DIVISION OF JUVENILE CORRECTIONS

Overview of Services

March 2017

The Division of Juvenile Corrections promotes a juvenile justice system that balances protection of the community, youth accountability and competency building for responsible and productive community living.

State of Wisconsin
Department of Corrections

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Welcome to the

Division of Juvenile Corrections

The mission of the Wisconsin Department of Corrections Division of Juvenile Corrections (DJC) is to promote a juvenile justice system that balances protection of the community, youth accountability and competency building for responsible and productive community living.

DJC will reduce delinquent behavior and restore a sense of safety to victims and the community. To achieve this vision, we will build on our Mission Statement in the following ways:

- Share ownership for justice through partnerships with the juvenile justice system and the community.
- Learn from the community and promote opportunities for the community to learn from us.
- Hold youth accountable by requiring them to contribute to the recovery of victims and the community.
- Work with the community to assist youth in becoming productive community members.
- Create a sense of community and mutual responsibility in the workplace.

Division of Juvenile Corrections

In this booklet, you will find information about our juvenile corrections operations, including institution and community programs. Some of those programs include education, health services, treatment programs, psychological services, and community reentry programs and services. The Wisconsin Department of Corrections (DOC) Division of Juvenile Corrections (DJC) is committed to utilizing evidence-based practices as well as identifying each youth's criminogenic risk and needs in order to individualize treatment strategies and interventions. The initiatives described in the following pages highlight some of the key evidence-based practices that DJC employs to fulfill our mission.

COMPAS

COMPAS (Correctional Offender Management and Profiling for Alternative Sanctions) is a computerized tool designed to assess youth needs and risk of recidivism and inform decisions regarding the placement, supervision, and case management of delinquent youth.

Developed and focused on predictors known to affect recidivism, this tool includes dynamic risk factors in its prediction of recidivism and provides information on a variety of validated risk and need factors designed to aid in correctional treatment to decrease the likelihood that youth will re-offend.

COMPAS is designed to take advantage of recent research on the predictors and needs factors most strongly linked to juvenile delinquent behavior. It incorporates a theory-based approach to assessment designed to incorporate key scales from several of the most important theoretical explanations of crime and delinquency. Extensive measurements assess the key areas of family, school, and peer contexts, in addition to individual personality and cognitive characteristics of youth. The tool also incorporates the "strengths perspective" to identify critical factors that may prevent or deter high-risk youth from engaging in serious delinquent behavior.

Motivational Interviewing

Motivational Interviewing (MI) is a way of talking to youth about behavior change to elicit and strengthen their motivation for change. It uses positive talk *with* youth, not *at* youth.

Research shows that MI is more effective in changing behaviors than a logic-based approach, persuasion, or confrontation. Staff strive to identify the youth's values and whether current behaviors conflict with those values. The conflict or gap between what someone wants and how someone is acting is called discrepancy. Most of us can identify with both the feelings of "I should change" and "I really don't want to change." Having these conflicting feelings, or feeling two different ways about a problem, is called ambivalence. Someone practicing Motivational Interviewing sees ambivalence as a good thing in that it makes change possible. Ambivalence is considered the precursor to positive behavior change.

Using strategic MI techniques, staff focus on getting the youth to speak more, think more, and then examine their discrepancies between current behaviors/situations and their values and goals. Staff supervise for compliance while at the same time working respectfully and collaboratively with youth to strengthen their motivation and commitment to change. Motivational Interviewing is based upon four general principles:

Express empathy. Empathy involves seeing the world through the youth's eyes. An understanding of the youth's experiences helps to facilitate change.

Develop discrepancy. This principle helps staff guide the youth to appreciate the value of change, what they want their lives to be versus what their lives are now.

Roll with resistance. We do not fight the resistance to change, we roll with it. We encourage the youth to determine their own solutions to their problems.

Support self-efficacy. There is no "right" way to change. If one idea doesn't work, try another. Youth are limited only by their own creativity.

Focus on Evidence-Based Practice

Trauma Informed Care

Many of the youth under the supervision of the juvenile correctional system have experienced neglect, abandonment, physical abuse, sexual abuse, and varying degrees of family involvement in their lives. As a result, they may enter the juvenile correctional system with mental health issues and unresolved trauma that can cause emotional, social, and other developmental difficulties that inhibit their ability to be successful in life. To address these issues, DJC is engaged in the process of incorporating trauma-informed care principles into operation and interactions with youth.

Under a federal grant and in partnership with the Wisconsin Department of Health Services, DJC launched a major initiative in May 2012 to improve treatment for youth who have experienced traumatic life events. This initiative also included partnership with Wisconsin Family Ties, a non-profit agency that supports and works with both youth who have emotional, behavioral, and mental disorders, and their families. The goals of the youth trauma initiative were to increase awareness of the serious effects of childhood trauma, increase use of trauma-specific interventions, promote peer-to-peer family support, and begin the process of culture change toward being a trauma-informed organization.

These efforts continue under the Fostering Futures initiative, championed by First Lady Tonette Walker. The Department of Corrections is one of the state's Fostering Futures agencies, and its Core Implementation Team includes high-level representation from throughout the Department, including DJC. With support from Fostering Futures, the National Council on Behavioral Health, and partner agencies, DOC is working to further advance trauma-informed care, with an initial focus on promoting a trauma-informed workforce and ensuring safe environments.

Office of Juvenile Offender Review

Description:

The Office of Juvenile Offender Review (OJOR) exercises DJC's legal authority to release youth from confinement in a Wisconsin juvenile correctional institution (JCI). The OJOR staff, known as Juvenile Review and Release Specialists, are stationed at Copper Lake School, Lincoln Hills School, and the Mendota Juvenile Treatment Center. They convene meetings of a Joint Planning and Review Committee (JPRC) for each youth. Each JPRC consists of the OJOR reviewer, the institution social worker, the state or county field agent, the youth, and the youth's parent(s) or guardian.

