

OVERVIEW OF YOUTH PROGRAMS & SERVICES

Division of Juvenile Corrections

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Welcome

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.

The Division of Juvenile Corrections (DJC) works to 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 by:

Sharing ownership for justice through juvenile justice system and community partnerships
Learning from the community and promoting opportunities for them to learn from us
Holding youth accountable by requiring them to contribute to the recovery of victims
Working with the community to assist youth in becoming productive community members
Creating a sense of community and mutual responsibility in the workplace

In this report, you will find information about our juvenile corrections operations, including facility and community programs such as educational, psychological and health services, treatment programs and community reentry programs. 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 risk and needs in order to individualize treatment strategies and interventions. The initiatives described in the following pages highlight some of the key services and evidence-based practices that DJC employs to fulfill our mission.

Overview

The Division of Juvenile Corrections has two primary responsibilities:

- 1. Operate three secure facilities that treat youth adjudicated and sentenced under the Serious Juvenile Offender (SJO) disposition, and youth waived to adult court and convicted as adults.** DJC currently operates Copper Lake School for Girls and Lincoln Hills School for Boys, two Type 1 facilities on the same campus in Lincoln County and The Grow Academy, a Non-Secure Type 2 facility in Dane County.
- 2. Provide correctional supervision throughout Wisconsin communities after youth leave our secure facilities.** DJC supervision offices operate out of two regional offices and several field offices: Northwest Region (Madison, Appleton and Wausau) and Southeast Region (Milwaukee County)

DJC also manages Wisconsin's Interstate Compact for Juvenile Offenders (ICJ) and the independent Office of Juvenile Offender Review (OJOR), which is designated by Wisconsin State Statutes as the release and decision-making authority for youth placed in a Type 1 secure youth facility.

Correctional Offender Management and Profiling for Alternative Sanctions (COMPAS)

DJC uses the COMPAS Youth-R system as a case management tool. COMPAS Youth-R assesses justice-involved youth on multiple behavioral and psychological constructs that have demonstrated relevance for delinquency, violent offending, recidivism, and juvenile criminal careers. Each scale included in the COMPAS Youth-R assessment is detailed in the Scale Meanings and Treatment and Implications Guide, which provides an explanation of the themes and constructs measured and a listing of the items or questions in the assessment that are used to score the scale.

COMPAS Youth-R is the revised version of the COMPAS Youth assessment. The response categories of most scales

have been modified from the COMPAS Youth assessment. Three scales have been dropped. Strength versions of five existing scales have been constructed. A responsivity index and responsivity scale have been added.

COMPAS is designed to be configurable for the user at various decision points within the local juvenile justice system and with various populations (i.e., boys, girls, at intake, or with probation supervision). Users may choose scale sets (or groups of scales) relevant to their needs for assessing a juvenile at various stages of the juvenile justice process. All references to treatment included in the COMPAS Youth-R documentation are intended as general information and do not represent diagnostic or prescriptive advice. Northpointe Inc. recommends that all practitioners follow their agency guidelines in the decision to refer youth for further assessment or treatment that is age and gender appropriate.

Office of Juvenile Offender Review

The Office of Juvenile Offender Review (OJOR) exercises DJC’s legal authority to release youth from confinement in a Wisconsin Juvenile Correctional Facility (JCF).

Specially-trained OJOR staff, known as Juvenile Review and Release Specialists, are stationed at Copper Lake School, Lincoln Hills School, and the Mendota Juvenile Treatment Center (which is operated by the Department of Health Services). They convene meetings of a Joint Planning and Review Committee (JPRC) for each youth. Each JPRC consists of the OJOR reviewer, the facility 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 21-35 days of admission for each youth committed by Wisconsin courts to a JCF under a juvenile disposition;
- Based on the JPRC recommendation, information from assessments, and the court order, determine each youth’s individual growth plan, including goals, treatment/placement plans, and tentative release plan;
- Review victim impact statements and consider victim issues in setting youth goals in her/his growth plans;
- Continue to convene the JPRC for formal meetings every 90 days;
- Place youth in the Reentry Phase approximately 90 days before the youth’s planned release from the correctional facility; and
- Make youth eligible for release when the youth has met the requirements of her/his growth 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.

System of Care

DJC has developed a System of Care (SoC) as an integrated approach of programs and services to support positive youth development. The four-fold design of our SoC has been informed by Dialectical Behavior Therapy (DBT) best practices.

