to see how youth are able to cope with everyday problems and decisions.

Camp Woodson is funded by a federal block grant, with matching funds from the State Division of Youth Services.

La Placita
Rt. 1-Box 7
Alamogordo, NM 88310
(505) 434-0515
Contact: Bill Caldwell, Superintendent

LA PLACITA

La Placita is a 24 four bed reintegration program operated by New Mexico's Department of Corrections. During 1983, the program admitted 140 juveniles of which 127 completed the program successfully. Of the thirteen which did not, seven were returned to New Mexico Boy's School for being AWOL and six for failure to comply with program requirements.

The program is designed to assist boys who have been committed to the New Mexico Boys School in a smoother transition in returning to the community. A program emphasis is drug and alcohol abuse treatment. Approximately eighty percent of the residents in the program are substance abusers.

La Placita has a strong employment component. Every youth in the program who was not enrolled in school has been placed in a job in the community. Many of the boys who attend school are placed in part-time jobs. Jobs range from food service and yard maintenance to heavy equipment tire changing. In order to achieve the work component, program staff have had to be very aggressive in seeking employment opportunities for La Placita residents.

Funds for La Placita are primarily from state general funds. Some federal drug abuse funds were allocated through the Health and Environment Department to assist in enlarging the facility to enable a more concentrated substance abuse treatment program.

The La Placita program is community oriented. During their six month maximum stay, residents utilize the local school system, community recreation programs, Alcoholics Anonymous (as needed) and other community resources.

The facility in which the La Placita program is located is an excellent example of community support in that it was built by volunteers and leased to the state for \$10 per year. The board of directors for the non-profit group that constructed the building serves as an advisory committee to the program.

Rotenberg School
P.O. Box 160
North Chelmsford, MA 01863
(617) 453-0556
Contact: Jennifer King, Program Director

ROTENBERG SCHOOL

The Rotenberg School, established in 1982, is a 12 bed secure treatment facility for girls. It is under the parent organization of Robert F. Kennedy Action Corps, a non-profit organization. Rotenberg School is funded under a state contract by the Massachusetts Department of Youth Services (DYS).

Rotenberg's overall objectives according to its literature, are as follows:

To Create a Safe and Caring Environment

To view security as the means of providing safety for the girls in the program. To provide a programmatic structure and consistency that will enable the girls to internalize the environmental control and to provide a safe environment in which to begin introspection.

To Encourage Self-Awareness

To encourage self-awareness in each girl in the way her behavior affects herself and her relationships with others. To help her to become aware of negative self-defeating patterns of behavior and to suggest alternatives, as well as assist her in the development of personal strengths and skills.

To Teach Self-Control

To help each girl become aware of her own behavioral cues and signals prior to situations in which she loses self-control. To support her in using this self-awareness to control and change her behavior.

To Foster a Sense of Responsibility

To foster in each girl a sense of responsibility for herself and her actions and the belief that she can effect positive changes in her own life. To help her develop effective problem-solving skills and an ability to make responsible decisions.

The school receives referrals from the Massachusetts Department of Youth Services via the Classification Panel, which has the authority to determine the placement of committed DYS youth to the appropriate secure treatment program. As a result, clients from the entire state are referred and can have varied histories as well as varied presenting problems.

Rotenberg School

Rotenberg employs milieu treatment which is behaviorally orientated and augmented by a structured academic program and clinical services.

The academic focus is on engaging the chronic failing student in successful and achievement oriented traditional academics: math, english, history, science, gym, typing, and home economics. Class sizes are small allowing for individual attention and needs to be addressed. A life skills and vocational training program are provided, in the areas of food service, secretarial, and building maintenance. This is accomplished by a student's participation and movement through the core program, permanent job and vocational assessment which are all in-house. Upon successful completion a student has a vocational assessment completed by an outside vendor and a job in the community is sought.

The "life space" component offers a safe, predictable environment in which to develop new social skills or modify existing skills. Interventions are utilized to help a youth understand, be accountable, accept constructive criticism and develop coping skills.

Clinical Services are provided for in several forums; the overall milieu, individual, group, and family therapy. Special emphasis is on the realization of precipitants to loss of freedom within secure treatment and to reduce resistance and increase receptivity to the placement and services offered.

Although sexual offenders constitute a small number of the youths in secure treatment, 87% of Rotenberg's residents have been sexually abused. Treatment focuses in part on the perpetrator and the precipitating events. Individual and group counseling is offered to help youths understand their feelings as victims of sexual abuse, and cope with the long lasting scars.

Substance abuse is also a topic of individual and group counseling sessions. The program has access to local substance abuse programming.

All students' treatment is individualized so as to target each client's particular treatment issues and increase effectiveness and benefits. This can span from psychotherapy to art therapy to a structured point modification program. The program operates with a privilege system versus levels or points (unless behavior modification is warranted in a primitive form). The privilege system exists by students petitioning for those privileges which they feel they would like and deserve due to treatment progress and accountability to program behavioral expectations.

Of major concern at Rotenberg is the termination of stay with regard to residents. Although the average time that a youth is in residence is 14-15 months, it is difficult to find aftercare services for girls. Consequently, residents of Rotenberg often stay longer than necessary, until appropriate placement can be determined so as not to lose the gains which have occurred during the residence.

Serious Offender Re-Entry Program
Department of Corrections-Juvenile Division
160 North LaSalle St.
Room 416
Chicago, IL 60601
(312) 793-2970
Contact: Ron Smith, Project Director

SERIOUS OFFENDER RE-ENTRY PROGRAM

The Serious Offender Re-Entry Program is a two year, federally funded project established to provide community-based programs for serious juvenile offenders. Its purpose is to show that community-based programs are more positive and ultimately more successful than those of an institutional nature, and to reduce the length of stay in the Department of Corrections institutional facilities.

Approximately sixty (60) youths have participated in the project, with the average time spent being six months to a year. The youths are selected at random, so as to create and encourage diversity. Eligibility criteria are as follows:

- a) Be 15 years of age or older, male or female, committed from Cook County;
- b) Will be in all classes except Class 4 Felons (due to short stay);
- c) Will not have been committed for Rape, Attempted Rape, Deviant Sexual Assault, Indecent Liberties with a Child, Arson or Kidnapping;
- d) Will not be a felon or Habitual Offender;
- e) Will have been screened through both the States Attorney and the Superintendent's Office and have been granted permission for participation in the project;
- f) Will not have any pending legal matters;
- g) Will have a minimum of 50% of time already served in an institution as determined by current administrative review date; and
- h) Can be involved in a special treatment unit and have psychiatric history or current psychiatric involvement.

The Serious Offender Research Project (SORP) staff consists of three case managers, a project coordinator, and a project director, with its most recent budget being \$300,000.

The program operates through contracts with licensed private agencies and foster group homes to provide residential services for youths. It also offers job training programs through contracts with vendors and merchants. In addition, SORP provides psychiatric and psychotherapy services, and individual and group counseling.

Serious Offender Re-Entry Program

Although the project is considered to be quite successful, its termination is scheduled for June 1984; however, it is possible that the program could be extended for another year, or be taken over on the state level.

Short-Term Institutional Program
Missouri Division of Youth Services
P.O. Box 447
7th Floor, Broadway State Office Bldg.
Jefferson City, Missouri 65102
(314) 751-4718
Contact: John Bonnot, Program Development Administrator

SHORT-TERM INSTITUTIONAL PROGRAM

Funded by the state and operated by the Department of Social Services, these three short-term specialized treatment programs serve two types of youth:

- Those only mildly delinquent and diverted to this program upon commitment; and
- Those non-amenable to other treatments.

Program goals include client re-entry into the community and decreased institutional population overload. Program components include:

- Outdoor educational component to build self-image and confidence;
- Career education; and
- Re-integration modules.

The three programs, which began in the late 1970's and early 1980's, serve 8-12 clients each for 6-8 weeks. Programs serve males and females but are not co-ed; only one-seventh of the clients are female. Youths are 12-18 years of age but usually only two years age difference exists within each session. Groupings are based more on size and maturity than age.

A primary problem of these quick turn-around programs involves political/societal support with returning juvenile offenders into the community so shortly after conviction.

Social, Personal and Community Experience Program (SPACE)
1151 North Madison Avenue
Los Angeles, CA 90029
(213) 920-5942
Contact: Edith Kohlhausen, Project Director

SPACE

This is a coeducational program located in metropolitan Los Angeles and operated by the Department of Youth Authority. This program is a pre-release community residential center which provides 90 days of intensive service directed at community reintegration and follow-up parole services. Youth live in non-secure rooms which accommodate one to three youths. Youth carry their own keys. Capacity is 26 with an age range of 18-24. The staffing component numbers 28.5, consisting of an administrator, parole agent, social worker, employment consultant, cooks, clerical staff, youth counselors and maintenance mechanics.

Youth are sent to SPACE at the end of their institutional stay on a furlough status. Criteria for admission are: 18 years of age or older; plans to remain in Los Angeles County while on parole; not a security risk or emotionally unstable; eligible for furlough status; limited resources and acceptance by the SPACE Classification Committee.

SPACE is a transitional program exposing youth to increasing degrees of responsibility in a group setting. Individual, group and psychological counseling is available. Other services available include: Narcotics Anonymous and Alcoholics Anonymous meetings in the community on a weekly basis. Tutors and volunteers assist the staff in providing services geared to assisting a youth's independent living skills. Youth are either working or looking for work during their stay. Activities in the program include survival skills training, job finding techniques, academic training and work experience.

Youth make frequent trips into the community, unsupervised during the latter part of the program. The parole agent who works with the youth during the 90-day institutional phase continues to carry the case when the youth is paroled.

The Transitional Residential Program, also located in Los Angeles, is similar to SPACE, however, it is operated by a private contractor. For additional information on this program contact:

Bill Levine
1032 West 18th Street
Los Angeles, CA 92629
(213) 620-4673

South Lansing Center
270 Auburn Road
Route 34
Lansing, NY 14882
Contact: Linda Allbrecht, Director
(607) 533-4262

SOUTH LANSING CENTER

The South Lansing Center is a re-entry facility which serves female juvenile delinquents who have demonstrated assaultive, uncooperative, or runaway behaviors in other institutional programs. Established in 1981, South Lansing's current program provides services to a maximum of 45 girls, ranging from twelve to seventeen years of age: 75% of the girls are educationally handicapped; mostly emotionally disturbed or learning disabled.

The Program's philosophy is based on a developmental special education model which emphasizes growth, individualization, and learning. The Program provides intensive remedial, high school, and vocational training. Group recreation and arts and crafts are a part of the program as well. These leisure activities are designed with goals and objectives that are related to individual needs.

Health care is an integral part of South Lansing's program. Nutrition, exercise, and physical awareness are given special attention. Approximately 75-80% of the center's residents have been sexually abused, thus sex education is an emphasis of the program.

Primary treatment comes from childcare workers who have the most contact time with residents. The treatment modality used is a levels system, which is based on the Situational Leadership and Parenting Game models. Counseling also is a major part of treatment. Group and individual counseling are primarily instructional in nature; initial steps are taken to control behavior, and then develop insight.

The Center's staff consists of eighty members, with 45 being line staff childcare workers. The center's major source of funding is the state, however, there have been additional funds from the federal level. The program's most recent budget was for \$1.5 million.

Although South Lansing's program is believed to be quite successful, particularly because the residents respond so positively to Situational Leadership, it is not without problems. A major concern is the premature release of residents. Inasmuch as South Lansing houses girls who have been the most unresponsive and defiant to other programs, it must accept girls who cannot remain at other centers.

Since South Lansing adheres to its capacity rates, those girls who have participated in the program longer must be removed in order to accommodate new entrants. This results in girls occasionally leaving the center prematurely.

Texas Pre-Release Program
Texas Youth Commission
8900 Shoal Creek Boulevard
Austin, TX 78766
(512) 452-8111, Ext. 252
Contact: June Cox, Chief of Basic Care

TEXAS PRE-RELEASE PROGRAM

On March 1, 1984, all five juvenile institutions in Texas implemented pre-release programs as a preparatory step to parole release of juvenile offenders. Youth are considered for parole in accordance with individual progress in the overall treatment program consisting of three areas: education, vocational training, and group program. After a successful seven-day furlough spent with families, youths must undergo the ten-day pre-release program, comprised of ten two-hour sessions covering issues of concern to parolees. Facilitators, including institution parole liasons, psychologists, and nurses provide students with answers to questions and/or situations they may encounter once paroled. Some of these issues follow:

- Dealing with separation anxieties;
- School enrollment;
- Job searching;
- Using social skills with peers/parents;
- Leisure activities;
- Medical services;
- Transportation; and
- Alcohol/drug use.

One ten-day program services fifteen youths. One facilitator directs the discussion of each group. The pre-release program is state-funded as part of the overall treatment program.

Foreseeable problem areas include:

- Staff commitment to length of work time now required to implement such programs;
- Client difficulties with having to undergo pre-release group discussion programs, whereas not having to before.

Urban Experience
Juvenile Facilities Division
New Mexico Department of Corrections
113 Washington Avenue
Santa Fe, NM 87501
Contact: Lloyd Mixdorf, Director of Juvenile Services

URBAN EXPERIENCE

The Urban Experience is a juvenile reintegration component of the New Mexico Corrections Department. The program provides a hands on experience in the City of Albuquerque for institutionalized juveniles prior to release on parole. Using the model of wilderness adventure education and combining classroom life skills training, the Program provides an actual experience in positive socialization.

Program components include orientation to the city, learning the bus system, observation activities, cultural activities, resource searches, interviews for jobs, services, etc. The activities are designed to broaden the students' perception of their world and provide actual social skills and knowledge to find resources in their home town.

The Urban Experience attempts to produce independence, responsibility and self-determination so the juvenile can be paroled to the community with a greater degree of confidence.

EDUCATIONAL/VOCATIONAL

Charlton Jr./Sr. High School
Indiana Boys' School
Plainfield, IN 46168
Contact: H. Gene Combs, Superintendent

CHARLTON JR./SR. HIGH SCHOOL

Charlton Jr./Sr. High School is the educational/vocational unit of the Indiana Boys School, a correctional facility for male juvenile delinquents from twelve to eighteen years of age.

The goals of the program are:

1. To provide a variety of educational activities to enable the student to work towards becoming a productive citizen;
2. To emphasize that all students need to acquire fundamental skills for reading and mathematics;
3. To provide the more capable students with appropriate academic classes leading eventually to graduation from high school or acquiring General Education Development high school equivalency certificate;
4. To provide an introduction to the world of employment for students sixteen years of age or older and expose them to skills, materials and techniques through specific vocational training shops; and
5. To improve the student's insight into his own problems and relationships with other people.

The educational/vocational program is based upon a continuous progress concept, with all classes being completely individualized. Each student works at his level of ability as well as at his own pace.

Upon successful completion of the minimum requirements for a class, the student receives credit and is enrolled in the next class needed. Attendance is required for all students, regardless of age, for at least one-half day.

Senior High School students assigned to the ninth, tenth, eleventh, and twelfth grades attend class for one period each day for five days per week. They can earn all state-required credits and a few electives towards graduation. Twelve to fourteen high school diplomas are issued each year.

Junior High School students assigned to the sixth, seventh, and eighth grades have a schedule of one class per period each day, five days per week.

Charleton Jr./Sr. High School

Students are enrolled in language arts, math, science, social studies, art, industrial arts, and physical education. Any eighth grade student may earn a diploma by attaining a reading grade equivalent of 8.0 on a standardized achievement test after twelve weeks of satisfactory work in Junior High classes. During the year, 45 to 50 eighth grade diplomas are issued.

The educational program offers special classes, designed to give assistance to students who are experiencing particular academic problems. Remedial reading and basic math are available for students who read below sixth grade and students who do not have math skills at or above the eighth grade level. Speech/Hearing therapy also is available for those students who have problems speaking, hearing, or using language.

Charlton's vocational program provides: 1) Introductory experiences in ten areas of job training; 2) A curriculum that challenges the most capable and offers training for the less capable; 3) Motivation and guidance to students who are interested in the work world; and 4) Testing and counseling for placement in Vocational Training Shops. Any student sixteen years of age or older may indicate an interest in vocational training to the school counselor.

Every student is expected to obtain a working knowledge of the subject matter and to demonstrate adequate skills and techniques throughout the course of training. In addition, students may be required to enroll in specific academic classes for the purpose of improving their other skills.

A limited number of on-the-job training positions are available to certain students who have a need for vocational courses not offered at Charlton, or for those who can benefit from actual work situations. The student must be, however, recommended by his cottage team and be accepted by the work/study coordinator and employer. The money that is earned by the student is placed in his personal account. Students are enrolled in the program as in any other vocational class and may earn high school credits.

Although there is not a separate budget for the Charlton program, \$1,429,975.21 was spent for salaries, equipment and instructional materials last year. The primary funding source is the state, however, federal funds from ECIA Chapter I and Chapter II, as well as vocational monies have supported several segments of the program.