Statutory Responsibilities:

- Convene an initial JPRC meeting within 21 days of admission for each youth committed by Wisconsin courts to a JCI under a juvenile disposition;
- Based on the JPRC recommendation, information from assessments, and the court order, determine each youth's individual case plan, including goals, treatment/placement plans, and tentative release plan;
- Review victim impact statements and consider victim issues in setting youth goals and case plans;
- Continue to convene the JPRC for formal meetings every 90 days;
- Place youth in the Transition Phase approximately 90 days before the youth's planned release from the correctional institution; and
- Make youth eligible for release when the youth has met the requirements of her/his case plan and individual goals.

Additional Responsibilities:

- Oversee Wisconsin's participation in the Interstate Compact for Juveniles;
- Coordinate juvenile review and referrals under the state Sexually Violent Person law, Ch. 980;
- Oversee victim services in DJC and assure victim notification when requested; and
- Edit and publish the DJC Case Management Manual.

Juvenile Correctional Institutions

Copper Lake School (CLS) for girls and Lincoln Hills School (LHS) for boys are the juvenile correctional institutions in the State of Wisconsin operated by DJC. The schools are co-located but physically separated on over 800 acres in Irma, Wisconsin. CLS and LHS are charged with the responsibility of providing public safety, holding youth responsible for their behaviors, and offering them opportunities to build and strengthen competencies. LHS was constructed in 1970. CLS opened on the same campus in 2011 when Southern Oaks Girls School and Ethan Allen School closed and youth residing in those institutions transferred. DJC has a history of providing quality treatment and education services to all youth placed at its juvenile correctional institutions, and has adjusted programs over the years in response to youth's changing needs. The institutions currently offer a comprehensive array of services, providing each youth with the opportunity to learn and to become a productive member of society.

Reception

Contact Information:
Matt Theiler, Corrections Unit Supervisor, 715-536-8386, ext. 1223
Casey Gerber, Corrections Unit Supervisor, 715-536-8386, ext. 1271

Average Length of Program:
Approximately 21 days

Requirements for Program Participation:
Court ordered commitment by county judge

Criminogenic Needs Addressed:
Anti-social cognition, family, school, leisure/recreation

Curriculum:
n/a

Program Location: Copper Lake School and Lincoln Hills School

Program Content: The Reception Program serves as the initial assessment and evaluation center for new commitments. During this phase of a youth's stay, the primary focus is on developing a working knowledge of the youth's case for the initial meeting of the Joint Planning and Review Committee at which the youth's future program needs are determined. An Individual Case Plan is then established that incorporates results from numerous assessments, health and educational screenings, and community reports. This document outlines the goals and objectives that the youth is required to satisfy during his/her correctional stay and subsequent supervision in the community. Preliminary arrangements are made for payment of court-ordered restitution and procurement of a copy of the youth's birth certificate, social security card, and state ID card. All youth are oriented to the rules, policies, and procedures of the institution.

In reception, youth participate in educational programming each work day, including a LifeWork education assessment. Educational information assembled during reception is used to begin a youth's portfolio and the development of a LifeWork Education Plan.

Aggression Replacement Training

Contact Information:
Casey Gerber, Corrections Unit Supervisor, 715-536-8386 ext. 1271

Average Length of Program:
10 - 12 weeks

Requirements for Program Participation:
Youth determined to have difficulty managing aggression according to the screening and assessment process.

Criminogenic Needs Addressed:
Anti-social cognition, anti-social companions, anti-social personality or temperament, family, substance abuse, leisure/recreation.

Curriculum:
The ART curriculum was developed from *Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth Third Edition,* by Barry Glick and John C. Gibbs, and *Skill Streaming the Adolescent: A Guide for Teaching Prosocial Skills Third Edition* by Ellen McGinnis with Robert P. Sprafkin, N. Jane Gershaw, and Paul Klein.

Program Location:
Copper Lake School and Lincoln Hills School

Program Content: This evidence-based group is a three-component program that addresses emotional, cognitive, and behavioral issues, through group discussions, exercises, and role plays. The first component, Skill Streaming, is a set of 50 social skills learned through role plays that are designed to enhance pro-social skill levels. The second component, ACT (Anger Control Training), is designed to teach self-control techniques and serves as the anger management portion of the program. The last component, Moral Reasoning, exposes youth to a series of moral dilemmas and, through group discussion, advances a youth's moral reasoning capability. Program delivery consists of simultaneously teaching one lesson in each of these three components each week in a closed group format.

Aggression Replacement Training

ART includes the following concepts and topics:

Social Skills Training
Modeling, role-playing, performance feedback, and transfer training

Anger Control Training
Hassle logs, identifying triggers, identifying cues, using anger reducers, using reminders, thinking ahead, using self-evaluation

Moral Reasoning
Develop sense of fairness, justice, and concern with the needs and rights of others

Chapel Services

Contact Information:
Matt Theiler, Corrections Unit Supervisor, 715-536-8386, ext. 1223

Average Length of Program:
Ongoing

Requirements for Program Participation:
None - Open to all

Criminogenic Needs Addressed:
Anti-social cognition, anti-social companions, anti-social personality or temperament, family, substance abuse

Curriculum:
n/a

Program Location:
Copper Lake School and Lincoln Hills School

Program Content: LHS and CLS provide a range of religious services and counseling to youth via chaplain services and volunteer providers. In the event that our chaplain or volunteer staff cannot meet a youth's unique needs, other community resources are sought.

Youth are encouraged to participate in weekly non-denominational services that are provided by a chaplain and a variety of faith groups. The goal of the program is to provide youth with a meaningful resource for self-improvement and spiritual growth in their designated religion. Youth in each living unit are also provided the opportunity to participate in Bible study provided by local volunteers.

Youth may also participate in transition services provided by community resources, which will assist them in locating a place of worship in the area they will be placed after release.