The SoC is growth-oriented, and consists of a stage progression framework, focuses on a treatment approach to noncompliant behavior, and integrates a Behavior Motivation System (BMS) and Motivational Interviewing. The SoC permeates all aspects of DJC interactions with youth in custody, including at all of the facilities and in our community supervision offices.

Dialectical Behavior Therapy (DBT)

DBT is the primary treatment program for all youth under the care of the DJC. Youth start the pre-treatment component the week at they arrive at LHS/CLS and continue to attend DBT Skills groups until the day they leave. DBT is an evidence-based cognitive behavioral therapy that helps youth who struggle to control their emotions and behaviors. DBT Skills Groups teach youth skills in five different areas, these areas directly respond to the five major problems that are associated with adolescents who struggle with emotional dysregulation.

The skill areas taught are: Mindfulness, Distress Tolerance, Emotional Regulation, Interpersonal Effectiveness, and Walking the Middle Path.

Mindfulness Skills: These skills help adolescents increase their nonjudgmental awareness and control their attention. By learning how to fully participate in the moment youth are able to reduce their suffering and increase pleasure.

Distress Tolerance Skills: Give youth a variety of tools they can use to both accept the reality of their situations and to survive crises.

Emotional Regulation Skills: Help adolescents reduce their negative emotions and also increase their positive emotions.

Interpersonal Effectiveness Skills: This group of skills helps youth build and maintain positive peer and family relationships, and build respect for themselves.

Walking the Middle Path Skills: This module of skills was developed specifically for teens and families. It teaches skills that highlight issues that are often prevalent in teens, including polarized and nondialectical thinking, and the need for validation. Skills in this module emphasize the dialectical view that opposites can be true, and that there is more than one way to solve problems.

Growth-Oriented

In line with Stanford University Developmental Psychologist Carol Dweck, we believe people can grow. A person's character, intelligence, creative ability, and skills are not static; they are things that can be strengthened. Challenges and failure are opportunities to grow abilities. We want the youth in our care to work on developing this growth-oriented way of viewing themselves. The two ways LHS/CLS works to instill this shift in thinking is with Growth Plans and Growth Team Reviews. Youth meet with their Case Manager to develop and update a youth-driven case plan outlining SMART goals and action steps to guide the youth during their time at the facility. The Growth Teams meet with youth on a bi-weekly basis to help the youth refocus on his/her values, strengths, and areas where the youth needs to build skills to help them with their goal attainment. The Growth Team is multidisciplinary and is well positioned as a "coach" when exploring the function ("the why") behind challenging behaviors and facilitating interventions to build skills for more effective problem solving.

Stage Progression Framework

To assist youth in their growth, five Stages have been created to support the youth's active commitment to developing through treatment (which includes DBT and Mindfulness Practice as core requirements with AODA, SOT, Individual Counseling as applicable). For each Stage, the youth must earn a percentage of Program Points (based on the youth's active engagement in treatment) for a determined number of weeks per Stage. Skill application within the treatment milieu is also of consideration; if a youth is struggling with particular rule violations, he/she will not go backwards in Stage Progression, but may be paused to focus on developing skills needed.

Treatment Approach to Noncompliance

DJC recognizes that change in the way a person thinks and sees himself/herself as capable of using new skills to manage challenges takes time, especially for youth. We have identified a menu of treatment-informed options to help staff respond to low, medium, and high-levels of noncompliant behavior. Treatment Responses may include a single assignment or combination of things such as: Redo with Skill application, BIT (Brief Intervention Tool), Repair of Item/ Area effected, Mediation, Reflective Writing Assignment, and Behavior Chain Analysis - a cognitive behavior tool to identify thoughts/feelings leading to a behavior. If a youth is struggling with repetitive noncompliant behaviors (demonstrating gaps in skill application), a Pause in Stage Progression may provide youth the support from the Growth Team to develop a tailored plan to meet skill and repair requirements.

When youth are engaged in serious or repetitive high-level noncompliant behavior, a Skills Development Program also provides youth time, space, and increased support for Pause completion with the addition of a Behavior Intervention Protocol (BIP) that ensures safety, and a targeted focus on continual skill practice and application within the living environment.