Free Venture - Private Industry Program
Summary of Plans
California Youth Authority
4241 Williamsborough Drive
Sacramento, CA 95823
(916) 445-4763
Contact: Cal Trehune, Deputy Director

FREE VENTURE

The following information is taken from a briefing summary prepared by the California Youth Authority for the Youthful Offender Parole Board. At the time of this printing, the program is not operational. However, the concept of Free Venture is one that should be included in a booklet discussing vocational programs for institutionalized youth. Additional information as to the actual program plan may be obtained from Cal Trehune.

Free Venture-Private Industry is a unique partnership arrangement by a public agency contracting with privately owned businesses in a cooperative venture to produce goods or services.

Although there may be number of models around which free venture programs can be structured, basically, this program proposes to establish industries that are privately owned in or adjacent to the institutions using wards as the primary labor force. In other words, this program brings real work settings into the institutions, thereby providing wards employment opportunities while serving their time. Wards may be paid wages comparable to those doing similar work on the outside. A reasonable amount will be deducted from the ward's earnings to cover room and board costs. Funds may also be set aside to provide restitution to victims of crime.

The major objectives are: (1) To develop a plan for free venture programs by January, 1984; and, (2) To implement two pilot programs by July, 1984.

A high-level, 14-member task force composed of representatives from private industry, Youth and Adult Correctional Agency, Superintendents and headquarters staff has been appointed. The task force is chaired by Cal Trehune, Deputy Director of the Institutions and Camps Branch. The task force is being staffed by the Education Services office.

A number of benefits can be derived from such a program:

- It involves private industry participation in public programs in a substantially different and unique way.
- It increases the opportunities for wards to obtain employment, which is the single most important factor to success on parole.

Free Venture - Private Industry Program

- It provides real work experience for the wards as well as enhances individual dignity while providing financial rewards.
- It reduces the financial burden of operating institutions and can also generate restitution for the victims of crime.
- It enhances the opportunity for wards to become productive members of society.

There may be some costs during start-up, but it is expected that each free venture program will become self-supporting.

Like anything new, there may be some problems, such as:

- Opposition from labor who may view this as taking jobs away on the outside;
- May be construed as giving a business a competitive edge over others engaged in the same type of business;
- Possible barriers in federal laws that restrict interstate shipment of goods produced, although some waivers have been granted.

The Glen Mills Schools
Concordville, PA 19331
(215) 459-8100

Contact: Garry Ipock, Director of Support Services
Bernard Krieg, Director of Admissions and Community Relations

THE GLEN MILLS SCHOOLS

The Glen Mills Schools is an institution for young males, currently housing 400 residents. The youths range from 15-18 years of age and have been adjudicated delinquent. One of the most important aspects of Glen Mills is its educational and vocational program.

Glen Mills' educational/vocational program is in operation for 12 hours daily, from 9:00 a.m. to 9:00 p.m. Its primary objective is to secure placement for the youths, either back to high school, into a trade school, or with a job placement. There is also an attempt to redirect the student towards a more positive and productive environment than that from which he initially came.

Upon entrance into Glen Mills, the student, aided by counselors, decides on a trade or shop that he wants to enter. Before the student begins any of the vocational programs, however, he must attend the school's Vocational Learning Center, to help him with the academics needed for his shop. Upon arrival at the center, the student is given a diagnostic test, which is used as an indicator of his academic abilities. The scores from this test, along with his Metropolitan Achievement Test scores are evaluated and an individualized lesson plan is formulated. The main subject areas are mathematics and reading, and all academic assignments are geared toward the student's particular shop.

In addition to reading and math assignments, youths are taught "basic survival" skills. They learn how to write resumes, fill out job applications and how to dress and act on job interviews.

Students are provided with the opportunity to gain expertise in a number of vocational areas. There are fifteen areas offered at Glen Mills: small engine repair, auto shop, welding shop, photography, retail management, print shop, wood shop, carpentry, masonry, electrical shop, plumbing, paint shop, radio station, optical lab, and journalism. Recreational and athletic programs are also offered.

The school's budget for fiscal year 1983-84 is ten million dollars. Funding sources are composed of per diem rates from the counties, federal food subsidies, and educational funds from the state.

Glen Mills operates on the principle that no student should be excluded from any program that gives him the chance to succeed, and that academics, vocational learning, and athletics are equally important. This principle has proven to be successful at Glen Mills, in that 197 students were recently graduated with the state equivalency of a high school diploma and 37 Glen Mills graduates are presently in college.

VIOLENT OFFENDERS

Adobe Mountain School
P.O. Box 35000
Phoenix, AZ 85069
(602) 869-9050
Contact: Kelly E. Spencer, Superintendent
Benny Duncan, Assistant Superintendent

ADOBE MOUNTAIN SCHOOL

Adobe Mountain School (AMS), located seventeen (17) miles north of Phoenix, is a state juvenile institution that serves males who have been committed to the Department of Corrections through the Arizona juvenile court system. AMS presently has a bed capacity of three hundred and fifty-five (355); sixty of these beds are reserved for diagnostic services.

Diagnostic Programming

Juvenile offenders, committed to the Department of Corrections (DC), are initially involved in the thirty (30) day diagnostic program located at AMS.

Juveniles assigned to the diagnostic units are provided with a complete assessment which includes:

- I. Medical and dental exams
- II. Social Casework Summary
- III. Psychological testing and profile
- IV. Juvenile Court History
- V. Educational testing
- VI. Vocational testing
- VII. Institutional adjustment and behavioral analysis
- VIII. Treatment plan

Diagnostic juveniles participate in a structured program of work, school, recreation, counseling, cottage activities and optional religious activities throughout the thirty (30) day assessment period.

Treatment Programming

Treatment programs offered at AMS have been developed through the identification of the needs of Arizona committed juveniles. These programs adapt to the needs of the juvenile population and are updated annually. The programs are described below.

Cottage A: This program is highly confrontive and is designed for the long term repetitive and violent offender. Cottage Alpha utilizes the resources of the O.K. Community, an ex-offender counselor program, in providing treatment services to youth. Cottage A provides treatment services to twenty-five youth.

Adobe Mountain School

- Cottage B: This program consists of structured work and short-term counseling and is designed to provide transitional programming to youth returned to AMS for parole violations. Youth in Cottage B may return to the community after a short time period or be transferred to other institutional programs, depending upon the seriousness of the parole violation.
- Cottage C: This program is a short term vocational program for youth awaiting community or institutional placement. Youth are involved in a variety of vocational skills groups, work placement and short-termed reality based therapy.
- Cottage G: This cottage houses a twelve bed time-out, disciplinary program. Juveniles who have committed serious rule infractions (i.e. assaultive or destructive behaviors), may be placed in Cottage G, for a maximum of five days after all other treatment resources have been exhausted in their assigned cottage.
- Cottage H: This program stresses family therapy. It provides a combination of milieu, psychotherapeutic and family therapy modalities. Cottage H is designed to aid the younger juveniles whose primary motivation for delinquent behavior is based upon dysfunctional family patterns. The capacity of cottage H is 24 youth.
- Cottage J: This program services a maximum of twenty-two juveniles and is designed for the emotionally disturbed youth. Most of the youth of Cottage J have a history of extensive psychiatric/psychological counseling prior to DC commitment. Cottage J has an educational focus and provides intensive individual and group therapy. Youth earn daily points which correspond to a level and privilege structure.
- Cottage K: This program is designed to place maximum responsibility on each youth within a supportive structure. Youth are involved in daily treatment groups which utilize the positive peer model approach. Youth learn responsibility for themselves and for the cottage community. No level system or phase is used in Cottage K. Youth are evaluated on their own progress and earn release upon demonstrating that they have met individualized treatment goals.

Adobe Mountain School

- Cottage I: This program is designed to provide a framework of rules and responsibilities which assist the juvenile in developing positive and pro-social peer and authority relationships. This program is divided into three components or levels. Juveniles earn a higher level through demonstrating responsible behavior; each level offers increased privilege and responsibility. The therapy model utilized is the positive peer pressure model. Cottage I has a maximum population of 40.
- Cottage II: This program is designed to provide individualized treatment services to a maximum of forty juveniles. This program stresses goal oriented treatment and focuses upon immediate behavioral rewards and consequences, communication skill building, community reintegration planning and involving the youth in specific counseling services (i.e. family, vocational) tailored to each youth's needs.
- Cottage III: This program is designed for the juvenile who is sixteen years or older and has a history of assaultive behavior. Treatment is based upon individual contracting, confrontive guided group interaction sessions, individual counseling, educational groups, and the development of the day-to-day skills which the juvenile will need for independent living. Substance abuse counseling is provided through community volunteers.
- Cottage IV: This is the AMS honor program. Youth who have displayed responsible behavior within their treatment programs may be recommended to complete their institutional phase of treatment in the honor cottage. Honor students have the privilege of working off campus, participating in off campus recreational activities and of enjoying a specialized reward system. This program provides a graduation phase which provides transitional community activities to youth whose treatment progress and behavior indicates a parole status during the next few months.

Cambria Specialized Counseling Program
El Paso de Robles School
Department of the Youth Authority
Drawer B - Airport Road
Paso Robles, CA 93446
Contact: Roy Ottoson, Superintendent
C.S. Kubasek, Program Director

CAMBRIA SPECIALIZED COUNSELING PROGRAM

Cambria Specialized Counseling Program (CSCP) is located on the grounds of El Paso de Robles School, a California Youth Authority institution. CSCP began in 1975 and is a short-term intensive treatment program serving the physically assaultive, escape prone, intractable and unmanageable male youth who has demonstrated by his behavior that he is unwilling or unable to productively participate in an open dorm or less structured program. Youth accepted in the program generally have prior arrests or a committing offense that demonstrates a propensity for violent, assaultive behavior in the community. In addition, they generally have exhibited, and have documented, this same type of assaultive behavior within the institutional setting.

Youth must be in the institution in order to participate in CSCP and are screened for acceptance via the Institutional Classification and Assignment Committee. The following criteria are considered:

1. Ability to participate in treatment offered;
2. Behavior exhibited in the community; and
3. Behavior exhibited in the institution.

CSCP serves up to 18 males, ages 15-20 with an average age of 17.5, and is designed to be completed in 3 months of stay. Eighteen staff, including youth counselors, senior youth counselors, teachers, parole agents and a consulting psychiatrist, provide 24 hour coverage.

The Program's operation is based upon three phases, which are geared toward reorienting youth to enable them to move back into more open settings and act more responsibly and socially acceptable. Progression through the program phases is determined behaviorally. The following are descriptions of the three phases:

- Phase A is the entry phase and a youth usually spends two weeks in this area. This is the most structured and restrictive phase during which time an initial classification and program goal setting is completed. Orientation is given to the youth and educational and psychological needs are assessed.

Cambria Specialized Counseling Program

- Phase B, with a duration of approximately nine weeks, permits youth to start their expanded academic program. Youth are permitted to work in paid positions within the program such as kitchen, laundry and as Grievance Clerk. They also continue their various counseling activities begun in Phase A.
- Phase C, lasting one to three weeks, is the time youth are expected and required to exhibit responsibility, initiative, self control and the ability to handle frustration, anger and anxiety. Youth remain out of their rooms a majority of the day in school and activities. This is a planning phase whereby suitable placement alternatives within the Youth Authority are sought for the wards. The youth is scheduled for an appearance before the Case Conference Committee (CCC) upon successful completion of Phase C.

Each youth must appear before CCC every 21 days for a complete program review which covers progress towards program goals, school, overall behavior, and staff and peer relationships. The CCC is held formally with the Parole Agent, Youth Counselor, teacher and other interested parties. When a youth completes Phase C, the CCC considers appropriate placement which may be either an open dorm unit within the institution, transfer to another institution, or parole.

The treatment strategy used by the staff is based on the principles of Reality Therapy. Within the guidelines of this treatment approach, staff interaction with wards is built on realistic and measurable expectations, successful accomplishments, and a sense of basic fairness and honesty. Staff utilize various organized program units such as biofeedback, assertiveness training, survival education, employability skills instruction, and diet and exercise information in order to aid in developing skills relevant to gaining personal insight, reducing frustration levels, controlling and managing anger, and gaining insight into the real world around them. Specific objectives of the program are to:

1. Utilize graduated degrees of freedom for assuming responsibility for self-management.
2. Increase program involvement to enhance the investment made by increased self-management.
3. Maximize ward/staff relationships to influence permanent, positive change and role model identification.

Cambria Specialized Counseling Program

4. Provide differential learning and activity program (i.e., crafts, academics and work positions).

Counseling sessions are an integral part of the program and as indicated the approach is multi-disciplinary. Large group sessions are held as needed and are a vehicle for resolving unit problems. All youth participate in small group counseling twice a week. The purpose of the small groups is to provide each youth with the opportunity to have social interaction with staff and peers, to enable him to develop social skills, work on goals, and deal with immediate personal problems.

All youth are required to attend school regularly. There is a formal education program in the morning and in the afternoon. The classroom ratio is one teacher for five students and all work is individualized.

The Program is funded by the California Youth Authority, however it is not a separate budget item. It does have a training budget of \$5,000 annually for training in addition to the training provided for the total institutional staff.

A follow-up evaluation of the Cambria program for violent offenders was completed in January 1981, by the California Youth Authority Research Division. The main finding of this evaluation reveals that the Cambria program has a positive impact on the wards, reflected in a low rate of disciplinary incidents and in fewer incidents which are serious in nature. The behavioral change among this population, therefore, was favorable. Annual reviews support the continued success of this program.

The Cascade Program
Division of Juvenile Rehabilitation
Mail Stop OB 32
Olympia, Washington 98504
(206) 753-2802
Contact: Ann Thorkildsen, Supervisor

THE CASCADE PROGRAM

The Cascade Program is a three-phase plan that provides comprehensive and progressive treatment for violent juvenile offenders who are committed to Washington's Division of Juvenile Rehabilitation for long-term sentences. Its specific goals and objectives are as follows:

- Provide an intensive, offense specific treatment program for violent offenders.
- Ensure a continuum of treatment and appropriate advancement through program phases.
- Develop and implement an educational/vocational plan for each youth in the program.
- Provide a Skills Training format throughout the program designed to address behavioral deficits of youth.
- Deliver a specialized program at a cost comparable to regular programs.

Entry into Cascade is at the institutional level only. All entrants must meet the following criteria:

1. At least sixteen years of age;
2. Must have a minimum two-year sentence; and
3. Committing offense of:
 - a) Murder I and II
 - b) Manslaughter I
 - c) Assault I and II
 - d) Kidnap I and II
 - e) Extortion I
 - f) Arson I
 - g) Rape I and II
 - h) Robbery I and II

Selection also is based upon results of personal interviews, projective testing, and the youth's willingness to make a commitment to the program. Those who are accepted through the basic screening participate in further psychological testing, which is used to identify youths who would benefit most from the program, as well as define individual treatment goals.

The Cascade Program

Individual responsibility and accountability is the primary focus of the program, with each phase providing a different level of opportunities to learn and practice responsible behavior.

Upon entrance into the program, each youth, with the assistance of staff, develops an agreement contract with a list of measurable goals. As goals are attained and a youth moves through the program, new contracts of agreement are established. Individual counseling is provided with regard to the youth's progress and methods of attaining goals, and to assist him in sorting out feelings which could enhance or impede success.

Group treatment is an important part of the Cascade Program. All students participate in formal skills training groups. This initially entails exercises; processes and information with regard to personal crime patterns; deconditioning of emotional imagery relating to violence; values classification; assertiveness; stress management; communications; making relationships work; and other related topics. Youth also are taught to recognize defense mechanisms in themselves and others. The Skills Training emphasis is further developed individually and in small groups where youths are given the chance to practice basic social skills. Other focus is on personal disclosure and building self-confidence and sensitivity to others.

Phase I is Cedar Cottage at Green Hill School. This is an institutional setting which provides maximum and moderate security. Juveniles have access to the regular institutional programs of academic school, vocational training and recreation, as well as the intensive treatment program of the cottage.

Phase II is Oakridge Group Home in Tacoma. This setting provides a highly structured program consistent with the first phase but also allows access to community programs of school, job training, employment or a combination of these activities.

Specialized Community Residential Placements (SCRPs), Phase III of the program, consists of placement with selected couples who provide a structured living arrangement, supervision, and a close personal relationship with one or two youths. The couples, who live within one county area, are paid for their services and the cost of keeping the youths in their home. Training, support, and supervision are provided by a program staff that coordinates the placements.

The length of stay in Phase III is approximately one year. Depending upon the length of sentence for a particular youth, he will be paroled at that time, or transferred to another DJR placement, or retained in the family placement.