Cultural Program Services

Contact Information:
Matt Theiler, Corrections Unit Supervisor, 715-536-8386, ext. 1223

Average Length of Program:
Ongoing

Requirements for Program Participation:
None - Open to all

Criminogenic Needs Addressed:
Anti-social companions, family, education, leisure/recreation

Curriculum:
n/a

Program Location:
Copper Lake School and Lincoln Hills School

Program Content: As opportunities arise, Cultural Program Services are provided for a culturally diverse population. Youth of all ages are encouraged to participate, and all programs are open-ended. Services are available through the efforts of volunteers, contracted individuals, and linkages with various community-based organizations.

LHS and CLS also contract with the Great Lakes Inter-Tribal Council to provide services that engage youth in Native American cultural events, history, culture, spiritual life classes, and teach them Native American skills and crafts. The Council also trains facility staff on Native American issues.

Education

Contact Information:
Wendell Quesinberry, Education Director, 715-536-8386, ext. 1100

Average Length of Program:
Ongoing

Requirements for Program Participation:
None - Open to all

Criminogenic Needs Addressed:
Education

Curriculum:
See individual program descriptions

Program Location:
Copper Lake School and Lincoln Hills School

Program Content: CLS and LHS strive to provide educational services that meet the varied needs of students, including middle school, senior high, special education and graduates. Youth are able to earn a traditional high school diploma or a High School Equivalency Diploma (HSED). The opportunity to offer education in a year round format enables students to earn credits more efficiently and allows them to continue their education without any interruptions in continuity.

The educational opportunities offered focus around meeting each youth's specific needs. As soon as youth arrive in the reception living unit, they begin their educational programming. All students are assessed using the STAR Renaissance Reading and Math program to collect accurate data, which aids in their educational planning. Students also complete the Daniel Memorial Independent Daily Living assessment to begin their transition planning as early as the day they enter the institution.

LHS and CLS educational staff provide a high level of service for youth who qualify for special education services and have an Individual Education Plan (IEP). LHS and CLS are well-equipped to help these youth with a full-time School Psychologist and many dually certified special education staff.

Education

Educational Programs:

High School Diploma

Students can earn a high school diploma through the acquisition of 22 credits in designated core academic areas including English, math, science, social studies, and elective courses. LHS and CLS have built their curriculum around the Wisconsin State Standards and are working on adopting the Common Core Standards.

High School Equivalency Diploma (HSED)

Students who are 17 years old, credit-deficient, and have a 7.5 reading grade level are eligible to participate in this program. Students take five GED tests and must also complete the additional components in the areas of civic literacy, employability skills, health, and career awareness. On average, DJC students pass 90 percent of their HSED exams and receive 108 diplomas a year.

LifeWork Education

This program provides all youth with tools and skills needed to successfully reenter into the community. Each student works towards developing a career portfolio that contains documents to aid his/her future planning. These documents include a resume, cover letter, job applications, interview tips, and college and career planning resources.

Title I Reading Intervention Program

In collaboration with the Foster Grandparent Senior Corps program and under the guidance of a certified reading specialist, the Title I Reading Intervention program pairs adults over the age of 55 with youth who struggle with their reading, comprehension, and vocabulary acquisition skills. The relationships provide a positive mentor, role model, and friend for youth who will benefit from the extra individual help and encouragement. With the special skills the grandparents have acquired through their own life experiences, they are able to motivate students in unique ways.

Education

College and Career Planning

Through the school counseling office, students have the opportunity to explore the many different post-secondary opportunities available, as well as career guidance and entrance testing. Currently the ACT and Accuplacer entrance tests are administered for both girls and boys.

Career and Technical Education

DJC students have many opportunities to actively engage in career and technical education. Opportunities are offered in the areas of Business, Computer Science, and Technical Education. Students have the opportunity to earn high school credit. Additional sources also offer college credit.

Dual Credit

A program through Northcentral Technical College provides youth with the opportunity to earn both high school and college credit upon successful completion. Courses are offered in a variety of areas and interests.

Education

Extracurricular Offerings:

Recreation

Under the guidance and leadership of a full-time recreation leader, students can participate in a wide variety of recreational and extracurricular activities outside of their regular school day. These experiences can bring about life-long changes in skills and attitudes.

Poetry Project

The University of Wisconsin-Stevens Point students visit CLS and LHS on consecutive weekends to work with youth who have an interest in writing and publishing poetry. The end result of the program is a book with youths' poems and illustrations.

WIAA Basketball

LHS provides the opportunity for youth to participate on a Wisconsin Interscholastic Athletic Association (WIAA)-sanctioned basketball team, playing teams from around the area.

Family Services

DJC recognizes the import role families, guardians, and significant adults play in raising and caring for youth who have been committed to our supervision. Oftentimes youth resume living with these caregivers after placement at LHS or CLS, so it is important that we work with these individuals to the greatest extent possible to give youth the best chance of success.

Families, guardians and significant adults are engaged at various times during the youth's placement with DJC, and in many different ways, depending on the individual youth and his or her life circumstances. The following opportunities and services are offered to maintain and improve upon the relationships between youth and those who have been and will continue to be involved in their lives.

Upon Admission (Reception):

- Staff and youth place a call home within 24 hours of arrival at CLS/ LHS to let family know youth has arrived safely.
- A parent packet is sent out within five business days. The packet provides information on visitation, correspondence, bus availability, and other information.
- The assigned social worker makes contact to introduce himself/ herself, gather information, and respond to any questions/concerns.
- A correspondence and visitor list is assembled that includes family members and other significant people in the youth's life.
- A state agent meets with the family and conducts a Family Home Assessment (if the county contracts with DJC or the youth is an SJO) to determine if home may be an appropriate placement upon discharge from CLS/LHS.
- The family is invited to attend the initial Joint Planning and Review Conference conducted by the Office of Juvenile Offender Review in person, via phone, or via video conference. DJC encourages family input into a youth's case plan and family commitment to provide support and be involved.