Behavior Motivation System

The Behavior Motivation System (BMS) serves as the fourth leg of our System of Care (SoC). It provides a tangible structure for youth to understand expectations while also being recognized for the positive, prosocial behaviors they are practicing within the living units, across classes and groups, during work experiences, etc. The BMS is based on behaviorism and evidence-based practice in which positive reinforcement and acknowledgement can best shape behaviors. The BMS aims to help youth see that prosocial behaviors are the more effective way to address problems and achieve goals. It outlines three levels of prosocial behaviors: expected, proficient, and advanced, for which the youth can receive daily credit while practicing. The BMS also utilizes the same low, medium, and high-level noncompliant behaviors to underscore areas for growth. Youth then earn a Behavior Grade (A+, A, B, C, D) determined by a weighted ratio of prosocial to noncompliant behaviors which were observed over the course of the week. The system is designed to focus on behaviors rather than points so the youth receive weekly reports outlining successes and challenges upon which to build. Youth are encouraged to discuss their Behavior Grade reports with their Growth Team. The weekly Behavior Grades also provide the youth access to incentives and privileges over and above all basic rights and supports provided to all youth regardless of behavior. The Behavior Motivation System provides youth the incentive to practice and expand their skill-set which will help them become more prepared for successful re-entry.

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 MI 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.

Youth Facilities Operated by DJC



Copper Lake School for Girls and Lincoln Hills School for Boys

Copper Lake School (CLS) for girls and Lincoln Hills School (LHS) for boys are the secure youth correctional facilities in the State of Wisconsin operated by the DJC. The schools are co-located on the same campus 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 facilities transferred. DJC has adjusted programs over the years to change its approach from a traditional correctional model to an evidence-based youth treatment facility. Typically, the average age of youth at LHS/CLS is 16.



Wisconsin Statute Chapter 938 defines youth justice in Wisconsin. By the decision of a judge, there are three ways that a minor can be sent to a Type 1 facility, under the care of DOC: Serious Juvenile Offender Program (SJO), a Change of Placement (COP), or an Adult Sentenced Minor (ASW).

The Grow Academy

Created in 2014, the Grow Academy is non-secure facility that houses up to 6 boys with a target age range of 14 to 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,



The Grow Academy employs a full-time, special education teacher. School is in session year-round, five days a week with both traditional and non-traditional curriculum. Youth earn an average of about three credits in math, reading, science, social studies, employability and physical education.

The youth and staff care for an approximately ½-acre garden, partnering with Rooted. The Grow Academy provides communities with organic produce at markets through practices such as hydroponics, aquaponics and hoop greenhouses. Community service opportunities are offered and encouraged as a way to assist youth in working off restitution or community service debts owed on current court orders.

The full-time case management staff provides validated risk and needs assessments; case management; referrals to outside services; and completes transition planning for youth discharging the program. Thinking for a Change and Change Journal Group programming is provided to address risk factors, triggers, impulsivity and decision-making that may interfere with future success.

Grow now offers youth and stakeholders a Grow Academy Aftercare option. As youth transition to their post-Grow Academy placement, they are offered opportunities to continue therapy and cognitive skill practice, perform community service, remain on GPS, and otherwise stay in contact with the staff they have worked with for many months during their residential Grow Academy stay.

Day-to-day operations are managed by a full-time Corrections Program Supervisor and Corrections Field Supervisor, and 24/7 supervision is provided by Youth Counselor Advanced and Youth Counselor staff.

The Grow Academy operates on an incentive-based behavioral level system. The foundation of the program is recognizing youth strengths. Staff work hard to motivate the youth to make positive decisions throughout each day. The youth are rewarded for completing basic requirements as well as taking initiative and going above and beyond. Youth are encouraged to practice their leadership skills in a safe and positive manner. These successes are immediately reinforced with rewards and privileges. Privileges include but are not limited to a later bed time, TV/Movie room, video game room, MP3 players, off-grounds recreational activities, home visits, 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.

Programs and Services Overview

Cultural Program Services

Location: Copper Lake School and Lincoln Hills School

Cultural Program Services are provided for a culturally diverse population. These programs are designed to help youth better understand their heritage and how this impacts their interaction with others. Programs are also designed with the intent to expose youth to other cultures, traditions and customs. 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. Copper Lake School/Lincoln Hills School also contract with the Great Lakes Inter-Tribal Council to provide services involving youth in Native American cultural events, history, culture, spiritual life classes, teaching Native American skills and crafts, as well as providing facility staff training on Native American issues.



