



National Institute of Corrections

Office of Juvenile Justice  
and Delinquency Prevention



The Critical Elements of  
Successful  
Aftercare  
Services





U.S. Department of Justice

February 4, 2001

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and Delinquency Prevention  
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Dear Participant,

The ability of the juvenile justice system to deal effectively with juveniles transitioning back to their home communities from residential programs and treatment has long been a topic of discussion among practitioners. With the growing number of juveniles in the system and the seriousness of their offenses, new approaches to aftercare planning and services are necessary.

For the last thirteen years, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) has funded research into the area of aftercare, beginning first with an assessment of the field through the development of an ideal model of juvenile aftercare, the Intensive Aftercare Program Model (IAP). Now in its pilot and evaluation phase, the project is expanding to include an Aftercare component to the Juvenile Performance Based Standards project, also through OJJDP.

This training program, which focuses on successful aftercare in a holistic sense, including preliminary data from the IAP Project, was developed in response to requests from the field for assistance in how to begin planning and implementation of an aftercare and transition component to strengthen state and local juvenile justice continua of service. Your facilitation team is looking forward to working closely with you to enhance your home agency programs and services provision capabilities in this training. Your input on delivery methodology, content usefulness, and suggestions for program improvement will be solicited throughout the week to provide information on how to most effectively offer this program.

We hope this training program will provide many opportunities for personal involvement and professional growth as you further your knowledge of successful aftercare services.

Sincerely,

Robert M. Brown, Jr.  
Chief, Academy Division  
National Institute of Corrections

Emily Martin,  
Director, Technical Assistance and Training  
Office of Juvenile Justice and Delinquency  
Prevention





National Institute of Corrections

Office of Juvenile Justice  
and Delinquency Prevention



**Critical Elements of Successful Aftercare Services**  
Office of Juvenile Justice and Delinquency Prevention Special Issues Training  
Program hosted in conjunction with the National Institute of Corrections Academy  
**01-D1501**

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### NATIONAL INSTITUTE OF CORRECTIONS MISSION

The mission of the National Institute of Corrections is: *We are a center of correctional learning and experience. We advance and shape effective correctional practice and public policy that respond to the needs of corrections through collaboration and leadership and by providing assistance, information, education, and training.*

NIC is fully committed to equal employment opportunity and to ensuring full representation of minorities, women, and disabled persons in the workforce. NIC recognizes the responsibility of every employer to have a workforce that is representative of this nation's diverse population. To this end, NIC urges agencies to provide the maximum feasible opportunity to employees to enhance their skills through on-the-job training, work-study programs, and other training measures so they may perform at their highest potential and advance in accordance with their abilities.

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NATIONAL INSTITUTE OF CORRECTIONS  
National Institute of Corrections Academy

Critical Elements of Successful Aftercare Services  
01-D1501

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Silverthorne Room  
Raintree Plaza Conference Center

February 4 - 9, 2001

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# National Institute of Corrections

*A Resource for State  
and Local Corrections*



- Training
- Technical Assistance
- Information
- Policy and Program Development
- Cooperative Agreements

## Overview

The National Institute of Corrections is a small agency within the U.S. Department of Justice, Federal Bureau of Prisons. The Institute is headed by a Director appointed by the U.S. Attorney General. A 16-member Advisory Board, also appointed by the Attorney General, was established by the enabling legislation (Public Law 93-415) to provide policy direction to the Institute.

## History

In September 1971, a major riot at New York's Attica prison focused national attention on corrections and the practice of imprisonment in the United States. In response to public concern about the handling of the riot by corrections administrators and elected officials, and recognizing the problems in corrections facilities and programs at the state and local levels, Attorney General John A. Mitchell convened a National Conference on Corrections in Williamsburg, Virginia, in December of that year.

Chief Justice Warren E. Burger, in his keynote address at the conference, recommended the establishment of a national training academy for corrections that would:

- Encourage the development of a body of corrections knowledge, coordinate research, conduct executive training programs, and formulate policy recommendations;
- Provide professional training for corrections employees...;
- Provide a forum and exchange for the discussion and evaluation of advanced ideas in corrections;
- Bring about the long-delayed and long-neglected professionalism of the field.

The National Institute of Corrections (NIC) was started in 1974 in response to this recommendation, with training as a primary function. It received its first appropriation in 1977.

## Mission and Strategic Outcomes

We are a center of correctional learning and experience. We advance and shape effective correctional practice and public policy that respond to the needs of corrections through collaboration and leadership and by providing assistance, information, education, and training.

The outcomes of NIC's activities contribute significantly to the achievement of state, local, and federal correctional goals and priorities:

- **Effectively managed prisons, jails, and community corrections programs and facilities.** *We will provide services in effective planning, management, and operations strategies that provide constitutional, ethical, humane, safe, and cost-effective prisons, jails, and community corrections programs and facilities.*
- **Enhanced organizational and professional performance in corrections.** *We will provide education and training opportunities in management, leadership, and specialized areas based on value-centered principles and best practices that will continually enhance organizational and professional performance.*
- **Community, staff, and offender safety.** *We will promote correctional practices and procedures that maximize the safety of the community, staff, and offenders; hold offenders accountable; and improve the likelihood of offenders choosing responsible, law-abiding behavior.*
- **Improved correctional practices through the exploration of trends and public policy issues.** *We will promote the exploration of critical issues and shaping public policies that improve the effectiveness, efficiency, and humane quality of practices that impact corrections.*
- **Enhanced NIC services through improved organizational and staff effectiveness.** *We will provide opportunities for organizational and professional growth that enhance the services provided by NIC. We will implement a strategic management process that leads to improved organizational structure, management practices, and program planning that support the mission and vision, consistent with available resources.*

## Structure

The organizational structure of NIC is one where the primary constituent groups in adult corrections — jails, prisons, and community corrections — are represented and served by an NIC division. All adult corrections agencies are also served by the Academy Division and the NIC Information Center. The Office of International Assistance coordinates assistance requested by foreign corrections agencies. The Office of Correctional

Job Training and Placement works with agencies and organizations nationwide to advance employability and employment of offenders and ex-offenders. The Special Projects Office coordinates NIC's interagency and inter-divisional programs and special projects.

NIC's core staff of 51 is augmented by experienced corrections specialists on loan for two-year periods from state and local governments and others assigned from the Federal Bureau of Prisons.

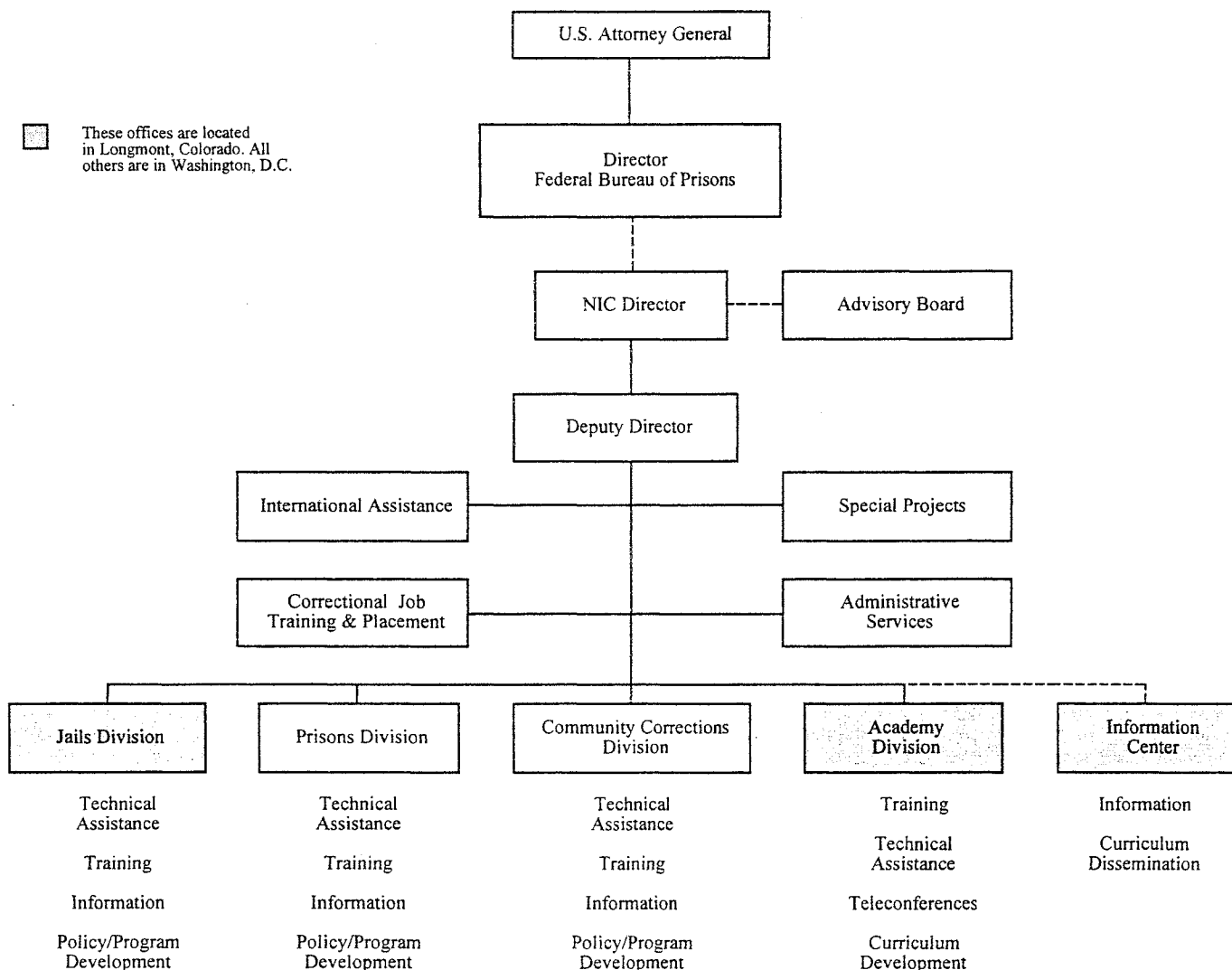
- The **Jails Division** coordinates services to jail systems throughout the country. Its primary constituency consists of more than 3,300 county or regional jails, as well as state-operated jail systems, tribal jails, and police lockups.

- The **Prisons Division** coordinates services to state departments of corrections and prisons. Its constituency includes over 1,400 state prisons, the 50 departments of corrections that oversee them, and the corrections departments and facilities of the District of Columbia and the U.S. commonwealths and territories.

- The **Community Corrections Division** coordinates services for probation and parole agencies, residential facilities, and other community-based programs. Its constituency includes more than 2,500 probation and parole offices, 1,200 community residential facilities, and departments of corrections' community corrections programs.

- The **Academy Division** coordinates most NIC training activities for executives, administrators, and staff

### NATIONAL INSTITUTE OF CORRECTIONS ORGANIZATION AND SERVICES



trainers working in state and local prisons, jails, and community corrections. Through interagency agreements, it also provides training and related assistance to practitioners working in juvenile corrections and detention, the federal prison system, and military corrections.

- The **Information Center**, operated by a contractor, serves as the base for information and materials collection and dissemination for NIC and as a national clearinghouse on corrections topics for federal, state, and local practitioners.

## Services and Activities

The National Institute of Corrections is a source of assistance for corrections agencies at the state and local levels. Limited assistance is also provided to federal corrections programs. NIC's legislative mandates are to provide training, technical assistance, and information services, and to undertake policy and program development. The Institute manages its programs with cost efficiency and maximized impact as primary goals.

NIC employs a dual strategy of responding to critical needs of corrections agencies and proactively promoting change in the field. Careful planning goes into its annual programming to realize positive long-term results. Programming is driven by actual needs facing state and local corrections administrators, as identified through focus groups, technical assistance requests, and "hearings" held by the Advisory Board to obtain practitioners' views.

The Institute's services focus on a wide range of topics and needs. During fiscal year 1999:

- Technical assistance was provided in response to 394 requests from state and local adult corrections agencies in all 50 states and the District of Columbia, Puerto Rico, American Samoa, Guam, and the Northern Mariana Islands.
- Thirty-nine cooperative agreements were awarded. These awards ranged from \$18,000 to \$34,823 and supported a variety of projects, including revising the interstate compact for probationer and parolee supervision, assisting the District of Columbia in assessing its pretrial system, and designing intermediate sanctions for female offenders in four jurisdictions.

- 9,281 requests for information from corrections practitioners policymakers, judges, legislators, and others from throughout the U.S. and abroad were filled by the NIC Information Center.
- 38,774 executives, managers, trainers, and specialists working in adult corrections were provided training. Of these, 1,386 participated in training on 33 different subjects at the NIC Academy; 2,365 attended regional or other offsite training; and 10,883 were trained through technical assistance events. In addition, 24,140 people attended informational videoconferences on five corrections topics.
- Through an inter-agency agreement with the Office of Juvenile Justice and Delinquency Prevention, 259 practitioners working in juvenile corrections and detention were provided training and five requests for technical assistance were filled. Also, in conjunction with the Office of Justice Programs' Corrections Program Office, 83 juvenile justice practitioners were trained via three programs on planning new institutions.
- The Office of Justice Programs and Center for Disease Control also transferred funds to NIC through interagency agreements to conduct specific projects.

NIC was authorized to provide technical assistance to foreign governments in October 1991. Since that time, 74 countries received assistance and/or information on corrections issues. NIC provided onsite assistance to the United Kingdom, Jamaica, Panama, Romania, and Poland.

Each summer NIC issues a service plan for the coming fiscal year that describes the services and programs to be provided. Descriptions of training programs and application forms are also included in that document.

## For More Information

NIC's service plan and other publications can be downloaded from its website ([www.nicic.org/inst](http://www.nicic.org/inst)). Visit NIC on the Internet, or contact NIC at:

320 First Street, NW  
Washington, D.C. 20534  
Toll Free 800-995-6423 Fax 202-307-3361  
Internet e-mail: [btinsley@bop.gov](mailto:btinsley@bop.gov)  
or  
1960 Industrial Circle  
Longmont, Colorado 80501  
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Internet e-mail: rrippetoe@bop.gov

The NIC Information Center can be reached at:

Toll Free 800-877-1461

Fax 303-682-0558

E-mail questions and requests for publications to:  
asknic@nicic.org.

## **More About the NIC Academy**

The NIC Academy began operation on October 1, 1981, and provides training primarily for practitioners in state and local adult corrections. By developing and delivering training for prison, jail, and community corrections practitioners, the Academy encourages interaction among corrections agencies, other components of the criminal justice system, public policymakers, and concerned public and private organizations.

The mission of the Academy is to serve as a catalyst through training, technical assistance, and related services to enhance the leadership, professionalism, and effectiveness of corrections personnel in operating safe, efficient, humane, and constitutional systems. The Academy works closely with the other NIC divisions and with the NIC Information Center.

All Academy services are provided free of charge to eligible practitioners in state and local corrections agencies. The Academy also provides services, through interagency agreements, to other federal agencies and practitioners in juvenile justice. Practitioners working in corrections agencies in other countries may be accommodated in training but must pay travel and per diem expenses.

A variety of needs assessment strategies are used to determine the topics for NIC training. They include NIC Advisory Board hearings, focus groups, analyses of requests for technical assistance, and discussions with corrections practitioners.

The Academy provides training services in several ways: 1) training programs at the Academy in Longmont, Colorado, at central locations, or held in partnership with state or local agencies at their training academies or

other sites; 2) workshops at national, regional, and state conferences; 3) videoconferences and audioconferences; 4) provision of technical assistance related to training; 5) development of training curriculums; 6) development of DACUM profiles; 7) the Correctional Training Network; and 8) Regionalization. These services are described next.

### **Training Programs**

The majority of Academy funds are dedicated to training programs for corrections administrators, trainers, and specialists. Programs are held in Longmont, at a central location, or onsite in partnership with state or local corrections agencies. Most training programs are 4½ days long. Some programs are followed by technical assistance to participants' agencies.

The Academy contracts with national experts and practitioners to develop and deliver the training programs. Applicants must meet eligibility requirements and have the signed endorsement of their agencies' top administrator to participate in training programs. In most programs, participants develop action plans, which they are expected to implement in their agencies following the training.

### **Workshops**

Half-day to full-day workshops are conducted in conjunction with conferences of national, regional, and state professional associations. These conference workshops provide condensed versions of some of the most requested training programs and opportunities to review new curriculum packages. They take place before, during, or after the conference, and participants are responsible for their own travel and per diem expenses.

### **Videoconferences, Audioconferences, and Distance Learning Training**

As the costs of travel and other expenses associated with face-to-face training escalate, the Academy increasingly uses electronic technologies to provide training. Videoconferences, with one-way video and two-way audio, provide training on current topics to thousands of practitioners throughout the United States. The Academy provides an agenda and handout materials to agencies that register for these 3-hour live interactive videoconferences.

The Academy uses audioconferences for 1- to 2-hour meetings with technical resource providers to plan

training programs or curriculum packages, meetings with Regional Field Coordinators, and follow-up sessions with training program participants.

More extensive training is conducted during distance learning training programs. Trainers are first trained in techniques to using this technology. This is followed by the actual training program consisting of up to 4 days of training which involves using satellite or the Internet four hours each day coupled with four hours each day of onsite activities.

### **Technical Assistance**

The Academy provides direct technical assistance to support the training efforts of state and local corrections agencies, including state departments of corrections, jails, and community corrections agencies. Technical assistance services available from the Academy and from the other NIC divisions are described on page 12.

### **Development of Training Curriculums**

The Academy develops curriculum packages on high-interest topics that include lesson plans, participant materials, and training aids. Some of the packages include slides and videotapes. All of the curriculum packages, as well as the training materials developed for NIC training programs, are available on loan from the NIC Information Center. Many state and local corrections trainers use these materials to train their staff or to augment locally developed training materials.

### **Development of DACUM Profiles**

DACUM is a word derived from Developing A Curriculum that has come to mean a "profile of job duties and tasks" for a specific occupation or position. Among other purposes, DACUM profiles are used as a starting point for developing training curriculums.

The Academy has developed DACUM profiles for key corrections positions, including wardens, community corrections administrators, and corrections education administrators. These and others are available through the NIC Information Center.

### **Correctional Training Network**

The Correctional Training Network (CTN) makes it possible for federal, state, and local corrections agencies to share training materials. The CTN collects and disseminates staff training curriculums and materials developed by the Academy and by state and local

agencies. Materials are solicited from all segments of the corrections field and are included in the CTN collection.

Through the CTN collection at the NIC Information Center, corrections trainers have access to instructor guides, lesson plans, student manuals, and training aids (e.g., discussion guides, tests, additional readings, and audiovisuals). The materials can be adapted by state and local agencies for internal training purposes. In some cases, contact information is provided for curriculum developers who have agreed to provide informal telephone assistance to other agencies.

Continued support and contributions of state and local corrections agencies will keep this service viable and valuable. **State and local corrections agencies are strongly encouraged to submit two complete copies of curriculum packages (including overheads, videotapes, etc.) for possible inclusion in the CTN collection.**

To ensure the highest possible quality of materials in the collection, the following should be observed:

- All significant components needed to conduct training (e.g., lesson plans, videotapes, transparencies, exercises, etc.) are included.
- Multiple-part materials include a table of contents or other description of organization.
- Print and audiovisual quality is legible and presentable.
- Content is comprehensive, valid, current, and complete.
- If material is copyrighted, an unlimited copyright release is included.

## **Technical Assistance Available to State and Local Agencies**

A large part of NIC's program consists of providing technical assistance to state and local corrections agencies. The technical assistance program is administered by each of the NIC program

divisions—Jails, Prisons, Community Corrections, and the Academy. NIC offers technical assistance to all adult corrections agencies in the United States and its commonwealths and territories. In some cases, it is also available to professional associations and oversight or advisory groups that are working to improve corrections.

Direct technical assistance will be available to respond to critical needs, problems, and individual requirements of state and local corrections agencies. It responds to the specific needs identified by the requesting agency and is usually provided through onsite assistance. This involves NIC sending an experienced individual(s) to serve in an advisory capacity and/or work with staff of the state or local agency in assessing programs and operations; implementing advanced practices; and improving overall agency management, operations, and programming.

NIC recommends at least three experienced technical assistance providers who are qualified to render the type of assistance needed. Agencies may select one of these persons or may request that assistance be provided by another person who is deemed qualified by NIC to provide the assistance. Occasionally, NIC sponsors visits by an individual or team from a corrections agency to another jurisdiction to observe advanced practices.

Direct technical assistance is usually provided for a period of 3 to 5 days, but for no longer than can be provided for a maximum of \$10,000. This amount must cover all expenses related to the technical assistance provider's time, preparation, and travel. For projects that are more complex and require more effort, agencies should contact the appropriate NIC division to discuss possible strategies prior to submitting a request. All onsite technical assistance efforts result in a written report to the recipient agency and NIC, with detailed recommendations for addressing the problem(s) for which assistance was provided.

Procedures for requesting technical assistance follow.

### **Technical Assistance for Jails**

Technical assistance will be provided to local jails and jail-related agencies to improve management, operations, services, and programs. Private agencies providing correctional services under contract to government agencies are eligible for assistance from NIC only if their request is endorsed by the chief executive officer of the government agency to which they provide those services.

Technical assistance available from the Jails Division includes, but is not limited to:

- Policy and procedure development,
- Jail security,
- Legal issues,
- Facility review,
- Standards and accreditation,
- Suicide prevention,
- Medical services,
- Objective jail classification,
- Data management,
- Jail industries,
- Inmate job training and placement.

### **Technical Assistance for Prisons**

Technical assistance will be provided to state departments of corrections and prisons to improve management, operations, personnel practices, and programs. Because of the high demand for technical assistance services, the Prisons Division has established the following priority areas. These priorities do not preclude providing assistance in other areas, however.

#### **Prison Management and Operations**

- Classification,
- Supermaximum security facilities,
- Emergency preparedness,
- Privatization,
- Death row management,
- Prison security,
- Health care,
- Prison system master planning,
- Americans with Disabilities Act,
- Women offenders,
- Program and operations audit/evaluation,
- Management information systems,
- Security audits,
- Staffing analysis,
- Victims' services.

#### **Human Resources**

- Executive leadership development for women,
- Sexual harassment and sexual misconduct,
- Affirmative action.

## **Prison Programs**

- Substance abuse;
- Parenting;
- Long-term inmates;
- Violent offenders;
- Prison industries;
- Education, literacy, and vocational training;
- Job skills training;
- Sex offenders;
- Mental health;
- Geriatric offenders;
- Pre-release/life skills.

## **Technical Assistance for Community Corrections**

Technical assistance will be provided to state and local probation and parole agencies, residential programs, public and private community corrections agencies, and other community-based corrections programs. In special cases, requests from organizations or associations whose mission is to support and/or assist community corrections agencies will be considered.

Private agencies providing community corrections services (e.g., facility operations, pre-sentence report writing) under contract to government agencies are eligible for assistance from NIC. However, their requests must be endorsed by the administrator of the public corrections agency to which they provide those services (e.g., the chief probation officer, chairperson of the parole board, executive director of the agency, or director of the department of corrections) or the elected official accountable for that public agency (e.g., administrative judge or chairperson of the county board).

Requests for assistance should reflect a significant agency problem. Typical areas that could be addressed by technical assistance include, but are not limited to:

### **Service Delivery Activities**

- Supervision strategies;
- Intermediate sanctions;
- Victims' services and programs;
- Caseload management systems;
- Pre-sentence investigations;
- Post-conviction community-based programming;
- Probation and parole decisionmaking;
- Community-based residential programming;
- Supervision and services for women offenders;

- Services for specific offender groups (e.g., sex offenders, substance abusers, high-risk violent offenders);
- Violation and revocation processes and programs;
- Job readiness training, job placement, and job retention services for offenders;
- Community and restorative justice programs;
- Community corrections/community policing partnerships.

### **Organizational/Environmental Issues**

- Organizational development,
- Influencing criminal justice system decisionmaking,
- Officer safety awareness,
- Accountability measures,
- Privatization/contracting for services,
- Improving management practices,
- Community Corrections Act legislation,
- Automation and management information systems,
- Policy development and implementation,
- Marketing effective programming.

## **Technical Assistance Related to Training**

Technical assistance will be provided to state and local jails, prisons, and community corrections agencies to improve the design, delivery, operation, management, and evaluation of their staff training programs. Priority consideration will be given to training that has regional impact or builds intra-/interagency capacity to deliver training.

Typical areas that could be addressed by technical assistance include, but are not limited to:

### **Identification of Training Needs**

- Designing and/or conducting a needs assessment,
- Responding to training mandates,
- Developing the agency's ability to analyze a job.

### **Strategies for Training Development and Delivery**

- Developing a new curriculum,
- Modifying an existing curriculum,
- Developing competency-based training programs,
- Acquiring or maximizing the use of training technologies,
- Designing alternatives to traditional classroom training.

### **Evaluation of Training Programs**

- Evaluating a training program or series,
- Evaluating individual curriculum modules,



- Assessing the impact of training on the target population,
- Evaluating instructional strategies.