Closed Adolescent Treatment Center
3900 South Carr
Denver, CO 80235
(303) 986-2277
Contact: Vicki Agee, Ph.D., Director

CLOSED ADOLESCENT TREATMENT CENTER

The Closed Adolescent Treatment Center (CATC) is designed specifically for the violent juvenile offender. It was initially funded by LEAA in 1972 to test the hypothesis that treatment was possible for these "untreatable" youths. The admission criteria, designed in conjunction with a panel of juvenile judges, are: court commitment and history of extremely assaultive, destructive, or self-destructive behavior. There has been a striking increase in the number of murderers and sex offenders during the last years. CATC does not maintain a waiting list and does have the opportunity to select appropriate youth for entry from among those committed to the Colorado Division of Youth Services.

The CATC serves males and females between 12-21 years of age, with average age of the student at 17.9 years, and the average length of stay at 22 months. Capacity for the Center is 26 youth who are served by 25 1/2 staff members; this ratio is an important component given the population. However, it is recognized that this staffing pattern is unusual in a correctional setting, but with the use of paraprofessionals, cost can be kept in check as compared with a mental health center which often has this type of ratio and must also be accredited. Staff consists of one Psychologist/Director, Assistant Director, two Special Education Teachers, three Psychiatric Nurses, a Secretary, an Occupational Therapist, a Recreational Therapist, six Youth Service Counselors (usually Masters level), and five Youth Service Workers (B.A. level). There is a Community Services Worker who provides intensive community follow-up and a part-time psychiatrist. All staff work a four day work week in ten hour shifts; one day is always scheduled for the week-end to ensure maximum coverage at critical times. There has been little staff turnover (only about one percent) over the last several years. Though there is limited use of volunteers, some student interns from local colleges participate.

CATC is an intensive, highly structured program designed primarily for youths who would be considered untreatable in a mental health program, particularly those with a psychiatric diagnosis of character disorder. In the program currently, approximately half of the youths are sex offenders, one-fourth are murderers, and the other fourth have committed some other violent crime. There are usually only four or five females in the program, which reflects the much lower rate of violent crime among females.

Closed Adolescent Treatment Center

The major treatment emphasis at the CATC is the therapeutic community or positive peer therapy approach. Youths are guided by staff in learning how to be treaters for each other. Therapy groups are conducted daily and are separated into homogeneous groupings based on diagnosis. The diagnostic system used at the CATC is based on Marguerite Warren's typology, the Interpersonal Maturity Level. Staff is also matched with youths for treatment purposes based on this typology. In addition to the daily "Guided Interaction Therapy" groups, there are additional groups held each week based on offenses, one for sex offenders and one for murderers.

A point and level system provides a clear structure for feedback on behavior. Students are scored by staff in seven different areas twice daily. These points accumulate and allow students to progress through the levels in the program which provide increasing privileges and increasing responsibilities.

In addition to the above therapeutic modalities, the CATC provides: Family therapy; an individualized education program; recreational and occupational therapy; a life skills program; and intensive follow up in the community.

Victim awareness is an area that is emphasized throughout treatment at the CATC, since the majority of youths show little or no remorse for harming people. Numerous methods are used to personalize the victims to the youth and make him or her aware of the effects of violence.

Discipline is prompt, structured and relevant to the negative behaviors. For minor acting out, a checking and booking system and/or a ten minute "Time Out" is used. For major offenses, team demotions to levels with lesser privileges are the consequences. Because of the design of the discipline system, assaults and runaways are rare occurrences.

The CATC is presently funded by the State of Colorado's Department of Institutions, Division of Youth Services. Its average daily cost per youth is \$92.00.

Genesis
Division of Juvenile Services
c/o Essex County Youth House
70 Duryea Street
Newark, NJ 07102
Contact: Lela Keels, Superintendent
(201) 648-4249

GENESIS

The Genesis Project, based in Newark, New Jersey is one of three programs funded by the Office of Juvenile Justice and Delinquency Prevention under the Violent Juvenile Offender Research and Demonstration Initiative (VJO). These projects were established to:

- Build knowledge about violent juvenile crime and violent juvenile offenders;
- Test an intervention model for the treatment and reintegration of violent juvenile offenders; and
- Assess the impact of special violent offender projects on the capacity of the local juvenile justice system to handle violent juvenile offenders fairly, efficiently and effectively.

Structure of the Project:

Launched in March, 1982, the Genesis Project includes four major components:

Social Networking: Enabling youth to engage in meaningful relationships with their families and other positive role models in the community;

Providing Youth Opportunities: Engaging youth in non-delinquent, conventional activities to aid them in achieving such intangible goals as self esteem and positive attitudes and tangible goals such as a G.E.D., job training, employment, dental care;

Social Learning: Assisting youth in learning accountability for their actions and avoiding violent activity for personal or economical gain; and

Goal Oriented Intervention: Helping youth in identifying goals and objectives based on their specific needs and assisting them in reaching these aims.

The underlying principles and processes are then systematized through the three structural components of the program: case management, individual/group/family counseling, and community re-integration. The resource components of the program are evaluated and closely monitored by the URSA Institute.

Genesis

Criteria for Admission

The youth are identified for the "GENESIS PROGRAM" through a random assignment process. Youth who meet the criteria below and who are "GENESIS" candidates become a part of the experimental group. Other eligible youth are assigned to a "Control Group" and are placed by the Classification Committee located at the State Training School for Boys at Jamesburg, New Jersey. The criteria for entry into the "GENESIS PROGRAM" are:

1. Youth must be committed to the Department of Corrections by the Juvenile Court;
2. Youth must be a resident of Essex County; and
3. All youth must have an instant adjudicated offense for:
 - Homicide (1^o and 2^o) -- no prior required
 - Kidnapping
 - Forcible rape or sodomy
 - Aggravated assault (with a weapon and/or resulting in serious bodily harm)
 - Armed robbery
 - Arson of an occupied structure
 - Attempted murder
 - Attempted rape

AND one of the following:

- I. A PRIOR ADJUDICATION FOR ANY VIOLENT OFFENSES LISTED ABOVE
- II. A PRIOR ADJUDICATION FOR ANY OTHER VIOLENT OFFENSE:
 - All non-vehicular manslaughter
 - Felonious assault
 - Robbery
 - Mayhem
 - Violent Sexual Abuse (felonious)
- III. TWO PETITIONS FOR VIOLENT OFFENSES: Inclusive of all offenses listed above in I and II.

Genesis

- IV. AN ADJUDICATION FOR A SERIOUS CRIME (as listed in the Juvenile Justice Delinquency Prevention Act):

- Larceny
- Theft (felonious)
- Motor Vehicle theft
- Burglary
- Breaking and Entering
- Extortion accompanied by threats of violence
- Felonious arson

AND, one other petition for a violent offense: Inclusive of all offenses listed above in I and II.

- V. AN ADJUDICATION FOR A SERIOUS CRIME (as listed in the Juvenile Justice and Delinquency Prevention Act):

- Larceny
- Theft
- Motor Vehicle theft
- Burglary
- Breaking and Entering
- Extortion accompanied by threats of violence
- Felonious arson

AND, the presence of a gun or knife at the time of the adjudicated serious offense.

Program Phases

Phase I begins when eligible youth are sent to the State Training School for Boys at Jamesburg, N.J., to receive a routine diagnostic work-up (psychological and medical evaluation).

Phase II starts when experimental youth arrive at the Secure Phase of the Genesis Project for program services mentioned earlier. The youth are housed in an isolated wing of the Essex County Detention Center in Newark, N.J.

Phase III occurs at a residential center in Newark. This "halfway-house" like segment is designed to maintain the continuity of the programmatic structure implemented in Phase II i.e counseling sessions, educational, vocational, and life-skills training. Phase III has a less secure setting and the youth are eligible for home furloughs.

Phase IV is call the Community Phase where the youth are either living with their families or in a "mentor home". A mentor home is a foster care alternative to the youth's natural home. This phase also includes an emphasis on continuing the services maintained in the previous phases. In addition, an independent living component has been developed for placement of youth unable to be placed at home or in a mentor home.

Giddings State Home & School
P.O. Box 600
Giddings, Texas 78942
(409) 542-3686
Contact: Calvin Crenshaw, Superintendent

GIDDINGS STATE HOME AND SCHOOL

The Giddings State Home and School houses the majority of juvenile violent offenders in the state of Texas. Those who are committed for capital murder, murder, or voluntary manslaughter must stay at the institution a minimum of two years, unless they reach the mandatory discharge age of eighteen during that time frame. In addition, approval from the Executive Director of the Texas Youth Commission must be obtained before any student resident is released. Youths committed for all other offenses must reside in the institution a minimum of one year, unless they reach the mandatory discharge age.

The 305 capacity program is state-funded, and has a budget of five million dollars for fiscal 1983-84.

Giddings follows an Individual Program Plan (IPP) in which goals are set for the student to obtain while at the institution. The IPP is developed by the student and his dormitory director or caseworker. The director also provides the students in his/her dormitory with individual counseling.

One of the services offered at the institution is the work program, which gives students the opportunity to earn money by working on campus and in the community. Eligibility requirements have to be met before a student is even considered for employment. Initial employment must be on campus, and if performance is maintained, the student may work off campus provided that he has the consent of the Superintendent.

The Special Services Committee consists of the Medical/Psychiatric Caseworker, Psychologist, Institutional Parole Officer, Youth Program Supervisor, Principal, and Nurse III and meets on a weekly basis. The Special Services Committee is responsible for making student dormitory assignments, identifying a special need student, reviewing student appeals of placement, reviewing students prior to furlough and release, identifying hard to place students, and students who have not been approved for release due to failure to progress in the program.

The primary concern of the program is the attitude of the students. Faculty and administrators are making a concerted effort to generate and maintain interest in the program among students, so as to maximize its effect.

Green Oak Center
Maxey Training School
P.O. Box 349
Whitmore Lake, MI
(313) 449-4422
Contact: Wolfgang Eggers, Director

GREEN OAK CENTER

Green Oak Center is the maximum security, special treatment program within the Institutional Services Division of the Michigan State Department of Social Services. Administratively, it is tied to the Maxey Training School campus. The Center operates a self-contained program with a capacity for housing 100 youth, ranging in age from 12 to 19 years. Typically, the Center's population is at capacity, and waiting list problems arise periodically.

Michigan's training school system is geared to accept primarily the more chronic, serious, and/or violent juvenile offenders, as compared to youth targeted for other available programs such as the various private agencies. Out of this difficult institutional population, Green Oak Center provides services to the most severely disturbed and most seriously aggressive, destructive and violent youth. These youth cannot be worked with effectively in any other existing programs, private or public, and they typically have prior unsuccessful placements, for many, prior placements in the mental health services system. Consequently, this select group tends to be slightly older than the average institutional population, averaging approximately 16.5 years at the time of program entry. Average length of stay has been about 12 months for this program. Commitment is for an indeterminate period of time.

The total program, with all of its components contained within the facility, is organized around a group-centered treatment modality, modeled after Guided Group Interaction. Group treatment sessions are held five days a week, representing the focal aspect of each group's therapeutic work in terms of problem identification and analysis, direct and consistent confrontation of problems (without acceptance of denial, manipulations or excuses), the assigning of goals and behavioral objectives to group members, the development of plans and strategies for problem-solving and goal attainment, making commitments and decisions, and on-going reviews of progress. Beyond the group treatment session proper, the therapeutic effectiveness is strengthened by extending this treatment modality throughout the entire organization of the program, thus integrating all program components with the group-centered program design. In spite of the emphasis on the group, the program is highly individualized, both in the design of individual treatment plans and the group's work with each respective group member. Treatment teams focus their joint treatment efforts of strategies on each group as a whole, guiding, supporting and pressuring the group toward increasingly responsible and effective helping behavior in their group sessions as well as throughout the rest of the program. Individual counseling and consultation is offered as needed, to assist members to overcome select personal difficulties and to become more productively involved in the group process.

Green Oak Center

The primary objectives of Green Oak Center's special education program focus on the upgrading of basic academic skills, social competence, and on the development of life role competencies essential to survival in the community. Especially in the remedial labs, extensive use is made of computers, both for computer assisted instruction and for teaching computer literacy and the basics of programming. A survival skills/vocational exposure curriculum includes five 45-day courses through which the groups rotate: General Career Education; Food Services Training; Construction Trades; Small Engines and Auto Mechanics; and Health Science/Occupations.

Progress through Green Oak Center's treatment program results in the attainment of levels of increasing privileges. These privilege levels, granted through group and team decision-making, include off-campus activities with the group, family off-campus activities, home visits and pre-release status. Decisions concerning actual release are made by the Department of Social Services Youth Parole and Review Board, upon the treatment team's recommendation and formal request for a release hearing.

Organizationally, Green Oak Center's program is decentralized into five functional subunits. Each subunit represents a residential wing with 20 youth (2 treatment groups), managed by a treatment team under the direction of a program manager. The team includes a group leader, 2 teachers (basic education and career/survival education), and child care and recreation staff. The treatment teams are assisted by a variety of support services: a principal manages special education services including a remedial language lab, a remedial math lab, G.E.D. preparation, physical education, health education and driver education; a support services manager directs central communications, night detail and utilities staff; clinical support services are available through a psychologist and part-time psychiatric consultants; and physician, dentist and business office services are shared with the Maxey Training School. The staffing is complemented by volunteers, student interns, services purchased from local colleges, and special education services as needed.

As to the cost of the Green Oak Center program, the fiscal year 1983-84 budget allocation is approximately \$3.5 million.

Community service workers from each respective youth's home county have the primary responsibility, along with the center's treatment teams, for the development and implementation of release or community plans. This cooperative work, including work with the youth's families, begins early with a thirty-day planning conference upon each youth's program entry. Community plans reviewed in the Youth Parole and Review Board release hearings, may aim at placement to family, halfway house, group home, or independent living. However, Green Oak Center still experiences more or less critical difficulties in its ability to provide for more effective integration of its youth into the community upon release, due to limited community resources.

Intensive Development Program
Juvenile Evaluation Center
Old Highway 70
Swannanoa, NC 28778
(704) 686-5411
Contact: Betty Albright, Director

INTENSIVE DEVELOPMENT PROGRAM

The Intensive Development Program (IDP), housed at North Carolina's Juvenile Evaluation Center, is a small, closed unit for young males exhibiting violent, aggressive behavior. Its participants are committed to the program as the result of displaying an inability to function in a normal institutional setting.

The 12 bed unit has 8 full-time and 5 part-time staff members, consisting of two cottage parents, four cottage technicians, two behavioral specialists, one psychologist, one psychiatrist, one social worker, a teacher and a recreation worker.

The focus of IDP is on stabilizing a youth's behavior. Group and individual counseling are provided, with the purpose of helping the youth to understand the motivation behind his aggressive behavior and how that behavior affects others. In addition, emphasis is placed upon helping youth to cope with their frustrations in a more positive and productive manner.

An educational program is provided in IDP, which offers courses in basic reading, mathematics, english, and social studies. Youth who qualify for special education services under PL 94-142, are also served.

Youth generally spend one year in the program, which was established in 1980. Operational and administrative costs are figured into the budget for the entire center, which is 2.5 million dollars for fiscal 1983-84.

Juvenile Adjustment Center
P.O. Box 116
Baker, Louisiana 70704-0116
(504) 774-7720
Contact: Pam Farris, Program Administrator

JUVENILE ADJUSTMENT CENTER

The Juvenile Adjustment Center, established in 1969, is a sub-unit of Louisiana's Juvenile Reception and Diagnostic Center (JRDC), housing 36 institutionalized male youths. Its residents are characterized by "hyperaggressiveness," "serious escape behavior," and "overt hostility."

A Master's level social worker, a human service worker, a program administrator, a unit manager, and 21 security officers compose the maximum-security Center's staff. As part of the JRDC, the Center receives state funds, and has an 1983-84 fiscal year budget of two million dollars.

Offender referrals are made to the Center from all other Louisiana Training Institutes, as well as from JRDC. While referrals generally result from some act, the program is not directed toward punishment, but rather toward preventing future disruption within the institution from which the offender was referred.

The primary mission of the JAC is to encourage greater external controls, and to enhance the ability to develop and use more effective internal controls. Personal insight, greater self-esteem, physical fitness, interpersonal skills, academic achievement, and vocational training are other areas that are addressed. Inasmuch as most offenders are placed in the Center for only a few months, it is necessary for most of the focus to be on responsibility for one's behavior and increasing self-control.

The program operates on a level system, which is designed to increase responsibility and freedom as an offender progresses through successive levels, eventually reaching a point where termination may be achieved. A system of points also was designed to give the offender an opportunity to earn his way to a higher or lower level, depending upon how he fulfills his daily duties, individual responsibilities, exercises self-control, and makes an effort to change. A certain number of points must be earned in a given amount of time in order to progress to the next level, so as to discourage youths from reaching a comfortable level and remaining there without continued achievement.