Ongoing Throughout Youth's Program Assignment:

- Institutions have extensive visiting hours to encourage visitation. In-person and video conference visits are accommodated.

Family Services

- Free bus service is provided weekly from Milwaukee via Madison or the Fox Valley.
- Postage is provided at no charge to allow youth to correspond on a daily basis.
- Youth are able to call home for a free 10 minute call at no charge to them or their family, and can make calls when not engaged in structured programming throughout the week.
- Consultation with health services, treatment/program, and education staff is available as needed.
- Staff notify parents any time a youth has any injury or contact with Health Services staff.
- The assigned social worker and state agent have ongoing contact with the family.
- Families may attend and give input at regularly scheduled Joint Planning and Review Conferences.
- Upon completion of Cognitive Intervention Program, families are invited to a "Families Count" session to hear from the youth and staff what the youth has learned and how the family can help them in the future.
- Parent-teacher conferences can be held at any time during a youth's stay.
- Family is invited to all Individual Education Plans (IEP) sessions.

Transition and Community Supervision:

- The agent seeks family input and assesses potential living arrangements for the youth upon release from CLS/LHS.
- A transition meeting is held with the youth, family and others to identify each person's role in helping the youth successfully return to the community.
- Resources are identified and established for youth/family to access upon discharge from CLS/LHS.
- The agent provides family with support during youth's placement and remains as a resource for concerns or questions regarding community supervision (if the county contracts with DJC or the youth is an SJO).

Foster Grandparent Program

Contact Information:
Ben Guss, Volunteer Coordinator, 715-536-8386, ext. 1181/1290

Average Length of Program:
Ongoing

Requirements for Program Participation:
None - Open to all

Criminogenic Needs Addressed:
Anti-social companions, school, leisure/recreation

Program Location:
Copper Lake School and Lincoln Hills School

Program Content: The Foster Grandparent Program (FGP) is a volunteer program sponsored by CLS, LHS, and DOC, and is funded by the Corporation for National Service. It has been a part of LHS for 44 years and CLS since it opened in 2011. FGP builds upon natural bonds between younger and older people, allowing the Grandparents to offer a lifetime of wisdom to prepare the youth for their own journey through life and also allowing the youth to learn how to interact with older individuals and treat them with respect.

Grandparents are placed in all of the regular living units and many of the classrooms. As a result, Grandparents are available when the youth want to talk, enjoy a game of cards, assist in basic sewing repair, participate in living unit projects, or simply bake a batch of cookies. Grandparents may also help tutor a youth in the school in reading, math, social studies, or science. Collectively they provide care and attention to the youth.

The Grandparents' roles as mentors, tutors, and sources of support for the youth make the program highly successful. As a testament to this, the CLS/LHS FGP received the 2012 Governor's Senior Corps Participant award to recognize the Grandparents' dedication and care and the positive impact they have on youth development.

Health Services

Contact Information:
Sandy Ratkovich, Nursing Supervisor, 715-536-8386, ext. 1225

Average Length of Program:
Ongoing

Requirements for Program Participation:
None - Open to all

Criminogenic Needs Addressed:
n/a

Curriculum:
n/a

Program Location:
Copper Lake School and Lincoln Hills School

Program Content: The role of Health Services is to restore and maintain the health of juvenile patients, in a spirit of compassion, concern, and professionalism. Youth are encouraged to take responsibility for adopting healthy lifestyles and disease prevention.

The Health Services Unit (HSU) unites the professional disciplines of nursing, medicine, psychiatry and dentistry to provide healthcare services consistent with those offered in the community.

In addition to attending to immediate needs, healthcare professionals strive to educate youth on the impact their lifestyle choices have on themselves and others while in our facility and upon their return to the community. This includes making healthy lifestyle choices, proper use of the healthcare system, consequences of their choices on themselves and others (STD, TB, HIV, smoking, wellness education, etc.) and their responsibility in meeting their healthcare needs.

HSU staff interface with the DOC Bureau of Health Services, local and state public health agencies and other healthcare providers throughout the state to share information, ensure continuity of care, and provide prevention and screening programs (immunizations, TB screening, and STD testing).

Health Services

HSU collaborates with other departments to provide a safe living and working environment and to prevent the spread of disease by participating in the Committee Assigned to Safety and Health (C.A.S.H.) and the Infection Control Committee.

Nursing Services

Nursing responsibilities include an initial admission screening and exam, physical assessments, emergency care, assessments of acute injuries and health complaints, laboratory services, management of prescription medication, screening for sexually transmitted diseases, immunization clinics, monitoring chronic conditions, health education, and the maintenance of medical records.

Medical/Psychiatric Services

Physicians, psychiatrists, optometrists, advanced practitioners, and registered nurses provide on-site medical and psychiatric services. These services include physical examinations, monitoring of chronic conditions or psychotropic medication, acute illness, and emergency care.

Local healthcare facilities are utilized for emergency services as needed. Consultation with local or University of Wisconsin specialists is also available when needed.