### Management of Training Systems

- Evaluating the role of training in the organization;
- Assessing the use of training staff, resources, and materials;
- Developing methods to manage the training budget;
- Designing a management information system for training;
- Evaluating the current capacity to train.

### Training for Trainers: Capacity Building

- Building system capacity through training for trainers.
- Delivering Academy programs through NIC trainers collaborating with agency trainers. Among the programs available is a 36-hour *Training for Trainers: Foundation Skills* training program, which develops basic training skills of new trainers.

## Procedures For Requesting Technical Assistance

There are no deadlines for submitting requests for technical assistance. Since funds are limited, however, it is advisable to apply for assistance soon after a need is identified. Technical assistance requests are considered throughout the year or until funding for the program is depleted. The procedures for requesting technical assistance follow.

1. The chief executive officer of the agency must sign a letter of request prepared on official stationery that:
  - Identifies the specific problem(s) for which assistance is sought,
  - Suggests a plan or specific action(s) to address the problem(s),
  - Explains why assistance must be obtained at the federal level,
  - States the anticipated number of days the assistance would be needed,
  - Identifies an agency contact person for the request.
2. For technical assistance related to **prisons** or **community corrections**, send the written request to

the Technical Assistance Manager of the Prisons Division or the Community Corrections Division at:

National Institute of Corrections  
320 First Street, N.W.  
Washington, D.C. 20534

For technical assistance related to **jails** or **training activities**, send the written request to the Technical Assistance Manager of the Jails Division or the Academy Division at:

National Institute of Corrections  
1960 Industrial Circle  
Longmont, Colorado 80501

### Review of Technical Assistance Requests

When NIC receives the written request, a staff member will be assigned to review it and will telephone the requesting agency's contact person to discuss the need. If the NIC staff member determines that technical assistance would be appropriate, its delivery will be arranged. In emergency situations, technical assistance can be arranged immediately.

Because NIC resources are limited, each request for technical assistance will be carefully evaluated to determine the best method of meeting the needs of the corrections agency. In reviewing each request, NIC staff will consider:

- Whether the request can be adequately handled by NIC staff or by sending written material from the NIC Information Center,
- Whether state or other resources are available to adequately provide the requested service,
- Whether NIC should retain an experienced individual to work onsite with corrections officials to resolve the specific issue(s) or problem(s).

The criteria that will be used to determine NIC's method of responding to the request for assistance include:

- The costs and time necessary to complete the project;
- The requesting agency's history of prior requests for technical assistance services (e.g., type, number, progress made on implementing recommendations);
- The clarity of the request, including how receiving technical assistance will benefit the corrections agency, staff, and offenders;

- The consistency of the request with the appropriate role of the federal government.

## Regionalization

The Academy's Regionalization program supports a network of corrections trainers who provide training opportunities to other trainers and practitioners in their regions. Started in 1990 in response to the field's need to train agency trainers but operate within constrained budgets, the Regionalization effort has steadily grown. Over 4,000 corrections professionals have received training at events sponsored by the Regionalization program, and many thousands of additional staff are estimated to have benefitted.

For the Regionalization program, the Academy has established four regions of the United States: northeast, south, central, west. Each region has 10 volunteer Regional Field Coordinators (RFCs)—two each from prisons, jails, community corrections, juvenile justice agencies, and the Federal Bureau of Prisons—who plan regional meetings and coordinate training networks to share resources and participate in joint training efforts. (See lists of RFCs that follow.)

The Academy provides financial and staff support for activities initiated by the RFCs. Program specialists at the Academy work closely with the RFCs to facilitate the planning and organization of regional training and communication activities. In addition, NIC provides:

- Support for the eight state and local volunteer RFCs from each region to attend an annual planning meeting.
- Financial support and assistance for training programs and other activities to build training capacity within the regions. Activities include curriculum fairs, train-the-trainer workshops, video- and audioconferences, and development of curriculums and videotapes.

There are no registration fees for any Regionalization activity. Agencies are responsible for participants' travel and per diem costs associated with attending the regional training events. The NIC Academy supplies materials, trainers, and, if necessary, meeting facilities.

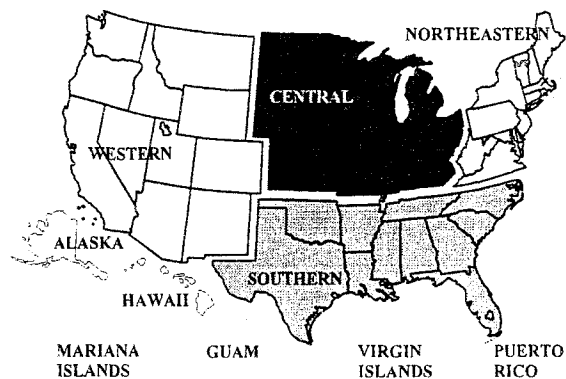
### Regional Field Coordinators

RFCs are selected through an application process. Candidates must be employed in a training or training management position in their agencies and must have the endorsement of their agency's chief executive officer to ensure agency support in carrying out their collateral duties as an RFC.

The Academy generally selects only one RFC from a state to serve on its active roster, but will occasionally make an exception if the candidates represent different constituent groups and agencies. RFCs usually serve for 2 years, after which they become part of the RFC alumni network.

Applications are accepted throughout the year, with a closing date each August 1st. To obtain an RFC application or more information on the Regionalization program, contact the Regionalization Manager at the Academy by telephone (800-995-6429) or fax (303-682-0469).

NIC ACADEMY TRAINING REGIONS



## Central Region

### Lillie Hopkins - NIC Coordinator

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734-971-8400 x1301, Fax: 734-971-9248  
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C-Year(s) Served: 2000, 2001 2nd Year; Jail

Mr. Robert L. Conrad, Training Officer  
Ohio Department of Rehabilitation and Correction  
Ross Correctional Institution, 16149 State Route 104  
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740-774-7050 x2313, Fax: 740-774-7068;  
C-Year(s) Served: 2001, 1st Year; Prisons

Sgt. Brian Fink, Training Supervisor  
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## Northeast Region

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## SouthernRegion

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## Western Region

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Ms. Beverly Wilder  
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W-Year(s) Served: 2001, 3rd Year; Juvenile

## **NIC Corrections Exchange: A Listserv for People Serious About Corrections**

The NIC Corrections Exchange is a communication opportunity for corrections professionals, launched by NIC in 1998. It provides a public, online forum for discussing corrections issues and practices and for exchanging views and information. The Exchange also facilitates communication between the National Institute of Corrections and field practitioners, policy makers, researchers, and others concerned with corrections.

### **To Join--**

- Send email to [correx-request@www.nicic.org](mailto:correx-request@www.nicic.org) with the word "subscribe" in your message.
- Or, visit the NIC web site at <http://www.nicic.org/lists.htm> and click on "NIC open lists" and "NIC Corrections Exchange." Scroll down the entry page to the "join" boxes.

The system will ask you to confirm your email address and will send you user guidelines.

### **NIC Information Center Web Site--<http://www.nicic.org>**

- Full-text, downloadable NIC publications
- Searchable database of NIC reports and publications
- NIC "What's New" updates
- NetConnections to web links relevant to corrections . . . and more!

**NIC Information Center**  
1860 Industrial Circle, Suite A  
Longmont, CO 80501  
(800) 877-1461 or (303) 682-0213 -- fax (303) 682-0558  
[asknicic@nicic.org](mailto:asknicic@nicic.org)  
<http://www.nicic.org>

## **New Communication Technologies at NIC Information Center**

Corrections practitioners, policy makers, and researchers now have two new ways to access NIC information and materials.

### **NIC Information Center Web Site--<http://www.nicic.org>**

- Immediate access to downloadable, full-text NIC publications
- A searchable database of more than 1,200 publications developed by NIC or with NIC funding
- A What's New section, with NIC program and publication announcements
- NetConnections, with Internet links relevant to corrections
- Email links for ordering materials or requesting personal research assistance
- NIC's public listserv, the NIC Corrections Exchange

### **Fax on Demand:**

Call into a menu system at **(303) 678-9049** and select items to be faxed directly to you. Selections are identified by an 8-digit number.

The system provides prominent, shorter publications and the NIC Service Plan. Users can request a list of titles currently on the system, or can view the current list from the Information Center web site at <http://www.nicic.org/faxtitles.htm>.

**NIC Information Center**  
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<http://www.nicic.org>



NATIONAL INSTITUTE OF CORRECTIONS  
National Institute of Corrections Academy

**Critical Elements of Successful Aftercare Services**  
01-D1501

*This special issues training program is jointly sponsored by the National Institute of Corrections (NIC) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP).*

**AGENDA**

Silverthorne Room  
Raintree Plaza Conference Center

February 4 - 9, 2001

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**SUNDAY, February 4, 2001**

5:30pm	<b>Opening Dinner</b> (Room to be determined)	Participants
6:30 pm	<b>Welcome and Introductions</b> Orientation to NIC and OJJDP Overview of the Week	Leslie LeMaster
	Opening Activity	Training Team & Participants
	<b>State of the States Presentation</b>	Leslie LeMaster
8:30 pm	Adjourn/Reminders for Monday	

**MONDAY, February 5, 2001**

8:00 am.	Review/Preview/Announcements	Leslie LeMaster
	<b>Creating Our Context for Learning</b>	Training Team & Participants
	<b>Visualizing Successful Aftercare</b>	David Bennett
	<b>Final Preparation Time for State of the State Reports</b>	Lisa Bjergaard & Participants
	<b>The State of the States: Inventing Successful Aftercare</b>	Lisa Bjergaard
	The State Reports	Participant Teams

**MONDAY, February 5, 2001 - Continued**

	<b>The Challenge of Successful Aftercare, Part One</b>	Lonnie Jackson Leslie LeMaster
	- Special Groups, Part 1	
12:00 pm	LUNCH	
1:00 pm	<b>The Challenge of Successful Aftercare, continued</b>	Lisa Bjergaard Leslie LeMaster
	- Special Groups, Part 2	
	<b>Final Reporting from Special Groups</b>	Training Team & Participant Teams
	<b>Jurisdictional Team Action Planning, Session One</b>	Leslie LeMaster & Participant Teams
	End of Day Reaction	Leslie LeMaster
	Evening Assignment	

**TUESDAY, February 6, 2001**

8:00am	Review/Preview/Respond to Feedback	Leslie LeMaster
	<b>The Theoretical Framework for Intensive Aftercare</b>	David Bennett
	<b>An Overview : The Six Stages of Successful Aftercare</b>	Lisa Bjergaard
	<b>Stage One: Assessment</b> Definition and Basic Assumptions	Lisa Bjergaard
	<b>Stage Two: Case Planning</b> Definition and Basic Assumptions	Lisa Bjergaard
	<b>How are the Seven Elements of Successful Aftercare Addressed?</b>	Lisa Bjergaard
	<b>Assessment/Case Planning Activity</b>	Lisa Bjergaard
12:00 pm	LUNCH	
1:00 pm	<b>Stage Three: Institutional Treatment</b> Definition and Basic Assumptions	David Bennett

**TUESDAY, February 6, 2001 - Continued**

<b>Stage Four: Pre-Release</b> Definition and Basic Assumptions	David Bennett
<b>Institutional Treatment and Pre-Release Activity</b>	David Bennett
<b>Stage Five: Transition</b> Definition and Basic Assumptions	Lonnie Jackson
<b>Stage Six: Community Reintegration</b> Definition and Basic Assumptions	Lonnie Jackson
<b>Transition and Community Reintegration Activity</b>	Lonnie Jackson
<b>Summary Debrief of the Day</b>	
<b>Jurisdictional Team Action Planning, Session Two</b>	Participant Teams
End of day reaction	Leslie LeMaster

**WEDNESDAY, February 7, 2001**

7:45am	Departure to Lookout Mountain Youth Services Center	Participants & Training Team
8:45am	Arrive at Lookout Mountain Youth Services Center	Participants & Training Team
9:00 am	Orientation to the Day	Participants & Training Team
	Welcome and Introductions	
	Tour of the Campus	Participants & Lookout Staff
	Interest Groups – Round One	Participants
	Change Groups (Meet at Conference Room)	
	Interest Groups – Round Two	Participants
11:45 am	LUNCH	Participants & Training Team

### WEDNESDAY, February 7, 2001 - Continued

1:00 pm	Group Discussion with an Intensive Aftercare (IAP) Student and Community Worker	Participants
	Debrief of the Day	Participants & Training Team
3:45pm	Departure to Longmont	Participants & Training Team

### THURSDAY, February 8, 2001

8:00 am	Review/Preview/Respond to Feedback	Leslie LeMaster
	<b>Systems of Care Overview</b>	Leslie LeMaster & Training Team
	Panel Discussions with Audience Participation	
	<b>Effective Evaluation of Aftercare</b>	Ceil Boyles
12:00 pm	LUNCH	
1:00 pm	<b>Effective Evaluation of Aftercare, Part Two</b>	Ceil Boyles
	<b>Final Action Planning Session</b>	Participant Teams & Training Team
	Banquet Reminder	Leslie LeMaster
	Overview of Friday format	
	Copy of the Jurisdictional Team Action Plans	
5:00 pm	Adjourn	
6:30 pm	Banquet	Training Team & Participants

### FRIDAY, February 9, 2001

8:00 am	Review/Preview/Respond to Feedback	Leslie LeMaster
	Overview of the Day	

**FRIDAY, February 9, 2001 - Continued**

**Jurisdictional Team Action Plan Presentations  
and Feedback**

Participant Teams

Closing Activities

Training Team &  
Participants



**NATIONAL INSTITUTE OF CORRECTIONS**  
**National Institute of Corrections Academy**

**Critical Elements of Successful Aftercare Services**  
**01-D1501**

*This special issues training program is jointly sponsored by the National Institute of Corrections and the Office of Juvenile Justice and Delinquency Prevention.*

**TRAINING PROGRAM STAFF**

**David B. Bennett . . .**

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is a Regional Director for the Colorado Division of Youth Corrections. He has over twenty years of experience in working with a variety of programs for delinquent youths. He is currently responsible for managing juvenile corrections programs for a ten-county area surrounding Denver. He oversees two large state-operated detention and assessment facilities, a client management and parole staff, and contracts for residential treatment and community placement, supervision, and treatment programs.

Mr. Bennett was Denver Region Manager for Youth Services for five years, and was the Juvenile Programs Administrator for Boulder County Community Corrections for six years. He also worked as a resident counselor for Attention Inc. in Boulder at the start of his juvenile services career.

His specialty areas include screening and assessment, detention and sentencing alternatives, case management, transition and aftercare programming. Mr. Bennett has consulted for public and private agencies and regularly conducts training in juvenile justice, children's law, leadership, and intensive aftercare. He received a B.A. degree from Penn State University and a Master of Public Administration degree from the University of Colorado at Denver.

**Lisa J. Bjergaard . . .**

Division of Juvenile Services, Jamestown Mall Suite 215, 300 2nd Ave NE, Jamestown, ND 58401

is currently a regional manager for the Division of Juvenile Services in North Dakota. DJS is the state's juvenile corrections agency, and operates both institutional and community corrections. Both community and institutional programs are ACA accredited. Lisa is responsible for recruiting, training and supervision of community services staff. Staff provide intake, assessment, treatment planning, placement, case management and aftercare services. Lisa participates in a broad range of management activities within the Division, including development of policy and procedure, agency goal setting,

implementation of strategic plan, and generally overseeing daily operations. She has held her current position since 1993. Lisa began her career with delinquent youth in 1982, when she worked in both residential treatment and shelter care settings in the Hennepin County/ Minneapolis area. In 1986, she began work with youth and families in a domestic violence shelter setting, where she trained volunteers, led groups, and provided individual counseling and case management services. In 1989, Lisa joined the North Dakota Division of Juvenile Services as a case manager.

Lisa is involved in a variety of organizations that provide services to youth and children across her state. She is the vice-chair of the Children's Services Coordinating Committee, and serves on two regional advisory groups for the Partnerships Project which provides wrap around services to children with serious emotional disturbances. She serves on the corporate and division boards for PATH, a private non-profit agency which provides therapeutic foster care.

**Cecilia (Ceil) E. Boyles . . .**

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has been the Director of Research and Evaluation at the Colorado Division of Youth Corrections since 1992. Prior to joining the research staff at DYC in 1985, Ms. Boyles worked as a researcher at the John F. Kennedy Child Development Center (1977-1981) and in the Psychology Department (1981-1985), at the University of Colorado Health Sciences Center. She has been involved with research activities ranging from developmental and environmental impacts on young children to program evaluation and research in the area of juvenile delinquency. She co-chairs the Research Subcommittee of a statewide Interagency Committee on Adult and Juvenile Correctional Treatment. Recently, she has been providing training to local program administrators and service providers to help them design methods for tracking and evaluating performance outcomes to better understand and strengthen their programs.

Ms. Boyles holds Bachelor and Master of Arts degrees in Child Psychology from the University of Colorado at Denver.

**Lonnie Jackson . . .**

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is the Statewide Director of the Office of Minority Services, for Oregon Youth Authority. Lonnie is also the co-founder of the Minority Youth Concerns action Program in NE Portland. This program develops appropriate support systems and resources for minority youth when they are in transition back into the community. In 1997-1999 Lonnie Chaired the Governor's Planning Committee on the Governor's Summit on the Over-Representation of Minorities in the Juvenile Justice System. 1998 Lonnie Chaired the Governor's Juvenile Crime Prevention Advisory Sub-Committee on Cultural Competency and Gender Specific Services Training and Technical Assistance Committee. 1995-1999 Lonnie was the Project Manager for African American/Hispanic Male Transition Project funded by a



federal grant from the Byrne Memorial fund. This project has received national recognition and is designed to assist African American/Hispanic males in transition from Oregon Youth Authority juvenile correctional facilities back into Oregon's communities. Lonnie is a member of the Oregon Consultant Training Team that in 1999 provided Organizational Cultural competency Training to Arizona Juvenile Justice System and their Department of Juvenile Corrections.

For his efforts in helping at-risk youth, he has received numerous awards including: Cultural Enhancement Award from the Eusi Upamoja Club at the Oregon State Correctional Institution, MacLaren Employee of the Year, 1988, 1<sup>st</sup> ever KGW-TV Citizenship Award for outstanding community service, Ruby Isom Award, for outstanding volunteer services in Juvenile Corrections, Model of Excellence Award from the National Sorority of Delta Kappa, Inc., Willamette University Distinguished Alumni Award, Compton Award from the Marion County Bar Association for extraordinary service to the Bar and Judicial System, State Management Association Award for excellence in leadership in state government, and the Oregon Criminal Justice Associations Management Leadership Award.

Lonnie has held workshops and seminars all around the country on youth gang prevention and intervention.

In 1993, he received a grant from the United States Information Agency to conduct a community action and drug prevention project in Bangkok, Thailand.

Lonnie Jackson was born in Los Angeles, California and graduated from Manual Arts High School in South Central LA. Lonnie graduated from Willamette University with a Bachelor of Science Degree in Sociology with a minor in Psychology.

Lonnie has recently completed a book project "Gangbusters," which the American Correctional Association published.

### **Leslie S. LeMaster . . .**

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is a Correctional Program Specialist with the National Institute of Corrections' Academy. Prior to joining the Academy staff in October, 1998, Ms. LeMaster was a Staff Development Specialist III with the North Carolina Division of Youth Services (DYS), presently the North Carolina Office of Juvenile Justice.

Since joining NIC, Ms. LeMaster has co-managed the agency's interagency agreement with the Office of Juvenile Justice and Delinquency Prevention (OJJDP), through which training and technical assistance services are offered to practitioners in the juvenile justice field. She has coordinated the development of training programs on "Managing the Younger Adult Workforce " and "Managing the

Multi-Generational Workforce”, and serves as the staff coordinator for the Southern Region of the Academy’s Regionalization Training Project..

Upon joining DYS in 1989, her major responsibilities included planning and needs assessment, research, curriculum design, development and implementation of training programs for direct care, support, and management staff in juvenile institutions and community programs. She trained other educators on designing and developing curriculum for use in juvenile training schools, detention centers and adult correctional institutions using the 4MAT model of instructional design. She also has presented/facilitated at state and national conferences including the DHHS Secretary’s Forum for Excellence, the Juvenile Justice Trainers Association (JJTA), the International Association of Correctional Training Personnel (IACTP), American Probation and Parole Association (APPA), and regional and state correctional association conferences.

From 1996-1998, Ms. LeMaster participated in the NIC Academy’s Regionalization Program as a Regional Field Coordinator (RFC). As an RFC, she served as a member of various consultant teams on the Instructional Theory into Practice (ITIP) model of curriculum development and Correctional Supervision Plus.

Ms. LeMaster holds Bachelor and Master of Arts degrees in Political Science from Appalachian State University.

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We extend grateful thanks to the training resource personnel who have been involved in this training program development project from conception through pilot delivery.

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We also express appreciation to Dr. David Altshuler and Dr. Troy Armstrong for their continuing research and development of a comprehensive Intensive Aftercare model (IAP) for use in the juvenile justice field.



# **Visualizing Successful Aftercare**



**CRITICAL ELEMENTS OF SUCCESSFUL AFTERCARE  
SERVICES**

**Section 1: Visualizing Successful Aftercare**

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**PERFORMANCE OBJECTIVES**

After completing this section, participants will be able to:

- create a list of factors that youth identify have helped them become successful within the juvenile justice experience; and
- analyze the connection between the juvenile justice process and the key factors that can lead to success.

## Section 1: Visualizing Successful Aftercare

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### NOTE-TAKING GUIDE

Which factors identified by youth as being important to their success in juvenile justice were especially relevant to me and my experience...

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What did I learn about ways in which my jurisdiction's juvenile justice components help or hinder this success in youth?

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What are some ideas of ways my work can lead to this success for youth? What opportunities for collaboration do I now see?

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**The State of the  
States:**

**Inventing Successful  
Aftercare**



NATIONAL INSTITUTE OF CORRECTIONS  
NATIONAL INSTITUTE OF CORRECTIONS ACADEMY

**CRITICAL ELEMENTS OF SUCCESSFUL AFTERCARE  
SERVICES**

**Section 2: The State of the States: Inventing Successful Aftercare**

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**PERFORMANCE OBJECTIVES**

After completing this section, participants will be able to:

- share a vision of successful aftercare for their jurisdictions;
- explore the values of juvenile corrections organizations and their relationship to aftercare services; and
- develop capacity to act as change agents to effectively implement successful aftercare in their home jurisdictions.

## **Section 2: Inventing Successful Aftercare**

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### **ACTIVITY INSTRUCTIONS**

#### **Part One**

Take this time to conduct a quick review of your upcoming presentation.

#### **Part Two**

Report your findings in a ten minute presentation. Be sure to use creativity and to include all team members in the report.

## Section 2: Inventing Successful Aftercare

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**Feed-Back from Jurisdiction:** \_\_\_\_\_

Values I heard articulated in this presentation...

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Specific components of aftercare mentioned by others...

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Some of the facilitating factors present in this jurisdiction's system of aftercare...

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## Section 2: Inventing Successful Aftercare

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**Feed-Back from Jurisdiction:** \_\_\_\_\_

Values I heard articulated in this presentation...

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Specific components of aftercare mentioned by others...

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Some of the facilitating factors present in this jurisdiction's system of aftercare...

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## Section 2: Inventing Successful Aftercare

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**Feed-Back from Jurisdiction:** \_\_\_\_\_

Values I heard articulated in this presentation...

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Specific components of aftercare mentioned by others...

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Some of the facilitating factors present in this jurisdiction's system of aftercare...

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## Section 2: Inventing Successful Aftercare

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**Feed-Back from Jurisdiction:** \_\_\_\_\_

Values I heard articulated in this presentation...

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Specific components of aftercare mentioned by others...

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Some of the facilitating factors present in this jurisdiction's system of aftercare...

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## Section 2: Inventing Successful Aftercare

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**Feed-Back from Jurisdiction:** \_\_\_\_\_

Values I heard articulated in this presentation...

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Specific components of aftercare mentioned by others...

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Some of the facilitating factors present in this jurisdiction's system of aftercare...

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## Section 2: Inventing Successful Aftercare

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**Feed-Back from Jurisdiction:** \_\_\_\_\_

Values I heard articulated in this presentation...

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Specific components of aftercare mentioned by others...

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Some of the facilitating factors present in this jurisdiction's system of aftercare...

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# **The Challenge of Successful Aftercare**



## **CRITICAL ELEMENTS OF SUCCESSFUL AFTERCARE SERVICES**

### **Section 3: The Challenge of Successful Aftercare**

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#### **PERFORMANCE OBJECTIVES**

After completing this section, participants will be able to:

- discover the fundamentals of successful aftercare
- explore the values of juvenile corrections organizations and their relationship to aftercare services
- develop capacity to act as change agents to effectively implement successful aftercare in their home jurisdictions

## Section 3: The Challenge of Successful Aftercare

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### ACTIVITY INSTRUCTIONS

Divide into the pre-selected groups, each assigned a color, as directed by the training team. There will be two groups for each color.

Working in your color group, select members to accomplish the following tasks:

- One Reporter -- Will present the color group findings to the larger group
- One Recorder -- Will chart all findings of the group
- Three Researchers -- Will research the supplemental materials in the training room in an effort to find additional relevant information for his or her own group as well as any other group

Researchers will use a black marker to add their findings to their color group chart.