Upon transfer into JAC, an offender spends a minimum of three regular working days in what is termed, "Observation/Orientation Status." During this time he receives a copy of the program, becomes acquainted with staff members, and procedures are explained to him. A formal staffing is held, which includes psychological and psychiatric evaluations. A counselor is assigned to the youth, an overall assessment completed, a transfer review is conducted, and a counseling and educational/self-improvement program is developed.

Juvenile Adjustment Center

Although mental health counseling is optional for the offender, it is a major component of the program. Mental health services are provided by a full-time human service worker, a full-time social worker, a part-time psychological assistant, a psychologist and a psychiatrist, as well as by other approved staff persons for 24-hour on-call emergency services. For those who decline treatment, other opportunities for self-improvement are provided. These include mathematics, reading, work programs, "wing-meetings" for problem solving, meetings with counselors to discuss progress through the program, and physical fitness activities, unit newsletter, art classes, etc.

Since the start of the current program in November 1983, budget cutbacks have made it difficult to arrange for staff training and to make desired changes in the facility to increase security measures and to decrease the probability of successful suicides. Another area of major concern is the great difficulty with which staff attitudes are changed; more specifically, convincing the staff to adopt new behavior patterns in dealing with the violent offender.

Juvenile Medium Security Facility
P.O. Box 307
Burlington Street
Bordentown, NJ 08505
Contact: Mr. Joseph Cuttre, Superintendent
(609) 298-8222

JUVENILE MEDIUM SECURITY FACILITY

The Juvenile Medium Security Facility, (JMSF) consists of eight living units which accommodate youth according to their needs. It has been in existence since 1983. The facility serves males, 15-19 years of age, who are deemed not appropriate for community placement. Many of the youth have experienced severe problems in the community and are the worst offenders in the New Jersey system, having been convicted of atrocious assault and battery, rape, homicide, armed robbery, as well as being serious escape risks. Usually 10-12 percent of the population is labeled violent or aggressive.

The eight components have a maximum capacity of 120, with an average daily population of 105. Youth are placed in the program according to a personality disorder classification and/or offense. The units are:

- One unit with a capacity of 22 serving youth convicted of juvenile homicide or an equally serious or more serious offense that necessitates a long stay;
- One unit with a capacity of 16 serving the passive, inadequate youth who might potentially be exploited in an open program;
- Two units with a total capacity of 32 designated to serve the explosive acting-out youth;
- Two units with a combined capacity of 42 serving those youth who can handle confrontation, but who exhibit mild character disorders. This unit employs GGI, (Guided Group Interaction) as a treatment medium and a Program of Intensive Education (PIE).
- One unit which serves as an orientation to the facility and allows staff time to decide on appropriate facility placement; and
- One detention unit.

Youth are classified upon entrance, though they may be moved once in the program.

Juvenile Adjustment Center

Although mental health counseling is optional for the offender, it is a major component of the program. Mental health services are provided by a full-time human service worker, a full-time social worker, a part-time psychological assistant, a psychologist and a psychiatrist, as well as by other approved staff persons for 24-hour on-call emergency services. For those who decline treatment, other opportunities for self-improvement are provided. These include mathematics, reading, work programs, "wing-meetings" for problem solving, meetings with counselors to discuss progress through the program, and physical fitness activities, unit newsletter, art classes, etc.

Since the start of the current program in November 1983, budget cutbacks have made it difficult to arrange for staff training and to make desired changes in the facility to increase security measures and to decrease the probability of successful suicides. Another area of major concern is the great difficulty with which staff attitudes are changed; more specifically, convincing the staff to adopt new behavior patterns in dealing with the violent offender.

Juvenile Medium Security Facility
P.O. Box 307
Burlington Street
Bordentown, NJ 08505
Contact: Mr. Joseph Cuttre, Superintendent
(609) 298-8222

JUVENILE MEDIUM SECURITY FACILITY

The Juvenile Medium Security Facility, (JMSF) consists of eight living units which accommodate youth according to their needs. It has been in existence since 1983. The facility serves males, 15-19 years of age, who are deemed not appropriate for community placement. Many of the youth have experienced severe problems in the community and are the worst offenders in the New Jersey system, having been convicted of atrocious assault and battery, rape, homicide, armed robbery, as well as being serious escape risks. Usually 10-12 percent of the population is labeled violent or aggressive.

The eight components have a maximum capacity of 120, with an average daily population of 105. Youth are placed in the program according to a personality disorder classification and/or offense. The units are:

- One unit with a capacity of 22 serving youth convicted of juvenile homicide or an equally serious or more serious offense that necessitates a long stay;
- One unit with a capacity of 16 serving the passive, inadequate youth who might potentially be exploited in an open program;
- Two units with a total capacity of 32 designated to serve the explosive acting-out youth;
- Two units with a combined capacity of 42 serving those youth who can handle confrontation, but who exhibit mild character disorders. This unit employs GGI, (Guided Group Interaction) as a treatment medium and a Program of Intensive Education (PIE).
- One unit which serves as an orientation to the facility and allows staff time to decide on appropriate facility placement; and
- One detention unit.

Youth are classified upon entrance, though they may be moved once in the program.

Juvenile Medium Security Facility

The emphasis of the program is to provide structure and consistency. All youths are involved in a non-traditional educational program, a vocational program teaching carpentry and engine repair, a health and physical education program and an art therapy program. There is also an evening program offering GED or ABE classes on a voluntary basis. Structured recreation is also offered. These programs are scheduled six days a week, 12-14 hours a day with Saturdays devoted to scheduled recreation. Sunday is allocated for visitors and a movie.

A full-time psychologist is responsible for group therapy which is geared to each particular unit's own problems. Psychoanalysis, assertiveness training and problem solving are some of the therapeutic modalities employed.

JMSF is staffed by 30 professionals including the Program Director. There are an additional 65 custodial staff members. Student interns fulfilling their field placements are used extensively throughout the program, such as in the recreational and vocational programs.

A juvenile, under the age of 18, may receive a maximum three year sentence by the court unless the offense is second degree homicide or higher in which case the judge may levy a stiffer sentence. Most youth committed to JMSF have an indeterminate sentence. A State Parole Board has recently been designated the responsibility for setting a youth's time and his release. The institutional administration makes recommendations to the Board on a youth's progress.

JMSF provides placement plans for youth nearing release. These plans are coordinated with the parole officer. If there is not a suitable home, then it is incumbent upon the institution to find a placement.

North Central Secure Treatment Unit
210 Clinic Road
Danville, PA 17821
(717) 275-7236
Contact: Tom Jenkins, Director

NORTH CENTRAL SECURE TREATMENT UNIT

The North Central Secure Treatment Unit (NCSTU), located north of Harrisburg, serves male delinquent youth committed from the North Central Region of Pennsylvania. Criteria for entry is as follows:

- Any child, 14 years or older whose behavior does not warrant transfer to the adult court and has been adjudicated for a violent offense, e.g., homicide, rape, robbery involving a weapon, aggravated assault, actual or potential violence, involuntary deviant sexual intercourse, arson, kidnapping, or two or more non-violent felonies arising out of more than one incident, and has received prior treatment in a delinquent institution that has proven unsuccessful as indicated by subsequent adjudication for a felony offense;
- The court records have established that the youth is a chronic offender or chronic escapee and has been previously adjudicated for a violent offense or has been adjudicated for a violent offense subsequent to placement in a non-secure institution; or,
- The youth has been adjudicated delinquent for a violent offense(s) and the court determines that a non-secure setting or alternative treatment resource is inappropriate, considering the nature of the offense and individual.

These criteria were devised by the Criteria and Process Task Group for the State's secure facilities. This task group is part of the Committee of 15 which was appointed by the Governor in 1979 to make recommendations on the extent of services needed for youth in secure care. This committee continues to address relevant issues for this population. One of the barriers to acceptance is overpopulation.

NCSTU came into existence in January 1979. It is a state funded program with a fiscal 1983 budget of approximately 1.2 million dollars appropriated from the Pennsylvania Department of Public Welfare. The current per diem rate is \$125.00. The facility can accommodate a maximum of 28 youth, between the ages of 14-18, though the population usually clusters in the 16-18 year old range, and the average length of stay is 8-9 months. There are a total of 39 salaried staff consisting of a director, four supervisors, a school supervisor, 12 youth development counselors, 11 houseparents, one maintenance staff, one secretary, and a nurse and a Chaplain. Five staff members are teachers who report directly to the Board of Education while the Principal reports to the program director.

North Central Secure Treatment Unit

Staff work 40 hours per work week in shifts. Volunteers are used for evening programs and special activities, such as conducting groups on sexual awareness or assisting in fund-raising. Medical, psychological and food services are provided through local contracts.

NCSTU is a secure treatment program strongly founded on a philosophical precept based on Samenow's and Yochelson's theory entitled The Criminal Personality. This theory maintains that a "continuum of criminality" exists which extends from the responsible person at one end to the extreme criminal on the other. In between, the irresponsible, nonarrestable and the irresponsible, arrestable criminal lie. The continuum is based upon the fact that there is a little larceny in every soul (responsible person) and that there are those for whom larceny is virtually a way of life (extreme criminal). With the continuum in mind, there is room for the application of the theory to those individuals who fall within the extremes.

The staff perceive the youth as having the ability and capacity to change and the program functions on the concept of freedom of choice. Youth are viewed as being beset with thinking errors. Such errors are only perceived as errors from the standpoint that the responsible person would perceive them. The staff's role is to help the youth examine their errors and teach them responsible correctives. The treatment approach is intense, directive, and highly confrontive of negative behavior, whereby the staff direct youth from irresponsible to responsible thinking.

When a youth enters the program, the first 30 days are delegated for orientation and diagnosis. Services provided during this phase include a complete physical, psychological and educational testing, a visit to the youth's home, milieu observation, and assignment of a caseworker. At the end of the 30 days, an internal diagnostic review is completed and a service plan developed for the youth and his family.

Youth must attend school daily five days a week. At the close of the school day, there is a quiet time for youth to write letters, relax, or maintain their rooms. Group sessions are held daily, in a variety of modes. On Monday a large group counseling session is held dealing with group living problems in a problem solving arena. These groups may be convened at other times as dictated by need. Tuesday through Thursday evenings and weekends, phenomenological reporting groups (PR) are held. In these sessions, youth are divided into small groups which are held simultaneously. Youth are expected to review thinking errors which occur in any phenomenon, i.e., T.V., personal contacts, school tests. Then they must record their free floating representation of their thinking either on tape or in writing. The groups review the errors and together they provide responsible correctives. At the heart of the treatment program is individual counseling. Each caseworker is assigned no more than three cases, thus allowing for intense intervention on a regular basis.

North Central Secure Treatment Unit

Evening activities, after group meetings include recreation, special treatment groups such as assertiveness training, sexual awareness, and drug and alcohol counseling or community awareness. Family visits can occur anytime, though they are scheduled for Saturday and Sunday. Since this is a structured program, planned activities are the rule.

Another important aspect of the treatment approach is programming. Students are kept extremely busy with a variety of activities. Near the end of the youth's placement, home visits are permitted with a graduated length of stay. Some of the youth are placed in community programs while others return home upon release from NCSTU. Placements are established and approved by NCSTU prior to release. One of the concerns voiced by the Director of the program is the lack of transitional residential programs available to the youth upon release. A residential aftercare component to the program would allow for a smoother transition to the community from the structured environment of NCSTU, but there are no plans for such a venture at this time.

MENTAL HEALTH

Auburn Special Residential Center
RD #4 Pine Ridge Road
Auburn, NY 13021
(315) 253-2789
Contact: Patricia K. Morris, Facility Director

AUBURN SPECIAL RESIDENTIAL CENTER

Auburn Special Residential Center is a program for 20 emotionally disturbed delinquent girls. The girls are classified as juvenile delinquents or PINS with the majority being juvenile delinquents. Placement at the Center is usually the last step in a series of unsuccessful placements (approximately 5-6).

The typical adolescent in residence is characterized as lonely, displays irresponsible behaviors, feels worthless and unloved and either withdraws from the world or performs delinquent actions. Consequently, behaviors range from incorrigible to criminal. The program at Auburn serves the adolescent girl who ranges in age from 12 to 17 years of age. Girls who have displayed patterns of running away, self-destructive behavior, and of being easily led are given priority for admission. Girls in need of secure settings due to violence and those who display overt psychotic behavior, or are not in contact with reality, are not considered.

Although staff are encouraged to develop their own styles with youths, three basic modalities are used: reality therapy approaches from which the mood and tone of the Center is presented; a perceptual model from which staff may understand the adolescent from her own perspective; and therapies which facilitate youth to acquire necessary skills for successful living in society. Two of the many therapeutic modalities used are Structured Learning Therapy and a group for victims of sexual abuse.

Staff consists of a Facility Director, Assistant Director, Counselor, Recreational Therapist, Educational/Vocational Administrator, 2 3/4 Teachers, Secretary, Cook, General Mechanic and a complement of Child Care Workers. The staff is supplemented by specialist as needed, such as a drug/alcohol counselor, psychologist, etc.

The Interpersonal Maturity Level Classification System is used and serves as a diagnostic tool. A Special Education program is in force and runs the full day. The Woodcock Johnson Psychosocial Battery is utilized. Youth enter the program approximately five grade levels below their chronological level. The thrust of the education program is to remediate deficiencies and to track youth back to academic or GED settings. In addition, a strong emphasis is placed on life skills necessary for successful integration into communities. Each youth is evaluated by the Committee on the Handicapped located within the facility and an individualized education plan is developed and reviewed quarterly.

Auburn Special Residential Center

The PAYES battery is utilized upon admission to the Vocational/Employment component of the program. Each youth progresses through a vocational readiness curriculum, skills training, pre-employment training and job placement.

Residential services consist of the therapy component, recreation component, a community integration component and a volunteer component. All components are coordinated to provide a consistent and therapeutic living environment for the youth in care.

The therapy component emphasizes individualized sessions (one per week per child). Group work occurs in the form of reality therapy based sessions twice per week. Specialized therapy takes place in the areas of sexuality, drug/alcohol abuse and sexual abuse. Each youth has an individualized treatment plan which is developed in the first six weeks of placement. All areas of the program are represented in this plan utilizing Problem Oriented Service Planning. Reviews of the plan and progress are done on a monthly basis. Staff, youth, their parents and their community workers formally review these plans every ninety days.

The recreation component is also individualized. This component is broken into physical areas and leisure time areas. All youth are tested with the N.Y. State Physical Fitness test upon entry into the program. Individualized programs are then developed to remediate areas of deficiency and increase a youth's positive leisure time skills.

The volunteer component makes wide use of citizens in the community interested in being involved with the youth in residence. The Center has an active Community Advisory Board which meets monthly to advise the Center's administration and recruit services for the Center. A variety of volunteers come to the Center to participate in all phases of the program. Religious education and services are provided weekly in this manner. Students from local colleges and universities also utilize the Center as field placement sites.

The community integration component cuts through all other components. Throughout a girl's stay at the Center she progresses through seven distinct performance levels. These levels are consistent with the youth's behavior. At each level there are responsibilities and privileges. As a youth demonstrates the ability to accept responsibility she may then progress to the next level. These levels are developmental and sequential in nature. All girls enter at the Entry level phase and remain there until there is an acceptance of the fact that there are problems which need resolution. She may then progress through Entry Plus Level, Level I, I 1/2, II, II 1/2, and finally Exit Level where she is preparing for actual entry into a community living situation.

Auburn Special Residential Center

The average length of stay for youth at the Center is fifteen months. Upon completion of the Exit Level phase of the program, youth go through a formal graduation. In most cases they are released to a transitional setting where they can become accustomed to community living. Transitional placements take the form of Satellite Foster Homes, which work directly with the Center, its program and staff, a Satellite Group Home, and semi-independent living on the grounds of the Center in a modular home. Upon completion of a transitional program youth are then mainstreamed to their home communities with their families or live independently.

Hayden Treatment Unit Program
Maine Youth Center
675 Westbrook Street
South Portland, ME 04106
(207) 879-4105 or 879-4000
Contact: L. Daniel Boisot, Director

HAYDEN TREATMENT UNIT PROGRAM

The Hayden Treatment Unit Program is for adjudicated young males who have been classified as emotionally disturbed. It is located on the grounds of the Maine Youth Center. Established in 1972, its objective is to help youths select positive, rational, and responsible behaviors to meet the demands of daily living.

The youths range from eleven to eighteen years of age. Admission criteria generally fall within the parameters of young males who are in need of a more restrictive environment, a small group setting, and have demonstrated an inability to adequately function in an open cottage atmosphere. In addition, Hayden residents reflect a range of disorders that include different stages of psychological distress, minimal brain damage with or without motor involvement, and childhood/adolescent schizophrenia, with the need for psychotherapy. The unit does not however, provide services for youths who have been identified as suffering from mental retardation.