Juvenile Cognitive Intervention Program

Contact Information:
Casey Gerber, Corrections Unit Supervisor, 715-536-8386, ext.1271

Average Length of Program:
14-16 weeks

Requirements for Program Participation:
Youth are identified as needing cognitive restructuring

Criminogenic Needs Addressed:
Anti-social cognition, anti-social companions, anti-social personality or temperament, family, substance abuse, leisure/recreation

Curriculum:
Juvenile Cognitive Intervention Program (JCIP) Phase 1 and 2 curriculum was developed by Steve Parese, PhD., and the WI DOC. JCIP 1 is called *Choices* and focuses on cognitive restructuring with adolescents. This phase consists of the following concepts:

1. The Thinking Cycle (Beliefs, Thoughts, Feelings, Behavior and Consequences)
2. Stop and Think
3. Thinking Reports
4. Choice Funnels
5. Thinking Patterns and Supporting Beliefs
6. Cycle of Offending

JCIP 2 is called *Changes*. This phase continues to address cognitive changes while introducing skills training. This phase consists of the following concepts:

1. Five stages of Change (Resistance, Thinking, Planning, Action, Maintenance)
2. Goal Setting
3. Personal Warning Signs and Stop and Think
4. 5 Steps of Problem Solving
   A. Stop and Think
   B. Identify the Problem and Goal
   C. Gather Information
   D. Consider Choices and Consequences
   E. Plan and Evaluate

Juvenile Cognitive Intervention Program

Program Location:
Copper Lake School and Lincoln Hills School

Program Content: Through the group process, JCIP motivates participants to assume responsibility for changing their anti-social thinking and behaviors. The primary focus is to assist youth in building skills that will increase impulse control while reducing the number and severity of rule and law violations. During Phase 1, participants are asked to identify their particular cycle of thinking and to explore how their thinking supports criminal behavior. Phase 2 teaches a five-step problem solving process that will assist in fostering pro-social behaviors. The youth are then expected to apply these concepts in their structured daily living.

By working closely with the treatment team on their Individual Case Plans, participants in this program are given the opportunity to establish patterns of success and achievement. They have the opportunity to understand the impact their crime had on their victims, accept responsibility for their actions, and demonstrate emotional and behavioral stability.

For youth who have completed both JCIP phases, a Families Count session is held where family members are invited to CLS and LHS to learn JCIP concepts their youth has learned and is applying. There is also a discussion with parents on past regrets, current challenges, and a commitment to future changes. Upon returning to the community on supervision, the agent may administer a third phase of JCIP called *Challenges* to encourage and support the youth's application of JCIP concepts to everyday situations.

Psychological Services

Contact Information:
Dr. Melissa Parrent, Psychologist Supervisor, 715-536-8386, ext. 1385

Average Length of Program:
Depends on level of need

Requirements for Program Participation:
Referral to psychologist and/or identified need

Criminogenic Needs Addressed:
Anti-social cognition, anti-social personality or temperament, family, substance abuse

Curriculum:
n/a

Program Location:
Copper Lake School and Lincoln Hills School

Program Content: The Psychological Services Unit provides a full range of services at the institutions. Clinicians provide psychological evaluations, as well as individual and group therapy, referrals for psychotropic medication, treatment consultation, and staff training. Any staff member may submit a referral for youth evaluation and/or therapy. These referrals involve a variety of issues, such as a youth's potential for violence, risk of suicidal behavior, and treatment needs. The Psychological Services Unit supplements treatment resources available to youth in their living unit. Individual psychotherapy is offered to those youth most in need of this type of treatment. A variety of group therapy opportunities, such as grief counseling, father's group, and anger management groups, are offered throughout the institution. When appropriate, psychologists make referrals to the consulting psychiatrist who prescribes psychotropic medication as warranted. All services are coordinated by means of the case management process. The Psychological Services Unit also provides professional consultation to the institution through team meetings, program recommendations, and committee involvement. In addition, the Psychological Services Unit provides professional development opportunities through staff in-service training.

Sex Offender Treatment

Contact Information:
Rick Peterson, Corrections Unit Supervisor, 715-536-8386, ext. 1258

Average Length of Program:
6-12 months

Requirements for Program Participation:
Youth committed to LHS for offenses falling under the parameters of the Sexually Violent Persons Act (Chapter 980) are given priority for program participation. Youth committed for sex offenses not falling under Chapter 980 may be considered under some circumstances. Formal risk and need assessments are conducted for each youth referred to the program. Based on the results of the formal assessment process, a multi-disciplinary treatment team determines the appropriate course of treatment programming.

Criminogenic Needs Addressed:
Anti-social cognition, anti-social personality or temperament.

Curriculum:
JCIP, CORE Phases A & B and Alternative Treatment Program for Lower Risk Youth.

Program Location:
Lincoln Hills School

Program Content: Specific areas addressed by this program include lack of empathy, anger, hostility, impulsive behaviors, risk taking, poor problem-solving skills, and poor decision-making skills. A multi-disciplinary team consisting of psychologists, teachers, social workers, youth counselors, and program management staff provides treatment services on an individual or group basis. Family counseling is also offered, when appropriate.

Youth involved in the program are first required to complete a cognitive-behavioral skill training component designed to improve problem solving, decision-making, perspective-taking, and interpersonal skills. This portion of the program is also intended to engage the youth in the treatment process and acquaint them with being part of a "group."

Sex Offender Treatment

Upon completion of the first component, youth move into core program components that deal more specifically with their sex offenses. These components address issues common to all sex offenders, with the goal being to reduce denial and minimization of their behavior, to promote recognition of harm caused to victims, and to develop relapse prevention skills. Significant areas of concentration include understanding consent, risky thinking, presenting a life history, coping with problems, understanding decision chains, sexual fantasies, offense patterns, coping with urges, and the impact offending has on the victim, among others.

Substance Use Disorder Treatment

Contact Information:
Casey Gerber, Corrections Unit Supervisor, 715-536-8386, ext. 1271

Program Location:
Copper Lake School and Lincoln Hills School

Average Length of Program:
16 weeks

Requirements for Program Participation:
Youth determined to have Substance Use Disorder (SUD) needs through the screening and assessment process.