## Section 3: The Challenge of Successful Aftercare

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### Part One:

Answer the question below that corresponds with your group color. For example those in the blue group will answer the blue question.

Chart all of your group's answers in the same color of marker as your team color. For instance, the blue group should chart their responses in blue marker.

- **Blue** -- What *values* did you hear identified in the presentations just completed and what additional ones does the research show us need to be added?
- **Green** -- What *components* of aftercare did you hear identified in the presentations just completed and what additional ones does the research show us need to be added?
- **Purple** -- What *facilitating factors and challenges* did you hear identified in the presentations just completed and what additional ones does the research show us need to be added?

After working with members of your group to answer the appropriate question, join with members of the additional group with the same color. For instance, members of the two blue groups will be asked to join together. This joint group will then create one master list of answers for your question.

### Part Two:

Post your new group's master list. Moving with the members of your group, review the master list of each color group. Feel free to add information you think is necessary. When adding information, use the marker that corresponds to the color of *your* group. For instance, members of the blue group review the green group's list while members of the green group review the purple group's list while members of the purple group review the blue group's list

This process will continue until you have reviewed all the lists.

## Section 3: The Challenge of Successful Aftercare

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### Part Three

Working with members of your color group, you will present the items on your master list to all participants.

### Part Four

All participants will be asked to respond to the following questions during a large groups discussion. You can also take personal notes on the questions on the note-taking guide which follows this page.

- What were some of the areas where teams expressed value conflicts? Why do you think it is or isn't important to discuss values? Can the values you heard expressed by grouped into larger themes?
- Why is it important to consider multiple perspectives when defining the components of aftercare? Can the components of a successful aftercare program be grouped into several essential elements or categories?
- What are the advantages and disadvantages to identifying potential facilitating factors prior to implementation of an aftercare services plan?
- What are the personal and professional risks of identifying potential barriers or challenges to a successful aftercare program?

## Section 3: The Challenge of Successful Aftercare

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### NOTE-TAKING GUIDE

What were some of the areas where there were value conflicts that were relevant to me?

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Why do you think it is or isn't important to discuss values around aftercare?

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Can the values you heard expressed be grouped into larger themes? What are some of them?

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What values in my system environment will be assets or challenges?

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Why is it important in my jurisdiction to consider multiple perspectives when defining the components of aftercare?

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What perspectives get the most or the least attention in my system environment?

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Can the components of a successful aftercare program be grouped into several essential elements or categories? Which ones are most critical for my system environment?

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What are the personal and professional advantages and disadvantages to identifying potential facilitating factors prior to implementation of an aftercare plan?

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What are the personal and professional risks of identifying potential barriers or challenges to a successful aftercare program?

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# **The Theoretical Framework of Intensive Aftercare**



**CRITICAL ELEMENTS OF SUCCESSFUL AFTERCARE  
SERVICES**

**Section 4: The Theoretical Framework for Intensive Aftercare**

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**PERFORMANCE OBJECTIVES**

After completing this section, participants will be able to:

- Explain delinquency theories and their relationship to successful aftercare practices

## Section 4: The Theoretical Framework for Intensive Aftercare

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### NOTE-TAKING GUIDE

There are three basic theories of delinquency which provide the theoretical basis for David Altschuler and Troy Armstrong's model for Intensive Aftercare. They are the social control theory, the strain theory, and the social learning theory.

Key elements of the social control theory...

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Key elements of the strain theory...

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Key elements of the social learning theory...

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## Altschuler and Armstrong's Integrated Theory Model

Notes on this model including its strengths and weakness or alternatives models mentioned by participants...

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How does the traditional juvenile correctional system reproduce the process of becoming delinquent?

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## Section 4: The Theoretical Framework for Intensive Aftercare

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### Reflection Questions

What does the theoretical framework suggest about how aftercare can be improved?

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What is the best way for me to use this information to make my jurisdiction's system of aftercare more successful?

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# **The Six Stages of Successful Aftercare**





## **CRITICAL ELEMENTS OF SUCCESSFUL AFTERCARE SERVICES**

### **Section 5: The Six Stages of Successful Aftercare**

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#### **PERFORMANCE OBJECTIVES**

After completing this section, participants will be able to:

- apply the six stages of successful aftercare to a case study situation from the perspective of their job

## Section 5: The Six Stages of Successful Aftercare

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### NOTE-TAKING GUIDE

The six stages of a successful aftercare program are

- assessment
- case planning
- institutional treatment
- pre-release
- transition services
- community reintegration

The following critical elements should be present and identifiable at each stage:

*Individualized/specialized plan*

*community involvement*

*family involvement*

*balanced and restorative justice*

*culturally competent/relevant*

*accountability*

*strength-based approach*

Activities at each stage should also address a youth's strengths and the role of the youth's family should be clearly defined at each stage.

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## Section 5: The Six Stages of Successful Aftercare

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### ACTIVITY INSTRUCTIONS

In your assigned group for this activity, use the provided case study (handed out) to examine each of the six stages of successful aftercare programming.

For each stage: After the training lecturette relevant to each stage of aftercare, your group will discuss the content given in the lecture and create a plan for achieving that stage of aftercare for the youth in your group's case study. The details of how to develop this plan are included with following information specific to each stage of aftercare programming.

Remember to include, when possible, all seven elements in the development of each stage.

**TIPS:** You should approach all of the planning from the perspective of your current job capacity in your home jurisdiction.

For instance, if you do front-line work with youth, try to think through what you would need to do in order to complete each stage of aftercare if the youth in the case study was your client.

If you manage front line workers, try to envision what kind of environment you would need to create in order to allow these workers to assist their clients in meeting the goals of each stage of aftercare.

## Section 5: The Six Stages of Successful Aftercare

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### Basic Descriptions of Activities and Products For Each Stage of Aftercare

#### Assessment

*Review your group's case study, and working with the others in your group, create a master list of assessment activities that would be appropriate for this youth.*

#### Case Planning

*Working with the others in your group, make a list of the components of a caseplan appropriate for the youth in your case study. List the specific goals and activities necessary.*

#### Institutional Treatment & Pre-Release

*Brainstorm in your group, institutional and pre-release strategies and tasks that would be necessary to meet the goals outlined in case planning. Post these for all participants to review.*

#### Transition & Community Reintegration

*Working with the others in your group, outline a behavioral contract from the point of your youth's first relapse on a technical violation. Use the sample contract as a guide.*

## Section 5: The Six Stages of Successful Aftercare

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### STAGES I and II: ASSESSMENT & CASE PLANNING

#### NOTE-TAKING GUIDE

Basic definition of assessment...

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Key expectations of the assessment process...

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Specific outcomes of assessment...

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Basic definition of case planning...

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Issues of risk and need in case planning...

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Basic definition of the weighted caseload approach...

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## Section 5: The Six Stages of Successful Aftercare

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### STAGES I AND II: ASSESSMENT & CASE PLANNING

#### ACTIVITY INSTRUCTIONS

**Step One:** Following the lecturettes, use this information to discuss with the other people in your small group what key assessment activities would need to take place for the youth in your case study and what components of the case plan would be necessary.

**Step Two:** Create with your group a master list of assessment activities and case plan components and chart them on newsprint.

Remember to think of the ways in which the seven elements of aftercare integrate into both this assessment and case planning process.

- For instance, what role does the youth's family play in the assessment process or what special circumstances might exist that need to be addressed during the assessment process?
- If you are a manager or policy maker in your home jurisdiction, remember to also think about what issues are presented when trying to create an appropriate environment for successful assessment.

For instance, are there staff training issues that will need to be addressed if the assessment process is to work as it should?

- How do you ensure that the assessment and case planning are culturally appropriate and allow for diversity?





## Section 5: The Six Stages of Successful Aftercare

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### STAGES I AND II: ASSESSMENT & CASE PLANNING

#### INDIVIDUAL REFLECTION NOTES

Notes from my group's discussion that I want to remember...

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Notes from other groups' discussions that I want to remember...

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Potential implications of this information for my job responsibilities...

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## Section 5: The Six Stages of Successful Aftercare

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### STAGES III AND IV: INSTITUTIONAL TREATMENT & PRE-RELEASE

#### NOTE-TAKING GUIDE

Basic definition of institutional treatment...

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Specific expectations of institutional treatment...

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Basic definition of pre-release...

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Issues related to pre-release services...

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Ways in which the seven elements integrate into institutional treatment and pre-release services...

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## Section 5: The Six Stages of Successful Aftercare

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### STAGES III AND IV: INSTITUTIONAL TREATMENT AND PRE-RELEASE

#### ACTIVITY INSTRUCTIONS

**Step One:** Following the lecturettes, use this information to brainstorm with the other people in your small group what specific institutional and pre-release strategies and tasks would be necessary for the youth in your case study.

For instance, what specific educational programs would need to be present or what type of counseling opportunities would need to be available?

**Step Two:** Create a master list and chart on newsprint. Post for review by all participants.

Remember to think of the ways in which the seven elements of aftercare integrate into both institutional treatment and pre-release services.

- For instance, what role does the youth's family play while the youth is in the facility?
- How can you use community collaboration to serve this youth's pre-release needs?
- How do you ensure that the institutional treatment and pre-release services are culturally appropriate and allow for diversity?

## Section 5: The Six Stages of Successful Aftercare

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### STAGES III AND IV: INSTITUTIONAL TREATMENT AND PRE-RELEASE

#### SMALL GROUP ACTIVITY NOTES

Specific treatment needs of the youth in your small group's case study...

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Specific program components necessary to meet these needs...

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Specific pre-release needs of the youth in your group's case study and specific services designed to meet those needs...

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## Section 5: The Six Stages of Successful Aftercare

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### STAGES III AND IV: INSTITUTIONAL TREATMENT AND PRE-RELEASE

#### INDIVIDUAL REFLECTION NOTES

Notes from my group's discussion that I want to remember...

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Notes from other groups' discussions that I want to remember...

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Potential implications of this information for my job responsibilities...

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## Section 5: The Six Stages of Successful Aftercare

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### STAGES V AND VI: TRANSITION AND COMMUNITY REINTEGRATION

#### NOTE-TAKING GUIDE

Basic definition of transition...

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Key elements of transition activities...

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Basic definition of community reintegration...

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Key issues in community reintegration...

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Integration of the seven elements into both transition and community  
reintegration...

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## **Section 5: The Six Stages of Successful Aftercare**

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### **STAGES V AND VI: TRANSITION AND COMMUNITY REINTEGRATION**

#### **ACTIVITY INSTRUCTIONS**

Following the lecturettes, use this information to outline a behavioral contract for the youth in your case study. This contract should begin after this youth's first relapse on a technical violation. Use the sample behavioral contract as an example.

Remember to think of the ways in which the seven elements of aftercare integrate into this behavioral contract.

- For instance, what role does the youth's family play in the behavioral contract?
- What community resources have you utilized in designing this contract?
- How do you ensure that the behavioral contract is culturally appropriate and allows for diversity?

## Section 5: The Six Stages of Successful Aftercare

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### STAGES V AND VI: TRANSITION AND COMMUNITY REINTEGRATION

#### SMALL GROUP ACTIVITY NOTES

Key elements of the behavioral contract...

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Ways in which the seven elements of aftercare have been addressed...

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**Section 5: The Six Stages of Successful Aftercare**

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**STAGES V AND VI:  
TRANSITION AND COMMUNITY REINTEGRATION**

**INDIVIDUAL REFLECTION NOTES**

Notes from my group's discussion that I want to remember...

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Notes from other groups' discussions that I want to remember...

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Potential implications of this information for my job responsibilities...

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# **The Six Stages in Practice**



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**CRITICAL ELEMENTS OF SUCCESSFUL AFTERCARE  
SERVICES**

**Section 6: The Six Stages in Practice**

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**PERFORMANCE OBJECTIVES**

After completing this section, participants will be able to:

- examine the practical application of the six stages of successful aftercare services
- compare these practices to current aftercare services in their jurisdiction





# **Systems of Care**



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**CRITICAL ELEMENTS OF SUCCESSFUL AFTERCARE  
SERVICES**

**Section 7: Systems of Care**

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**PERFORMANCE OBJECTIVES**

After completing this section, participants will be able to formulate strategies to implement a coordinated aftercare continuum including:

- developing community partnerships;
- creating opportunities for community services to exist within institutions/facilities;
- incorporating broad-based culturally specific/diverse services;
- supporting the primary role of family/significant others; and
- proposing strategies to recruit, train and retain a diverse representative work force.

## Section 7: Systems of Care

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### ACTIVITY INSTRUCTIONS

#### Part One

Sitting with members of your jurisdictional team, you will be in the role of audience members at an episode of the Oprah Winfrey Show featuring a panel discussion about elements of a successful aftercare system.

This panel will be addressing the following issues specifically:

1. developing effective partnerships with community stakeholders
2. implementing community services in an institutional/facility setting
3. incorporating broad-based culturally specific/diverse services
4. supporting the primary role of family/significant others in the aftercare process
5. proposing strategies to recruit, train, and retain a diverse, representative work force

## Section 7: Systems of Care

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### Part Two

During the “commercial breaks” following each panel discussion, you will be asked address the following questions and share your answers with others in your group and sometimes with others in the other groups.

1. What one or two issues resonated with you concerning forming partnerships with community stakeholders? What would be the biggest challenges to achieving these partnerships?
2. In light of the discussion of “backed-in” services, what are one or two ways you could do support the implementation of these services in your home jurisdiction?
3. What culture groups/diversity issues do you need to think about when planning for your home jurisdiction? What are your personal strengths and struggles when addressing broad-based culturally specific/diverse services?
4. What things do you currently do to involve family in the aftercare process? What are two or three additional things you might try in your home jurisdiction? How would you go about implementing these new things?
5. What are some ways you can collaborate with others to ensure that the training outcomes discussed are met in your home jurisdiction? What are the top five skills or competencies you think are critical in staff working with youth? How do we go about finding people with these skills?

You can use the note-taking guide that follows to record your thoughts and reactions during the panel discussion.

## Section 7: Systems of Care

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### NOTE-TAKING GUIDE

#### **Developing effective partnerships with community stakeholders.**

Key elements of why such partnerships are important and who to involve in such partnerships...

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Strategies for gaining the involvement of key individuals or organizations...

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What one or two issues resonated with you concerning forming partnerships with community stakeholders?

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What would be the biggest challenges to achieving these partnerships in your home jurisdiction?

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## Section 7: Systems of Care

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### **Implementing community services in an institutional/facility setting.**

Definition of “backed-in” services...

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Examples of such services...

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What are one or two ways in which you already bring the community into the institution/facility in your home jurisdiction?

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What are one or two new ways you could try...

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## Section 7: Systems of Care

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### **Incorporating broad-based culturally specific/diverse services**

Definition of broad-based culturally specific/diverse services...

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Key reasons for addressing this issue in aftercare...

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What culture groups/diversity issues do you need to consider when planning aftercare for your home jurisdiction?

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What are your personal strengths and struggles in this area when addressing culturally specific/diverse services?

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## Section 7: Systems of Care

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### Supporting the primary role of family/significant others in the aftercare process

Key reasons for family/significant other involvement...

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Strategies for gaining family/significant other involvement...

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What are two or three additional things you might try to involve family in your home jurisdiction?

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How would you go about implementing them?

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# **Effective Evaluation of Aftercare**



NATIONAL INSTITUTE OF CORRECTIONS  
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**CRITICAL ELEMENTS OF SUCCESSFUL AFTERCARE  
SERVICES**

**Section 8: Evaluation of Aftercare**

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**PERFORMANCE OBJECTIVES**

After completing this section, participants will be able to:

- Formulate goals and objectives of aftercare services;
- Identify meaningful aftercare performance measures;
- Develop methods of collecting and reporting measures;
- Utilize performance information to describe outcomes related to aftercare services provided, and to recommend modifications to the aftercare services; and
- Understand uses and limitations of non-scientific methods of evaluating aftercare services.

## Section 8: Evaluation of Aftercare

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### NOTE-TAKING GUIDE

What are some of the reasons for evaluating aftercare programs...

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What options are available for evaluating aftercare programs; what are the benefits and drawbacks of these options...

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Setting goals for aftercare programs...

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Choosing an appropriate program...

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Creating objectives for your aftercare program...

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Characteristics and uses of process evaluations...

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Characteristics and uses of performance evaluations...

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## Section 8: Evaluation of Aftercare

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### ACTIVITY INSTRUCTIONS

#### Part One

At your tables, work with other members of your group to complete the following tasks. Chart each of your answers to the questions below on the newsprint provided and post for all participants to see.

- Identify an *overarching goal* of aftercare (not a specific program goal).
- Identify one *measurable indicator* that might indicate trends over time in achieving the overarching goal you have already identified.
- Select one *general component* of aftercare services and briefly explain how this component would help to achieve the goal stated above.
- Identify one *performance measure* you might collect to track the performance of youth serviced in the program component selected above.
- Briefly identify *characteristics of youth* who would be served in the program component selected below.

## Part Two

In the same group as in part one, refer to the graphs on the page following these instructions. Assume these graphs refer to data collected on the goals and measures you identified in part one of this activity.

As a group, discuss what these trends might mean, and write a couple of sentences about these results that might appear in a summary report on the results.

Have a member of your group chart these sentences on the newsprint provided so that all participants can review them.

**EVALUATION OF AFTERCARE**



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**EVALUATION OF AFTERCARE**

- WHY EVALUATE?
- WHAT ARE MY OPTIONS?
- TOOLS FOR EVALUATING YOUR PROGRAM

CHALLENGES ENCOUNTERED IN  
EVALUATING YOUTH PROGRAMS IN  
COLORADO

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**WHY EVALUATE?**

- WHAT WORKS (BEST?)
  
- UNDERSTANDING AND  
STRENGTHING THE PROGRAM

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### WHAT WORKS (BEST)?

**STRENGTH OF SCIENTIFIC EVIDENCE:**

- 1) **Weak:** Reliable, powerful correlation test
- 2) **Moderate:** Temporal Ordering of Cause and Effect
- 3) **Strong:** Elimination of Major Rival Hypotheses

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### UNDERSTANDING AND STRENGTHENING YOUR PROGRAM



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### DOES MY PROGRAM DO WHAT I WANT IT TO DO?



TAKING A CLOSER LOOK AT YOUR OWN PROGRAMS

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**STEPS TOWARD UNDERSTANDING  
YOUR PROGRAM'S PERFORMANCE**

■ **OVERALL GOAL**



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**GOALS**

- BIG PICTURE - WHAT YOU HOPE TO ACHIEVE
- NOT READILY MEASURABLE AT THE PROGRAM LEVEL
- INDICATORS OF PROGRESS TOWARD GOALS CAN BE IDENTIFIED

EXAMPLE: TO REDUCE THE RELIANCE ON INCARCERATION OF JUVENILE OFFENDERS BY CREATING ALTERNATIVES IN THE COMMUNITY



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**GOALS FOR AFTERCARE?**



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RELATING THE GOALS TO  
YOUR PROGRAM



How does your  
program relate  
to this larger  
goal?

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WHY THIS PROGRAM?



- Proven Programs
- Gap in Services
- Unserved Population
- Just a hunch

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SO NOW THAT I KNOW  
THE GOAL...



AND I HAVE MY  
PROGRAM...

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## WHAT'S NEXT?



**OBJECTIVES:**

- RELATED TO GOAL
- PROGRAM SPECIFIC
- MEANINGFUL
- MEASURABLE

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## OBJECTIVES

**Example:**  
**PROGRAM: PRE-TRIAL CASE MANAGEMENT**

To decrease FTA's by 10% while maintaining a new offense rate of less than 3% between the time of arrest and the court hearing



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## OBJECTIVES

**Example:**  
**PROGRAM: SUBSTANCE ABUSE TREATMENT**

To increase the rate of successful program completion of clients served in year 2000 to 92% or greater.  
To reduce the rate of recidivism of juveniles served in the program to 20% by year 2001.



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OBJECTIVES OF YOUR  
AFTERCARE PROGRAM?



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AND NOW WHAT?



EVALUATION:  
■ PROCESS  
■ PERFORMANCE

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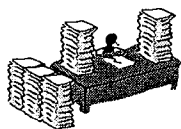
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PROCESS EVALUATION

DESCRIPTIVE

- PROGRAM IMPLEMENTATION
- NUMBERS
- RESOURCES



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### PROCESS EVALUATION

**EXAMPLES:**

- Did we follow the program model?
- How many did we serve and for how long?
- Do we need additional resources?



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### PERFORMANCE EVALUATION

- **OUTCOMES**
- **RELATE BACK TO OBJECTIVES**
- **Example: What PERCENT of the youth we served appeared in court AND did not commit another offense prior to the court appearance?**



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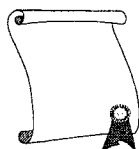
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### OUTCOME MEASURES

- **Example: What PERCENT of the youth we served completed all phases of the program and had no positive UA's within three months of program termination?**



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### OUTCOME MEASURES

- Example: What PERCENT of the youth we served had no new misdemeanor or felony offenses within one year of program termination resulting in case filing?



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### A FEW OTHER KEY POINTS

- BE SURE YOUR OBJECTIVES DO RELATE TO THE OVERALL GOAL
- BE SURE YOUR PROGRAM DESIGN DOES RELATE TO THE OVERALL GOAL
- Would these youth have been incarcerated without your program?
- Would these youth have failed in aftercare without your program?



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### SO WHAT DOES ALL THIS DATA MEAN?



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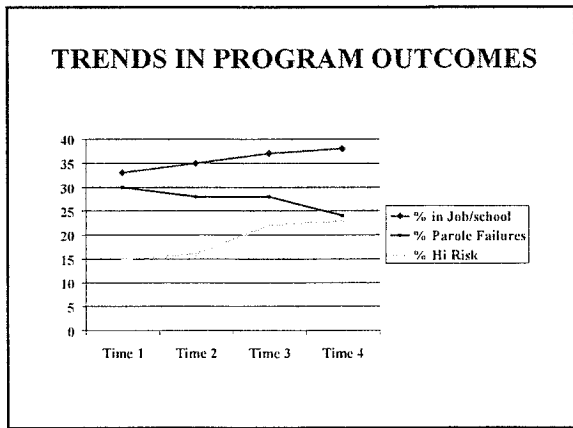
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Division of Youth Corrections



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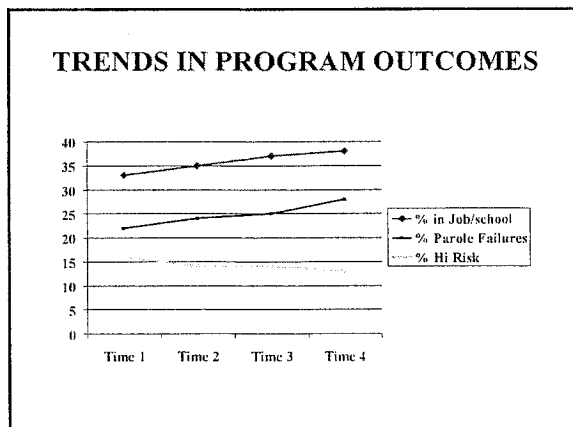
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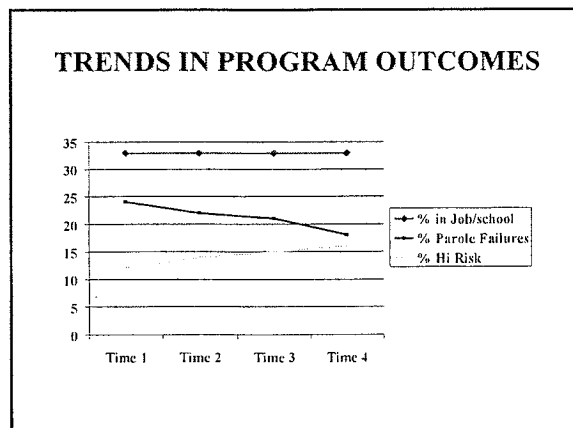
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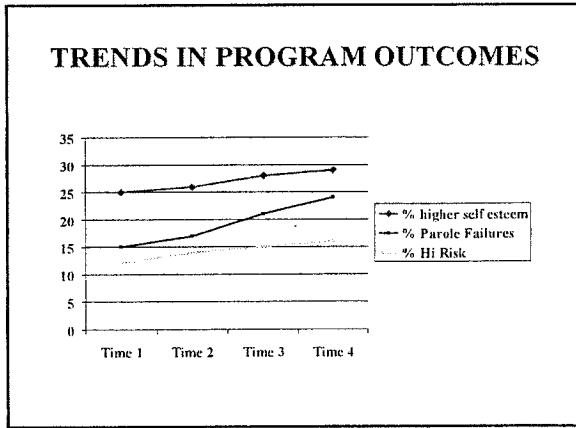
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**IDENTIFY LARGER GOAL**

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**DEVELOP PROGRAM OBJECTIVES**

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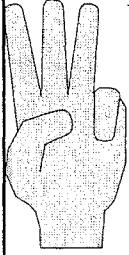
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**IDENTIFY APPROPRIATE  
MEASURES**

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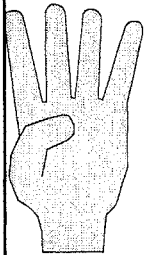
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**CONSIDER OTHER  
ISSUES AFFECTING  
PERFORMANCE**

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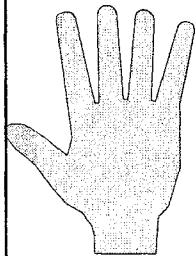
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**GRAPH THE DATA  
DISCUSS THE RESULTS  
MODIFY YOUR PROGRAM**

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**DOES MY PROGRAM WORK?**



**TAKING A CLOSER LOOK AT YOUR  
OWN PROGRAMS**

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# **Action Planning Forms**





NATIONAL INSTITUTE OF CORRECTIONS  
NATIONAL INSTITUTE OF CORRECTIONS ACADEMY

**CRITICAL ELEMENTS OF SUCCESSFUL AFTERCARE  
SERVICES**

**Section 9: Jurisdictional Team Action Planning**

**PERFORMANCE OBJECTIVES**

After completing this section, participant teams will be able to:

- design a team action plan to implement successful aftercare services customized for their home jurisdiction; and
- create a fifteen minute team presentation on their action plan to share with fellow training program participants.