Upon entering the unit, a complete and thorough treatment plan is developed for each youth, which includes his input. The plan is composed of a statement of the nature of the problem, a description of the youth's behavior (which includes negative and positive characteristics), and emotional stresses that will have an impact on the youth's development throughout the program. The plan also includes rationale, the names of cottage staff members who are directly involved in the program's implementation, and a proposed view of the potential release choices available upon the completion of treatment. Monthly formal reviews with a Clinical Services unit and bi-weekly reviews within the cottage also occur, with the purpose of examining the daily progress of each resident.

Therapy and counseling are the primary components of the Hayden program. Generalized group therapy sessions led by resident group leaders are offered to deal with topics ranging from specific resident behavior problems to anger, drugs, alcohol, and sexual matters. The issues are approached from a behavioral perspective or a supportive point of view. It is believed that the group process is beneficial in that it allows residents to find and share ways in which they can successfully handle behavioral postures.

Individual counseling is provided on a semi-professional basis by Training School Counselors who are assigned to the unit. Professional counseling from the Unit Director and the Unit Teacher is available.

Hayden Treatment Unit Program

Individual counseling ranges from immediate concrete transaction issues to abstract areas dealing with introspection, insight, and self-actualization.

A secondary level of counseling is family therapy. Family counseling sessions are arranged under the guidance of the unit director or teacher, and are based upon the youth's needs, his family's needs, and other determinations made by the professional staff.

The family is encouraged to become its own resource through learning how to handle issues that seem to produce anxiety or be detrimental to the home environment.

The Hayden program's administrative costs reached \$132,000 in fiscal 1983-84. Funding is provided by the State Legislature.

Home Environment Learning Project
Jamesburg Training School
P.O. Box 500
Jamesburg, N.J. 08831
(201) 521-0030
Contact: Richard Mendoker, Superintendent
Ann Mendoker, Assistant Superintendent

HOME ENVIRONMENT LEARNING PROJECT (HELP)

The Home Environment Learning Project (HELP), is a full-time residential facility that serves educable mentally retarded and/or emotionally disturbed juveniles who are committed to the state Department of Corrections, Division of Juvenile Services.

The program is primarily funded by the state's Division of Juvenile Services; supplemental funds have been received from the Department of Mental Retardation, due to the nature of the program.

The primary staff at HELP consists of two live-in houseparents and a teacher of the handicapped.

Although residents of the eight bed facility are assigned through a Reception Classification Committee, HELP does have standard admission criteria. It asks for youths who are classified as EMR, having an I.Q. of 70 or below, and have not committed a sexual offense.

Approximately 75% of HELP's residents, most of whom range from age 14-18, are considered to be educable mentally retarded/emotionally disturbed. The remaining percentage is classified only as emotionally disturbed.

HELP's overall objective is to provide training to EMR and emotionally disturbed youths in a deinstitutionalized setting. It operates with the philosophy that a family-like setting creates a more relaxed and conducive atmosphere in which youths can learn and advance.

In April 1982, a "Car Wash Program" was incorporated whereby HELP residents have maintained an income producing business. The program has earned over \$350.00, which has been allocated for group outings, activities, and meals. It has also enabled residents to gain meaningful work experience, to function in a business atmosphere, and to practice positive interaction in group decision making. In addition, the program offers remedial academic instruction, group and individual counseling, psychotherapy, psychiatric counseling, and supervised recreation trips.

HELP's budget for fiscal 83-84 is \$100,000.00.

Intensive Reintegration Unit
Illinois Youth Center-Joliet
2848 W. McDonough Road
Joliet, Illinois 60436
(815) 725-1206
Contact: John Platt, Director

INTENSIVE REINTEGRATION UNIT

Established ten years ago, the Intensive Reintegration Unit, (IRU) operated by the Department of Corrections, Juvenile Division, is one of three state-operated special treatment centers for youths having adverse mental health and/or behavioral histories. Its residents tend to have emotional concerns that induce severely aggressive behavior and require close supervision.

The residents of IRU are referred by a screening committee composed of representatives from all three treatment units and an assignment coordinator. Consequently, criteria for admission varies. The only reason that a youth is not accepted is that he meets the requirements for placement in a facility under the jurisdiction of the Department of Mental Health.

Inasmuch as the residents of IRU tend to have extreme behavioral and emotional problems, the emphasis is on stabilizing behavior. The unit's primary objective is to help the youth recognize, obtain, and practice a more positive and acceptable form of behavior so as to be able to re-enter larger and more diverse surroundings.

The 32 bed unit offers a program with several components. Individual and group counseling are provided, as well as psychotherapeutic services. An educational and vocational program also is offered. Residents take basic courses in mathematics, english, reading, and training programs in a number of vocational areas. In addition, religious services are provided.

The staff at IRU consist of a registered psychologist, a counselor, a social worker, a part-time psychiatrist, special education teachers, and trained security officers.

As a part of the Illinois Youth Center, IRU's operational and administrative costs are included in the total budget--which came to five million dollars for fiscal 1983-84. As a separate entity, however, its costs come to approximately \$768,000.00, or \$24,000.00 per bed.

Mobile Mental Health Teams
New York State Division for Youth
84 Holland Avenue
Albany, NY 12208
(518) 473-4481
Contact: Steven Schreiber, Director of Health Services

MOBILE MENTAL HEALTH TEAMS

The Mobile Mental Health Team (MMHT) program was operationalized during the winter of 1980 and has been providing specialized mental health services to seriously mentally ill, behaviorally disturbed adolescents within Division for Youth (DFY) residential programs. It is joint program with the Office of Mental Hygiene (OMH). The MMHT concept emerged from a demonstrated practical need. In 1978, a level of care survey was conducted by OMH of youth in DFY residential placement statewide. The survey revealed that at least 5-10 percent of DFY residents (200) were in need of specialized mental health care. DFY staff subsequently requested assistance in identifying those residents in need of mental health services and facilitating the provision of appropriate services. Many of these adolescents have seriously impeded DFY's rehabilitative efforts on behalf of all of its resident population.

MMHT services are provided by interdisciplinary teams, which include psychologists, psychiatric social workers and community mental health nurses. Team members receive psychiatric consultation/supervision through psychiatrists staffed at the OMH host facility.

In consultation with DFY staff, MMHT staff identify DFY residents who require and can benefit from selected mental health services. These services can include assessment and evaluation, treatment planning, consultation, training and linkage to community mental health support systems. When transfer to an OMH facility is required for a particular youth, the Team facilitates the transfer, monitors the youth's progress and facilitates his/her return to the DFY facility. The Teams may provide ongoing direct intervention/therapy for a limited period of time in special circumstances. The Teams also assist DFY staff in the resolution of crises situations.

There are presently three regional Mobile Teams in operation. These Teams operate as five functional units and serve 18 DFY residential facilities located in Upstate New York. In addition to the existing program capability, an expansion is now being implemented which will add two additional Teams and a personnel expansion of the three upstate Teams. One of the additional Teams will operate from Queens and will serve 3 DFY programs in the New York City metropolitan area. Hutchings will host the other Team with responsibility for 5 DFY programs in the Central New York area. With the addition of two new Teams and the personnel expansion of the upstate Teams, the statewide program will include four regional MMHTs broken into seven functional units employing 30 staff.

Oak Cottage Mental Health Unit
20311 Old Highway 9, S.W.
Centralia, WA 98531
(206) 736-1361
Contact: Dale E. Swenson, Assistant Superintendent
J. Richard Barrett, Superintendent

OAK COTTAGE - MENTAL HEALTH UNIT

Operated by the Division of Juvenile Rehabilitation within the Department of Social and Health Services, this program, which began in 1979, receives primarily state funding. Oak Cottage, located on the grounds of the Maple Lane School, serves males, between 14 and 19 years of age, who exhibit self-injurious behavior or pose substantial threat to others. Neurotics and psychotics are served, rather than sociopaths who are weeded-out, except in cases where sociopaths prove amenable to treatment.

Program components include:

- Assessment of referral, treatment needs, and best treatment modality within the mental health system;
- Long-term treatment for those at risk to themselves or others;
- Preparation of clients for transfer to other mental health facilities;
- Preparation for return to the community; and
- Coordination with Division of Juvenile Rehabilitation in mental health problem-solving.

Youth who have psychological disturbances and come to Maple Lane School pre-diagnosed are taken directly into the Mental Health Unit if there is a vacancy. Other youth who are management problems and have aggressive behavior are placed in one of two maximum security units while they undergo psychiatric and psychological assessments. These youth, for the most part, are moved to vacancies in Oak Cottage as they occur. Youth receive some work training but the emphasis is on schooling in a separated high school level with emphasis on basic skills, such as english, math, survival skills, and most importantly, socialization skills which are supported by ongoing counseling programs.

Staff members include nine (five female, four male) college graduates for the 14 clients. In addition to the remedial efforts of the staff, clients also receive psychiatric, psychological, and nursing services when needed. Administration of psychotropic drugs occurs rarely but is closely monitored when used.

Some problem areas include low capacity of beds to fulfill needs. The facility also has experienced a drop in staff motivation due to high intensity work. In the future, programs will become more individualized than they already are, as the need for specific sexual offense/deviance programs is rapidly increasing.

Oak Cottage Mental Health Unit

Cost of the program is estimated at \$140 per day per bed, with a 14 bed maximum, which usually operates at capacity. Length of stay ranges from six months to two years. The program estimates a 55% success rate, based on those juveniles who are reliably free from harm to themselves or others.

Oak Ridge Learning Center
1801 Old Bon Air Road
Richmond, VA 23235
Contact: Gail Brown, Ph.D., Superintendent
(804) 323-2335

OAK RIDGE LEARNING CENTER

Oak Ridge Learning Center is a secure treatment program for borderline to moderately retarded and emotionally disturbed juvenile offenders. The typical youth at Oak Ridge tends to have a history of severe behavior problems and of prior placements which failed to sufficiently change the behavior. In addition, many of the youth have histories of major maladaptive and bizarre behavior such as self-abuse, fire setting, feces smearing or eating. Over 50% of the youth have been committed for assault and sexual offenses with breaking and entering and larceny accounting for most of the other committing offenses.

Oak Ridge is operated by the Division of Youth Services, Virginia Department of Corrections. Youth are sent to the program from the Reception and Diagnostic Center. The 40 bed facility is designed for male and female youth 11-20 years of age. The catchment area is statewide. While each youth's family is encouraged to get involved, most of them are not involved for one reason or another. The average length of stay is about a year, though the program is only eighteen months old, so this is a guesstimate. Youths go to a group home, a distant relative or live independently upon release.

The program's goal is to decrease antisocial behavior and to teach the youth the personal, social, educational, and vocational skills which are necessary for an adequate community adjustment. The program is based on a behavioral model which emphasizes social positive reinforcement and structured contingencies. At Oak Ridge, professionals try to create situations where the youth must make choices and accept responsibilities similar to those in the community. Youth are expected to get up on time, get to places on time, handle their own money, do their own laundry, etc. without prompts or assistance from staff. The focus is on training independent behavior and self management using just a few basic behavioral principles such as positive reinforcement and extinction. The Oak Ridge economy, which includes realistic money and spending opportunities, replaces the more traditional "token economy". Dr. Brown used the term 'contingency management system'. This term refers to a youth's day being filled with decision points and the opportunity to do things is contingent on their behavior. For example, a youth who earns a certain number of points can then have an after school job and if the job is done well, the youth receives a paycheck. The youth then has options for using the Oak Ridge money such as spending it on store items or on recreation or investing it. At each step, a youth has choices with each choice netting a certain consequence contingent on behavior. This principle also applies to social behavior and conflict situations. Youth are not "told what to do," they are helped to problem solve.

Oak Ridge Learning Center

Because the program is only 18 months old, there has been no long-term follow-up, but Dr. Brown is optimistic. So far, nineteen youth have been released from the facility; except for one now in a mental hospital, they are functioning well. Internal data demonstrates significant improvements among the students.

There are a total of 52 staff which does not include all the food service and maintenance staff. Staff consists of the Superintendent who is a Psychologist, 2 other Psychologists, 33 direct care staff, one nurse, one recreational specialist, one volunteer counselor and eight management staff. In addition, the school is staffed by 6 teachers, 2 substitute teachers, 2 teacher's aides, a secretary and principal, and is operated under a separate state agency, the "Rehabilitative School Authority".

A large staff cadre is needed to deal with this type of child. In addition to the staff in its budget, Oak Ridge uses hourly wage staff to cover for staff on leave or in training. They feel that a ratio of 2 staff to 10 youth is necessary to control the youth's aggressive and other maladaptive behavior and to apply the program's principles.

South East Secure Treatment Unit
1824 W. Strasburg Road
West Chester, PA 19380
(215) 436-1915
Contact: Fred D. McNeal, Director

SOUTH EAST SECURE TREATMENT UNIT

Established in February, 1980, the South East Secure Treatment Unit (SESTU) is a 25 bed secure facility designed to treat EMR male youths, between fourteen and eighteen years of age, who have committed serious offenses. The program has three overall objectives: (1) to improve the youth's self-respect and self-confidence; (2) to help the youth acquire functional literacy and improve their community survival skills; and (3) to help the youth explore the situations surrounding their delinquent activities, accept responsibility and the consequences for those acts, and develop a more positive means of coping with frustration and gratifying individual needs.

The primary philosophy of SESTU is that progress can best be achieved in a nurturant, family-like atmosphere. It is believed that such surroundings enable the resident to experience emotional growth and increase his functional academics and community survival skills.

A major focus of the program is on building meaningful relationships between students and staff. It is made clear to the resident that SESTU is a place where staff members care about him and where he will not be victimized or brutalized. In addition to this practice, SESTU utilizes the following approaches to programming and supervision:

- A high ratio of qualified and caring staff members who receive extensive back-up and training to help them work effectively with youth;
- Individual treatment programming and case management, using the youth's strengths and abilities as well as focusing on his own problems and deficiencies;
- Individualized educational programming, which places emphasis on obtaining functional academic and community survival skills;
- A point system token economy to monitor the youth's conduct, promote positive growth, and provide the youth with a means of purchasing non-essential materials, extra phone calls, special privileges;
- A program designed to reinforce the resident's treatment and educational goals;
- Comprehensive aftercare programming to facilitate the youth's transition to community living and/or another agency; and

South East Secure Treatment Unit

- A volunteer and intern program designed to expose youth to a variety of persons and experiences from the community.

As a part of the treatment program, SESTU allows its residents a liberal amount of freedom. There are frequent off-grounds activities such as bowling, skating, swimming, theater, conferences, and trips to forestry camps. Inasmuch as an attempted runaway has not occurred in two and a half years, staff members believe that the family-like atmosphere encourages the residents to be more responsible.

SESTU has 31 staff members. The line staff are supervised by Counselors II, while counseling staff members receive back-up support from the director, assistant director, and a licensed Ph.D. psychologist. Because of the low rate of recidivism among SESTU residents, and its recognition as a successful program, there has been virtually no staff turnover during the past two years.

SRCC Intensive Treatment Program

SRCC

13200 S. Bloomfield Avenue

Norwalk, CA 90650

(213) 868-9979

Contact: Enrique Aquilar, Superintendent

SRCC INTENSIVE TREATMENT PROGRAM

Male youths, ages 13-24, are housed in the Marshall living unit, a separate single-story building. It has two wings, each with 40 individual locked rooms for wards. There are two rooms covered by closed circuit TV. One of these rooms is a "dry" room, no toilet or basin. There is also another "dry" room without TV coverage. The wings are separated by a control office and day room. Group meeting rooms and staff offices are located in two adjacent trailers.

The SRCC facility is enclosed within a perimeter fence. The Marshall Intensive Treatment Program (ITP) living unit is separated from the other living units by a security fence.

All ward movements are made by staff escort. Outside perimeter checks are made around the clock. Staff total twenty-six reflecting treatment staff and clerical support staff.

This program is designed to provide intensive treatment for suicidal, disorganized and disabled wards. The program provides psychotherapy, both individual and small group, as well as providing behavioral therapy, chemotherapy (psychotropic medication), counseling, educational and recreational therapy to mentally disordered wards.

Individualized treatment strategies are developed by the ward's treatment group to meet specific identified needs of each ward. A variety of treatment modalities are used by the therapists. The length of stay is 18 months.

Special problem small groups led by ITP therapists addressing self-destructive behavior, substance abuse, sexual offenses, and aggressive behavior are available. A Transition Program for wards who have progressed through the program meets the pre-release needs for the ITP population. Transition Program candidates are limited to wards having completed the earlier phases of ITP.

All wards have access to remedial education. The school program provides five classes each in the following two areas: (1) general education with regular high school credits, including a social learning program; and (2) arts and crafts classes. Three additional classes of remedial education are offered daily. The course of study is personalized with both group and individual instruction.

SRCC INTENSIVE TREATMENT PROGRAM

A comprehensive Transition Program for ITP wards is currently in the making in order to facilitate the transition (i.e. reintroduction) of a given ward back to the community on parole. Along these lines, a 12 week survival education (pre-transition) program is under consideration.