Criminogenic Needs Addressed:
Anti-social cognition, anti-social companions, anti-social personality or temperament, family, substance abuse, leisure/recreation

Curriculum:
Seeking Safety by Lisa Najavits for LHS youth
Voices by Stephanie Covington for CLS youth

Program Content: The SUD Program is a primary treatment program specifically designed for poly-drug addicted youth who have been unsuccessful in treatment or have not been appropriate for treatment in a less restrictive setting. The program is a minimum of 16 weeks in length and consists of 25 topics that are designed as cognitive, behavioral, or interpersonal domains. The topics are designed to be independent of each other such that they can be utilized in any order or in any quantity based on the needs of the youth. Youth in this program will learn coping strategies without the use of substance, manage trauma symptoms, develop grounding techniques, set boundaries and learn how to recognize healthy relationships, and identify people who are supportive in their recovery. The institution program builds the foundation with the youth such that their recovery continue in the community with the support of their significant others.

In the program, youth write a relapse/safety plan. They identify drug free activities and activities to avoid, safe and unsafe people, main triggers and safe coping skills, along with possible resources they may want to use.

Wisconsin Family Ties: A Family Guide to Adolescent Substance Abuse Information and Services in Wisconsin is an additional resource that youth can obtain to assist them in identifying critical persons in their life and what role they will play in their sobriety; developing realistic goals and immediate, specific steps to take; identifying and relying on family's strengths, culture, resources, and supports; and review of their relapse prevention/safety plan.

CLS utilizes *Voices,* a 16 week program created to assist adolescent girls in exploring themes of self, connection with others, health, and their journeys ahead. This program helps young girls strengthen their sense of self and build skills for healthy development.

The program consists of 4 modules:
Module A: Self
Module B: Connecting with Others
Module C: Healthy Living
Module D: Journey Ahead

Victim Impact Program

Contact Information:
Casey Gerber, VIP Program Coordinator, 715-536-8386, ext. 1271

Average Length of Program:

Classes meet daily for three weeks

Requirements for Program Participation:
Identified by Joint Planning and Review Committee (JPRC) as program need based on youth criminal behaviors and/or lack of remorse or guilt over crimes. Youth are initially screened for academic readiness and psychological stability. Program facilitators conduct a pre-placement interview to determine youth readiness and responsivity.

Criminogenic Needs Addressed:
Anti-social cognition, anti-social personality or temperament, family

Curriculum:
Victim Impact – Listen & Learn curriculum developed by California Youth Authority and Mothers Against Drunk Drivers in conjunction with Office of Justice Programs

Program Location:
Copper Lake School and Lincoln Hills School

Program Content: The Victim Impact Program (VIP) offers an educational curriculum that emphasizes victims' rights and creates an awareness of the harmful effects of crime. The program helps youth to understand that all crime negatively affects the lives of individuals physically, emotionally, psychologically, and/or financially. VIP consists of 13 units, built around 10 core crime topics: property crime, assault, robbery, hate and bias, gang violence, sexual assault, child abuse and neglect, domestic violence, drunk and impaired driving, and homicide. VIP is presented through various activities including, but not limited to, small group and individual activities, assignments, daily journals, discussion, short videos, and guest speaker presentations, which include survivors and professionals who work with victims. These presentations serve as strong, personal reinforcement of the negative impact of crime on its victims and the community

Victim Impact Program

VIP encourages the participants to understand the redemptive qualities of restorative justice.

In an effort to utilize the unique skills and talents of the various classifications of employees throughout the institution, facilitators have been recruited from the ranks of teachers, teacher assistants, social workers, program assistants, youth counselors, and supervisors. Principles of Motivational Interviewing and Social Learning Theories are integrated in VIP as means to engage youth in the program.

The Grow Academy

Contact Information:
The Grow Academy, 608-835-5700

Average Length of Program:
120 Days

Grow Academy

The Division of Juvenile Corrections (DJC) recognizes the expanding need for community based programming for delinquent youth involved in the Juvenile Justice System. In 2014, DJC opened the Grow Academy for County and State supervised youth as an alternative to incarceration as well as a step down for youth returning to the community. The Grow Academy offers an array of Evidence Based services consisting of an agriculturally-based educational curriculum, cognitive development programming, career exploration, case management services including individual and family counseling services, tele-psychiatry and other identified treatment needs, and community partnerships to strengthen the transition back to the community. Programming at the Grow Academy is projected to be 120 days in length. The Grow Academy has a capacity for 12 males, with a target age range of 14 – 18 years old. Youth referrals may come as a result of:

- Court ordered participation via the Experiential Education Program, s. 938.34(7g)
- Stayed correctional court orders, s. 938.34(16)
- Direct placements, where youth are released to the community for participation in the Grow Academy after 21 days in reception at Lincoln Hills School
- A step-down from Lincoln Hills School (All placements are on court orders)
- As an alternative to revocation (ATR), or return to Lincoln Hills School, as appropriate

The Grow Academy

The Grow Academy utilizes a full-time, Special Education teacher. School is in session all year round Monday through Friday from 9:00 am to 2:30 pm. The youth earn an average of 3 credits during their stay in Math, Reading, Science and Social Studies. The Grow Academy also employs a part time Employment Programs Coordinator, who facilitates a Career Exploration curriculum which teaches soft skills, interviewing, resume writing, and completing job applications.

The Career Exploration program consists of On-Grounds Jobs such as a Janitor, Grounds Keeper, Learning Station Attendant, and Kitchen Aid, as well as eligibility for an Off-Grounds Internship during their final 30 days at the Grow Academy. The youth are also enrolled in the ServSafe course where they strive to earn a 5 year national certification for safe food handling and management.

Regular education credit is awarded for the Employability component of the program. Community service opportunities are offered and encouraged several times per week, which assists youth in working off restitution or community service debts owed on current court orders.

Our full time Social Worker provides risk and needs assessments, case management to include cognitive restructuring individual and group programming, counseling and tele psychiatry services and other treatment services such as AODA, anger management, mentoring, etc. as identified. Day to day operations are managed by a full time Program Director and 24/7 supervision is provided by Youth Counselor Advanced and Youth Counselor staff.