# **Supplemental Materials**





# FOCAL POINT

A NATIONAL BULLETIN ON FAMILY SUPPORT & CHILDREN'S MENTAL HEALTH

## "INTENSIVE AFTERCARE" IN JUVENILE CORRECTIONS— THE COLORADO EXPERIENCE

Two years ago, when "Dusty" (not his real name) was sentenced to Colorado's Division of Juvenile Corrections, his future was dim. Assessed as "high risk," and requiring placement in a long term secure residential program, he was grouped with those least likely to succeed and most likely to reoffend. Today, as one of the first graduates of the Intensive Aftercare Program (IAP), Dusty has become a high achiever who has already beaten the odds against him.

Dusty's criminal history included arrests and repetitive adjudications for delinquent acts ranging from theft to sexual assault. His first adjudication at age 13, combined with substance abuse treatment needs, prior out-of-home placement, and single-parent family added up to a risk-of-reoffense profile that spells trouble for corrections professionals. In many cases, juveniles with similar histories spend two or more years in secure correctional facilities, and there is a probability that they will reoffend, be arrested and convicted within a few months of release. Why did Dusty

beat these odds? Our agency hopes that the answer is a new program called "Intensive Aftercare."

Incarcerated, multi-problem juveniles arguably present the most challenging population for rehabilitation and transition to prosocial roles in our communities. In Colorado, the population assessed as being the highest risk-of-reoffense group had a recidivism (felony conviction within one year of release) rate of 70% prior to the implementation of the Colorado Intensive Aftercare Program.

This strong probability of future criminal activity by "high risk" juvenile delinquents forces the question of how public funds are spent in juvenile corrections. If reoffense is so likely, why should such juveniles be treated and released in conventional ways? The premise of the Intensive Aftercare Program is that high-risk juveniles require specialized strategies for treatment and phased transitional release. In this way the juvenile corrections system can responsibly address public safety and rehabilitation issues.

Colorado's Division of Youth Corrections is sponsoring a site for experimental implementation of the Intensive Aftercare Program, funded by the federal Office of Juvenile Justice and Delinquency Prevention (OJJDP). The Intensive Aftercare Program is a model program developed by social researchers Dr. Troy Armstrong and Dr. David Altschuler. In the early 1980s Armstrong and Altschuler began a study of juvenile correctional transition practices around the country, later compiling research and theoretical work to create the IAP model in response to an OJJDP initiative. Eight states received training in 1992, and four sites were selected for pilot funding in 1994.

Colorado, Nevada, Virginia, and New Jersey are the four states selected for the federal initiative. OJJDP is funding experimental implementation over a three-year period that began in 1995. A separate initiative provided funding for independent evaluation research. The National Council of Crime and Delinquency (NCCD) is conducting the research

on the project at all four states. It is hoped that the research period will be extended to allow for full implementation and follow-up data collection. The research design tracks services provided and the progress of both experimental and control youths.

The basic strategies of the IAP model (Altschuler & Armstrong, 1994) are:

1. Preparing youth for progressively increased responsibility and freedom in the community;
2. Facilitating youth-community interaction and involvement;
3. Working with both the offender and targeted community support systems (e.g. families, peers, schools, employers) on qualities needed for constructive interaction and the youth's successful community adjustment;
4. Developing new resources and supports where needed; and
5. Monitoring and testing the youth and the community on their ability to deal with each other productively.

To effect these strategies, an overarching case management system must be put in place to include:

1. Assessment, classification, and selection criteria;
2. Individual case planning incorporating a family and community perspective;
3. A mix of intensive surveillance and services;
4. A balance of incentives and graduated consequences coupled with the imposition of realistic, enforceable conditions; and
5. Service brokerage with community resources and linkage with social networks.

The Intensive Aftercare model requires several organizational features that were already part of Colorado's system. Standardized and validated assessment systems are necessary in order to sort out which individuals are most likely to reoffend and therefore have the most to gain from intensive interventions. Colorado had



one of the first risk assessment instruments to be validated through a study of outcomes over several years of application. Risk and needs assessments and various forms of standardized testing are performed on all committed youths in Colorado. Case management that bridges from assessment to institutional care, and on through community transition and parole supervision is also a critical ingredient of the IAP formula. Colorado Division of Youth Corrections "client managers" are assigned cases at the time of commitment and retain case planning and supervision responsibilities through parole and discharge.

Lookout Mountain School, a state-operated facility in Golden, Colorado was selected as the site of study due to its proximity to the Denver metropolitan area and the types of juveniles placed there. Lookout Mountain is a secure, long-term residential treatment facility that accepts many of the highest risk and highest needs juveniles in the state's system. IAP researchers wanted to work with an agency willing to experiment in treatment strategies and provide specialized programming for a selected population of individuals. Because Lookout Mountain is close to the metropolitan area, it is easily accessible for visits from families, community-based agencies, and other community representatives. To separate the IAP participants from other youths, the Cedar Unit was selected as the living unit for IAP youths.

The first stage of project planning involved top state officials in designing procedures and practices to adapt the program design to the Colorado site. A management group consisting

of a program coordinator, two full-time IAP case managers, the Division of Youth Corrections Research Director, Lookout Mountain administrators, and Division of Youth Corrections regional directors began regular meetings to develop and implement the Colorado project.

The Youth Corrections research office collected recidivism data for a cohort of youths who had been placed at Lookout Mountain during a three year period prior to the beginning of the IAP project. All of these juveniles had serious or chronic delinquent histories prior to placement at Lookout Mountain. Overall, about thirty-nine percent of these youths had a new felony conviction within one year following sentence expiration. Through the statistical method of regression analysis several variables were identified as being highly correlated with reoffense within this group. These items included young age at time of first adjudication, number of out-of-home placements, and living situation at time of commitment (single parent family weighed as the strongest risk factor). The third of the full group with the strongest risk characteristics in these areas had an average reoffense rate of 70%. A special risk assessment instrument was developed using these variables, and all youths referred to Lookout Mountain were given an "IAP risk score" by assessment clinicians at the time of referral. When juveniles were identified as "high-risk" on the IAP instrument, they were then randomized at NCCD (the IAP national research agency). "Experimental" subjects were assigned to one of the IAP client managers and placed into Cedar Cottage at Lookout Mountain. The "control" subjects were assigned to regular client managers and assigned to units other than Cedar. After finding that a number of youths with chronic psychiatric hospitalization histories were falling into the project pool, it was decided that the risk instrument would screen out such youths from consideration in the project.

It was agreed that IAP client man-

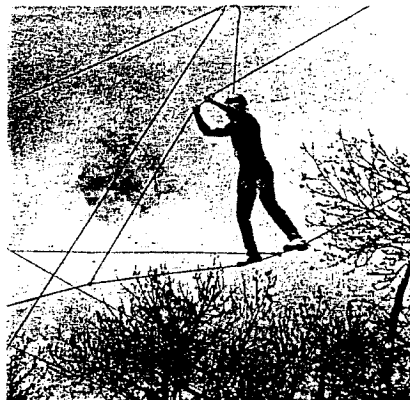
agers would be limited to a maximum of 18 clients, with no more than 12 in the community at any time. This caseload is less than half of what other client managers are currently assigned. Two seasoned client managers volunteered for the special project duty. These individuals were given assignments in the general implementation and management of the program as well as case management tasks. The initial project was the development of standards and guidelines for program operations that would ensure implementation of the IAP model and maximum opportunity for effective interventions to the high-risk experimental group. Under the direction of the management team, a "service providers group" was formed, composed of representatives of Lookout Mountain, community-based residential and non-residential providers, and the client managers. This group took on the work of brainstorming intervention strategies to best implement the IAP model in Colorado.

The IAP researchers, primarily Troy Armstrong, provided technical assistance throughout each stage of implementation. The most challenging aspects in Colorado were the development of youth incentives, and implementing the experimental design. When the service provider group began to list creative treatment plans and sanctions, tremendous energy was unleashed within this group of talented and experienced treatment specialists. Private, community-based providers were very pleased to be asked to contribute ideas about case management and treatment in the state's correctional system, and institutional staff were likewise excited by having an opportunity to help design transition strategies. With little encouragement, the service provider group hammered out plans for "backing in" services to Lookout Mountain, and improving and linking treatment modalities. Development of a continuum of sanctions, from "progress staffings" to regression to secure placements came easily to the service provider group, because they shared

a common background in community-based corrections approaches to transition. When asked to list "incentives," however, they struggled. Dr. Armstrong suggested that at least three incentives should be listed for each sanction. This goal, combined with hands-on experience talking with clients about what would motivate them, moved the creative process along rapidly.

The most difficult implementation challenge has been in maintaining the experimental design. Like any other human service professionals, correctional workers want to provide the most innovative, highest quality services to all clients. Many roadblocks were encountered involving the need to distinguish the experience of the IAP clients from the control group. The management team intervened in a number of issues to ensure adequate separation and differential treatment that could allow the experimental design to work without compromising the correctional ethics of the agency. Strong support from the highest levels of the Division of Youth Corrections has motivated all the participants to find ways to see through the commitment that the agency had made to this important initiative.

"Dusty," the client mentioned above, was one of the first individuals identified in the experimental group. His client manager had the unique opportunity of working with his younger brother, who was sentenced to Youth Corrections shortly after Dusty, and who also qualified as an IAP experimental subject. Family strengths were explored early in the



case planning process, and family therapy was an important ongoing component of the plan. Dusty's mother states that their relationship to the client manager was the most important part of the experience. The project learned to enhance this supportive dynamic in several ways. First, the client manager used special visits as strong incentives for both boys. She arranged to take the older boy to see his brother while he was at the assessment center, an unusual and highly valued privilege. As an even more creative gesture, she was able to bring Dusty's family dog on to the Lookout Mountain campus for a unique "family" visit. This family also pioneered the experiential learning activity that has become standard procedure for celebrating the transition to community placement; a ropes "challenge course" on the Lookout Mountain campus.

The challenge course consists of a set of outdoor low and high physical activities designed to stimulate problem-solving and trust-building behaviors. With help from specially trained staff, Dusty's family members, client manager, and key members of his service provider team completed a challenge program together. This shared experience became the theme for discussions of transitional problems after Dusty's move to a community-based residential program. The client manager explained that she often referred to the ropes course when discussing issues with Dusty and his mother, with statements like, "Remember, this is like the time when we needed to get Dusty across the high tightrope." The shared experience of prior shared stress in a controlled environment became a rich source of self knowledge for these family members.

During Dusty's stay in the community he went to work for his grandfather in the welding business. With clear expectations and immediate feedback for his behaviors he made gradual progress toward his goals. He was forced to take small steps towards independence even when he believed he was ready for the big ones. As he



# FOCAL POINT

learned his family trade and became a well-paid welder, he worked long hours at a shop on the far side of the metro area. He was denied permission to use forms of transportation other than the bus, and he was not excused from completing education and treatment assignments in addition his scheduled work time. To accommodate his own expectations and those of his transition program, he put in several months of very long, highly structured, and demanding days. A serious slip occurred one night when Dusty failed to return to the program at the required time. The client manager had to request the discretion of a local district attorney in holding back an escape charge. After this near crisis, the end of the sentence was soon reached, and Dusty moved on in a well-planned reentry to the community and freedom. Remarkably, he is now in the process of buying a home with savings he began to acquire during his community residential transition.

Not all stories will be like Dusty's. The project has seen some spectacular failures, as in the case of a boy who escaped over Lookout Mountain's security fence and was later involved in a vehicular chase, the shooting of a police officer, and an escape attempt

from a county jail prior to sentencing into the adult system. While it is too early to measure the impacts of the program over time, **several observations are encouraging:**

1. Length of stay at Lookout Mountain is shorter for the experimental group. Even though this is not a stated goal of the project, IAP clients are generally meeting established personal goals and transitioning more quickly than control subjects.

2. Families are reporting satisfaction with the treatment progress of their children and the important role of families in the IAP process.

3. The Lookout Mountain Cedar Unit and other service providers report that much more consistent and comprehensive attention is given to the IAP boys, who show many signs of progress and maturity within the program's structure.

4. The service provider group has produced some unanticipated benefits for the program. Cross-training activities and service provision by community-based programs within the institution have helped to create better service and communication systems. The positive energy released by combining these teams and recognizing their efforts has helped improve staff

morale and motivational levels.

5. Transition phase activities include escorted passes to programs, family, and community activities prior to release from Lookout Mountain.

6. The experiential learning component is an effective rite of passage that defines the transition team and helps define relationships and expectations.

Thanks to the long-term commitment of OJJDP, formal quantitative and qualitative research findings will be published over the next several years as an evaluation of the success of the IAP initiative.

DAVID B. BENNETT, *Regional Director, Department of Human Services, Division of Youth Corrections, Central Region, 4111 South Julian Way, Denver, Colorado 80236; (303) 762-4701 (voice); (303) 762-4718 (fax); e-mail: david.bennett@state.co.us*

## REFERENCE

Altschuler, D.M. & Armstrong, T.L. (1994). *Intensive Aftercare for High-Risk Juveniles: A Community Care Model. Program Summary*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention, United States Department of Justice.



**COOK COUNTY ADJUDICATED JUVENILE FEMALE  
RISK REASSESSMENT**

c:

Girl's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

JEMS Number: \_\_\_\_\_ Family Folder Number: \_\_\_\_\_

Date of Reassessment: \_\_\_\_/\_\_\_\_/\_\_\_\_

Fill in questions RE1-RE5 from the initial risk assessment.

		Sco
<b>RE1. Number of Arrests Prior to Current Adjudication (do not include current adjudication incident)</b>		
a. None .....	-1	
b. One or two .....	0	
c. Three or more .....	+1	
<b>RE2. Number of Arrests for Drug Offense (include current adjudication)</b>		
a. None .....	0	
b. One or more .....	+1	
<b>RE3. Number of Prior Findings of Delinquency (include current adjudication)</b>		
a. One .....	0	
b. Two or more .....	+1	
<b>RE4. Age at First Juvenile Arrest</b>		
a. 14 or older .....	0	
b. 13 or younger .....	+1	
<b>RE5. Prior Out-of-Home Placements, e.g., Foster Care, Group Home, Residential Treatment Facility, State Secure Facility</b>		
a. None .....	0	
b. One or more .....	+1	

When scoring the items below, use information and observations made since last assessment.

<b>RE6. Police Arrests</b>		
a. None .....	0	
b. Yes, status offense/misdemeanor .....	+1	
c. Yes, felony offense .....	+3	
<b>RE7. Response to Supervision</b>		
a. Positive response; cooperates with worker; abides by supervision rules; involved in programming, etc. ....	0	
b. Some problems; occasionally uncooperative with officer or other involved agencies .....	+1	
c. Major problems; uncooperative; ignores rules; does not participate in, or is disruptive to, community programming, etc .....	+3	
<b>RE8. Runaways From Home or Community-Based Placement</b>		
a. None .....	0	
b. One or more .....	+2	
<b>RE9. Current School (____) or Employment (____) Adjustment (check one)</b>		
a. No problems, or problems of a minor nature .....	0	
b. Some attendance problems requiring conferences at school/short-term suspension/loses job .....	+1	
c. Sanctioned at school or does not enroll; fails to seek and maintain employment or training .....	+2	
<b>RE10. Current Drug/Alcohol Abuse</b>		
a. No known use or experimentation; use may be suspected, but information does not support verification of regular use .....	0	
b. Occasional use; use only on weekends, or less than once a week, but use causes some disruption in family, school, or employment .....	+1	
c. Uses two to three times a week and use is compulsive and causes major problems in functioning at school, work, or in home .....	+3	
<b>RE11. Peer Relationships</b>		
a. Good support and influence, or not peer oriented .....	0	
b. Negative influence or strong delinquent peer group .....	+1	
c. Gang affiliation .....	+3	

**TOTAL RISK REASSESSMENT SCORE**

Scored Reassessment Classification: (check one)

<u>Score</u>	<u>Classification</u>
4 or less _____	Low
5 - 9 _____	Moderate
10 plus _____	High

Override (circle one):

1. No
2. Policy
3. Discretionary (reason): \_\_\_\_\_

Final Classification (circle one):      Low                      Moderate                      High

Supervisor's Review/Approval of Discretionary Override: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**COOK COUNTY ADJUDICATED JUVENILE FEMALE  
RISK REASSESSMENT  
DEFINITIONS**

- RE1. Number of Arrests Prior to Current Adjudication** (do not include current adjudication incident)  
“Arrests” include any prior incident which resulted in the presenting girl having been taken into police custody, including station adjustments, or any incident which resulted in a delinquency petition being filed regardless of whether the girl was actually taken into custody for that incident. “Prior arrests” excludes the arrest resulting in the present adjudication, i.e., if the girl has one arrest, resulting in the present adjudication, score “none” on the risk assessment.
- RE2. Number of Arrests for Drug Offense** (include current adjudication)  
Drug arrests include any offenses involving possession, use, or delivery of cannabis, a controlled substance, or any other intoxicating compound, and the possession of drug paraphernalia. Score one (1) if there is any such arrest indicated in the presenting girl’s record prior to, and including the current adjudicated offense. If none, score zero (0).
- RE3. Number of Prior Findings of Delinquency** (include current adjudication)  
Count one adjudication for each prior offense (including current) that resulted in a formal adjudication and/or there is an anticipation of a formal adjudication. If the current offense is the only anticipated adjudication, score zero (0). If the girl has two or more adjudications, including the present anticipated adjudication, score one (1).
- RE4. Age at First Juvenile Arrest**  
Age referenced is 14<sup>th</sup> birthdate. The girl is “13 or younger” if first arrest occurred prior to 14<sup>th</sup> birthday.
- RE5. Prior Out-of-Home Placements, e.g., Foster Care, Group Home, Residential Treatment Facility, State Secure Facility**  
Determine the total number of previous court-ordered out-of-home placements. Do not count a change in foster family, without an intervening return home, as a separate placement. Score the item as one (1) if there were any prior out-of -home placements.
- RE6. Police Arrests**  
This item is scored using information since last assessment/reassessment. Do not count arrests that occurred before current disposition.
- RE7. Response to Supervision**  
Evaluate youth behavior during the period since the preceding assessment.
- RE8. Runaways From Home or Community-Based Placement**  
Count the number of runaways or AWOLs of 24 hours or longer since the preceding assessment/reassessment.

**RE9. Current School or Employment Adjustment**

Check school or employment - whichever is being scored. If a girl is both in school and employed (at least half time) score whichever category the girl is doing the best in. Responses are either all school or all employment, don't mix responses. Sanctioned is defined as expelled, long-term suspension, or drop-out.

**RE10. Current Drug/Alcohol Abuse**

If the youth self reports drug or alcohol abuse, or has urinalysis results confirming such abuse during the preceding assessment period. Score as indicated.

**RE11. Peer Relationships**

This category is scored based on the girl's self report, parental report, probation officer/case manager observation, or authoritative documentation. Observations must be documented in case notes. Scoring staff must ensure that information used is current.

a) "Good support and influence or not peer-oriented" is defined as positive peer relationships or lack of peer relationships

b) "Negative influence or strong delinquent peer group" is defined as negative peer relationships where some companions are involved in delinquent or other deviant behavior;

c) "Gang affiliation" is considered present when the girl exhibits any indicator of gang affiliation, such as insignia, clothing, body markings, or gestures, or if the girl admits to gang affiliation, or if the girl was arrested under circumstances indicating gang-related activity, or if the girl's peers are involved in gang activity, or are members of a gang.

**COOK COUNTY JUVENILE FEMALE  
RISK ASSESSMENT**

c:

Girl's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

- Race (circle one):
- |                               |   |
|-------------------------------|---|
| 1 = White Hispanic or Latino  | 5 = American Indian or Alaskan Native   |
| 2 = White                     | 6 = Asian                               |
| 3 = Black Hispanic or Latino  | 7 = Native American or Pacific Islander |
| 4 = Black or African American | 8 = Other                               |

Referral Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Most Serious Current Offense: \_\_\_\_\_ Petitioned or Diverte (circle one)

JEMS Number: \_\_\_\_\_ Family Folder Number: \_\_\_\_\_

**This section completed by probation:**

- |            |   |    |              |
|------------|---|----|--------------|
| <b>R1.</b> | <b>Number of Arrests <u>Prior</u> to Current (do not include current)</b> |    | <b>Score</b> |
|            | a. None .....   | -1 | _____        |
|            | b. One or two .....   | 0  | _____        |
|            | c. Three or more .....  | 1  | _____        |
| <b>R2.</b> | <b>Number of Arrests for <u>Drug</u> Offense (include current)</b>        |    |              |
|            | a. None .....   | 0  | _____        |
|            | b. One or more .....  | 1  | _____        |
| <b>R3.</b> | <b>Number of <u>Prior</u> Findings of Delinquency (include current)</b>   |    |              |
|            | a. One .....  | 0  | _____        |
|            | b. Two or more .....  | 1  | _____        |
| <b>R4.</b> | <b>Age at First Juvenile Arrest</b>                                       |    |              |
|            | a. 14 or older .....  | 0  | _____        |
|            | b. 13 or younger .....  | 1  | _____        |

**This section completed by police:**

- |            |   |    |       |
|------------|---|----|-------|
| <b>R5.</b> | <b>Prior Out-of-Home Placements, e.g., Foster Care, Group Home, Residential Treatment Facility, State Secure Facility</b> |    |       |
|            | a. None .....   | 0  | _____ |
|            | b. One or more .....  | 1  | _____ |
| <b>R6.</b> | <b>Peer Relationships</b>   |    |       |
|            | a. Good support and influence or not peer oriented .....  | -1 | _____ |
|            | b. Negative influence or strong delinquent peer group .....   | 0  | _____ |
|            | c. Gang affiliation .....   | 1  | _____ |
| <b>R7.</b> | <b>Number of Schools Enrolled in During Past Two Years</b>  |    |       |
|            | a. One .....  | 0  | _____ |
|            | b. Two or more, or not enrolled in past two years .....   | 1  | _____ |
| <b>R8.</b> | <b>Alcohol Abuse</b>  |    |       |
|            | a. None .....   | 0  | _____ |
|            | b. Experimental use, disruption of functioning, or serious alcohol abuse .....  | 1  | _____ |

**TOTAL RISK SCORE** \_\_\_\_\_

Scored Risk Classification: (check one)

Override: (circle one)

<u>Score</u>	<u>Classification</u>	1. No
-2 to 0 _____	Low	2. Policy
1 to 3 _____	Moderate	3. Discretionary (reason): _____
4 plus _____	High	

Final Classification: (circle one)    Low                      Medium                      High

Supervisor's Review/Approval of Discretionary Override: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**COOK COUNTY JUVENILE FEMALE  
RISK ASSESSMENT  
DEFINITIONS**

- R1. Number of Arrests Prior to Current** (do not include current)  
“Arrests” include any prior incident which resulted in the presenting girl having been taken into police custody, including station adjustments, or any incident which resulted in a delinquency petition being filed regardless of whether the girl was actually taken into custody for that incident. “Prior arrests” excludes the arrest resulting in the present adjudication, i.e., if the girl has one arrest, resulting in the present adjudication, score “none” on the risk assessment.
- R2. Number of Arrests for Drug Offense** (include current)  
Drug arrests include any offenses involving possession, use, or delivery of cannabis, a controlled substance, or any other intoxicating compound, and the possession of drug paraphernalia. Score one (1) if there is any such arrest indicated in the presenting girl’s record prior to, and including the current adjudicated offense. If none, score zero (0).
- R3. Number of Prior Findings of Delinquency** (include current)  
Count one adjudication for each prior offense (including current) that resulted in a finding of delinquency and/or there is an anticipation of a formal adjudication. If the current offense is the only anticipated adjudication, score zero (0). If the girl has two or more adjudications, including the present anticipated adjudication, score one (1).
- R4. Age at First Juvenile Arrest**  
Age referenced is 14<sup>th</sup> birthdate. The girl is “13 or younger” if first arrest occurred prior to 14<sup>th</sup> birthday.
- R5. Prior Out-of-Home Placements, e.g., Foster Care, Group Home, Residential Treatment Facility, State Secure Facility**  
Determine the total number of previous court-ordered out-of-home placements. Do not count a change in foster family, without an intervening return home, as a separate placement. Score the item as one (1) if there were any prior out-of-home placements.
- R6. Peer Relationships**  
“Good support and influence or not peer oriented” is defined as positive peer relationships or lack of peer relationships. “Negative influence or strong delinquent peer group” is defined as negative peer relationships where some companions are involved in delinquent or other deviant behavior. “Gang affiliation” is considered present when the girl exhibits any indicator of gang affiliation, such as insignia, clothing, body markings, or gestures, or if the girl admits to gang affiliation, or if the girl was arrested under circumstances indicating gang-related activity, or if girl’s peers are involved in gang activity, or are members of a gang.