Religious Services

Location: Copper Lake School and Lincoln Hills School

Copper Lake School/Lincoln Hills School provide a range of religious services and counseling to youth via chaplain services and volunteer providers. Youth are encouraged to participate in weekly non-denominational services that are provided by a chaplain and a variety of faith groups. Youth in each living unit are also provided the opportunity to participate in bible study provided by local volunteers. Youth are also afforded the opportunity to 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.

Dialectical Behavior Therapy (DBT) Skills Group

Program Location: Copper Lake School and Lincoln Hills School

Skills Groups teach youth through a variety of means, ranging from interactive games and activities, to worksheets and group discussions. Youth are given homework to complete outside of group to continue their skill development. Facilitators review homework and concepts to help youth continue to build mastery in these skill areas.

Education

Program Locations: Copper Lake School and Lincoln Hills School, The Grow Academy

All youth are required to participate in the Educational Program. When youth are in the intake period at Copper Lake School/Lincoln Hills School (CLS/LHS), they complete educational assessments to determine their educational placement and needs. The educational programming is configured to provide services to meet the varied needs of the students, including middle school, senior high, special education services, career and technical educational programming, and transitional and post-secondary services.

Educational staff provide a high level of service for youth who qualify for special education services and have an Individual Education Plan (IEP). Education programs are well-equipped to support youth with a full-time School Psychologist and certified special education staff.



High School Equivalency Diploma (HSED)

Students who are 17 years old, credit-deficient, and have an 8.0 reading grade level are eligible to participate in this program. Students take four GED tests and must also complete the additional components in the areas of civic literacy, employability skills, health and career awareness.



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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 is provided for all youth through statewide testing. This is 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 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.

Family Services

Location: Copper Lake School and Lincoln Hills School, The Grow Academy, Community Supervision

The Division of Juvenile Corrections recognizes the 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 caregivers after placement at CLS/LHS, it is important that work continues with family 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 the 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 (Intake):

- Staff and youth place a call home within 24 hours of arrival at CLS/LHS to let family know the 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 growth plan and family commitment to provide support and be involved.

Ongoing Throughout Program Assignment:

- Facilities have extensive visiting hours to encourage visitation. In-person and video conference visits are accommodated.
- 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 free 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.
- Parent-teacher conferences can be held at any time during a youth's stay.
- Family is invited to all Individual Education Plans (IEP) sessions.

Family Finding and Engagement:

Family Finding and Engagement is a tool that is being used with youth placed at Lincoln Hills School or Copper Lake School (LHS/CLS). The goal is to build a lifelong family support network that consists of searching for and engaging extended family members. This is a youth driven process that is coordinated with a Social Worker. Interviews are conducted with youth placed at LHS/CLS to engage them in this process and obtain information. The Social Worker has tools available to assist in locating supportive adults to widen the possibilities for finding permanent connections through conversations, connectedness mapping, internet searches, case review and case mining. These connections are intended to help support the youth not only during their time with DJC but as they transition out of our care, with the ultimate goal that no youth exits the system without emotional permanency and a team of support.

Reentry 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

Program Location: Copper Lake School and Lincoln Hills School

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 45 years and CLS since it opened in 2011. The 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 reading, math, social studies or science. Collectively, they provide care and attention to the youth.

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

Health Services

Location: Copper Lake School and Lincoln Hills School, The Grow Academy, Community Supervision

The Health Services Unit (HSU) unites the professional disciplines of nursing, medicine, psychiatry, optometry, dentistry and ancillary services to provide comprehensive healthcare services that are consistent with community standards of care. The HSU establishes connections with youth and their parents or legal guardians to foster trust and collaboration to provide youth with individualized care. These connections are completed by HSU's collaboration with other departments and disciplines to ensure thorough care is provided. In addition to attending to immediate health needs, healthcare professionals in the HSU strive to educate youth on the impact their lifestyle choices have on themselves and others, while in our facilities and upon their return to their community. This includes making healthy lifestyle choices, proper use of the healthcare system, consequences of their choices on themselves and others (sexually transmitted infections, tuberculosis, HIV, hepatitis, smoking, wellness education, etc.), and their responsibility in carrying out their healthcare needs.

Nursing Services

Nursing responsibilities include 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 upkeep of medical records.