The Grow Academy

The Grow Academy operates on an incentive based behavioral level system. The foundation of the program is based on recognizing the youth's strengths. The Youth Counselor staff work hard to motivate the youth to make good decisions throughout each day. The youth are rewarded throughout the day for doing what is expected of them as well as taking the initiate and going above and beyond. Youth are encouraged to practice their leadership skills in a safe and positive manner. These successes are immediately and reinforced with rewards and privileges. Privileges earned consist but are not limited to a later bed time, TV/Movie room, video game room, MP3 players, off-grounds recreational activities, extra phone calls home and a variety of other rewards that can be purchased with "Grow Bucks" that are provided to them each time a staff member catches them doing something positive.

For additional information on the referral process and criteria, please e-mail us at GrowAcademy@wisconsin.gov or visit our website at http://doc.wi.gov/families-visitors/juvenile-services and follow the link The Grow Academy

For a firsthand look at the Grow Academy Program
find us on YouTube at "The Grow Academy":

https://www.youtube.com/watch?v=9ZaAM1MJS1s

Community Supervision

DJC Probation and Parole Agents are located across Wisconsin to provide post-release supervision of youth with juvenile correctional orders. DJC currently provides community supervision to various counties throughout the state. Courtesy community supervision may be provided in any county by arrangement with DJC.

Community supervision is a program developed to transition youth from a correctional institution to intensive supervision in a private home with the parent(s), guardian, another family member or suitable adult, or in a residential care program. Youth are initially placed on electronic monitoring or GPS monitoring and must follow a strict schedule seven days a week. Community supervision services are based upon risk and needs, along with a consistent approach to rewards and sanctions, motivation, and skill building activities. The community supervision case management approach prioritizes engagement with the youth and family in pro-social skill development. Strength and need based case planning is utilized to desist delinquent activities, along with the provision of services addressing each youth's unique needs. Using structured, skill-building contacts at a frequency appropriate to each youth's level of risk and needs encourages high-quality interactions and ongoing learning opportunities. Community supervision promotes rewarding positive youth behavior, while employing alternatives to confinement in response to supervision violations.

Requirements for Program Participation:

When a youth at Lincoln Hills School or Copper Lake Schools demonstrates they are ready to return to the community, the Office of Juvenile Offender Review (OJOR) issues a Department Order, making the youth eligible for release to Community Supervision. The Joint Planning Review Committee (JPRC) determines if the youth will be placed in Type 2 status based on the placement type, court order, and individual risk and needs. In the community, a DJC Agent oversees supervision of the youth until the termination of the court order or an Administrative Discharge from supervision occurs.

Community Supervision

Criminogenic Needs Addressed:

DJC agents utilize the COMPAS assessment tool to identify general levels of risk to re-offend, dynamic risk factors to target in conjunction with the conditions of supervision, and the criminogenic needs most likely to influence the youth's future criminal behavior. When developing the COMPAS Case Plan, the agent focuses on the Top Criminogenic Needs: Anti-social Cognition, Anti-social Companions, Anti-social Personality/ Temperament, Family, Substance Abuse, Education, Employment, and Leisure/Recreation.

In line with the COMPAS Case Plan, staff and youth complete activities such as: Carey Guides, BITS (Brief Intervention Tools), skill building role plays and problem solving, and Change Journals to address the youth's top criminogenic needs.

Rewards, Incentives and Responses to Violations:

The focus of Community Supervision is trauma-informed engagement with youth and families to build positive professional alliances. The use of incentives and rewards encourages pro-social attitudes and behaviors in youth. Rewards and incentives are frequently and immediately applied for optimal learning.

Effective responses to non-compliance address the risk factor behind the behavior rather than purely focusing on the behavior itself. Supervision violations are addressed using an Evidence Based Response to Violations Matrix to ensure alternatives to confinement are attempted, and skill building activities can be utilized for progressive learning.

Direct Commit to Community Supervision:

Youth that have been screened and accepted as a Direct Commit to Type 2 Community Supervision will initially be placed at the JCI for an approximate period of 21 days followed by supervision in the community. DJC will provide community supervision, including a potential step down placement followed by community supervision, including services and monitoring as noted in the above program description.

Serious Juvenile Offender Program:

Youth adjudicated delinquent and ordered to participate in the Serious Juvenile Offender (SJO) Program are under the supervision of DJC regardless of whether the county contracts with DJC for aftercare services. The county bears no financial responsibility for state correctional services when a youth is adjudicated as an SJO.

There are two SJO classifications:

SJO-A: If the youth has been adjudicated delinquent for committing an act that would be a Class A felony if committed by an adult, a court may place the youth in the SJO Program until the age of 25 years.

SJO-B: A court may place a youth in the SJO program for 5 years if the youth is found delinquent for having committed certain serious felony offenses listed in statute. A maximum of 3 years (1065 days) may be served in a type 1 facility or another confined setting.

Dual supervision:

Dual supervision occurs when a DJC youth has both a juvenile adjudication and an adult conviction with a sentence to prison or placing the youth on probation. DJC agents supervise both cases according to the Dispositional Order and Judgment of Conviction following administrative codes governing DJC and the Division of Community Corrections. Youth under dual supervision will receive services and programming in DJC until the juvenile order terminates or is administratively discharged, then the case is transferred to a Division of Community Corrections agent.

Community Programs and Services

Interstate Compact:

Interstate Compact-Juvenile (ICJ) is the cooperative supervision of juvenile probationers and parolees between states. DJC agents have the responsibility to directly supervise ICJ youth who are eighteen years or older or who are under eighteen years old and reside in a county where DJC provides aftercare supervision. Youth residing in Wisconsin from another state under Interstate Compact receive the same supervision and services as Wisconsin adjudicated youth.

Alternative Community Placements:

The Division contracts with residential and alternate care facilities for youth under DJC supervision in the community who require specialized treatment and/or supervision. Contracted alternate care facilities are licensed and regulated by the Department of Children and Families or the Department of Health Services. The Division of Juvenile Corrections contracts with a variety of organizations across the state to access a range of alternate care options to meet each youth's needs.