**R7. Number of Schools Enrolled in During Past Two Years**

Count number of schools girl has been enrolled within two years of the current arrest/adjudication date. Do not include age-appropriate changes, such as movement from elementary to junior high, or junior high to senior high school. Score one (1) if the girl has been enrolled in two or more schools or has not been enrolled in any school during the past two years.

**R8. Alcohol Abuse**

Alcohol abuse is defined as any experimentation, use, disruption of functioning, or serious alcohol abuse. Score “none” only if no alcohol use or experimentation is indicated

**COOK COUNTY JUVENILE FEMALE  
STRENGTH/NEEDS ASSESSMENT**

c:

Girl's Name: \_\_\_\_\_ Assessment Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Date of Birth: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Initial \_\_\_\_ Reassessment # (circle one): 1 2 3 4 5

- Race (circle one):
- |                               |   |
|-------------------------------|---|
| 1 = White Hispanic or Latino  | 5 = American Indian or Alaskan Native   |
| 2 = White                     | 6 = Asian                               |
| 3 = Black Hispanic or Latino  | 7 = Native American or Pacific Islander |
| 4 = Black or African American | 8 = Other                               |

Most Serious Current Offense: \_\_\_\_\_ Petitioned or Diverted (circle one)

JEMS Number: \_\_\_\_\_ Family Folder Number: \_\_\_\_\_

Complete this assessment using the best available information obtained by staff through observation, self-report information from the family member(s), third parties (e.g., school personnel, employers, relatives outside the immediate family), reports from official agencies and the results of formal evaluations. Select the best response for each strength/need item and add the scores for the 12 items to a total score.

	Score
<b>SN1. Family Relationships</b>	
a. Home environment stable, parent/caregiver displays appropriate parenting . . . . .	0
b. Lack of consistency with problems/discipline; frequent or multiple live-in partners . . . . .	2
c. Parent/caregiver has chronic problem that seriously impairs ability to care for the child(ren) . . . . .	3
d. Parent/caregiver destructive/abusive parenting patterns; has refused psychiatric/AODA treatment . . . . .	5
<b>SN2. Emotional Stability/Mental Health</b>	
a. Well-adjusted . . . . .	0
b. Episodic behaviors, limited functioning. . . . .	3
c. Chronic behaviors, severely limited functioning . . . . .	5
<b>SN3. Basic Needs</b>	
a. Suitable living environment . . . . .	0
b. Family has housing, some needs unmet . . . . .	1
c. Girl has left home . . . . .	3
d. Family is homeless . . . . .	5
<b>SN4. Substance Abuse</b>	
a. No evidence of alcohol or drug use . . . . .	0
b. Experimentation with alcohol or drugs . . . . .	1
c. Periodic and/or regular use of alcohol or drugs . . . . .	3
d. Chronic alcohol or drug abuse problem . . . . .	5
<b>SN5. Life Skills</b>	
a. Functions independently . . . . .	-1
b. Requires supervision and/or moderate assistance . . . . .	1
c. Displays impulsive and risky behaviors . . . . .	2
d. Chemically or developmentally impaired, severe limitations . . . . .	3
<b>SN6. History of Abuse/Neglect</b>	
a. No history . . . . .	0
b. Alleged but never substantiated abuse or neglect . . . . .	1
c. Substantiated physical abuse or neglect . . . . .	2
d. Substantiated sexual abuse . . . . .	4

<b>SN7. Physical Safety</b>		
a. No threat or fear for her safety	0	
b. Girl has experienced threats or fears for her physical safety	2	
c. History of receiving threats of her physical safety	3	
d. Currently experiencing physical/emotional/sexual abuse or domestic violence; immediate threats	4	_____
<b>SN8. Peer Relations</b>		
a. Adequate social skills; uses leisure time constructively	0	
b. Peer group is negative, her relationships are detrimental	1	
c. Most activities are with negative peer groups, but no gang membership	2	
d. Peers are delinquent and/or abusive, including gangs	3	_____
<b>SN9. School/Employment Status</b>		
a. Successful in school and/or job	-1	
b. Needs to enhance skills for future employment	1	
c. Graduation expectations are in jeopardy	2	
d. Cannot maintain educational enrollment or employment	3	_____
<b>SN10. Social Supports</b>		
a. Knowledge and use of existing resources	-1	
b. Barriers exist that limit ability to access resources	1	
c. No involvement in social support resources	2	
d. Resources do not exist.	3	_____
<b>SN11. Motherhood</b>		
a. No child(ren) and is not pregnant	-1	
b. Parent (or pregnant), can meet basic needs of child and self	0	
c. Parent (or pregnant), cannot meet basic needs of child and self	2	
d. Parent (or pregnant), shows total disregard for self and child(ren)	3	_____
<b>SN12. Health</b>		
a. Participates in a health care plan, uses good judgment affecting health	-1	
b. Poor health conditions reoccur, inconsistent with self-care	2	
c. Undiagnosed health problems, reoccurring symptoms, girl rarely or never seeks medical care	3	_____
		<b>TOTAL NEEDS SCORE</b> _____

Assign a needs level based on the total needs score:

Needs Level	Total Score
_____ Low	-5 to 11
_____ Moderate	12 to 29
_____ High	30 to 46

**Top Three Priority Needs**

Item Number/Description

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Top Three Strengths**

Item Number/Description

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**COOK COUNTY JUVENILE FEMALE  
STRENGTH/NEEDS ASSESSMENT  
DEFINITIONS**

**SN1. Family Relationships**

- a. Home environment stable, parent/caregiver displays appropriate parenting. While conflicts may occur, the home environment is stable; parent/caregiver displays appropriate parenting patterns.
- b. Lack of consistency with problems/discipline; frequent or multiple live-in partners. Lack of cooperation/consistency between parent(s)/caregiver(s) on how to handle child problems/discipline; frequent or multiple live-in partners.
- c. Parent/caregiver has chronic problem that seriously impairs ability to care for the child(ren). One or both parent/caregiver has an ongoing need for psychiatric/alcohol and other drug abuse (AODA) treatment, a chronic health problem, or intellectual deficit that seriously impairs his/her ability to provide care for the child(ren).
- d. Parent/caregiver destructive/abusive parenting patterns; has refused psychiatric/AODA treatment. One or both parents/caregivers display destructive/abusive parenting patterns. Includes parents who have emotionally rejected the child(ren) or where there is no underlying emotional bond between parent(s) and child(ren). Parent/caregiver has refused psychiatric/AODA treatment.

**SN2. Emotional Stability/Mental Health**

- a. Well-adjusted. Appropriate adolescent response; appears well-adjusted.
- b. Episodic behaviors, limited functioning. Episodic behaviors which limit but do not prohibit adequate functioning, such as: physically aggressive toward family member(s), aggressive acting out, withdrawal, mild depression, anxiety, irritability, moderate sleep/eating disorders, and obsessive/compulsive behaviors.
- c. Chronic behaviors, severely limited functioning. Chronic behaviors which prohibit or severely limit adequate functioning, such as: inability to provide basic self-care, attempted harm to self (suicidal tendencies) or others, major depression, current use of psycho tropic or anti-depressant drugs, psychiatric hospitalization within last six months, and acute eating disorders.

**SN3. Basic Needs**

- a. Suitable living environment. Suitable living environment; family has adequate resources to meet basic needs.
- b. Family has housing, some needs unmet. Family has housing but problems exist due to inadequate plumbing, heating, wiring, housekeeping, or size. Financial problems contribute to nomadic lifestyle and/or limit parent/caregiver ability to provide adequate meals, medical care, etc.
- c. Girl has left home. Girl has left home and found her own alternative living arrangement.
- d. Family is homeless. Family has eviction notice, house/apartment building has been condemned or is uninhabitable, or family/girl is homeless.

#### SN4. Substance Abuse

- a. No evidence of alcohol or drug use.
- b. Experimentation with alcohol or drugs. Experimentation with alcohol or drugs, but there is no indication of sustained use.
- c. Periodic and/or regular use of alcohol or drugs. There is evidence of periodic and/or regular use of alcohol or drugs resulting in disruptive or unproductive behavior and/or causing some discord in family or school.
- d. Chronic alcohol or drug abuse problem. There is evidence of a chronic alcohol or drug abuse problem with serious disruption of functioning, such as: removal from/dropping out of school, job loss, problems with the law, and/or physical harm to self or others.

#### SN5. Life Skills

- a. Functions independently. Functions independently at an age-appropriate level; possesses practical living skills, communication skills, and is motivated to succeed.
- b. Requires supervision and/or moderate assistance. Requires supervision and/or moderate assistance in the application of practical living and/or communication skills; limited judgement skills.
- c. Displays impulsive and risky behaviors. Displays impulsive and risky behaviors; severe deficits in practical living and communication skills that have resulted in dangerous or negative consequences.
- d. Chemically or developmentally impaired, severe limitations. Chemically or developmentally impaired; severe limits to ability to learn life skills.

#### SN6. History of Abuse/Neglect

- a. No history. No history or indication of physical or sexual abuse or neglect.
- b. Alleged but never substantiated abuse or neglect. Physical or sexual abuse or neglect alleged but never substantiated. Includes self reports by girl and abuse/neglect suspected by professionals.
- c. Substantiated physical abuse or neglect. Substantiated physical abuse or neglect, including abuse, neglect or dependent adjudications and non-adjudicated substantiated complaints.
- d. Substantiated sexual abuse. Substantiated sexual abuse, including abuse adjudications and non-adjudicated substantiated complaints.

#### SN7. Physical Safety

- a. No threat or fear for her safety. No threat or fear for physical safety from family, peers, or community members.
- b. Girl has experienced some threats or fears for her physical safety. Girl has experienced threats or fears for her physical safety from family, peers, or community members. Girl has participated in treatment to resolve abuse/violence issues.
- c. History of receiving threats to her physical safety. Girl has a history of receiving threats to her physical safety from family, peers, or community members. Girl has not received adequate treatment to resolve abuse/violence issues.
- d. Currently experiencing physical/emotional/sexual abuse or domestic violence; immediate threats. Girl is currently experiencing physical/emotional/sexual abuse or domestic violence. Immediate threats to physical safety have been made by family, peers, or community members.

### SN8. Peer Relations

- a. Adequate social skills; uses leisure time constructively. Friends not known to be delinquent or to have influenced involvement in delinquent behavior. Girl exhibits adequate social skills and uses leisure time constructively.
- b. Peer group is negative; her relationships are detrimental. Girl's peer group is negative and her relationships are detrimental to positive goal achievement. Alternatively, she lacks social skills and has few positive interactions with peers. Leisure time is not used productively.
- c. Most activities are with negative peer groups, but no gang membership. Most activities are with peer groups composed of dropouts, runaways, and/or delinquents but girl has no formal gang membership.
- d. Peers are delinquent and/or abusive, including gangs. Peers are delinquent and/or abusive to others. Most activities are with groups having strong delinquent orientation including gangs; spends considerable time with older and/or abusive companions; or not known to be involved with any friends and completes delinquent acts alone.

### SN9. School/Employment Status

- a. Successful in school and/or job. Girl is currently enrolled in appropriate educational/vocational program and/or has a job; she experiences success in these areas.
- b. Needs to enhance skills for future employment. Girl is enrolled in education/vocation program or employed but needs to enhance skills for future employment. Skill development is required in reading or writing, math, vocational, or other academic/occupational competency areas.
- c. Graduation expectations are in jeopardy. Girl is enrolled/employed but school/job attendance is sporadic; functions below expected age/grade level and/or graduation expectations are in jeopardy.
- d. Cannot maintain educational enrollment or employment. Girl lacks motivation, support, skills, or resources to seek or maintain educational enrollment or employment; demonstrates chronic intellectual, physical, or emotional impairment and has an identified special education need(s); has dropped out of school or is unemployed; and/or can't read or write.

### SN10. Social Supports

- a. Knowledge and use of existing resources. Girl has knowledge of existing resources, the ability to access them, and participates when appropriate.
- b. Barriers exist that limit ability to access resources. Girl is aware of resources but barriers exist that limit her ability to access them and participate fully, or she has no knowledge of existing resources.
- c. No involvement in social support resources. Girl has no involvement and refuses to actively participate in any social support resources.
- d. Resources do not exist.

### SN11. Motherhood

- a. No child(ren) and is not pregnant. Girl does not have child(ren) and is not pregnant.
- b. Parent (or pregnant), can meet basic needs of child and self. Girl is a parent (or pregnant) and she has adequate resources and parenting skills to meet basic needs of child(ren) and self.
- c. Parent (or pregnant), cannot meet basic needs of child and self. Girl is a parent (or pregnant) and does not have adequate resources to meet basic needs of child(ren) and self. Does not demonstrate adequate knowledge or skills in these areas.
- d. Parent (or pregnant), shows total disregard for self and child(ren). Girl is a parent (or pregnant) and either her conduct or lack of planning shows a total disregard for self and/or child(ren), and/or she has history of abusing/neglecting her child(ren).

### SN12. Health

- a. Participates in a health care plan, uses good judgment affecting health. Regularly maintains and participates in a health care plan. Uses good judgement in behaviors affecting health and demonstrates adequate self-care and hygienic practices.
- b. Poor health conditions reoccur, inconsistent with self-care. Poor health conditions reoccur with treatment usually sought on an emergency basis. Does not follow through with treatment plan. Makes impulsive decisions or has poor judgement resulting in health risks. She is inconsistent with self-care.
- c. Undiagnosed health problems, reoccurring symptoms, girl rarely or never seeks medical care. Daily functions are affected by undiagnosed health problems and consistent reoccurring symptoms and girl rarely or never seeks medical care. She is unaware of necessity to seek medical attention. She has poor judgement and participates in risky health behaviors, such as unprotected sex, sharing needles, or no prenatal care which increase the probability for chronic and life threatening illnesses. The girl has no health care plan (even if she has no identified health problems).



**ARIZONA DEPARTMENT OF  
JUVENILE CORRECTIONS**

**GRADUATED CONTINUUM MANUAL**

## FOREWORD

There has been growing concern across the country regarding crowding in secure juvenile corrections facilities, high rates of recidivism, and escalating costs of confinement. This has brought about renewed interest in bringing change and innovation to our juvenile correctional philosophy and practices. The Arizona Department of Juvenile Corrections has also found a need to review our current practices and to initiate reform within the existing system. Continued use of status quo correctional practices with today's committed juveniles will reflect a track of poor readjustment by the parolees to their homes, schools, neighborhoods, and in the work place. We will also find a high level of re-contact with the justice system and unacceptable rates of re-incarceration.

The goal of the Arizona Department of Juvenile Corrections is to provide for public safety through a well structured, systematic care system allowing carefully graduated steps of reduced external structure toward juveniles' successful reintegration to the community. Entrance and movement through the continuum will be based on classification (risk level) and demonstrated attainment of competency levels.

Social control theory suggests that youths become involved in delinquent behavior because of weakened bonds to conventional values, persons, and institutions. The lack of commitment to and involvement in positive behavior may be a result of several factors, including early socialization experiences, psychological development, social disorganization, and strain experienced as a result of the discrepancy between aspirations and legitimate opportunities. When bonds to the legitimate social institutions are weakened, youth may become socialized to a delinquent orientation through the influence of peers.

Given these factors, a number of objectives can be formulated. The objectives reflect assumptions and a philosophy which incorporates control, rehabilitation, and accountability.

The primary assumption is that a graduated approach to full community reintegration is necessary to ensure public safety and to allow practicing and testing of positive behavior before movement to a less restrictive phase. Additional assumptions are:

- Youth demonstrating high risk characteristics to re-offend will initially require a high-degree of external control both to stabilize their behavior and to ensure public safety.
- The possibility of attaining greater freedom in subsequent stages is a motivating factor to full program compliance or participation.
- Through effective interventions, offenders will gradually assume greater degrees of responsibility for themselves.
- Higher risk juveniles will receive a greater proportion of available resources.

A balanced, structured program will:

- . Provide sufficient external control over the offender until the focus of control can be shifted to traditional socialization units, (e.g., the family, school, work) and ultimately to the offender himself.
- . Mitigate the effects of inadequate socialization and social disorganization by reestablishing or strengthening offender bonds to conventional values, persons, activities, and institutions.
- . Address self-esteem issues by providing youth with the skills and opportunities to achieve in traditional settings.
- . Provide a consistent system of reinforcements (rewards and sanctions) to support desirable behaviors and to reduce the influence of the delinquent peer group.

These objectives are translated into a set of key intervention strategies which will be utilized in the continuum design and operations.

Core Intervention Strategies:

1. Operate a phase system characterized by an initially high level of external (program) control to be progressively reduced as the offender displays a greater level of responsibility and internal controls;
2. Deliver and access a wide range of services guided by a continuously monitored individualized case plan;
3. Develop youth competencies in the key areas of life skills, education, and employment;
4. Teach youth the social and interpersonal skills necessary to maintain positive involvement with family, school, work, pro-social peers, and community institutions;
5. Develop a constellation of relationships between the youth and law-abiding persons/groups/institutions that can provide alternative role models, a source of rewards and sanctions external to the department, a network of community support, and a vehicle for disengaging from delinquent peer groups;
6. Arrange and advocate for access to opportunities in education and employment that provide meaningful rewards in the short term and the long term;
7. Address individualized risk factors that impede functioning or that have weakened the youths' pro-social attachments;

8. Consistently apply a system of graduated rewards and sanctions that recognizes youth achievements and provides immediate accountability for violations.

## **Key Elements**

Key elements of the Arizona Department of Juvenile Corrections graduated continuum are as follows and will be explained in the chapters of this manual:

1. CASE MANAGEMENT / PAROLE SUPERVISION:

Juveniles will be assigned to either case management or parole supervision while they are in “RAC”. Juveniles with a high and medium risk to re-offend who will be 17.6 or younger when their secure care minimum is reached will be case managed. Those assigned to case management will be followed through secure care and into the community by an assigned Case Manager. Case management is a client-centered, goal oriented process for identifying and assessing needs and applying services.

Low risk juveniles will be assigned to parole supervision. A parole officer will be assigned initially to complete an In-Home Evaluation. The parole officer will not attend staffings while the juvenile is in secure care. They will participate in the transition of the juvenile from secure care to the community. The parole officer will attend a formal transition staffing at the secure care facility prior to consideration of release to conditional liberty.

2. RAC - Reception, Assessment and Classification:

This process assists in determining the most appropriate institutional or community placement for juveniles who have been committed by the fifteen county juvenile courts in Arizona. RAC employs a structured assessment/classification and decision making process that utilizes objective information in order to make the most appropriate treatment, placement, and length of stay decisions for committed juveniles.

3. INDIVIDUAL TREATMENT PLAN:

Reception information, assessments, classification, and in-home evaluations come together at the end of the “RAC” process for the purpose of developing an Individual Treatment Plan for each juvenile committed. A multi-disciplinary treatment team will meet on or before the 30th day after the juvenile’s commitment. Long-term goals and short term objectives will be determined. Services needed and resources inside and outside the agency will be identified. The institutional caseworker will arrange a schedule for regular plan reviews. Included will be a projected date when competency attainment can be anticipated. This plan will carry-over to the community when the juvenile is paroled from secure care. Specific community objectives will be written on a “Supervision Plan” by the case manager/parole officer.



4. SECURE CARE:

The Arizona Department of Juvenile Corrections operates and maintains secure care facilities for the custody, treatment, rehabilitation, and education of committed juveniles who pose a threat to public safety. Each juvenile who is placed in a secure care facility will receive rehabilitative services appropriate to the juvenile's age, needs, and abilities, including education, counseling, mental health services, medical services, recreation, and vocational training, as facilitated by the institutional caseworker.

5. EDUCATION:

The Arizona Department of Juvenile Corrections provides an outcome-based alternative education program to transition students from secure-care to the appropriate public school or work environment. All established curriculum is competency-based in its entirety. Students are served by multi-disciplinary teams of teachers providing an integrated and individualized curriculum focused on each youth's success.

6. TRANSITION:

A defined graduated structure of services, with elements that provide a link in the treatment, skill development, and accountability chain, will help bring about long term behavioral changes in youth. Transition from one level of external control to a less restrictive level requires clear accountability and must identify behavioral competencies that juveniles should demonstrate before moving to a different level of intervention/structure. Action plans delineating a desired outcome and individual accountability are a very important transition component.

7. COMMUNITY CONTINUUM:

Movement through the community continuum will be based upon the juveniles' need for external control, responsiveness to expectations, and attainment of goals identified on the juveniles Individual Treatment Plan. Competency must be demonstrated in six principles of behavior learned while in secure care:

1. Communication
2. Self-Restraint
3. Redirection
4. Community
5. Problem Solving
6. Responsibility

Measured proficiency in these behaviors will allow juveniles to move through the following community interventions/structures:

1. Transitional Group Home (In-sight supervision)
2. Group Home (bed, meals, supervision, transportation, programming at day support)
3. Day Support Program (12 hour to 6 hour program)
4. Outreach and Tracking (to begin at Day Support level)
5. Levels of Parole Supervision
6. Home based services individual and family counseling

8. LINKAGE TO COMMUNITY SOCIAL SERVICES:

Monitoring and testing of juveniles' skill development and abilities will be conducted throughout the graduated continuum of services. The rate at which this will happen will first be determined by risk and then by demonstrated competency levels. Control of and services for a juvenile will gradually shift from ADJC to traditional socialization units such as the family, public school, employers, and ultimately to the juvenile him/herself.

## CHAPTER I

### **CASE MANAGEMENT/PAROLE SUPERVISION/INTERVENTION**

#### **Purpose:**

The Arizona Department of Juvenile Corrections provides a system of Case Management that contributes to the maintenance of public safety through comprehensive, client centered services. These services are provided in a partnership with the Case Manager/Parole Officer and the individual juvenile, his/her family members, and significant others. Case managers will expect accountability that relates juvenile actions to outcomes and will provide linkage of juveniles to existing community structures.

Each juvenile committed to ADJC will receive a comprehensive assessment through the RAC process. ADJC programs are designed to facilitate juvenile and family involvement. The planning process delineates the level and type of supervision, service provision, and advocacy a juvenile will receive.

#### **Service Objectives**

1. A realistic, functional, youth involved, and family involved Individual Treatment Plan will be developed.
2. An orderly, action planned, supervised transition process will be provided for all juveniles returning to the community from RAC, Secure Care, or Residential Placement.
3. A supportive family focused initiative will be provided for each family to increase the level of parent and family involvement in their youth's development.
4. Juveniles under community supervision will be monitored and provided contract services consistent to their needs and potential risk, to promote public safety.
5. Juveniles will be situated in educational, vocational, or work programs consistent with their needs.
6. Juveniles will be provided direct and brokered services consistent with their needs and resource availability.
7. Juveniles requiring services beyond ADJC involvement will be linked to appropriate community agencies.
8. Juveniles alleged to have violated their established conditional liberty stipulations will be provided due process.

### Identified Outcomes

1. Reduced police contact in terms of quantity and severity.
2. Satisfactory adjustment in school and/or employment.
3. Stable residential circumstances for juveniles in the community, preferably with their family.
4. Improved problem solving and decision making skills.
5. Functional employability and employment retention skills.
6. Linkage to existing community support structures.
7. Fulfillment of all court ordered restitution or service obligations.

### **Programming:**

Case management is not an add-on component of a single program. Rather, it is a philosophy that will permeate all juvenile programs that calls for the active involvement of several groups of people. Case management is not an end unto itself. Rather, it is a process that helps committed juveniles to achieve a set of goals.

The Arizona Department of Juvenile Corrections has utilized a program model for the last three years that utilizes full case management functions. Determination has been made that juveniles with a high and medium risk to re-offend, and are younger than 17.6 years old when released from secure care, will be case managed. Juveniles with a low risk to re-offend will be supervised in the community and linked to existing community services/structure, but will not receive full case management interventions. If low risk juveniles have high needs levels, assigned parole officers will link that juvenile to other social services agencies.