Structured Therapeutic Environmental Program (STEP)

C.A. Dillion School
Old Oxford Highway 75
Butner, NC

(919) 575-7926

Contact: Logan Burke, Facility Director

STRUCTURED THERAPEUTIC ENVIRONMENTAL PROGRAM

The Structured Therapeutic Environmental Program (STEP), is a mental health/reentry program for male and female adolescents. It is housed in the C.A. Dillion School, which is a maximum-security unit for seriously disturbed and highly aggressive youth, and serves the entire state.

The overall objective of STEP is to treat adolescents who tend to have difficulty in forming meaningful, trust-based relationships with others. Emphasis is on helping youth develop a more positive outward and inward behavior.

STEP practices a number of strategies that have proven successful. Tight behavioral interventions, confrontive and social skill building sessions take place. Individual and group counseling, and interactive activity and treatment planning are provided as well. In addition, a reward and point and level system is incorporated into the program. As a youth gains points and moves to a higher level, his/her freedom and responsibilities increase.

The program generally has about 40-45 participants, ranging from 12-18 years of age. The length of time spent is dependent upon the progress made.

Primary staff consists of several social workers, behavioral specialists, and psychologists.

Program costs are absorbed by funds supplied by the State Division of Youth Services and a Title XX grant of \$244,000. The total school budget for fiscal 83-84 is \$2.7 million.

WINTU Intensive Treatment Program
Northern Reception Center - Clinic
3001 Ramona Avenue
Sacramento, CA 95826
(916) 739-2053
(916) 739-2129
Contact: Susan Hooper, Superintendent
Dewey Willis, Program Administrator

WINTU INTENSIVE TREATMENT PROGRAM

This program, for males only, age 13-24, is located in the WINTU living unit, a separate single-story building. The dorm has two (2) wings, each with individually locked wet (having a toilet and basin) rooms for program residents. The wings are separated by a dayroom. Professional/treatment staff have their offices in the living unit. School rooms, therapy rooms, and a clerical/administrative building are in adjacent buildings with a perimeter fence that faces both the living unit and an enclosed athletic field and visiting area. All WINTU residents' movement, both within the WINTU compound and to other parts of the clinic, are monitored by WINTU staff.

The services of assessment/treatment/management are designed for individuals with particularly severe emotional and behavioral disorders who require a full range of psychiatric services. The bed capacity is 40 with a staff complement of 31.5 treatment and clerical positions. The length of stay is 13 months.

Each resident goes through an in-house screening process once referred; and depending upon meeting program criteria in priority order, the individual's need for intensive services is weighed against accessibility/responsiveness to treatment. Youth with a serious history of victimizing others or predatory type youth are poor candidates for this program.

The program begins by goals being developed with each resident, and they are assisted in meeting these goals through treatment services as follows:

- A. Each resident participates in a phase (milieu) program. Orientation and Phase I steps promote change through a behavior modification system where points are earned for adherence to basic day-to-day group living responsibilities. Phase II is a transition period, from the "shaping" of behavior modification to the personal responsibility and self-management principles of Transactional Analysis, one of the primary therapy techniques used. Phases III and IV demand even more evidence of self-management and willingness to take on increased responsibilities. As residents progress to higher phases, they obtain increased privileges and the opportunity to participate in off-grounds trips, and pursue day passes with parents and home furloughs.

WINTU Intensive Treatment Program

- B. All residents attend at least three (3) small-group therapy sessions and two large-group community meetings weekly. Counselors' caseloads are not larger than four (4). Each counselor is assisted by a mini-team composed of a social worker, psychologist, and registered nurse. Family therapy, substance abuse, counseling, family-life planning, body awareness (bioenergetics), peer counseling and biofeedback training are individualized treatment adjuncts.
- C. Recreation staff, assisted by volunteers and college students, provide recreation and leisure activities such as team and individual sports, scouting, gardening, music, cooking and other activities that help to normalize the milieu.
- D. Nurses assist residents in developing habits in grooming, nutrition, and maintenance of special medical needs relative to physical/medical problems.

Residents' individual treatment contracts which include specific behavior goals, also apply in the classroom, in medical areas, work assignments, and in the recreation/leisure-time pursuits.

- A. All residents have access to six classes daily, providing instruction in remedial high school courses leading to graduation, and an art therapy program. Limited post-secondary programs such as college courses are available for those residents who graduate at WINTU and continue to need intensive treatment services.
- B. All residents have work responsibilities in the kitchen, on housekeeping chores, or in landscaping maintenance. Phase III and Phase IV residents are eligible for work assignments in culinary/maintenance trades.

The Redwood Intensive Treatment Program (ITP) at Preston School is a similar program geared for the same type of youth. A program is designed for each youth utilizing ITP's highly trained and skilled staff resources, which include a full-time psychiatrist, psychologists, nurses, social workers and youth counselors. Individual programming developed by a team assigned to each youth may range from a highly structured behavioral modification program to traditional psychotherapeutic interventions. In addition to intensive individual counseling, heavy emphasis is placed on social skills training. For additional information contact:

Richard Kolze, Superintendent
Preston School
201 Waterman Road
Ione, CA 95690
(209) 274-2861

PHYSICALLY/SEXUALLY ABUSED

Birchwood Sexual Offenders' Program
5000 J. P. Strong Blvd.
Columbia, S. Carolina 29210
(803) 758-6493
Contact: Wally Meggs, Director

Birchwood Sexual Offender's Program

The Birchwood program for sexual offenders serves juveniles who have been committed for "sexually aggressive behavior," or rape. There are generally 20-25 male participants, in the 18 bed, minimum security sub-unit of the Birchwood campus.

Having begun in 1980, Birchwood is the second oldest sexual offenders' program for juveniles in the U.S.

The primary philosophy upon which the program is based is that sexually aggressive behavior is a symptom of developmental defects.

Objective based group and individual therapy is a major aspect of the program. Specific objectives are set for each block of sessions. Emphasis is placed on the youth's behavior, as well as on the factors and reasons surrounding its development. In addition, there is focus on sexuality education, social relationships, assertiveness responsibility, and empathy for others. A variety of therapeutic modalities are used to affect change.

The staff for the Sexual Offender program consists of nine counselors and one social worker. Operational and administrative costs are absorbed by the budget, which is \$1.2 million for fiscal 83-84 for Birchwood's entire campus.

Release from the program is more contingent upon progress than the amount of time spent; the length of stay for youths is indeterminate. The average time that a youth does spend in the program, however, is 10 to 14 months.

Blue Spruce Treatment Unit
Lookout Mountain School
Golden, CO 80401
Contact: Tom Leversee, Youth Services Counselor
(303) 279-7681

BLUE SPRUCE TREATMENT UNIT

The Blue Spruce Treatment Unit (BSTU) is a residential facility on the grounds of Lookout Mountain School. The Blue Spruce program is designed for the treatment of court adjudicated juvenile delinquents who are primarily violent, repeat and sex offenders. The sex offender program was initiated in October of 1981 and presently treats 10 sex offenders in a population of 24 youths.

The program was established with five main goals:

1. To have the offender take full responsibility for the sexual assaults which he has committed without denying or minimizing his behavior;
2. To have the offender increase his understanding of developmental factors that have impacted on his behavior;
3. To have the offender increase his understanding of the cognitive, emotional, and behavioral patterns that have led to his sexually assaultive behavior and identify his early warning signs in that process;
4. To have the offender increase his understanding of the feelings of the victim(s) and increase his ability to empathize with the victim(s); and
5. To have the offender explore, identify and learn how to use new skills for developing alternative and more appropriate behaviors.

These goals are accomplished through a variety of intervention strategies including: bi-weekly sex offender therapy groups, individual counseling, written treatment contracts, journal keeping, behavioral point system which monitors interaction with others in the unit, and, social development classes where such things as assertiveness training, stress management, sex education and sexual values clarification are offered. Television programs, newspaper and magazine articles, and guest speakers are also used to further the program goals.

Youth are assigned to BSTU as part of the general statewide Division of Youth Services differential placement process. At the youth diagnostic detention centers, the interpersonal maturity level (I-level) diagnostic interview is administered and a determination is made as to the proper facility for treatment.

BLUE SPRUCE TREATMENT UNIT

Youth assigned to BSTU are diagnosed as "conformist immature" (I3Cfm). The Closed Treatment Unit (Oak Unit) and the Closed Adolescent Treatment Center (CATC) also offer treatment programs designed primarily for violent, repeat, and sex offenders.

The residents in the Blue Spruce Treatment Unit are usually in the facility for a minimum of one year, not to exceed two years. The current staff ratio is 11:24 plus three additional teachers. These staff are responsible for a 24 hour day, seven day per week supervision of the unit in addition to their specific treatment duties.

Because the program is relatively new, there is not adequate information to evaluate its success. Seventeen sex offenders have entered Blue Spruce since the sex offender treatment program began. Three offenders have successfully completed the program and have not reoffended. Two youths did not successfully complete the program but were released due to the expiration of their commitments. One of these has allegedly reoffended as an exhibitionist and the other has been incarcerated for a non-sex related offense. Two residents were transferred to more appropriate facilities and the remaining 10 are still currently involved in the program.

In considering problems encountered by the program, Levesee mentioned the confidentiality question. Initially, the co-facilitators of the sex offender treatment group agreed not to discuss group disclosures and information with other staff. This limited the treatment effort. Since the groups have been expanded into an overall program approach, complete openness with all program staff has been encouraged.

Another issue is the mixing of sex offenders with the more violent offenders in the institution. Some types of sex offenders, according to Levesee, are more passive and may submit to pressure of more aggressive offenders. The concern is that this type of power-based relationship may perpetuate the perpetrator-victim cycle that has dominated the sex offender's past.

The Lookout Mountain School does not have a separate budget for the security units which treat sex offenders. The costs are comparable to other LMS treatment units except for staffing which is 30% higher at Blue Spruce treatment unit. Funds come from the State Division of Youth Services.

Intensive Change Sex Offender's Program
Maine Youth Center
675 Westbrook Street
South Portland, ME 04106
(207) 879-4901 or 879-4000
Contact: David Berenson, Unit Director

INTENSIVE CHANGE SEX OFFENDER'S PROGRAM

The Intensive Change Sex Offender's Program (ICSOP) within the Maine Youth Center is part of a larger effort to work with extremely aggressive juvenile offenders. There are under 10 sex offenders in the program who have been convicted of rape, attempted rape or child molestation.

The therapeutic approach of the ICSOP program draws on the work of Samuel Yochelson and Stanton Samenow on the criminal and non-criminal personality. The intent of the program is to teach juvenile offenders to recognize "thinking errors", i.e. lack of concept of injury to others and fear of being put down; and institutional deterrents include: (1) the "poison deterrent" which identifies the thought as dangerous or harmful; (2) the "reasoning process" which emphasizes choice in the matter; (3) the preemptive step whereby positive strategies replace criminal ones; (4) the "moral inventory" which places the error in a larger moral context; and (5) the "automatic deterrence" whereby the proper behavior becomes internalized and automatic from practicing the four preceding deterrents.

This therapeutic approach is implemented through a variety of techniques which are applied within the cottage environment. The environment stresses a tightly scheduled routine emphasizing decorous behavior, maintenance of intensive peer relationships and pressure, and discipline.

The particular components include: a reflection hour, daily attention to a "self-inventory" to work through problems; small intensive examination groups; a "redirection book" into which the youth logs his thoughts and identifies proper behaviors; a written moral inventory; written dialogues to vent feelings, and; intensive, didactic seminars. These program components are in addition to responsibilities of school attendance, recreation and meals that are enjoyed by all Maine Youth Center students.

The average length of stay is 10 to 12 months, though some residents are at the Center for just 5 to 6 months. The shorter stay may not be adequate for some of the youths that are in the program.

There is about one staff person for every five residents. The program would benefit, administrators agree, from additional personnel.

Intensive Change Sex Offender's Program

The other main problem area, in addition to limited length of stay for some residents and personnel shortages, relates to the community follow-up. There is a need for more education programs in communities about sex offenders. Also, the youths would benefit if the therapeutic approach begun at the MYC could be continued in their home communities.

The cost of the ICSOP is estimated at \$21,000 per child, per year.

Oak Specialized Counseling Program
Preston School
201 Waterman Road
Ione, CA 95640
Contact: Gary Lowe, Casework Specialist
(209) 274-4771

OAK SPECIALIZED COUNSELING PROGRAM

The Oak Specialized Counseling Program (OSCP) treats a population of California Youth Authority wards committed to the Department for a variety of offenses. The program is one of 13 Youth Authority programs housed at the Preston School of Industry Institution in Ione, California. The 35 male youth assigned to the Oak Program are between the ages of 14 and 24. The average length of stay is between 15 and 18 months. Oak is designed for youth who exhibit either acute or long-standing manifestations of social and emotional disturbances. The vast majority of youth have been committed for offenses against persons (robbery, rape, assaults, murder, child molestation, etc.).

In addition to the usual resources provided in regular Youth Authority programs, youth in Oak have available to them skilled counselors trained to work with emotionally disturbed youth who have proven themselves to be hazardous to others in the community.

The foundation of Oak is built on the youth taking increasing responsibility for the planning and carrying out of treatment objectives. The overall treatment process can be broken down into five parts:

1. Taking ownership of the committing offense;
2. Recognizing the process which led up to and included the committing offense;
3. Recognizing how the youth's choices and chosen lifestyle have led to the committing offense and is exhibited in day-to-day activities, i.e., gaining attention through negative behavior;
4. Discovering the positive "wants" behind the negative behavior; and
5. Helping the youth find more appropriate and successful avenues of reaching these positive goals (including therapeutic, vocational and educational goals).

With his assigned treatment staff, each ward helps to design his individualized program based on identified treatment needs. An important part of a youth's taking responsibility for his program is his role in the maintenance of a pro-social culture on the unit. Weekly large group meetings are one important aspect of this process as it allow wards and staff time to confront and deal with issues as an entire community.

CONTINUED

1 OF 2

Oak Specialized Counseling Program

Resource groups have been developed which are tailored to address identified treatment issues. With the increasing number of youth admitted to the program who have exhibited severe sexual maladjustment, specific resources to address the issues of the sex offender have been developed.

Resource groups specifically designed for sex offenders are:

1. "Relating to Women" The members of this group are all sex offenders and the group focuses on changing their distorted views of women as objects to experiencing them as human beings.
2. "Sex Offender Group" The members of this group are child molesters and the focuses of this group are:
 - a. Taking responsibility for the abuse of their adult power over children;
 - b. Dealing with fear and difficulty in relating to both peers and adults as equals rather than feeling in a "one down" position.
3. "Male and Female Relationship Group" The members of this group are primarily sex offenders, though other youth are also included on a need basis. The focus of this group is to review the variations of relationship possibilities which include friendship, intimacy, parenting, sexual, marriage, etc. Developing positive communications skills is emphasized.
4. "Sex Education" This group is intended to share factual information about male and female sexuality. It is essentially a non-judgemental instructional group, focusing on anatomy and physiology, and attempting to eliminate sexual myths.

Female students and volunteers from the community, some of whom were sexually victimized in the past, participate in several of the groups and play an important role in breaking down the stereotypical views of women that many of the wards hold. This is particularly true of sex offenders.

Oak Specialized Counseling Program

At present, program staff are networking with outside agencies where victims of sexual abuse are treated. Initially, this consists of cross training of staff and later on, creating groups composed of both victims and offenders.

The youth also participate in rap sessions with community groups where citizens are invited to rap on open terms, to ask and answer questions in order to learn more about both the offenses and the youth who commit them. The youth participating in these sessions see themselves as public relations representatives of youth offenders in general, eager to make themselves understood and to encourage more enlightened approaches to the problem of crime. The youth feel for the first time, a sense that they are contributing members of society, dedicated to a worthy cause.

Because of the complexity and individual focus of the Oak Specialized Counseling Program, the treatment staff utilize a variety of treatment modalities, developed and maintained through ongoing in-service and out-service training. These modalities are as follows:

Family Counseling: This therapy aims at creating a high level of communication within the family system leading to more effective problem solving.

Assertiveness Training: The goal of this training is to teach appropriate assertive behavior so the youth has an alternative to his passivity or aggressiveness.

Biofeedback/Relaxation Exercises: These techniques instruct participants in basic skills of stress management. Relaxation is a self-control skill. Each participant is charted weekly as to his level of stress reduction.

Bioenergetics: Participants work with their psychological problems that manifest themselves physically.

Small Group Counseling: This is more classic group therapy, composed of a counselor and his/her caseload of five wards. Each counselor creates an atmosphere where an individual can safely work on his objectives with group support and confrontation.

Marathons (16-hour therapy groups): The main foundation for these groups is trust and support for fellow group members. Techniques utilized include but are not limited to, Gestalt, Bioenergetics, Guided Imagery and Psychodrama.