Foster Care providers offer care and supervision in a family's home for youth under age 18. Treatment foster care providers also offer structured, professional treatment to youth in their care.

Group Homes offer care and supervision in a home-like setting. Youth placed in a group home receive services including specialized treatment, employment, and education in conjunction with their identified criminogenic needs based on their COMPAS assessment.

Residential Care Centers provide care and supervision in a more secure campus setting. Youth placed in an RCC receive services including specialized treatment, employment, and education in conjunction with their identified criminogenic needs based on their COMPAS assessment.

Transitional and Independent Living providers offer supervision, independent living skill training, and education and employment services for youth who are preparing to live independently. These services are provided in a range of residential settings from group living to monitored independent living apartments.

Community Programs and Services

Cognitive Behavioral Programing:

Upon returning to the community, youth under DJC's supervision may participate in the Juvenile Cognitive Intervention Program (JCIP) Phase 3 to continue cognitive restructuring efforts begun during Phases 1 and 2. JCIP Phase 3 is a self-paced program facilitated by the youth's agent. The focus is on helping the youth build skills to increase impulse control while reducing the number and severity of rule and law violations.

Community Coaching / Youth Counselors Advanced:

DJC's Youth Counselor-Advanced staff and contracted community coaches assist agents with the supervision of youth in the community by regularly meeting with the youth in the community. Community coaches and YC-A's also assist the youth and the family in meeting the goals and objectives set forth on the case plan, and completing assigned skill building activities.

Community Service:

DJC agents may assist youth in finding community service projects, though youth are encouraged to find their own opportunities. Youth volunteer at local churches, food banks, humane societies, community centers, and other community-based organizations.

Independent Living Services:

DJC's Transitional Independent Living Program serves youth ages 17 to 22 who are under DJC's community supervision and are emotionally and behaviorally ready to advance towards important independent living skill milestones. The program is funded by the John H. Chafee Foster Care Independence Grant, as well as Serious Juvenile Offender and Community Supervision funds. Support services are provided by a DJC social worker and collaborative efforts with community partners.

Community Programs and Services

Treatment:

DJC contracts with community-based providers and connects youth with community resources across the state to provide a wide variety of specialized treatment services for youth on community supervision. Services are purchased based on individual youth needs and may include mental health treatment; individual, family, and group counseling; anger management treatment; sex offender treatment; and substance use disorder treatment. COMPAS assessments are used to re-assess risk and needs of youth throughout their supervision.

Mentoring:

DJC acquires mentoring services from community-based providers throughout the state to assist youth in the transition from the institution to a less restrictive community setting. Mentors provide support, guidance, role modeling, advocacy, and connections to community resources.

Reintegration/Transitional Services:

To facilitate successful reentry into the community, DJC staff and community partners offer reintegration and transitional services to youth on supervision, such as wraparound programming and service coordination. This includes a transition team that the agent assembles.

Academic Education:

Youth returning to the community transition to public school or an alternative school program. Youth 17 years of age or older may continue their HSED programming started at the institution upon return to the community. Community Supervision staff support the family and youth during this transition and make frequent contact with school staff and community partners to monitor the youth's challenges and successes.

Employment and Vocational Programs:

DJC staff assist the youth with employment and career exploration. DJC also contracts with community partners to provide employment skills training and job placement.

Restitution:

DJC monitors payments toward victims to fulfill court ordered obligations as well as provide a restorative justice component to the youth's time on supervision.

Substance Use Screens:
All youth under community supervision are required to submit random drug screens. The screening frequency is dependent upon the youth's specific level of need. Youth with COMPAS assessed Alcohol and Other Drug Abuse (AODA) needs are required to attend an AODA assessment upon returning to the community to further address risks and challenges that returning to the community can often present.

Interstate Compact for Juveniles

Contact Information:
Joy Swantz, Deputy Compact Administrator, 608-240-5931
Shelley Hagan, Compact Administrator, 608-240-5918

Average Length of Program:
Based on court order. Youth must be subject to juvenile court supervision for at least 90 days following submission of the supervision request.

Requirements for Program Participation:
Under court supervision as a delinquent; entering or leaving Wisconsin to live with parent/guardian or in another home-like setting.

Program Content: The Interstate Compact for Juveniles (ICJ) provides for courtesy supervision of youth under court supervision – generally due to a delinquency finding – who move across state lines. The Compact assures that youth continue to be held accountable for their behavior and for fulfilling court-ordered obligations even though they move out of the state in which they came under court supervision.

The committing jurisdiction ("sending state") prepares a request for courtesy supervision that includes certain mandated ICJ forms along with background information about the youth, offense and court expectations. The local agency in the sending state sends this request to the sending state ICJ office. The sending state ICJ office transmits it to the ICJ office in the "receiving state" where the youth intends to live. The request is sent to the locality of the proposed placement. A home study is done to assure the proposed placement is suitable and will support the youth's cooperation with supervision.

Once the receiving state accepts the placement (generally 30-45 days after receiving the request), it begins to provide supervision. Services may also be provided if payment is available through a third-party source (insurance, Medicaid), the receiving state, or the sending state. Youth who violate supervision rules may receive consequences that may include restrictions, secure placement, and return to the sending state. Most ICJ youth successfully complete their court orders. In Wisconsin, ICJ supervision of delinquent youth from other states may be provided by county caseworkers or DJC field agents.

The Wisconsin ICJ office is also responsible for coordinating the safe return home of runaway youth who cross state lines, and transmission of out-of-state travel permits for delinquent youth.

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Additional information about DJC can be found on-line at: http://doc.wi.gov.

For additional copies of this booklet, please contact: 608-240-5932.

This booklet was printed by the Department of Corrections'
Badger State Industries—Prison Industry Program.
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