Case managers with caseloads of high and medium risk juveniles will be involved with functions along the continuum including:

- Intake
- Orientation
- Assessment
- Relationship building
- Goal setting
- ITP development/Service planning
- Linkage with programs and agencies
- Follow up

Parole Officers with case loads of low risk juveniles or juveniles receiving Parole Supervision Services will provide supervision functions beginning at transition and continuing in the community when the juvenile is released from secure care. These will include:

- Supervision Plan Development
- Monitoring
- Linkage to outside service agents
- Surveillance
- Follow up

Case management standards have been created that provide measurement along the continuum up to and including juvenile discharge. Case managers/parole officers will be expected to follow these standards. (See Case Management Standards Manual)

## STAFF ROLES AND FUNCTIONS

Facility case work staff represented by the Reception Caseworker / Unit Caseworker coordinate the RAC process in the secure school. They are responsible for ensuring the process runs smoothly and is completed to standard expectations. Case Managers with a case management caseload are responsible for assigned juveniles' movement and programming through the continuum. In general terms, case management in the context of the secure confinement-intensive aftercare continuum for "high-risk" delinquents refers to the process by which coordinated and comprehensive planning, information exchange, continuity, consistency, service provision and referral, and monitoring can be achieved with youth who have reached the "deep end" of the juvenile correctional system. Experience has repeatedly shown that serious problems plague organizational efforts to provide continuous case management for this population as it transitions from secure confinement to community supervision. Through coordination and planning by key staff these risks can be reduced as long as there is particular attention paid to the following areas:

- Assessment, classification, and selection criteria;
- Individual case planning incorporating a family and community perspective;
- A mix of intensive surveillance and treatment/service provision;
- A balance of incentives and graduated consequences coupled with the imposition of realistic, enforceable conditions;
- Service brokerage with community resources and linkage with social networks.

### **Case Manager:**

The Case Manager/Parole Officer facilitates the case management process. They ensure the identification and prioritization of youths' strengths and needs. They then translate those into a set of realistic goals by developing a plan of action (an ITP) for achieving those goals. The Case Manager facilitates access to services throughout the youth's treatment by means of an overarching system of institutional and community supervision of each individual case. They assure that the youth successfully completes a customized set of services among a variety of providers. At the same time, they help the youth learn to access services on their own and to eventually function independent of the case management process.

### **Reception Caseworker:**

The Reception Caseworker's primary responsibility is to ensure the reception process functions smoothly. He or she has expertise in the analysis of court documents and other admission papers. This expertise is used to ensure admission is legal and proper. The Reception Caseworker ensures the initial processing of the juvenile is completed. She or he coordinates unit assignments and passes on all relevant information on the juvenile. The Unit Caseworker is responsible for Classification once the juvenile has been assigned to his/her unit. (In many instances the reception caseworker and the Unit Caseworker are one in the same.)

### **Unit Caseworker:**

The Unit Caseworker is responsible for the management of all juvenile cases in her/his Housing Unit. The Unit Caseworker is the liaison for all parties working with the juvenile. They coordinate the Assessment effort, working with all areas to ensure the process is completed accurately and effectively. Unit Caseworkers complete initial assessment instruments on juveniles and serve the role of ITP Development Review Coordinator ensuring the initial portion of the ITP is completed. Following the RAC process, they are responsible for implementing the ITP as developed and for utilizing the treatment team to monitor and modify ITP efforts. During the youth's stay in secure care the institutional Caseworker will schedule and chair all MDT staffings for the youth.

### **Clinical:**

Juveniles committed to ADJC have serious problems with criminal (delinquent) behavior. Many also have psychological, health and educational problems that warrant closer observation. ADJC's Clinical staff are highly trained, qualified, and experienced staff who are able to assess a full range of problems.

Psychology staff are an integral part of driving the assessment process and directing the treatment that is planned and implemented for the juvenile. They provide input to staff in a consulting role. As such, they are responsible for analyzing and completing a significant portion of each juvenile's ITP.

**Psychology Associates:** - Psychology Associates are staff with a Master's Degree, typically from a psychology or counseling program. They also have experience in psychological intervention, assessment, and counseling with juveniles.

**Psychologists:** - Psychologists have an even higher level of training and expertise. They all have received Doctorate degrees. They are licensed as independent psychologists with the State Psychological Board examiners. They supervise and review the work of all clinical staff at the facilities.

### **Education:**

Education is a major assessment area within the RAC process. Juveniles are assessed educationally in the areas of academic, vocational, and physical fitness. The ADJC Educational Program is fully integrated with the overall treatment program. ADJC Teachers help juveniles change through the incorporation of the agency's major cognitive restructuring tool, the Keys to Innervisions curriculum, in their teaching methods. There are four educational staff who play primary roles in the RAC process. They are the Diagnostic Teacher, Housing Unit Teacher, Vocational Coordinator, and Physical Education Teacher. Education staff also have roles in Limit and Lead groups and in the treatment team process.

### **Diagnostic Teacher:**

The Diagnostic Teacher is responsible for the administration and interpretation of all educational/vocational testing for newly committed juveniles. He or she advises the Housing Unit Teacher and the Housing Unit staff on juvenile needs for the Individual Treatment Plan Development Review. The Diagnostic Teacher is responsible for the initial instruction of juveniles in the cognitive restructuring concepts through the delivery of the first five units, and unit 9, of Keys to Innervisions.

### **Housing Unit Teacher:**

The Teacher assigned to the Treatment Housing Unit serves the role of the primary educational service delivery agent for juveniles assigned to the unit. The teacher is an active and vital member of the Unit Treatment Team and works closely with unit staff and other team members on a daily basis. Through their efforts, juveniles in need of specialized educational programming such as special education are served. The Teacher manages a classroom that is fully integrated with the behavioral and treatment expectations of juveniles outlined in the agency's program.

Within the RAC process, the Housing Unit Teacher and the Diagnostic Teacher prepare the educational component of the RAC packet and present the educational information at the ITP Development Review.

### **Vocational Coordinator:**

The Vocational Coordinator assesses the current status of juvenile employability and vocational interest. She or he ensures newly committed juveniles are assigned to work experience programs and receive instruction in employability skills.

### **Physical Education Teacher:**

The Physical Education teacher assesses juveniles' physical education needs and interests and ensures that appropriate physical education and recreational instruction and activities occur on a daily basis.

### **Medical:**

The identification of the health issues for juveniles committed to the Arizona Department of Juvenile Corrections is a very important function. Juveniles are screened upon admission and a health assessment is conducted during the RAC process. The staff responsible for these functions are the **Correctional Registered Nurses** employed at each facility's Health Unit.



**Security:**

During Reception and Admission. Security staff ensure the safe and secure transfer of juveniles from the custody of county officials to ADJC. Primary responsibilities during this time include searching juveniles and inspection and documentation of juvenile property.

## **CHAPTER II**

### **RECEPTION, ASSESSMENT, AND CLASSIFICATION**

#### **Purpose:**

The Reception, Assessment and Classification Process is composed of four integrated and supportive elements. The elements build upon each other to complete a comprehensive process which provides the department the ability to address the treatment needs of each juvenile. The process elements are Reception and Admission, Classification, Assessment, and Individual Treatment Plan Development. The following is a synopsis of the primary characteristics of each element.

#### **Location:**

The RAC component will be operated on the campus of Black Canyon School, Adobe Mountain School, and Catalina Mountain School.

#### **Programming:**

##### **Reception and Admission:**

The primary function of the Reception and Admission element is to ensure that committed juveniles are legally and safely admitted to the custody of the Arizona Department of Juvenile Corrections. To verify that all legal and department standards are met, the juveniles and their accompanying documentation are examined by medical and caseworker staff. Reception and Admission continues with the efficient processing of juveniles by medical, security, casework unit, and clerical staff. Reception culminates with the juvenile's placement and orientation in his or her assigned housing unit and the unit casework staff's completion of admission documentation.

##### **Classification:**

As juveniles are processed through medical services and into the housing unit, caseworker staff begin the process of analyzing case file documentation and applying standardized instruments to classify juveniles. Juvenile cases are classified to determine the risk level for recidivism and projected length of stay in a secure facility. Cases are classified utilizing risk assessment and offense severity analysis. The classification process culminates with the application of the risk assessment and offense severity findings to a classification matrix to determine presumptive placement and length of stay.

**Assessment:**

Assessment of juveniles' needs is a critical component of the RAC process. It provides the (Individual Treatment Plan ITP) information by which the juvenile, family, and department staff design the ITP for the juvenile. This assessment process has five basic components, Clinical, Housing Unit, Community (Family Services and Parole), Educational/Vocational, and Medical assessments.

**Individual Treatment Plan Development:**

The Reception, Assessment, and Classification process comes together in the development of the Individual Treatment Plan (ITP). RAC ends with the development of the ITP through a meeting of the Treatment Team. The team typically includes the juvenile, parents, Unit Caseworker, Psychology Associate, Teacher, Parole Officer, and Family Services staff. At the ITP Development staffing, the team discusses the relevant issues, develops a plan outline, and completes the initial portion of the ITP.

## CHAPTER III

### SECURE CARE

#### Purpose:

The primary objectives of this phase are: 1) the beginning of matching services to needs; 2) stabilization of the juvenile's behavior; 3) implementation of the Individual Treatment Plan (ITP); 4) provision of specialized treatment for those identified with unique needs; 5) placement of juveniles into a structured competency based level system to begin practicing the six categories of the principles of behavior. 6) completion of any court ordered minimum length of stay as an element of accountability for the committing offense.

#### Location:

The Secure Care Component will be operated on the campuses of Adobe Mountain School, Black Canyon School, Catalina Mountain School, Encanto Unit, and any future sites so designated.

#### Programming:

A multi-disciplinary team staffing chaired by the Unit Caseworker, is facilitated on or about the thirtieth day of the committed juvenile's arrival into the Department of Juvenile Corrections. Assessments and classification information come together to determine educational/vocational programs, treatment unit assignments, determination of future placement options, and initiation of the juvenile's Individual Treatment Plan (ITP). The Arizona Department of Juvenile Corrections' Treatment Units are designed to present a variety of treatment modalities. Each juvenile has a monthly staffing to meet with unit staff, teachers, clinical staff, and necessary others to determine progress and level promotion. Even though daily monitoring is conducted on behavioral and educational expectations, level movement is determined at the scheduled monthly review. The Case Manager is involved in all phases of the youth's treatment while the youth is in the institution. He/she is an integral part of the multi-disciplinary team and attends monthly staffings to ensure that appropriate progress is being made and measured.

All juveniles will progress through four distinct competency based levels, depending on their committing offense and risk classification. These levels are labeled, Freshman, Sophomore, Junior and Senior. Competency achievement must be met at each level before the juvenile can move to a higher level.

The primary counseling curriculums are “Keys to Innversions” and Limit and Lead. Both are designed to assist delinquents identify their strengths, values, goals, and plan to achieve their goals through rational planning processes. Speciality program provide offense specific intervention for juveniles’ committed for sexualized offenses, violent offenses, and serious substance abuse behaviors.

**Promotion:**

Promotion from Secure Care to a community program is contingent upon: 1) completion of any court ordered minimum length of stay; 2) completion of classification matrix minimum length of stay; 3) achievement of competency level consistent with the Graduated Continuum Matrix; 4) meeting program behavioral expectations; and 5) successful transition.

## **CHAPTER IV**

### **EDUCATIONAL SERVICES**

#### **Purpose:**

All juveniles are enrolled, following diagnostic testing, in the ADJC Success School where they are engaged in three courses for one-half credit each. This core "Connections Curriculum" is a therapeutic education program designed to integrate reading, writing, mathematics, social studies, science, pre-vocational skills, and vocational and technical education. There is a special emphasis on reading, writing, speaking, and active listening skills. This learning experience is designed as a thematic career exploration project which engages youth in a transitional effort to assess their current reality and establish a meaningful and relevant strategic plan. Students keep their completed assignments in a binder referred to as their "portfolio."

When the juvenile completes the core curriculum, as evidenced by the portfolio, the student may be enrolled in regular education courses, consistent with transitional planning to return to public or other community school. Juveniles that may not choose to return to the public school system when they leave secure care, may elect to enroll in a school-to-work curriculum designed to result in a GED and appropriate employment skills. Juveniles may also attain community college credit. The ADJC Educational System is accredited by the North Central Association as a Special Function School System. ADJC provides an outcome-based alternative education program to transition juveniles from secure-care to the appropriate public school or work environment.

#### **Location:**

Educational Programming will operate on all ADJC secure care campuses, public schools, and other agency sponsored alternative programs. Extended curriculum has also been developed in the community through the establishment of alternative community based schools throughout Arizona. The establishment of the community transition component of the AJDC Educational System allows for a comprehensive and systemic implementation of core curriculum.

#### **Programming:**

A successful facility provides a multifaceted educational program so that the youth's time in the facility is productive and beneficial as possible. The educational program is geared to accommodate the diverse academic, multi cultural, social, emotional, and developmental needs of the youth on an individual and group basis.

For every type of activity, physical and non physical, there should be at least six of the following goals that can be achieved by engaging in that activity. If not, then the activity should not be held.

These goals are:

1. Providing a release for emotional tension
2. Providing a constructive outlet for physical energy
3. Teaching fundamentals of recreational activities
4. Giving the youth self-confidence in wholesome pursuits
5. Teaching fair play, rule following, and teamwork
6. Providing a socially acceptable outlet for hostility
7. Giving the youth a better understanding of himself
8. Developing new interests and skills to follow upon release
9. Keeping the youth busy by providing a structure for his day
10. Developing good health habits and physiques
11. Breaking down resistance to adults and adult standards
12. Permitting observations of the youth's behavior, which aids in social diagnosis

The following outline serves as a more comprehensive explanation of the goals and their application to everyday work.

1. Are the youth emotionally as well as physically involved? Are the youth merely carrying out their role in the activity to satisfy staff, or are they really enjoying the activity? Are the youth involved to the extent that they have forgotten temporarily all their problems and anxieties?
2. Are the youth really exhausting their physical energies in the activity, or are they carrying out the motions with as little effort as necessary? Are they physically exhausted at the end of the activity?
3. Are the abilities of each youth being evaluated? What does he/she lack? Any handicaps? How good is the youth? Do we give as much consideration as possible to the youth's lack of knowledge or skills? Are they being taught the correct methods of play? Are they being taught the fundamental skills of the game?
4. Are we building self confidence in the youth, or making them feel more inadequate? Are we subjecting them to ridicule and embarrassment by staff or other juveniles? Are the youth being encouraged to learn and improve, becoming more confident of their abilities? Do we use praise?
5. Are the rules of the game being taught? Are the youth being shown, and do they understand how the game can be better when the rules are followed? Do they see the importance of teamwork? Is the staff taking the time to explain the rules and are they setting an example? Is there a cooperative relationship between them and staff?

6. Does the activity allow for a release of aggressive feelings? Do we avoid creating resentment toward the activity by not putting them in positions that are embarrassing or humiliating?
7. Do the youth see themselves as being successful in the activity? Are we providing proper levels of competition, which increase confidence and eliminate feelings of insecurity?
8. Are the youth being taught new forms of recreation? Are we developing good attitudes towards various skills and activities? Have we developed the skills and created the interest that will encourage continued participation upon release?
9. Do we keep youth so busy that they do not have time to think of ways to vent their hostilities? Do we have a balance of both active and inactive recreations to keep them either physically or mentally involved throughout the day? Do we avoid lengthy periods that contribute to or reinforce feelings of self-pity, resentment, or despondency?
10. Are youth experiencing a feeling of well being, and do they understand it to be a result of physical fitness acquired through the program? Do we avoid imposing standards that are too strenuous or physically harmful to the youth?
11. By our every action, do we gain their respect for each other as well as adults in their world? Are they resentful because they feel that they must accept our standards, or do they participate because of their desire to accept our values? Do staff follow the same rules and regulations the youth are expected to win, lose or draw? Do they see staff members as part of their team, or do they see only disinterested adults carrying out their duties? During all activities do we convey interest? Are our efforts to help them adjust and mature real, or do they detect phoniness? Does our need to always be right interfere with their relying on us to always be fair?
12. Are we observant of a youth's change of attitude and interest throughout the day? Are we sensitive to the changes in peer relations? Do we notice how various settings alter varying juvenile- adult relationships? Do we provide various juvenile-adult relationships and notice changes in response? Is there enough stimulation and freedom in activities for the above characteristics to reveal themselves?

Finally, the education of the youth encompasses just about every activity that involves youth and staff. All staff, no matter what their job titles, contribute to the education of youth.

Providers in the continuum will provide the institutional Caseworker with brochures and program descriptions of their respective programs. At the time of the staffing, the Caseworker will provide the youth with a brochure and a program description of the designated community program.



## Education Program Teacher Work Expectations

### Orientation Level

- > introduces the mission, goals, and objectives of **Success School**
- > introduces the **Success School** Classroom Rules and Responsible Thinking Center
- > introduces the Student Progress Folio System
- > introduces The Limit and Lead program
- > guides the student through units 1-5 and 9 of Keys to Innervations
- > conducts Academic, Vocational, and Special Needs Assessments
- > develops the Student Education File

### Freshman Level

- > conducts a Structured Interview
- > contracts with the student for the appropriate *Situational Leadership Style*
- > accepts the Student Application to Success School
- > schedules student in classes according to student's progression through each level of Success School
- > facilitates all Principles of Success courses for each youth
- > engages the student in developing an ongoing dialogue that centers on exploring the student's notion of current reality
- > guides ongoing development of the student's *IVTEP*
- > presents the student's Success Folio to the Assistant Principal for review at each level
- > participates in the student's Housing Unit *Treatment Team*

### Sophomore Level

- > continually reviews the students' Success Folio with the student's Freshman Level Teacher and the student
- > facilitates the student in creating a personal vision
- > engages the student in dialogue with the purpose of exploring career interests and aptitudes
- > assists the student in developing the Career Exploration Research Paper
- > assists the student in developing the Personal Vision Paper
- > assists the student in transferring all pertinent documentation to the Success Folio

### Junior/Senior Level

- > continually reviews the students' Success Folio with the student's Freshman Level Teacher and the student
- > engages the student in dialogue with the purpose of creating a strategic plan
- > assists the student in developing the Strategic Plan Paper
- > assists the student in transferring all pertinent documentation to the Success Folio

### **Educational and Recreational Programs:**

Other learning experiences may occur outside the education classroom, and these experiences should address drug and alcohol education, health and sex education, anger control, decision making skills, career exploration, self-esteem building, information about community resources, leisure time activities, problem identification and goal setting, child development, parenting skills, dating and interpersonal skills, and information on how to accept criticism and compliments.

Two popular informational topics are employability skills and independent living skills. Staff can coordinate or lead these informational sessions, using other staff, business leaders, leaders in the community, or volunteers. Handouts, role plays, videos, and discussions can be combined in ways that make such activities enjoyable and educational.

## **CHAPTER V**

### **TRANSITION**

Transition is a process that identifies and implements a clear action plan, for all involved parties, by which a juvenile is moved forward or backward within the continuum to a different level of external control. Identified behavioral competencies must be demonstrated before a juvenile moves to a different level of program intervention/structure.

#### **Purpose:**

Successful transition increases the chance of juvenile, provider, and family working together to ensure long term behavioral changes. Transition will allow for improved communication and coordination of movement from secure care and from intensive supervision after-care programs. Transition from secure care to community supervision is essential regardless of the length of time a juvenile has been in custody. Transition from community residential placement to another level of residential placement or a lesser level of structure in the community is also essential. Participation of individuals who will be involved in the next level of programming is very important.

#### **Location:**

All transitional staffings will be facilitated where the juvenile physically resides.

#### **Programming:** (Transition from Secure Care)

Approximately forty-five days prior to a juvenile's minimum release date from secure care, a multi-disciplinary team will participate in a transition staffing. The Case Manager will be responsible for inviting the community provider to the transition staffing. This team will include the juvenile Institutional Caseworker, Case Manager, Education Staff, and those community providers that will be involved with the juvenile upon release.

A supervision plan will be developed that will be signed by all staffing participants. The secure care school Superintendent will need to review and approve this plan. After the Transition staffing, within seven days, the Case Manager will submit a Youth Parole Plan (YPP) for the program that the youth will be attending upon release. The institutional Caseworker will prepare a packet of information and forward it to the community provider. This packet should include the following:

- Youth's face sheet
- All psychological/psychiatric reports
- Most recent dispositional report from probation department
- All ADJC psychiatric/psychological reports
- Supervision Plan
- ADJC In Home Evaluation
- Individual Treatment Plan
- All other pertinent documents

The juvenile will begin working through his/her transition plan. During the last two weeks of secure confinement, the juvenile may be able to visit those program facilities that he/she will be attending upon release. Community providers shall provide transitional activities and review desired competencies with the juvenile and his/her Case Manager. It is the responsibility of the juvenile's Case Manager to oversee this process and to ensure all case management activities are in place.

Once the juvenile is successfully placed in the appropriate community structure (as per matrix), he/she will be eligible for movement as he/she demonstrates the respective competencies. The next level of competency will have to be achieved before the juvenile is eligible for further reduction of external structure. Orientation to and possible visits with each new community program will be suggested before the juvenile moves on. The community providers, juvenile, and Case Managers will review progress to ensure level competency has been met. The juvenile will continue to practice the six principles of behavior with each different level of program. This will also include his/her own home structure when he/she gets to that level.

## CHAPTER VI

### CONTINUUM MATRIX

Programing in the community is geared to the competency level that the juvenile has achieved. The next level of competency must be achieved before the youth will have the community structure reduced. The program and the youth have the goal of achieving the next level of competency as well as any individual specific goals.

The following are descriptive of the types of behaviors and needed structure for juveniles at the respective levels.

**FRESHMAN**: The freshman will have the need to develop a positive non-provoking style of communication. This individual, even in a structured setting, still relies on the use of profanity to express her/himself or to provoke other juveniles or adults. This individual's self-restraint is weak and requires frequent monitoring or supervision to dissuade misbehavior, but he/she will comply with staff warning. Staff efforts at redirection impact positively on this individual, but it requires staff follow-up to ensure continued compliance. When this individual messes up, he/she will admit wrongdoing, but does not take initiative to improve within the program community. In developing solutions, this individual participates, but uncomfortably, and with disruptions. With help from adult supervision, this individual is capable of coping with the program environment and peers.

The freshman requires:

- in-sight supervision in all activities
- direction from staff in completing assigned tasks
- structured learning, work, and recreation environments
- structured task and time frame specific treatment planning and direction, staff involvement is required for the youth to progress and attain objectives
- May be at risk to abscond even with supervision and without a precipitating event
- may require physical restraint

**SOPHOMORE**: The sophomore communicates in a non-provocative manner, and is able to display self-restraint with strong staff direction and follow through. When redirected by staff this individual is able to act positively, and maintains after redirection. Additionally this youth has positive community participation with staff encouragement and guidance. When this individual encounters problems he/she is able to cope but requires staff help to put a solution in perspective and to follow through consistently. When issues of wrongdoing arise this individual will attempt to explain his/her actions as opposed to accepting responsibility. Staff follow through is necessary to ensure that corrective planning is completed.

The sophomore requires:

- indirect supervision, with intermittent in-sight contact
- supervision in group activities
- verbal direction in completing tasks
- supervised learning work and recreation environments, staff involvement in the form of support may be required to assist the youth to progress on assignments
- clearly written objectives in treatment planning, with staff assistance to complete the objectives within a prescribed time frame
- May require strong direction, but should not require physical restraint
- May be at risk to abscond with a clear precipitating event, and no direct supervision
- May require staff intervention to attend assigned programs

**JUNIOR:** The junior's communication style has developed to the point that he/she can listen to others, digesting what is said before acting. This youth will make every effort to obey (demonstrating self restraint in all but the most challenging of situations.) He/she is able to take notice of his own behavior and correct it if needed without staff intervention. He/she always responds to staff intervention in a constructive manner. A positive program participation is always demonstrated within the program community. This is accomplished through the use of effective coping skills and the sincere acceptance of responsibility for his own actions and the resultant consequences.

The Junior requires:

- Intermittent supervision. This youth can function within a group and can attend programming without direct staff supervision.
- support for the positive efforts, and availability of staff for discussion of concerns and requests for guidance.
- This youth will require weekly review of self structured goals.
- This youth should not require strong direction but may require the awareness that staff are aware of his behavior because of sound communication with all program components
- This youth follows program components willingly, with intermittent reinforcement.
- This youth is in attendance at assigned programs without staff intervention.

**SENIOR:** The senior level youth has demonstrated the ability to accept responsibility not only for his/her own behaviors but also for the ownership of the collective community responsibilities. This individual encourages others, offers them support to cope with difficult situations, corrects their behavior when it conflicts with the community values, and assist them to behave with suggestions and encouragement. He/she has the confidence in himself to redirect peers, in a supporting manner.