Transactional Analysis: This group psychotherapy focuses upon: the manner in which group members relate to others; short-term patterns of interaction (games) that lead to consistent, self-defeating outcomes; and how combinations of certain ways of relating reflect underlying and often unrecognized life plans (scripts) which on a long-term basis lead to negative identity formation and possibly self-destruction.

Values Clarification: In this process a youth increases his knowledge of his own identity, particularly with respect to what is of value or importance to him. The process assists an individual in setting goals that are consistent with his values.

Creative Options Group: Using the neurolinguistic process, the youth review their self-defeating behavioral strategies and create new strategies that are growth producing;

Interpersonal Process Recall: This program uses video tape feedback where youth explore their thinking, feeling and behavior in a non-judgemental, gentle, learning by self-discovery process.

Individual Counseling: A youth meets with his assigned counselor on a weekly basis for intensive therapy on individual objectives for change.

Pre-Parole: Youth in their last four months prior to release review the realities of the parole experience. Stresses of contacts with police, crime partners, family members and victims are experienced on an individual basis and shared with the group. Options to old ways of dealing with stress are discussed and role played. Parole staff and parolees from the Oak Program are included in the process.

Several of these resource groups are co-facilitated by Oak teachers and, thus, count for academic credits.

The staff to client ratio is approximately 1:4. The principal staff working with the offenders are youth counselors. There are other staff who contribute to the program, such as a program manager, social workers, psychologists and a nurse.

As the youth progress through their program they not only continue working on their own problem areas, but assist others in their progress. The form of this assistance ranges from sponsoring newer youth to co-leading resource groups.

Along with spending approximately 14 hours a week in formal treatment activities, the Oak youth pursue educational, vocational and recreational goals.

The Program Manager identified a number of issues that OSCP has confronted in operating its programs for juvenile sex offenders:

1. Community-based follow-up is critical to program success. This can be accomplished by training parole officers to understand the dynamics of sex offender treatment. Establishing institution/parole officer liason programs is another way of ensuring the follow-up. Establishing a direct phone line for released offenders to call the institution after they are released is yet a third vehicle for helping ease the transition to the community.
2. In developing treatment, the OSCP experience is that the sex offender can be mixed with other serious offenders in therapy. They do not have to be segregated.
3. The special sex offender therapy program should be undertaken by the offender during the latter portion of his sentence. In this way, the lessons are relevant and current for the time the youth will be released to his community.
4. Sex offender programs within the state systems become well-known if they are good and if they make their services known. This often results in these programs getting inundated with offenders. Sometimes there is not the concomitant increase in financial resources, staff and training to help the institution handle the special needs of this population. The result is that while many institutions may have fine programs, they do not advertise the fact.

Sex Offenders Therapy Model
Echo Glen Children's Center
33010 S.E. 99th Street
Snoqualmie, WA 98065
Contact: Mary Lafond, Juvenile Rehabilitation Administrator
(206) 222-5152

Sex Offenders Therapy Model

Echo Glen Children's Center (EGCC) is a co-educational institution operated by the Washington Division of Juvenile Rehabilitation. The institution serves only convicted felons, most of whom are between the ages of 10 and 18.

According to a program description by the Safer Society Press, "the primary treatment goals for every sex offender...are to increase his acceptance of responsibility for his sexually aggressive behavior; to increase his empathy by developing his awareness of the impact of his assault on his victim(s); and to help him plan ways to maintain control of his sexually aggressive behavior in the future."¹ To achieve these goals, the sex offenders receive group and/or individual therapy designed for sex offenders; individual exercises, to practice in the cottage setting, on such things as assertiveness training; and sex education for sex offenders in addition to the general EGCC program of which the youths are a part.

The Sex Offenders Therapy Model (SOTM) is not a segregated unit within the institution. Approximately 1/3 or 60 out of 175 total residents are sex offenders so identified due to adjudicated offense, past offense record, or the youth's own admission. These boys are assigned to their cottage for "appropriate programming", according to Lafond, and not specifically for their sexual offense.

The youths stay at the institution from anywhere between twelve weeks to two years based on their disposition. The average length of stay for sex offenders is between seven and twelve months. However, the discrepancy in sentence length requires that each child be given his own treatment program geared to his needs and length of stay.

One of the major problems of treating sex offenders in institutional settings is the inability to work with the family as part of the therapy. And, Lafond believes that family participation is the key. To help address this problem, and to generally improve the Division of

¹Taken from "Group Therapy with Adolescent Sexual Offenders in a State Juvenile Correctional Institution" by M. Lafond, Thomas and W. Stock in Remedial Intervention in Adolescent Sex Offenses: Nine Program Descriptions, Safer Society.

Sex Offenders Therapy Model

Juvenile Rehabilitation's sex offenders programming, the state is providing training to division staff, parole agents and court service workers. It is hoped that community workers, court services and parole can provide the valuable but now missing link between the child and his family after the child leaves Echo Glen.

The Echo Glen program is just now setting up a computer based program to evaluate its performance. From 100-150 cases are in the data base and more will be added. Despite the lack of hard data, program representatives feel that their work has been successful. They report in the Safer Society publication that of about 80 to 90 youth paroled following sex offender treatment, four were known to have committed additional sex offenses; nine youths were convicted of other crimes.

Because the SOTM is part of the overall Echo Glen program, no budget information on the program itself is available. Each cottage is currently staffed with a master's level social worker. The resident population of each cottage averages 16 and includes a full range of offenders. The only additional cost incurred by the program is for sex-oriented group therapy sessions.

Sexual Offender Therapy Group
Chodikey Secure Center
RD-1 North Chodikey Lake Road
Highland, NY
(914) 691-6006
Contact: Howard Holanchock, Psychologist

SEXUAL OFFENDER THERAPY GROUP

The Sexual Offender Therapy Group (SOTG) was established in June of 1983. Youth in this program have been referred to the Chodikey Secure Center under New York State's Juvenile Offender Law for serious and violent offenses. Of the fifty residents at the Center, twenty-two are sex offenders.

The SOTG has articulated nine major goals they hope to accomplish:

1. To have each sex offender accept responsibility for his offense;
2. To help each offender develop a greater degree of remorse and victim empathy;
3. To begin to address the causal factors which led to the offense;
4. To learn current approaches to addressing these problem areas;
5. To learn appropriate behaviors to avoid future offenses;
6. Assist in working through sexual abuse victimization where applicable;
7. Gain greater human sexuality awareness including meaningful heterosexual relationship factors and processes;
8. Improve social confidence, social skills, and improve interpersonal relationships;
9. Learn appropriate mechanisms to deal with such negative emotional states such as anger, frustration and powerlessness.

The program components to implement these goals include some targeted to the sex offender and some that are part of the entire Chodikey program. Residents at the Center all have individual treatment plans that have been developed for them. They have all been referred to the Center from the criminal courts and the Spofford Detention Center. Through these plans, youths receive individualized counseling. When they are ready and interested, sex offenders may volunteer to participate in weekly group therapy classes. Eight of the 22 offenders are new in the program, and

Sexual Offender Therapy Group

the program coordinator does not believe that the voluntary nature of the therapy will be a disincentive to participation.

In addition to individual and group therapy, all residents must take part in sex education classes. Also, there is a social skills training program. This program has identified 50 skill areas, including listening, negotiation, and ways to express feelings.

Staff and budget for this program have not been segregated from the overall management of the Center.

The program has not done any follow-up on clients; it has not been in existence long enough. The psychologist responsible for the SOTG did have some suggestions for others beginning programs. First, he said that many programs for sex offenders are based on the same educational/therapeutic approach and that program planners need to become familiar with these. Second, he indicated the need for administrative support, both in terms of making funding available and having an attitude willing to try new things. Finally, Mr. Holanchock stated that a team approach drawing on a range of skill areas is critical.

Sexual Offender Unit
Youth Development Center
P.O. Box 7029
New Castle, PA 16107-7029
(412) 658-3701
Contact: Bill Snyder, Project Director
James Layton, Director of Security Unit

SEXUAL OFFENDER UNIT

The Security Services Area of the Youth Development Center at New Castle is designed to provide secure services for 81 violent and serious juvenile offenders. In the late summer of 1983, a fifteen (15) bed program was established for the specialized treatment of the adolescent sex offender.

The goal of the program is to rehabilitate the youthful sex offender by changing his attitudes about himself and his victim. Treatment is focused to help the offender recognize that he has a chronic problem which he must face and work on indefinitely, perhaps for the rest of his life. His problem cannot be cured, but it can be treated; it cannot be eliminated, but it can be controlled. Treatment emphasizes that the adolescent must reduce the risk of repeating the sexual assault by developing better control over his behavior. Through a variety of counseling formats, the offender is helped to learn such control by recognizing the issues that prompted the offenses, finding adaptive ways for expressing and resolving feelings and needs, and being on guard against disinhibitors that activate these tendencies. The offender discovers his own particular emotional, cognitive, and behavioral dynamics that provide early warning signals to the compulsive/obsessive spiral that ends with an assault. Using self-management techniques based upon individual dynamics, the offender learns methods to interrupt this cycle.

Utilizing individual counseling, group counseling, and specialized training, topics such as the youth's offense, other offenses the child may have committed, victims of the offense, and the child's own victimization (physical, sexual, or emotional) are explored in depth. Specific techniques are used to confront and reduce offender denial or minimization regarding the offense and the offender's responsibility for the offense. This process begins at admission.

During the initial sixty day evaluation period, primary concentration is placed upon formulating a psychological, educational, social, behavioral, and medical composite profile of the resident to identify specific treatment needs to be addressed in the individual treatment plan.

The interdepartmental coordination during the development of this treatment plan illustrates the team-oriented approach that remains prevalent throughout the implementation phase.

Sexual Offender Unit

Psychological services utilize both testing and clinical interviews to compile psychological impressions of the adolescent, to identify major treatment issues, and to recommend treatment approaches and strategies to be considered in the treatment program for the offender. The resident receives a full evaluation by the medical department, and school counselors establish both short and long term academic and vocational objectives for the placement. Cottage based counselors prepare clinical observations of the adolescent's functioning within the cottage setting, family setting, and community environment. Particular attention is given to gathering specific offense related information from police reports, court records, and victim statements.

This portion of the evaluation process culminates in the presentation of the individualized treatment plan at the student's Master Case Planning Conference. All concerned parties, including the resident, are invited to attend the conference to finalize treatment plans. It should be noted that the treatment process is viewed as long term, with an 18 month minimum placement necessary to assure sufficient resident involvement in all program components.

Since sexual assault is viewed as a multi-dimensional problem that originates in the offender's significant deficits in a variety of areas, the program incorporates a structured system of individual and group counseling concepts that share the unified purpose of helping the offender with the following:

1. RECOGNIZE THAT HE DOES HAVE A PROBLEM THROUGH AN UNDERSTANDING OF HIS SYMPTOMS:

Intensive clinical work, pairing confrontation with supportive guidance, seeks to make the offender aware that his persistent denial, avoidance, and minimization of his problem has led to the continued victimization of others, having a destructive impact on his own life. Specific counseling helps the offender to work through his denials and stresses that facing these problems is the crucial first step in treatment.

2. TO ACCEPT RESPONSIBILITY FOR HIS ACTIONS:

Individual and group counseling encourages the offender to assume responsibility for the full range of his sexually assaultive behaviors, including those not on record. He must assume responsibility for each specific act that was perpetrated on the victim, recognizing the physical and emotional harm to his victim and to himself.

Sexual Offender Unit Youth Development Center

He must discard the notion that the assault "just happened" and must redefine all phases of the assault to assume responsibility for his entire series of cognitive and behavioral processes that he utilized to orchestrate, facilitate, and implement the assault.

3. TO RE-EVALUATE HIS ATTITUDES AND VALUES TOWARD SEXUALITY AND AGGRESSION:

Sexual assault is an act of aggression and violence manifested in sexual acting out. Treatment seeks to stress the importance of the offender understanding the use of power over another as temporary relief of low or ill-defined self-esteem. Concepts such as subject/object relations, clear communications, and mutuality are key for the offender gaining empathy for others in meeting one's needs, as previous methods of behavior that used coercion and assault are revealed as destructive to both the offender and the victim. The offender's own victimization is also addressed.

4. TO REALIZE THAT SEXUAL ASSAULTIVENESS IS COMPULSIVE IN NATURE AND MUST BE CONTROLLED BY THE OFFENDER:

Treatment helps the offender realize that his problem is chronic in nature and will require constant attention to and recognition of his own dynamics, his own compulsive triggers, and his own responsibility for his thoughts, feelings, and actions.

These objectives are accomplished through an offender's participation in specially structured therapeutic experiences that include the following:

Primary Treatment Group: For the duration of his placement, the resident is involved in the Primary Treatment Group, a joint endeavor with the Lawrence County Human Services Center. The group therapy structure is designed to help the offender address the origins and development of his power issues (including child abuse, childhood trauma and disruption, and his own sexual victimization). Special techniques are used for the offender to gain insight into the obsessive/compulsive nature of his assaultive behavior; the behavioral triggers that he allows to pull him out of control; and the perceptual distortions that contribute to behavioral choices. Using both past and present experiences, the offender learns to identify such base feelings as inadequacy, insecurity, and worthlessness to recognize the reoccurring thoughts-feelings-actions series that, if unrestrained, will result in a sexual assault.

The offender learns strategies for monitoring feelings of powerlessness and for recognizing and interrupting this cycle prior to the assault. Focus is placed on empathetic awareness, victim awareness, and learning to experience, to identify, and to express constructively base feelings.

During his placement, the resident also progresses through a variety of group treatment modules that supplement the Primary Treatment Group by directly addressing vital skill deficiencies that contribute to the offender's assaultiveness. In order to maximize the possibility for measuring the individual's receptiveness, comprehension, and progress each module has clearly defined objectives that have been specially adapted to address the dynamics of the sex offender.

Social Skills Group: This module focuses on the offender's ineffective and destructive styles of interaction with males and females, encouraging his acquisition of more controlled, constructive styles of interaction. This module covers empathetic awareness, communication skills, conflict resolution, interpreting verbal and nonverbal feedback, etc. The offender recognizes how skill deficiencies contribute to his sense of frustration, confusion, and powerlessness, and result in triggering his compulsive need to control or victimize others in his daily interactions. The offender experiences the use of constructive social skills to prevent impulsive interaction and to reduce his tendency to harbor feelings of powerlessness. He is taught to maintain an ongoing awareness of previously inappropriate social behaviors, and to increase his sense of social effectiveness through the application of newly acquired skills.

Assertiveness Training Group: Assertiveness training is used to assist the offender in developing methods to meet his own needs without violating the rights and feelings of others. Students learn the difference between assertiveness and aggression, using assertive techniques to avoid power issues and remain in control. Self-awareness and rehearsal of alternative behaviors are a basis for the student developing increased feelings of adequacy, confidence, and self-control.

Life Skills Module: Training in life skills covers such components as job applications and interviews, vocational planning, apartment rental, budgeting, checkbook balancing, health, and nutrition. As students learn life management tasks, the threat of maladaptive responses to a major source of personal failure is reduced.

Stress Management Group: By concentrating on the correlation between stress management and sexual assault, the offender learns to define his own sources of stress; to relate his personal stress to feelings of powerlessness, and to alter faulty behavior patterns and personal assumptions to decrease the stress of life situations. Using the "Periphery Circle", the offender learns to identify stress points in his environment that trigger his sense of powerlessness. Stress reduction techniques are taught to circumvent the compulsive or repetitive process that resulted in the sexual assault.

Sex Education Module: Since few offenders have a knowledge of human sexuality, instruction in such areas as contraception, anatomy, reproduction, disease, sexual roles, and responsibilities is given to further help the offender to understand his own sexual feelings and to empathize with the sexual feelings of others.

Life Awareness Speakers Program: Professional or expert speakers are utilized for presentations in such areas as child abuse, family violence, wife battering, sexual abuse, and chemical addiction.

Aftercare is a key component for the continued treatment of institutionalized sex offenders. The Sex Offender Program utilizes an outpatient sex offender program, Together We Can, Inc., in Pittsburgh, for those students from Allegheny County. Present plans include working with various mental health agencies to develop additional aftercare programs.

Sexual Therapy Group
Hennepin County Home School
14300 County Home Road (67)
Minnetonka, MN 55343
Contact: Steve Range
(612) 934-4990

SEXUAL THERAPY GROUP

The Sexual Therapy Group (STG) of the Hennepin County Home School (HCHS) was established in the early 1980's as a component of this non-secure, residential corrections facility. The HCHS is operated by the Hennepin County Juvenile Court.

The STG is one cottage of 24 residents, all of whom are male felony sex offenders between the ages of 12 and 18. The program originally focused on first offenders, but is now finding that it is treating repeaters and more seriously disturbed youths. Criteria for admission are sex offenders who do not warrant a more secure setting contingent on there being room in the program. One group of children that the program generally does not handle are male prostitutes. The STG has found that they, by and large, have a very different set of problems than other residents in the program.