Medical/Psychiatric Services

On-site medical and psychiatric services are provided by physicians, psychiatrists, optometrists, advanced practitioners and registered nurses. Services include physical examinations, monitoring of chronic conditions or psychotropic medication, acute illness, and emergency care.

Emergency Services

Local healthcare facilities are utilized for emergency services. Consultation with local or University of Wisconsin specialists is available, if appropriate.

Dental Services

Dental care is provided to youth by a dentist, dental hygienist and dental assistant. Services include dental examinations, routine dental hygiene and fillings, extractions and root canals.

Youth placed at the Grow Academy received health services at a nearby clinic.

Health Services

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.

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.”

Youth involved in the program are first required to complete a cognitive behavioral skill training component. Upon completion of this curriculum, youth move into core program components that deal more specifically with their sex offenses. This component addresses 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.

Psychological Services

Program Location: Copper Lake School and Lincoln Hills School, The Grow Academy

The Psychological Services Unit provides a full range of services to the facility. Clinicians provide psychological evaluations; as well as individual, group and family therapy; referrals for psychotropic medication; treatment consultation and staff training. Any staff member may submit a referral for evaluation and/or therapy. These referrals involve a variety of issues, such as a youth’s potential for violence, risk of suicidal behavior, treatment needs, etc. 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 facility. Family therapy may be offered for those parents who are willing and able to participate. 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.



Recreation

Program Location: Copper Lake School and Lincoln Hills School, The Grow Academy

With the direction and supervision from different full-time staff, from various disciplines at different times, 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.

On weekdays, evening recreation is scheduled daily and is known as Staff Directed Activities (SDAs) which are 45 minutes. These SDAs include physical recreation, movie night, activities, games, STEM projects, etc. These are led by the Recreation Coordinator, Corrections Program Supervisor, Social Worker, Foster Grandparent Coordinator, and/or individuals from other disciplines who volunteer at various times. In addition to these nightly SDAs, each week Mon-Fri there is an additional 45-minute period with the Recreation Coordinator which is focused on physical games and athletics.

On Saturdays and Sundays, each living unit has further physical recreation scheduled for two blocks each day, totaling approximately one hour and 45 minutes, with a Recreation Coordinator. This includes various physical games, activities and athletics.



Music Art Initiative

Program Location: Copper Lake School and Lincoln Hills School

The Music Art Initiative is a comprehensive music and art program. There is a room with a full sound system. Youth will be taught to play several instruments, including guitar, drums, bass, keyboards and digital realm. Music production centers are located not only in the music room, but in all of the cottages. Youth are able to build beats and start writing original songs. The full recording studio will allow youth to record music in a professional environment, where they will be taught engineering and production, to include EQ'ing, compression, mixing/ mastering, and capture of sound. After youth record their music, they can go to the new digital art studio to make art work for their project. This can include album art, photography, a music video or short film. The digital art studio has everything from digital drawing tablets, to a full movie studio, to Adobe and a full green screen. Youth are able to bring their projects home with them via SD cards to share with family and friends.

Substance Use Disorder Treatment

Average Length of Program: 6-12 months

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

Program Location: Copper Lake School and Lincoln Hills School

The SUD Program is a primary treatment program specifically designed for youth identified with a substance use need that have previously not had success in treatment. The Keep it Direct & Simple curriculum is a cognitive-behavioral approach designed specifically for adolescents with behavioral health and addiction struggles. This curriculum helps youth identify their personal strengths and motivations for making positive life changes using strength-based strategies. Youth explore the problems that brought them into treatment and learn strategies and skills to make meaningful, lasting change in their lives.

The curriculum uses interactive journaling that creates a sense of confidence and accomplishment while they explore the reasons for their use, and internalize and practice new skills learned. Journals used in this curriculum include: Why am I here?, My Substance Use, My Feelings, My Family, Relationships & Communication Skills, How We Think, How We Change, and Moving Forward.

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 four modules:

- Module A: Self
- Module B: Connecting with Others
- Module C: Healthy Living
- Module D: Journey Ahead

Youth in these programs 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 facility program builds the foundation with the youth such that recovery can be transitioned to the community with the support of their significant others.

About Community Supervision

Probation and Parole Agents are located across Wisconsin to provide supervision of youth with juvenile correctional orders.