The Senior requires:

- monthly feedback on progress toward treatment goals
- intermittent reinforcement for progress being made
- assistance in committing goals to writing
- assistance in accessing community resources
- coaching to achieve self established goals

## BEHAVIORAL EXPECTATIONS

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Communication</b>	does not curse or use racial slurs with ongoing staff assistance	does not provoke others with gestures or language	uses appropriate language in talking to staff and listens to others	uses appropriate language consistently with staff and peers
<b>Self</b>	follows rules with ongoing staff assistance	follows rules on the first staff reminder	follows rules or attempts to find out rules without staff reminder	assists others in understanding and following rules
<b>Redirection</b>	responds to ongoing staff requests for behavioral changes	responds to the first staff request for change in behavior	identifies and corrects behavior without direct staff involvement	offers assistance and complies positively to requests
<b>Community</b>	participates in activities with minimal disruption may have non-compliant behavior in a group setting	participates in activities on the first request by staff	participates without staff reminder	participates with enthusiasm and encourages peers to participate
<b>Problem Solving</b>	handles conflicts with ongoing staff assistance	actively attempts problem solving with staff assistance	uses huddle-ups, T-charts and other methods to resolve conflicts	promotes cooperation and influences others to handle conflicts positively
<b>Responsibility</b>	acknowledges personal behavior as disruptive but needs staff assistance to comply	acknowledges and tries to explain disruptive behavior	evaluates personal behavior fairly and accepts responsibility	accepts responsibility and assists others in accepting responsibility for behavior

## SUPERVISION REQUIREMENTS

Youth are expected to practice these minimal behavioral expectations related to the "Six Principle of Behavior".

<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<ul style="list-style-type: none"> <li>-in-sight supervision in all activities</li> <li>-direction from staff in completing assigned tasks</li> <li>-structured learning, work and recreation environments</li> <li>-structured, task and time frames</li> <li>-specific treatment planning and direction, staff involvement is required for the youth to progress and obtain objectives</li> <li>-risk to abscond, without precipitating event</li> <li>-may require physical restraint</li> </ul>	<ul style="list-style-type: none"> <li>-indirect supervision</li> <li>-supervision in group activities</li> <li>-verbal direction completing tasks</li> <li>-supervised learning and recreational environment, staff support</li> <li>-clearly written objectives in treatment planning, with staff assistance</li> <li>-strong direction, should not require physical restraint</li> <li>-risk to abscond, precipitating event, no direct supervision</li> <li>-staff intervention to attend assigned programs</li> </ul>	<ul style="list-style-type: none"> <li>-intermittent supervision</li> <li>-support for positive efforts, availability of staff for concerns and requests</li> <li>-weekly review of self-structured goals</li> <li>-not require strong direction but the awareness of staff awareness</li> <li>-follows program components, with intermittent reinforcement</li> <li>-attends assigned programs with out staff interventions</li> </ul>	<ul style="list-style-type: none"> <li>-monthly feedback on progress</li> <li>-intermittent reinforcement for progress being made</li> <li>-assistance in committing goals to writing</li> <li>-assistance in accessing community resources</li> <li>-coaching to achieve self established goals</li> </ul>

## Continuum Matrix Use

The following matrix reflects the performance expectations and classification requirements for the juveniles eligible for the continuum services. Juveniles are classified based on their calculated “risk score.” This risk score, along with their most serious committing offense, establishes the juvenile’s eligibility for programs in the community continuum. Their initial placement in the continuum can be accelerated based on the juvenile’s demonstrated progress in meeting behavioral competencies while in secure care (the level of responsibility they reach e.g. Freshman, Sophomore, Junior, Senior).

By locating the juvenile’s most serious committing offense (classification offense) on the left axis of the matrix, and then following, to the right, to the secure care behavioral level attained, you can determine what level of the continuum the juvenile is eligible to begin. There are three different matrices, one for each “risk level”, Low, Medium, and High. The user should select the matrix that corresponds with the juveniles determined risk level.

Once placed in the continuum a juvenile will progress based on the competencies he/she demonstrates, not on time spent at a level. It is important to work to progress juveniles as quickly as possible. Initially we will monitor the length of stay at each level so standards can be developed relative to time and expected progress.

This matrix is only intended to provide a structure to initiate programming for individual juveniles. It is not formed of concrete. When circumstances are encountered that suggest professional review, action should be taken to request supervisory consideration for overriding the case for exceptional handling.



	FRESH	SOPH	JUNIOR	SENIOR	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS
FELONY 1	SECURE	SECURE	SECURE	SECURE	GRP.HOME TRANSITIONAL/ DAY SUPPORT	GRP.HOME NON-SPECIFIC/ DAY SUPPORT	LOW	LOW	LOW	LOW
SUPERVISION LEVEL					HIGH	MED	LOW	LOW	DISCH	DISCH
FELONY 2	SECURE	SECURE	SECURE	DAY SUPPORT	DAY SUP.	DAY SUP.	DAY SUP.	DAY SUP.	DAY SUP.	DAY SUP.
SUPERVISION LEVEL					MED	LOW	LOW	LOW	DISCH	DISCH
FELONY 3 & 4	SECURE	SECURE	DAY SUP.	DAY SUP.	DAY SUP.	DAY SUP.	DAY SUP.	DAY SUP.	DAY SUP.	DAY SUP.
SUPERVISION LEVEL					LOW	LOW	LOW	LOW	DISCH	DISCH
FELONY 5 & 6	SECURE	DAY SUP.	DAY SUP.	DAY SUP.	DAY SUP.	DAY SUP.	DAY SUP.	DAY SUP.	DAY SUP.	DAY SUP.
MIS					LOW	LOW	LOW	LOW	DISCH	DISCH
SUPERVISION LEVEL					LOW	LOW	LOW	LOW	DISCH	DISCH

All matrix boxes reflect what juveniles are eligible for. The community boxes equates to 30 days program units with movement based upon competency level. Low risk juveniles will be eligible for discharge after six months of successful community programming/supervision.

	FRESH	SOPH	JUNIOR	SENIOR	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS
FELONY 1 SUPERVISION LEVEL	SECURE	SECURE	SECURE	SECURE	GRP.HOME TRANSITIONAL/ DAYSUPPORT HIGH	GRP.HOME TRANSITIONAL HIGH	DAY SUP. O/RT HIGH	HIGH	MED	MED	LOW	LOW	DISCH
FELONY 2 SUPERVISION LEVEL	SECURE	SECURE	SECURE	GRP.HOME TRANSITIONAL/ DAY SUPPORT HIGH	GROUP HOME NON-SPECIFIC/ DAY SUPPORT HIGH	DAY SUP. O/RT HIGH	O/RT	O/RT	MED	MED	LOW	LOW	DISCH
FELONY 3 & 4 SUPERVISION LEVEL	SECURE	SECURE	GRP.HM. DAY SUP. MED	GRP.HM. DAY SUP. MED	DAY SUP. O/RT MED	MED	MED	LOW	LOW	LOW	DISCH	DISCH	DISCH
FELONY 5 & 6 MIS SUPERVISION LEVEL	SECURE	SECURE	DAY SUP. O/RT MED	DAY SUP. O/RT MED	O/RT	MED	LOW	LOW	LOW	LOW	DISCH	DISCH	DISCH

All matrix boxes reflect what juveniles are eligible for.  
The community boxes equates to 30 days program units with movement based upon competency level.  
Medium risk juveniles will be eligible for discharge after 8 months of successful community programming/supervision.

HIGH RISK

SECURE CARE					COMMUNITY												
	FRESH	SOPH	JUNIOR	SENIOR	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS
FELONY 1	SECURE	SECURE	SECURE	SECURE	GRP.HOME TRANSITIONAL/ DAY SUPPORT	GRP. HOME NON-SPECIFIC/ DAY SUPPORT	DAY SUP. O/RT	O/RT	O/RT	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS
SUPERVISION LEVEL					HIGH	HIGH	HIGH	HIGH	HIGH	HIGH	MED	MED	MED	MED	LOW	LOW	LOW→
FELONY 2	SECURE	SECURE	SECURE	SECURE	GRP.HOME TRANSITIONAL/ DAY SUPPORT	GRP. HOME NON-SPECIFIC/ DAY SUPPORT	DAY SUP. O/RT	O/RT	O/RT	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS
SUPERVISION LEVEL					HIGH	HIGH	HIGH	HIGH	HIGH	MED	MED	MED	MED	MED	LOW	LOW	LOW→
FELONY 3 & 4	SECURE	SECURE	SECURE	GRP.HM. DAY SUP.	GRP.HM. DAY SUP.	DAY SUP. O/RT	O/RT	O/RT	O/RT	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS
SUPERVISION LEVEL				HIGH	HIGH	HIGH	HIGH	MED	MED	MED	MED	MED	MED	MED	LOW	LOW	LOW→
FELONY 5 & 6 MIS	SECURE	SECURE	SECURE	GRP.HM. DAY SUP.	GRP.HM. DAY SUP.	DAY SUP. O/RT	O/RT	O/RT	O/RT	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS	30 DAYS
SUPERVISION LEVEL				HIGH	HIGH	HIGH	MED	MED	MED	MED	MED	MED	MED	MED	LOW	LOW	LOW→

All matrix boxes reflect what juveniles are eligible for. The community boxes equates to 30 days program units with movement based upon competency level. High risk juveniles will be eligible for discharge after 12 months of successful community programming/supervision.

**LEVEL CRITERIA**

<p><b>Transition Group Home:</b> A residential facility where the juveniles are in the sight of staff at all times. The facility should have barriers designed to reduce the risk of absconding.</p>	<p>KIV, Emotion control groups, 1:1 counseling, goal setting, transition, behavior management and reinforcement</p>
<p><b>Group Home/Non-Specific:</b> A residential home setting, proper staff ratio, unidentifiable from other homes in the community.</p>	<p>KIV, independent living skills, continuation of support groups, education on community resources</p>
<p><b>Day Support:</b> A program where emphasis is on education, vocation, groups, counseling and family interaction. Non-Residential</p>	<p>Education, work adjustment, job placement, job coaching, recreation community based, community work, family linkages, communication skills, interpersonal skills, mentors, independent living skills, community linkages</p>
<p><b>Outreach and Tracking:</b> A program that provides family, individual and group counseling, accountability of youth's community actions.</p>	<p>Counseling, recreation, family involvement, community education.</p>

**PLACEMENT OPTIONS**  
(CURRENT CONTRACTS)

	Phoenix	Tucson	Rural
<p><b>Transitional Group Homes</b></p>	<p>Prehab Alliance AHCCMS</p>	<p>Desert Hills</p>	
<p><b>Group Homes/Non Specific</b></p>	<p>Prehab Alliance AHCCMS</p>	<p>Desert Hills</p>	
<p><b>Day Treatment</b></p>	<p>Southwest Keys Prehab Alliance AHCCMS</p>	<p>Desert Hills</p>	
<p><b>Out reach and tracking</b></p>			

## CHAPTER VII

### COMMUNITY CONTINUUM

#### Purposes:

The aftercare phase of the Arizona Department of Juvenile Corrections is considered critical in our attempts to reintegrate juvenile parolees into the community. Within the continuum, juveniles' work through graduated community structures based on both classification (risk) and competency based treatment interventions.

Consideration will be given to the juvenile's need for control, responsiveness to program expectations, and attainment of goals identified on the juveniles' ITP.

After secure-care, a formal community phase system consisting of five distinct levels will structure the juvenile's movement in the community:

1. Transitional Residential
2. Group Home-Nonspecific
3. Day Support Program
4. Outreach and Tracking
5. Pre-Discharge Supervision

Upon the juvenile's completion of formal continuum phases, in home services may be provided on an as-needed basis. The primary assumption is that a graduated approach to full community reintegration is necessary to ensure public safety and to allow practicing and testing of positive behavior before movement to a less restrictive phase.

#### Programming:

##### Phase 1: Transitional Residential

The goal of this phase is to allow juveniles to function in a highly controlled program environment as a first step in community reintegration (in-sight staff supervision). This phase is characterized by a continuing emphasis on the juvenile gaining greater internal control with less supervision than when in secure-care, but with direct staff supervision at all times. Programming will focus on the remediation of skill deficits and development of pro-social support groups.

Rehabilitation strategies during this phase focus on:

- Linking juveniles with persons and organizations in the community;
- Referrals for special needs, (e.g., substance abuse);
- Working with parents to strengthen their influence and control;
- Making preparations for Phase 2 in the community;
- Community service or restitution programs;
- Implementation of rewards and sanctions.

## Phase 2: Group Home

The goal of this phase is to assure that the juvenile can function productively and responsibly in the community without high/intense direct staff supervision. This residential home setting will have an appropriate staff ratio while not requiring in-sight supervision.

Rehabilitative strategies will include:

- Making preparations for Phase 3 in the community;
- Practicing the six principles of behavior with minimal supervision;
- Linking juveniles with persons and other social agencies;
- Working with parents to strengthen their influence and control;
- Implementation of rewards and sanctions.

The control elements in this phase consist of tightly structured activities, house arrest, strict curfews, and a “prior permission” system for day, evening and weekend times.

## Phase 3: Day Support Programming

The goal of this phase is to provide a non-residential structure (juveniles will be at home) to place program emphasis on education, vocation, groups, counseling, recreation, and family interaction. Day Support programs will provide 6 to 12 hours of programming at their facilities. Special activities may include community service projects, family outings, camping trips, and cultural events. Outreach and Tracking staff will provide supervision of youth in the community 24 hours per day. Involvement in recreational and cultural activities is a core program element. It provides exposure to role models and is a vehicle for developing relationships with adults, peers, and other pro-social forces in the community. Rehabilitative strategies include:

- Educational, vocational and social skill development;
- Independent living skills;
- Career awareness;
- Labor market knowledge;
- Job exposure;
- Educational links;
- Working with families and community;
- Implementation of rewards and sanctions.

Outreach and Tracking staff will help monitor and assure that juveniles are attending Day Support Programs and are functioning productively. Outreach and Tracking will begin the last 30 days of Day Support Programming and continue for as long as necessary as determined by Case Manager.

#### Phase 4: Outreach and Tracking

The goal of this phase is to monitor and assure that juveniles are functioning productively and responsibly in the community. Outreach and Tracking staff will provide for this end through:

1. Frequent juvenile and ancillary contacts;
2. Assistance to the juvenile and the social units with whom the youth is involved;
3. Gradual transition of the balance of control from program to community institutions (i.e., schools, employers, and ultimately the juvenile);
4. Maintenance of individualized supervision plan.

Tracking is available seven days per week. Unannounced and random contacts are made at school, home, work, and other locations during the daily activities of the youth. Should the juvenile violate rules and conditions of this phase, the violation will be reported to the Case Manager/Parole Officer who will facilitate a staffing to determine sanctions.

#### Phase 5: Pre-Discharge Supervision

The goal of this phase is to provide juveniles with the opportunity to function in the community without the benefit of the extensive controls imposed by earlier phases. Low risk juveniles and medium risk, so designated, will move directly from secure-care into this phase. It is a period to test the juvenile's degree of responsibility and the strength of the developed community support. Juveniles with high needs will be linked to other social services agencies. Phase 5 is to prepare the juvenile for discharge from ADJC supervision and to arrange for follow-up supportive services. During this phase the juvenile is supervised by the Parole Officer/Case Manager. External control elements are minimal. The intent is for the juvenile to rely upon internal controls and those provided by parents and others in the support network. However, all forms of control might be reimposed if deterioration in behavior is apparent.

During this last supervision period any required restitution payments should be completed and ongoing plans for services finalized. The juvenile must continue to remain law abiding and drug free. Particular attention must be given to maintaining the juvenile's involvement with pro-social forces. All goals of the ITP will have been completed and the juvenile discharged from ADJC. Case Managers will complete monthly reviews and facilitate staffings involving phase staff to decide upon movement. Matrix cells reflect the level of structure to which a youth will be assigned upon initial release into the community.

## CHAPTER VIII

### PROGRAM REWARDS AND SANCTIONS

Juveniles must be accountable for program competencies, community rules, and expectations. A system of rewards and sanctions used by the program is crucial and applies not only to application by staff but extends to other key people (e.g., parents and teachers). The following is considered in the development of rewards and sanctions:

- . Potential rewards and sanctions are clearly identified in advance of their application;
- . They are applied in a timely fashion;
- . Specific reinforcers are tailored to each youth to maximize their meaningfulness;
- . There is consistency in their application; and
- . The reinforcement is proportionate to the magnitude of the event.

Rewarding Accomplishments: Juveniles shall receive positive reinforcement when they attain objectives or complete action steps in progression towards objectives. Juveniles should be reminded of intrinsic rewards (e.g., obtaining of job leads to get income to purchase needs and wants), but there is need for additional reinforcement. For example, if a juvenile obtains a GED, he/she could be recognized through special benefits; (i.e., sports events, special ceremonies with family, etc).

Small gains need to be positively reinforced. Accomplishments that may be considered as unimportant to some, such as going to school every day, may deserve special attention for others. The variety of rewards is limited only by staff creatively. Rewards should be meaningful to the individual juvenile yet retaining a sense of uniformity to the rewards received by other participating juveniles for similar accomplishments.

Parents, mentors, teachers, and others in the juvenile's support network, must also reinforce accomplishments. All must be sensitive to gains that the youth make, and provide forms of recognition.

Sanctioning Program Violations: Careful attention will be given to providing effective sanctions for negative behavior. Rule violations or behaviors that are clearly associated with risk of re-offending (i.e., substance abuse), will heavily influence youth progress through the program. Sanctions will be clearly identified and applied consistently in a timely fashion.



In keeping with the category two (2) and category three (3) sanctions there will be timeout beds available at both Catalina Mountain School and Adobe Mountain School. Catalina will have two (2) beds available and Adobe will have four (4). When Multi-disciplinary team decides that a youth should travel backward in the continuum (but not as far back as the institution), that decision should send a clear message to the youth that he/she is not successful at the current level of programming.

The MDT will make all decisions on how far back the youth should go, what they need to demonstrate to move forward again, what they should accomplish, and for How long they should stay. The Case Management committee will review any of those decisions which create an over population in any program. This will ensure that the appropriate number of bed are available in the designated placements and programs.

The extensive interaction between staff and juvenile provides the opportunity to observe the behavior of youth on a daily basis. This provides a mechanism (rewards and sanctions) for shaping those behaviors.

Category 1 Violations	Category 2 Violations	Category 3 Violations
Curfew hours	Chronic repetition of Category 1 violation	Conviction on multiple misdemeanors
Awol < 24 hours	Awol > 24 hours	Conviction on felony
Truancy	Abuse of alcohol/drugs	Beyond control of program staff
Failure to report	Fired from job	Active participation in gang activities
Incomplete chores	Refuse to attend Court-ordered program	Chronic repetition of Category 2 violations
Associate with negative peer	Abusive behavior or assault in program	
In off limits area	Carry weapon	
Fail to pay restitution	New arrest for misdemeanor or felony	
Other	Other	
	Property Damage	



Category 1 Sanctions	Category 2 Sanctions	Category 3 Sanctions
Reprimand	Category 1 sanction and/or:	Category 1, 2 sanctions and/or:
Stricter curfew	Extended house arrest	7-day time-out (Placement)
Loss of privilege(s)	Increased urinalysis	2-day time-out (Secure Care School)
Loss of days	Admin. review hearing	Return to Phase 1
Increased surveillance	Weekend time-out (Secure Care)	Revoke to placement
Short-term house arrest	Administrative Review Hearing	Revoke to Institution
Add community service hours	Return to earlier phase	
Other proportional	Other proportional	

## **LINKAGE TO COMMUNITY SOCIAL SERVICES**

### **Purpose:**

A long term goal of the Arizona Department of Juvenile Corrections is that each juvenile committed to its care will no longer need departmental services; reducing external structure as the juvenile demonstrates competent behavior. To do this the Case Manager/Parole Officer must monitor, verify and record progress with juveniles and service providers. They must ask:

- Is the service being received?
- Is it producing the desired outcome?
- Is the service sufficient to fulfill the goals?
- Are resources being dedicated wisely and appropriately on this intervention?
- Is the juvenile demonstrating commitment, effort, and capacity to complete their part of the service?

### **Programming:**

Long term linkage will be obtained when juveniles and families have been taught to access services outside the domain of ADJC. Case Managers will initially link juveniles and families, not just refer, with the goal in mind that they can eventually obtain services without their assistance. The juvenile will eventually no longer need case management or supervision. The Case Manager can best facilitate this process by placing more and more responsibility on the juvenile and their families as time passes. The Case Manager is responsible for being a teacher, communicator, advocate, and broker across agencies and human service personnel. Case Managers can prepare juveniles for linkage by developing a network of contacts across agencies, making arrangements, supporting, advocating, and identifying how agencies and systems are responding to the needs of juveniles.

### **Community Linkages:**

1. All providers will assist in securing juvenile entitlements. This is to include Social Security, Title XIX, AHCCCS, and all other relevant entitlements due the youth.
2. Providers will link juveniles with any and all community-based services available in regards to youth's Individualized Treatment Plan (ITP). This includes but is not limited to AA, NA, Rational Recovery, Sexual Abuse and fee for service or sliding scale counseling services.
3. Providers will secure a mentor to assist the youth in their vocation and/ or daily living. This mentor will be of good moral standards.
4. Providers will work with employers in the area to assist the youths with securing employment. These employers can offer an array of employment such as Transitional, On the Job Training (paid), Part time and Full time. All employers must pay a minimum wage or have a certificate from the Department of Labor to pay sub minimum wages. These are time specific and it will be the provider's responsibility to monitor the rate of pay the youth receives.

5. Providers can own or develop community-based businesses that are competitive in nature and employ youth. These businesses must adhere to all business rules and regulations. Youth must be paid accordingly. No monies can be withheld for punishment. Businesses must be covered with workmen's compensation.
6. Providers will be involved in the community forums and be acquainted with the politics and expectations of the community. They should become an integral part of that community to assist our youth in becoming a part of the community. Education of the community for the acceptance of our youth is important.
7. Provider to assist youth in obtaining higher or skill oriented education. The linkage of the provider and the community colleges or vocational schools must help our youth in reaching their goals. This is to include assisting them in filling out paperwork for grants, learning about educational programs offered.

Promotion:

The structure of the phases allows for rehabilitation to occur through the service components. Once all goals of the juvenile' ITP have been completed the juvenile can be formally discharged from ADJC. If a mentor was selected, an agreement should be reached to continue the relationship with the juvenile.

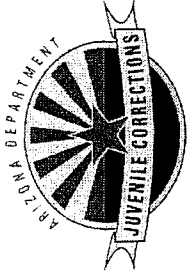
## **ADDENDUMS**



## ROLE EXPECTATIONS







# ARIZONA DEPARTMENT OF JUVENILE CORRECTIONS

## Case Management Continuum

### INSTITUTIONAL CASE WORKER RESPONSIBILITIES

CASE WORKER CONTINUUM RESPONSIBILITIES:	TIME FRAMES:
1. Completes regularly assigned Institutional Case Worker duties as designated in standards.	1. As specified in Case Worker standards.
2. Identifies youth designated for assignment within the Case Management Continuum according to risk assessment and/or override process.	2. As necessary.
3. Maintains monthly contact with the assigned Case Manager and facilitates institutional staffings	3. Monthly, as needed.
4. Maintains contact with youth's family and other involved parties.	4. As specified in Case Worker standards.
5. Ensures youth receive brochures /program descriptions of Continuum services that the youth will be involved with in the community.	5. At the time of the youth's transition staffing.
6. Schedules transition staffings for all Continuum youth and notifies youth's parent/guardian/Case Manager/MDT members/and other significant parties of the time and location of the staffing.	6. At least 45 days prior to youth's scheduled institutional release.
7. Will prepare and forward to the Continuum Provider a packet of information for each youth, that includes Youth face sheet/needs assessment/all psychological & psychiatric reports/most recent Probation disposition reports/ADJC IHE/IDP/Supervision Plan/ADJC psychological & psychiatric reports/All other pertinent documents.	7. 30 to 70 days prior to youth's tentative institutional release
8. Assists Case Manager/Provider in arranging transition activities for each youth designated as a Continuum participant and functions as a team member in developing transition activities while the youth remains in secure care.	8. During period from the youth's transition staffing to the time of the scheduled release from the institution.
9. Ensures that Continuum youth have mastered designated level competencies while in secure care and according to behavioral level system and matrix guidelines.	9. Ongoing.



# ARIZONA DEPARTMENT OF JUVENILE CORRECTIONS

## Case Management Continuum Contacts

### 1. Case Managers:

LEVEL:	YOUTH CONTACTS:	PARENT/GUARDIAN CONTACTS:	OTHER CONTACTS:	YOUTH LENGTH OF STAY:
Secure Care	Case Manager will have one face to face contact monthly	Case Manager will complete IHE and thereafter maintain monthly telephone contact with family	Case Manager will have monthly face to face contact with members of the secure care Multidisciplinary team. Return telephone calls as received	As determined by court ordered sentence and risk/competency level criteria
Secure Care-Transition	Case Manager will have two face to face contacts monthly	Case Manager will maintain monthly telephone contact with family	Case Manager will have monthly face to face contact with members of the secure care Multidisciplinary team. They will return telephone calls as received.	45 days prior to youth's tentative release date from secure care
Community High	Case Manager will have four face to face contacts with youth per month	Case Manager will have two face to face contacts with parent(s) per month	Case Manager will have weekly telephone contact with Continuum Providers and one face to face contact each month. Case Manager will have weekly telephone contact with school/employers.	30 to 360 days
Community Medium	Case Manager will have two face to face contacts with each youth per month	Case Manager will have one face to face contact with parent(s) per month	Case Manager with have weekly telephone contact with Continuum Providers and one face to face contact per month. Case Manager will have two telephone contacts per month, with school and employers	30 to 360 days
Community Low	Case Manager will have one face to face contact with each youth per month	Case Manager will have one face to face contact with parent(s) per month	Case manager will have weekly telephone contact with Continuum Providers and one face to face contact per month. Case Manager will have one monthly telephone contact per month, with school and employers	30 to 360 days
Post Discharge	Available for advice	Available for advice	Link youth/family with service	As needed

## 2. Providers:

LEVEL:	YOUTH CONTACTS:	PARENT/GUARDIAN CONTACTS:	OTHER CONTACTS:	YOUTH LENGTH OF STAY:
Secure Care-Transition	Provider will meet with youth at transition staffing and maintain monthly face to face contact during transition period	Provider will meet with parent/guardian at transition staffing and apprise parent/guardian of program and transition activities	Provider will meet with Case Manager/Secure Care MDT at Transition staffing and maintain contact during youth's transition process from secure care on a monthly basis	45 days prior to youth's tentative release date from secure care
Community	Provider will have daily face to face contact with youth while they are participating in programming	Provider will have monthly contact with parent/guardian while youth is participating in programming and apprise parent/guardian of youth's progress	Provider will have face to face contact with the Case Manager according to youth's community level rating as specified above. Provider will maintain contact with other provider's who will be working with youth and initiate/return telephone calls that involve the youth.	As designated in the Case Management Continuum Manual guidelines and/or the youth's ITP.