Upon commitment by the court, the youth signs a contract with the cottage detailing the rights and responsibilities of membership in the STG. Most offenders have been committed for a period of at least six months, but the HCHS is able to get an extension of the commitment period if a child's situation warrants it.

According to a program social worker, the majority of youths in the STG are children who have suffered some form of physical or sexual abuse. Their behaviors mix anger and pent-up aggression with fear of authority and feelings powerlessness. The treatment they experience forces them to come to terms with their own feelings, those of their victim, and those of conventional society that does not condone acting out sexual misbehavior.

The program goals of the STG are multi-faceted. The emphasis is placed on getting the boy to acknowledge and take responsibility for his problem; learn how to manage angry and aggressive behaviors; and live more positively with himself, his peers and his family. These goals are achieved through a variety of treatment approaches including: journal keeping, mandatory attendance in a twice weekly treatment group run by male and female staff, weekly health classes, bi-monthly overnight campsite retreats, family therapy and recreation. For purposes of programming, the 24 residents are broken down into units of eight under the guidance of one social worker. Thus, the overall staff/client ratio in the program is 1:8, exclusive of volunteers, HCHS teachers, security personnel and other staff.

Sexual Therapy Group

As indicated above, the HCHS is an open facility. However, the school takes very seriously its responsibility to its residents and the community to maintain a safe environment. One of the cottages in the HCHS is a secure unit, but the sex offenders have not generally had to be locked up there. The child may be temporarily segregated from other STG members for discipline, but this has not been a real problem. Similarly, runaway behavior has not been a serious problem among the STG residents.

An important asset of the program has been its relations with the court. The youth's treatment plan while in the program is approved by the court. And, the program is able to obtain commitments in cases where more time with the child is warranted. One social worker believes that the Hennepin County court attitude toward the program mirrors a general increased awareness on the part of attorneys and judges elsewhere of sex offenses. This social worker stated that there has been, of late, so much attention focused on sex offenders that these offenses are no longer hidden or excluded on the record as was the case in the past. The child is being charged and tried on the sex offense, and as a result, the STG program may be seeing these youths at a younger age when there is more hope of helping them.

The full STG program as a single unit has been in operation for a short time--just over a year. As a result, no extensive evaluation has been performed. However, over the last year only one felonious new sex offense has been committed by a former resident. The STG is now in the process of putting together a more sophisticated follow-up form through which they hope to get better information on residents' subsequent adjustment.

The STG is now considering establishing a second, 24 bed sex offender unit at the HCHS. There is a waiting list of youths from the county and elsewhere in the state. Also spaces in the program are sought out by other states which do not have their own sex offender unit. These out-of-state requests are, for the most part, turned down because of the inability to do family counseling. Still, the number of requests received and the expansion plans indicate a growing need for these kinds of programs.

The social worker interviewed estimates that the cost of running the STG is about \$500,000 a year. This includes general cottage operation costs, meals, the school program and the extra staff coverage for the STG. The source of funding is Hennepin County, supplemented by per diem charges levied on out-of-county residents.

Information obtained from a telephone interview with Peter Bayer, HCHS and a STG description in Remedial Intervention in Adolescent Sex Offenses: Nine Program Descriptions, Safer Society, 1982.

Treatment Services for Sexual Offenders
State Division of Juvenile Rehabilitation
Mail Stop OB-32
Olympia, WA 98504
Contact: Judy Ramseyer, Sex Offender Specialist
(206) 753-7598

TREATMENT SERVICES FOR SEXUAL OFFENDERS

Background

In July, 1981, the State of Washington, through its Division of Juvenile Rehabilitation (DJR), decided to integrate its approach to juvenile sex offenders in a systematic way. Various institutions within the State have begun programs, but there was no coordination of effort statewide.

One impetus for the statewide program was that sex offenders were getting sentences often two or three times as long as other violent offenders. This was happening, in part, because it was known that institutions did have programs for them. By developing a comprehensive program, it was thought that some of these youths might be treated in the community.

The state role consists of the following:

1. Support the development of standards for all juvenile sex offenders in the state system;
2. Make appropriate placements of youth depending on their needs and service availability;
3. Oversee programs that exist;
4. Get contracts with private agencies for therapists;
5. Administrate funds and technical assistance to counties to develop their own program. Presently, five counties in Washington run sex offender programs, either through the courts or detention centers;
6. Offer training statewide for DJR staff, county personnel, and private agency representatives;
7. Collect data and evaluate programs.

The statewide training is a major component of the program. Hundreds of people have been trained. The program consists of an eight hour module to introduce workers to the characteristics and dynamics of the offenders and the state standards. This is followed by a 16 hour session which goes into more detail for caseworkers doing individual, group or family treatment.

Treatment Services for Sexual Offenders

Below is a description of the statewide program prepared for the DJR.

INTRODUCTION

The foundation of treatment programming for youth committed to a term of confinement within the Division of Juvenile Rehabilitation is the residential facilities operated by, or under contract with, the division. All of these programs are conducted on a behavioral modification model which emphasizes the learning of responsible daily living skills. Each juvenile offender is assigned a counselor who develops an individual treatment plan for that person. This counselor is responsible for guiding the treatment process for the youth. These responsibilities include providing individual counseling and other counseling opportunities as necessary, school and/or work programming, discipline and daily youth supervision, interaction with collateral resources for the youth and maintenance of the procedural standards and reports required by the agency.

All of these programs, institutional and community based, work to help juvenile offenders gain skills to more effectively manage their lives without resorting to criminal or destructive behavior. Interpersonal and social skills, anger management, substance abuse programs, academic and work skills, and many other specific skill building activities comprise the total milieu of each of these residential programs which house juvenile offenders during their term of confinement.

SEX OFFENDER MODEL

The juvenile sexual offender enters this milieu upon commitment to DJR. All of the programs and resources available to any juvenile offender are available to the sexual offender. In addition, separate standards apply for the youth charged with a current or prior sex offense which dictate that the sex offender receive treatment services that directly address the offense behavior. The standards are in place throughout the agency so that any sex offender, regardless of placement or length of sentence, is receiving offense specific case management.

This model states that all sex offenders must be identified and receive a diagnostic evaluation which addresses factors characteristic of the sexual offender. All reports must document treatment goals related to that offense and specific strategies being used to pursue those goals.

Treatment Services for Sexual Offenders

All interventions should be designed to move the offender toward broad treatment goals, specifically defined by the individual case. These broad goals are:

1. Increased responsibility for one's sexual behavior;
2. Increased awareness of the impact of sexual abuse on the victim;
3. Increased understanding of the emotional and psychological processes which led to the offense; and
4. Increased skill in meeting one's sexual and interpersonal needs without victimizing others.

Significant program decisions should reflect consideration of the youth's investment and progress in the treatment process. If progress is minimal, supervision should continue as it would for a high risk offender. Extensive training has been offered to staff in all DJR programs to provide them with the basic information needed to comply with these standards. Ongoing training and case consultation is available throughout the agency. A program manager in DJR's Central Office has primary responsibility to direct the development and monitoring of these services throughout the agency.

INSTITUTION SERVICES

Three major institutions: Green Hill School, Maple Lane School and Echo Glen Children's Center; and two youth forestry camps: Naselle Youth Camp and Mission Creek Youth Camp are the institutional facilities operated by DJR. Case managers in each of these facilities should be providing individualized treatment plans which specifically address the offense behavior for any sex offender on their caseload. Specialists are available for case consultation and evaluation purposes. Green Hill School, Maple Lane School, Echo Glen Children's Center and Naselle Youth Camp each have one staff person designated to oversee and coordinate treatment services for sex offenders on that campus.

A wider variety of treatment services for sex offenders is available at Maple Lane School and Echo Glen Children's Center. Sex offenders committed to DJR tend to be concentrated at one of these institutions. Therapy groups for sex offenders are offered, as well as the individual counseling provided to all.

Treatment Services for Sexual Offenders

Specialists are readily available for consultation. Private therapists in the community are used for youth on an out-patient basis if this is felt to be necessary. Family counseling is encouraged if the offender's family is at all receptive to this. A variety of education experiences are available to the sex offender such as sex education, assertiveness training, anger management, drug and alcohol management, and so on. These special services augment the daily milieu program which is also designed to confront issues directly related to the offense behavior.

COMMUNITY SERVICES

It is fully expected that offense specific services for the sex offender will be extended through placement in a community facility and supervision on parole status. The extent to which these specialized services are provided is dependent on the skill level of individual counselors and the availability of community resources for the juvenile sex offender. It is not unlikely for offense specific services to intensify when a sex offender enters the community, especially if that youth comes from an institution with fewer specialized services or is felt to be at high risk to reoffend.

The Juvenile Sexual Offender Program at the University of Washington is available to staff and youth throughout the division, but realistically is most often used by those located in King County. The Juvenile Sexual Offender Program offers evaluations, family therapy, and groups for DJR youth on residential or parole status. King County (Region 4) also contracts with other community specialists who provide treatment for sex offenders. Spokane (Region 1), Benton-Franklin (Region 2) Snohomish (Region 3), and Pierce (Region 5) operate Juvenile Sex Offender Projects through the juvenile court. These programs differ in some ways, but each provide the same basic services:

1. Knowledgeable and consistent evaluation and prosecution of sex offenders;
2. Alternatives to institutionalization for the low to moderate risk sex offender which consist of various combinations of detention, supervision and treatment; and

Treatment Services for Sexual Offenders

3. A structure for the extension of responsible supervision and treatment of the sex offender upon release from a term of confinement.

The development of these projects has required the cooperation of law enforcement, legal, social service and therapy professionals in the community who recognize the need for just and responsible disposition of juvenile sex offenders. These projects represent an excellent example of local network development around a special need.

CONCLUSION

What has been described here is not a discrete program for juvenile sex offenders, but instead an accountability model which directs the delivery of specialized services for the sex offender, designed to reduce that offender's risk to the community. There are no guarantees that treatment will be exhaustive and complete. Each case is entirely unique. One youth may make a great deal of progress in a short period of time, presenting a considerably reduced risk to the community upon release. A second youth may make little or no progress over a very long period of time, being discharged from DJR supervision as great a risk to the community as when originally committed. It is DJR's responsibility to use the time a youth is in our custody as productively as possible to facilitate the juvenile offender's successful return to the community. Specialized services for the sexual offender increase the possibility that critical factors contributing to the offense behavior will be addressed, reducing that offender's risk to reoffend sexually in the future.

Draper Chemical Abuse Program

Ethan Allen School

Box WX

Wales, WI 53183

(414) 646-3341

Contact: Tom VandenBoom, M.S.W., Project Director

Marj Nixon, M.S.W., Program Developer

Lois Jackson, Volunteer Coordinator

DRAPER CHEMICAL ABUSE PROGRAM

The Draper Chemical Abuse Program is a continuing, voluntary program for male youths who are dependent upon alcohol and narcotic substances. Established in June, 1983, the program was designed to educate and orient youth to the consequences of substance abuse, primarily through group discussion. Its objective is to provide a positive transitional phase for youth, from the closed environment in which the program operates into the larger community. Residents participate in AA Meetings during furloughs and establish permanent ties to community resources.

The components of the Draper Program include teaching of the twelve steps established by Alcoholics Anonymous, guest speakers, films, and individual and group counseling. The program is designed so that each week, the focus is on one 'step'. Films that are shown to youth are chosen based upon their relevancy to the goals that are set for each week. Guest speakers consist of alcohol and narcotics users, who share their experiences with Draper's participants.

Draper has a staff of nine, which consists of four Counselors, four Core Teachers, and one Social Worker. There is also help from Alcoholics and Narcotics Anonymous, and Human Services Associates, a Milwaukee based agency. Operational costs have been minimal, about \$1,100, as most of the help is voluntary.

Although Draper set its capacity level at ten, there have been slightly more participants. Inasmuch as the program is voluntary, it does not want to discourage youths who have a sincere interest and desire in becoming independent of alcohol and narcotics.

SUBSTANCE ABUSE

Drug and Alcohol Awareness Program
North Dakota Industrial School
Route 4
Mandan, North Dakota 58554
Contact: Walt Odegaard, Superintendent
(701) 663-9523

DRUG AND ALCOHOL AWARENESS PROGRAM

In April, 1982, the North Dakota Industrial School, a coeducational juvenile correctional facility, established the Drug and Alcohol Awareness Program. The program's objective is to educate and treat youth in the area of substance abuse. The program is available to all students on a voluntary basis.

Approximately 50% of the school's population is currently involved with the program. These youths range from 13-17 years of age.

The Industrial School's present program consists of three phases. They are:

- Phase I This lasts 7 weeks and focuses on films, lectures by a certified addiction counselor, and a discussion of the misuse of drugs and alcohol. The long-range goal is to provide basic drug and alcohol awareness information to every student that is committed to the North Dakota Industrial School. Approximately 25 students are involved in each Phase I cycle.
- Phase II The goal of Phase II which runs 12 weeks is to provide more intensive programming for students who are identified in Phase I.
- Phase III This ongoing phase introduces and familiarizes the student with the Alcoholics Anonymous Program. This phase is divided into three parts. The first part consists of twelve meetings, listening to taped lectures of the Twelve Steps of Alcohol Anonymous, with discussion taking place afterwards. The second section is the study of the "Big Book" of A.A., with students generally studying one chapter a week. The third section is for students who have earned the privilege of attending off-campus AA meetings.

In addition to group counseling, individual intensive therapy is provided. The State Department of Human Services provides funding for the program.

Although the program is young, it has been highly successful. Students who have participated and have progressed to treatment at community hospitals and agencies have had a good success rate.

MacLaren Substance Abuse Program
The MacLaren School
2630 N. Pacific Highway
Woodburn, OR 97071
(503) 981-9531
Contact: Dave Vancil, Correctional Counselor

THE MACLAREN SUBSTANCE ABUSE PROGRAM

The MacLaren Substance Abuse Program, housed on the MacLaren campus, is a 32 bed program for male youths with a history of alcohol and/or other drug abuse. The Program is available to all MacLaren students, and entrance is presently contingent upon the student's desire to receive substance abuse treatment.

Upon entrance into the Program, an assessment of the level of abuse is made, and treatment is administered accordingly. Large and small group and individual therapy is conducted, with emphasis on making the youth realize that he is an abuser of drugs. After approximately forty days in the 90-120 day program, a growth assessment is made by allowing youths to go on community visits. Medical examinations also are given to determine whether or not the youth's visit was substance-free.

The program's staff of ten consists of one counselor, one teacher, one cottage manager, and line staff. In addition, there is Alcoholics Anonymous involvement.

Operations and administrative costs are absorbed by the MacLaren campus' total budget. Funds are supplied through the Children's Services Division of the Oregon Department of Human Resources.

Having started in late 1982, MacLaren's substance abuse program is relatively young. It has been shown, however, to be quite effective. According to statistics compiled in December 1983, 73% of the students who were in the program and eventually left the institution remained out of the institution. All of these students are to stay drug free as a condition of their parole.

It should be noted that the population of 32 students is not optimum. This number is due to overcrowding. Ideal would be a maximum of 20 students.

Manzanita Substance Abuse Program
Preston School
201 Waterman Road
Ione, CA 95690
(209) 274-2861
Contact: Richard Kolze, Superintendent
Loren Iversen, Program Director

MANZANITA SUBSTANCE ABUSE PROGRAM

Manzanita Substance Abuse Program is a self-contained unit within the fenced parameter of Preston School. The program has a capacity of 42 males, with ages 13-24 years. It is a voluntary program, though a youth with an extensive drug history may be referred by others. Each participant must prove his personal commitment during a candidacy period before being accepted into the "family". This term is used in the context of belonging to the program. Continued participation in the program is strictly on a voluntary basis. Length of stay is 8 1/2 to 10 months.

Manzanita is an open-dorm type setting with program and physical separation between youth in the entering candidacy stage and those in full family membership. Staff assigned to the program are also members of the family and subject to family rules and discipline. Staff consists of a Treatment Team Supervisor, Parole Agent, Group Supervisor and five Youth Counselor posts.

The primary treatment approach is confrontive therapy. Established habits of thinking and acting are addressed specifically, and youths are disciplined for holding on to them and rewarded for trying new, effective, non-delinquent behaviors. Goals are set for each youth and each is assisted in his successful attainment of those goals by the core program (staff or other youth). A basic therapeutic community approach is utilized with self-responsibility, a core concept for individuals and groups alike. Trips off-grounds and a series of furloughs prior to parole are an integral part of the program.

All youth attend academic classes with a teacher assigned to the program or take college courses.

A youth must have at least nine months commitment time left but no more than 12 months to be eligible for the program. All youth, must have successfully completed two furloughs prior to release or parole.

The youth who is quite immature and is very concrete in his thinking/reasoning processes usually does not do well in the program.

END