DJC currently provides community supervision to various counties in the state. Courtesy community supervision may be provided in any county through arrangements made with DJC. Community supervision is a program developed to supervise youth in the community, in a private home with the parent(s), guardian, another family member or suitable adult, or in an alternate care facility. Youth are initially placed on electronic monitoring and are required to follow an approved schedule.

Community supervision services are based upon assessed risk and needs, along with an evidence-based 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 are utilized to reduce non-compliant 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. Staff utilize 10 Steps to Risk Reduction, along with a variety of evidence-based tools and materials presented to youth in a structured, intentional way to help meet risk reduction goals. 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 School demonstrates they are ready to return to the community, OJOR issues a Department Order, making the youth eligible for release to Community Supervision. The JPRC determines the release 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 case discharge, Administrative Discharge or a return to a juvenile correctional facility. In line with the COMPAS Case Plan, staff and youth complete cognitive based activities such as: Carey Guides, BITS (Brief Intervention Tools), skill building role plays and problem solving, and Change Journals.

Rewards, Incentives and Responses to Violations:

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. Rewards can range from verbal praise to tangible items. Effective responses to non-compliance address the risk factor behind the behavior rather than purely focusing on the behavior itself.

Direct Commit to Community Supervision

Youth that have been screened and accepted as a Direct Commitment to Community Supervision may initially be placed in an appropriate placement within the community or at a youth correctional facility followed by supervision in the community. DJC will provide community supervision, including services and monitoring as noted in the above program description.

Community Program and Services

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 will not be charged a daily rate by the Division of Juvenile Corrections (DJC) 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.

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 discharges, then the case is transferred to a Division of Community Corrections agent.

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 in order to access a range of alternate care placement options.

- 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, 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.

Cognitive Behavioral Programming:

Cognitive Behavioral Programming (CBP) is an evidence-based program that teaches specific strategies or techniques to enable participants to (1) identify the specific thoughts that support criminal behavior (self-observation); (2) recognize the pattern and consequences of thinking; (3) utilize reasoning, problem-solving, self-talk, and social interaction skills as

a means of controlling and changing thinking; (4) recognize and evaluate potential choices and make a conscious decision to change or not to change a behavior. CBP provides two types of cognitive interventions; cognitive restructuring and cognitive skills training. Youth under DJC supervision may participate in a number of cognitive behavioral programs including but not limited to 10 Steps to Risk Reduction, Thinking for a Change, Carey Guides, Brief Intervention Tools, Change Journals and Skills App. The focus is on helping the youth build skills to increase impulse control while reducing the number and severity of rule and law violations.

Youth Counselors Advanced:

DJC's Youth Counselor-Advanced (YC-A) staff in conjunction with the agents, supervise youth in the community, regularly meeting with the youth and their families. YC-As 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 seek out additional opportunities. Youth volunteer at local churches, food banks, humane societies, community centers and other community-based organizations.

Treatment:

DJC contracts with community-based providers and connects youth with community resources, providing a wide variety of specialized treatment for youth on 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; cognitive behavioral therapy; 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 facility to a less restrictive community setting. Mentors provide support, guidance, role-modeling, advocacy and connections to community resources.

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 facility 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. DJC staff encourage youth to go on to secondary educational opportunities to advance career and vocational opportunities.

Restitution:

DJC monitors restitution payments, ensuring court-ordered obligations are fulfilled, while also providing 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 may depend upon the youth's specific level of need. Substance use needs are addressed through a spectrum of tools and programming.

Interstate Compact for Juveniles

The Interstate Compact for Juveniles (ICJ) is the law that regulates the interstate movement of juveniles who are under court supervision or have run away to another state. ICJ is a contract that has been adopted as law throughout the United States. Therefore, all state and local officials are legally bound to honor and enforce the terms of the Compact. The compact supersedes any conflicting state law or policy.

Each member state operates a state ICJ Office that manages interstate juvenile cases, including:

- Transfer of Supervision
 - Initial Referrals
 - Quarterly Progress Reports
- Violation and Absconder Reports
 - Travel
 - Prior to Acceptance of Transfer
 - Visiting Another State
 - Notice of Placement for Residential Treatment
- Returns
 - Non-Delinquent Runaways
- Escapees, Absconders and Accused Delinquents



**Interstate Commission
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Serving Juveniles While Protecting Communities

All written and verbal communication regarding interstate cases must go through the state ICJ Offices and be documented in the electronic data system, UNITY. 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.

Contact Information