## 3. Institutional Case Workers:

LEVEL:	YOUTH CONTACTS:	PARENT/GUARDIAN CONTACTS:	OTHER CONTACTS:	YOUTH LENGTH OF STAY:
Secure Care	Case Worker will have face to face contact with youth according to Case Worker Standards	Case Worker will maintain contact with the youth's parent/guardian according to the Case Worker Standards	Case Worker will have monthly face to face contact with the Case Manager. Case Worker will maintain contact with the secure care MDT and meet with other significant parties involved in the youth's case as needed. The Case Worker will return telephone calls as received	As designated by the youth's Court ordered sentence and according to the youth's behavioral level as specified in the Case Management Continuum Manual
Secure Care-Transition	Case Worker will have face to face contact with youth according to the Case Worker Standards	Case Worker will maintain contact with the youth's parent/guardian according to the Case Worker Standards	Case Worker facilitate the transition staffing and have face to face contact with the Case Manager/MDT/Provider/and other pertinent parties. Case Worker will assist in promoting youth involvement in transition activities with the Provider	Transition staffing will be held approximately 45 days prior to youth's tentative release from secure care. Transition activities will occur during this 45 day period prior to release.
Post Secure Care Release	Case Worker will be available for advice if needed	Case Worker will be available for advice if needed	Link youth/parent/providers/others to the Case Manager	As needed



## ARIZONA DEPARTMENT OF JUVENILE CORRECTIONS

### Case Management Continuum

#### PROVIDER RESPONSIBILITIES

PROVIDER INSTITUTIONAL FUNCTIONS:	TIME FRAME:
1. Provider will receive Youth Parole Plan (YPP) from ADJC Case Manager via Community Services	35 to 75 days prior to youth's tentative institutional release
2. Provider will receive a Reception, Assessment, Classification (RAC) packet from the ADJC Case Worker	30 to 70 days prior to youth's tentative institutional release
3. Provider will attend and participate in youth's transition staffing at the assigned institutional	45 days prior to youth's tentative institutional release
4. Provider will discuss transition activities with Multidisciplinary Team and implement plan for activities while youth resides in secure care	45 days prior to youth's tentative institutional release
5. Provider will implement plan for transition activities with youth and coordinate activities with designated institutional staff and the assigned Case Manager during transition phase	Ongoing
6. Provider will maintain monthly face to face contact with youth during the transition phase, while the youth is awaiting release from the institution	Ongoing
7. Provider will assist in the reintegration process of youth to their community program	Ongoing

PROVIDER COMMUNITY RESPONSIBILITIES:	TIME FRAMES:
1. Provider will orient youth to program rules and behavioral expectations	Within 24 hours of youth's arrival in program
2. Provider will notify youth's parent/guardian and case manager of youth's arrival in program	Within 24 hours of youth's arrival in program
<b>PROVIDER COMMUNITY RESPONSIBILITIES:</b>	
3. Provider will arrange for initial and monthly staffings of youth, while youth resides in program, and notify all participants involved in the youth's case of the staffing dates/times/locations	Ongoing
4. Provider will arrange for special staffings of youth and notify all participants involved in the youth's case	As needed
5. Provider will unite youth with available services and organizations in the community, that will assist with youth's rehabilitative process	Ongoing
6. Provider will assist parents/legal guardians in dealing effectively with youth's behaviors	Ongoing
7. Provider will assist youth in meeting community service hours and restitution obligations by involvement in appropriate programs in the community	Ongoing
8. Provider will be knowledgeable and offer programming in relation to the ADJC behavioral competency program as specified in the Case Management Continuum Manual and according to ADJC policy	Ongoing
9. Provider will be aware of KIV tenets and ensure that youth participate in an environment where these concepts can be practiced	Ongoing
10. Provider will supply ADJC written monthly reports, outlining each youth's program progress and according to contract guidelines. Once automated the provider will complete the ADJC Automated Monthly Report.	Monthly
11. Provider will furnish ADJC written incident and other pertinent reports regarding youth's involvement in programming, according to contract guidelines as specified according to ADJC Policy #1190 and Procedures 1190.1 and 1190.3.	Ongoing
12. Provider will notify ADJC Community Services and the assigned Case Manager of all absconders or significant incidents in their program. In the event that the incident occurs during evening, weekend, or holiday hours, the provider will leave a message at Community Services and contact the Adobe Mountain or Catalina Mountain School of these incidents and follow through with the assigned Case Manager at the beginning of the next working day.	Within two hours of incident
13. Provider will implement programming that offers a system of rewards and sanctions for all youth behavior's	Ongoing
14. Provider will complete on a daily basis, the ADJC Community Services Census Report and ensure that this report is faxed to Community Services at 542-4108	Daily
15. Provider will adhere to the youth's ADJC Individual Treatment Plan (ITP) and actively participate in staffings to ensure solutions to situations involving youth	Ongoing
16. Provider will be involved with and/or offer transition activities to youth as they prepare to move from one program to another, within the guidelines of the Case Management Continuum	Ongoing

17. Provider will offer/assist/arrange transportation for youth, while involved in their program and according to current contract guidelines	Ongoing
18. Provider will provide ADJC a termination report for youth, upon discharge or unsuccessful termination from their program	Within 10 days of discharge
19. Provider will offer 24 hour staff supervision, according to contract guidelines of ratio's of staff members to youth	Ongoing
<b>PROVIDER COMMUNITY RESPONSIBILITIES:</b>	
20. Provider will offer structured programming for youth, designed to prepare youth for living in the community and increasing pro-social, non delinquent behaviors	Ongoing
21. Provider will adhere to training guidelines for staff, specified in their individual contract with ADJC	Ongoing
22. Provider will maintain a file on each youth assigned to their program, and as specified in their individual contract with ADJC	Ongoing
23. Provider, in conjunction with the assigned ADJC Case Manager, will develop a plan for reunification of youth with family and offer programming that will assist in the eventual transition of the youth from placement to home	Ongoing
24. Provider will adhere to all aspects of their contractual agreement with ADJC and in event a situation arises that results in non-compliance with a contractual issue, the provider will notify the ADJC Contracts Office to review the situation that has resulted in this conflict, in order to seek resolution for the situation	Ongoing

<b>TRANSITION GROUP HOME RESPONSIBILITIES:</b>	
1. Provider will offer in sight supervision to all youth during waking hours, with the exception of private hygiene activities, while youth is designated on transition status and according to the Case Management Continuum Manual	Ongoing
2. Provider will arrange transportation for youth to appointments and offer direct staff supervision, while the youth remains on transition status	Ongoing
3. Provider will offer structured programming to youth, while on transitional status	Ongoing
4. Provider will prepare youth for Phase 2 involvement in the Community	Ongoing
5. Provider will comply with the responsibilities listed in this form under Provider Community Responsibilities	Ongoing

<b>NON-SPECIFIED GROUP HOME RESPONSIBILITIES:</b>	
1. Provider, in conjunction with the ADJC Case Manager, will develop a plan for the youth that increases the youth's abilities in a less structured environment, and according to the youth's behavioral competency.	Ongoing
2. Provider will comply with the responsibilities listed in this form under Provider Community Responsibilities	Ongoing
3. Provider will prepare youth for Phase 3 involvement in the community	Ongoing

DAY SUPPORT PROGRAMMING RESPONSIBILITIES :	TIME FRAME:
1. Provider will orient youth to program rules and behavioral expectations	Ongoing
2. Provider will arrange for initial, monthly, and any special staffings for youth who are involved in their program, and notify all participants of the date/time/location of all staffings	Ongoing
3. Provider will unite youth with available services and organizations in the community, that will assist with the youth's rehabilitative process	Ongoing
4. Provider will assist parents/legal guardians, in dealing with the youth's behaviors	Ongoing
5. Provider will be knowledgeable and offer programming in relation to the ADJC behavioral competency program as specified in the Case Management Continuum Manual.	Ongoing
6. Provider will be aware of KIV tenets and ensure that youth participate in an environment where these concepts can be practice	Ongoing
7. Provider will offer ADJC written monthly reports, outlining each youth's program progress and according to contract guidelines. Once automated, the provider will complete the ADJC Automated Monthly Report.	Ongoing
8. Provider will offer ADJC written incident reports and other pertinent documentation regarding the youth's behavioral progress, and according to contract guidelines as specified according to ADJC Policy #1190 and Procedures 1190.1 and 1190.3.	Ongoing
9. Provider will notify ADJC Community Services and the assigned Case Manager of all absconders or significant incidents in their program. In the event that the incident occurs during non-business hours, the provider will leave a message at Community Services and contact Adobe Mountain or Catalina Mountain Schools of the specific incident and follow through with contacting the assigned Case Manager the following business day	Ongoing
10. Provider will implement programming that offers a system of rewards and sanctions for all youth behaviors	Ongoing
11. Provider will complete on a daily basis, the ADJC Community Services Census Report and ensure this report is faxed to Community Services at 542-4108	Daily
12. Provider will adhere to youth's ADJC Individual Treatment Plan (ITP) and actively participate in staffings to ensure solutions to situations that involve youth	Ongoing
13. Provider will offer/assist/arrange transportation for youth while involved in their program, and according to current contract guidelines	Ongoing
14. Provider will supply to ADJC, a termination report upon discharge or unsuccessful termination from their program	Within 10 days of youth's program discharge
15. Provider will offer staff supervision according to contract guidelines of ratio's of staff members to youth	Ongoing
16. Provider will offer structured programming for youth, designed to prepare youth for living in the community and increasing pro-social, non-delinquent behaviors	Ongoing
17. Provider will adhere to training guidelines for staff, specified in their individual contract with ADJC	Ongoing

<b>DAY SUPPORT PROGRAMMING RESPONSIBILITIES:</b>	<b>TIME FRAME:</b>
18. Provider will maintain a file on each youth assigned to their program, and as specified in their individual contract with ADJC	Ongoing
19. Provider will adhere to all aspects of their contractual agreement with ADJC and in event a situation arises that results in non-compliance with a contractual issue, the provider will notify the ADJC Contracts Office to review the situation that has resulted in this conflict, in order to seek resolution for the situation	Ongoing
20. Provider will arrange weekend activities to involve families of youth and offer activities to include recreation, cultural events, counseling, and educational assistance	Ongoing
21. Provider will offer services of job development and placement for youth involved in their program and in accordance with their individual contract	Ongoing
22. Provider will utilize strategies of education, vocation, and social skill development in the performance of their program mission and in conjunction with Phase 3 programming expectations	Ongoing
23. Provider will participate in transition activities at other community programs, as it pertains to the youth's eventual progression into that program.	Ongoing

<b>OUTREACH AND TRACKING RESPONSIBILITIES:</b>	<b>TIME FRAME:</b>
1. Provider will offer a variety of case work services that shall include, but is not limited to intensive, directive, and structured monitoring	Ongoing
2. Provider will offer tracking and supervision services	Ongoing
3. Provider will offer individual, group, and family counseling	Ongoing
4. Provider will offer advocacy services that include, but are not limited to educational and legal advocacy as specified in the program's contract with ADJC	Ongoing
5. Provider will offer crisis and family intervention designed to prevent acts of delinquency and self-destructive behaviors	Ongoing
6. Provider will orient youth to program rules and behavioral expectations	Ongoing
7. Provider will notify youth's parent/guardian and case manager of youth's acceptance into the program	Within 24 hours of youth's program acceptance
8. Provider will attend monthly/special staffings to assess youth's progress, as arranged by the assigned case manager	Monthly/As needed
9. Provider will be knowledgeable and offer programming in relation to the ADJC behavioral competency program	Ongoing
10. Provider will offer ADJC written monthly reports, outlining each youth's program progress and according to contract guidelines	Ongoing



**OUTREACH AND TRACKING RESPONSIBILITIES:**

**TIME FRAME:**

<p>11. Provider will notify ADJC Community Services and the assigned Case Manager of all absconders or significant incidents in their program. In the event that the incident occurs during non-business hours, the provider will ill leave a message at Community Services and notify the assigned Case Manager the following working day.</p>	<p>Within 24 hours of youth's abscond</p>
<p>12. Provider will implement a program that offers a system of rewards and sanctions for all youth behaviors</p>	<p>Ongoing</p>
<p>13. Provider will adhere to youth's ADJC Individual Treatment Plan (ITP) and actively participate in staffings to ensure solutions to situations involving youth</p>	<p>Ongoing</p>
<p>14. Provider will develop a treatment plan for youth involved in their program, that will not conflict with guidelines offered in the youth's ADJC ITP</p>	<p>Ongoing</p>
<p>15. Provider will offer/assist/arrange transportation for youth who are involved in their program, according to current contract guidelines</p>	<p>Ongoing</p>
<p>16. Provider will offer ADJC a termination report for youth, upon discharge/unsuccessful termination from their program</p>	<p>Within 10 days of discharge from the program</p>
<p>17. Provider will adhere to training guidelines for staff, specified in their individual contract with ADJC</p>	<p>Ongoing</p>
<p>18. Provider will participate in transition activities with other community programs as it pertains to the youth's progression into their program</p>	<p>Ongoing</p>
<p>19. Provider will maintain specified ratio's of staff member to youth, as identified in their individual contract with ADJC</p>	<p>Ongoing</p>
<p>20. Provider will maintain a file on each youth assigned to their program, and as specified in their individual contract with ADJC</p>	<p>Ongoing</p>
<p>21. Provider will have a minimum of two face to face contacts with each youth daily and acknowledgment of this contact shall include the youth's signature, in addition to case notes</p>	<p>Ongoing</p>
<p>22. Provider will aggressively search for youth who have absconded from their program, within the first 48 hours of the youth's awol status from the program. Youth missing from the program for 48 hours shall be terminated from the service, unless a written waiver is received from the ADJC Case Management Administrator or designee</p>	<p>Within 48 hours of the youth absconding</p>
<p>23. Provider will assist youth and family in obtaining additional services or entitlements in the community</p>	<p>Ongoing</p>
<p>24. Provider will conduct a release conference with the youth/parents/case manager and identify the youth's strengths and weaknesses while in the program and outline a strategy of linkages to other services in the community</p>	<p>Ongoing</p>
<p>25. Provider will adhere to all aspects of their contractual agreement with ADJC and in event a situation arises that results in non-compliance with a contractual issue, the provider will notify the ADJC Contracts Office to review the situation that has resulted in the conflict, in order to seek resolution</p>	<p>Ongoing</p>



**ARIZONA DEPARTMENT OF  
JUVENILE CORRECTIONS**

**GRADUATED CONTINUUM  
COMPETENCIES**

**Case Manager and Program Staff will decide which specific  
competencies must be met for each juvenile.**

## ARIZONA DEPARTMENT OF JUVENILE CORRECTIONS

### GRADUATED CONTINUUM COMPETENCIES

#### **SECURE CARE: Measured by caseworker.**

Assessment Component; Measured by Caseworker/Parole Officer:

- Read and have explained principles of Limit and Lead Group.
- Attend and participate daily in housing unit groups.
- Read and have explained target behaviors.
- Complete designated chapters of Keys to Innervations and discuss with staff.
- Complete growth and development program.
- Complete designated hours of documented work assignments.
- Complete life story and discuss with staff.
- No major rule violations.
- Demonstrate compliance to program by:
  1. Following program - Daily schedule with little to no prompting.
  2. Respect for others - Following staff directives without a second request by staff, and avoiding verbal abuse to staff and peers.
  3. Taking initiative to volunteer for tasks.
  4. Demonstrating appropriate social skills.
  5. Demonstrating appropriate problem solving skills.

#### **BEHAVIORAL EXPECTATIONS:**

1. Communication . . . Does not provoke others with language or gestures.
2. Self-Control . . . Follows rules after initial staff intervention.
3. Redirection . . . Responds to first staff request for change in behavior.
4. Community . . . Participates in activities positively or after first staff request.
5. Problem Solving . . . Actively attempts problem solving with staff assistance.
6. Responsibility . . . Acknowledges and attempts to explain disruptive behavior.

**TRANSITION: Measured by Caseworker/Parole Officer and as specified:**

- Prepare a letter to their parole officer on their goals they plan to accomplish, behavior that needs to change, and their readiness for the community. Letter to be presented by youth in Key group.
- Attend program orientation at residential and day support program.
- Completion of community plan - Youth should bring to the staffing a list of issues he needs to work on. List should be prepared with his Case Manager prior to staffing.
- Demonstrate appropriate (constructive) use of leisure time.
- The youth will demonstrate a commitment, an awareness, and an engagement into his/her formulation, and completion of the success plan/Multi-disciplinary Team.
- The youth will demonstrate a commitment, an awareness, and an engagement into his/her education plan as observed by the teacher, and reflected in the daily point system, and completion of assignments/day treatment staff.
- The youth will demonstrate a commitment, an awareness, and an engagement into his/her counseling plan to include Limit & Lead, Keys to Innervisions.
- The youth and his/her parent(s)/guardian(s) will participate in an Orientation Meeting.
- Successfully complete multi-disciplinary staffing.
- The youth will make a commitment to participate in the program successful denoted by signing residential placement rules and regulations.
- The parent(s)/guardian(s) of the youth will make a commitment to support the youth, and to participate as required in the program.

**RESIDENTIAL PLACEMENT: Measured by Parole Officer/Treatment Staff/ and specified:**

- During the last week of this component of the program, mentor a new youth into the program by giving program information, and how program can benefit others.
- Completion of furloughs based on individual plan with completion of written assignments for each furlough.
- Continued attendance and participation in Limit and Lead Group, and Keys to Innervisions.
- Development of transition and supervision plan.
- Attend and participate in off site school program/Day Treatment staff.
- Demonstrate appropriate (constructive) use of leisure time.
- Demonstrate internal controls as evidenced by a disciplinary record free of major incidents (assault, AWOL , and etc.).
- Is actively involved in own treatment progress and development as evidenced by progress through the established level system.
- Displays the appropriate decision-making skills in accordance with Keys to Innervisions training.

Attain one hundred percent (100%) of goals identified in ITP during this period.

Successfully completed two (2) evening home visits with family without intervention. Upon completion of the residential level the juvenile should be able to:

1. Establish rapport with staff and peers.
2. Show evidence of sincere determination to learn alternative behaviors to replace past unproductive/delinquent behaviors.
3. Begin developing trust within peer and staff relationships.
4. Maintain consistent attendance with no unexcused absences.
5. Follow all the rules, regulations and expectations of the program.
6. Make noticeable progress in all components of the program as reflected in the daily point system.
7. Complete all educational assignments with a seventy percent (70%) or better score.
8. Successfully complete a multi-disciplinary staffing before progressing in the Program.

### **GROUP HOME/DAY SUPPORT/OUTREACH and TRACKING**

#### **Tracking Component: Measured by Tracking Staff and Parole Officer**

- Has demonstrated the ability to perform agreed upon tasks related to self-care with a minimum of supervision.
- Has participated in a minimum of two (2) family counseling sessions.
- Has been at least ninety percent (90%) accountable in Outreach and Tracking during the last thirty (30) days.
- Has attained one hundred (100%) of goals established in ITP for this period.
- No positive drug or alcohol screens.
- Has completed forty (40) hours of Community Service.
- Has met the terms of Outreach and Tracking Contract.
- Has successfully completed Day Treatment Program, and is enrolled in appropriate educational program.

**PAROLE COMPLIANCE:** Measured by Parole Officer/Case Manager:

- The youth will demonstrate a commitment, an awareness, and an engagement into his/her supervision plan.
- Demonstrates internal controls as evidenced by no new referrals to the courts.
- Displays appropriate decision making skills by attending day support, maintaining employment, paying restitution, and any specialized program as per ITP.
- Actively involved in own treatment progress as evidenced by completion of ITP Goals and Objectives.
- Linked to outside social services if appropriate.





**ARIZONA DEPARTMENT OF  
JUVENILE CORRECTIONS**

**DAY SUPPORT/TREATMENT  
COMPONENT COMPETENCIES**

**Providers will coordinate with Case Manager to decide on specific competencies to be used for respective juveniles.**

Day Support Providers should base programming providing Counseling, Life Skill Education, Health Education, Living Skill Education, Substance Abuse Education, Personal Development, Basic Education, Pre-Employment, Vocational Practice. Listed are competencies that may be helpful to develop these programs.

**DAY TREATMENT COMPONENT: Measured by Tracking Staff and Parole Officer**

**UPON COMPLETION EACH YOUTH WILL HAVE THE FOLLOWING COMPETENCIES:**

**COUNSELING COMPETENCIES**

**The youth will demonstrate the ability to:**

1. Maintain focus on topic.
2. Maintain composure with no verbal or physical disruptions.
3. Demonstrate self respect and respect for others.
4. Quietly listen while others speak.
5. Demonstrate a willingness to look at one's functional and dysfunctional behavior.
6. Demonstrate the ability to form a higher level of trust with peers and group leader.
7. Demonstrate the ability to accept and give support within the group.
8. Appropriately contribute to the group process.
9. Apply topic to self and own experiences.
10. Summarize content and relate to own life.
11. Demonstrate the ability to problem solve.

**LIFE SKILLS COMPETENCIES**

**The youth will demonstrate a proficient level of cognitive and affective knowledge in the five (5) areas of Life Skills Training, by achieving a score of seventy-five percent (75%) on the following indicators as evidenced by product review, behavioral observation, youth self-report and post testing.**

**GOAL SETTING - The youth will:**

1. Define why and give three (3) reasons why goals are important in his/her life.
2. Name four (4) things that goals do for your life.
3. Understand the criteria for setting a goal. Be able to give examples of three (3) of the criteria.
4. Give an example of how a goal can be measured.
5. Complete a "Force Field Analysis " on his/her own life in terms of delinquent behaviors.
6. Establish program goals for him/herself using the information from the analysis.

**HEALTH ISSUES** - The youth will:

1. Define what proper nutrition is.
2. Define why proper nutrition is important to one's health.
3. Define what the four (4) major food groups are.
4. Define the correct way to lose or gain weight.
5. Identify his/her own eating habits.
6. Know the following vocabulary words: ingredients, additives, protein, fat, calories, nutrients, RDA, preservatives, carbohydrates, antibiotics, insecticides, cholesterol, vitamins, and fiber.
7. What STDs are. Name five examples and their symptoms. Know how they are spread. Know how to prevent them. Know where to obtain treatment.
8. Define what AIDS stands for.
9. Know how AIDS is spread, and how to prevent the spread of AIDS.
10. How to obtain an AIDS test, and what the results mean.
11. Define how the disease progresses.
12. Define the problems of STDs and pregnancy.
13. Define birth control and name three (3) types of it, and its effectiveness.
14. Define proper nutrition for an expectant mother

**STRESS MANAGEMENT** - The youth will:

1. Define the word stress.
2. Define what the "fight or flight" response is. Define what happens to your body during this response.
3. Define two (2) bad effects that stress can have on your body.
4. Define three (3) signs of stress.
5. Define how stress can affect your mental and physical health.
6. Name two ways that some people use to reduce stress that is damaging to their mental and physical health.
7. Know three (3) positive ways of reducing stress in your life.
8. Take the "Social Readjustment Rating Scale Test" and understand the results in terms of his/her life .
9. Define a way a person can relax.
10. Define two (2) ways stress can be reduced on the job.

**LIVING SKILLS** - The youth will: (For youth 16.5 and older)

1. Define the process for deciding whether to live at home or to live independently.
2. Define the difference of living in a dormitory and an apartment.
3. Define three (3) factors in choosing an apartment.
4. Define the methods and requirements of initiating utilities in an apartment.
5. Understand the legalities of a tenant lease agreement.
6. Define six (6) considerations in choosing a roommate.
7. How to formulate a budget.
8. Define how to initiate bank accounts for checking and savings.
9. Define what credit it is, how is established, and both the good and the bad of having credit.
10. Define the responsibilities and requirements of having a driver's license.
11. Study and be prepared to take the driver's license test. Take the test if appropriate for the individual.

**SUBSTANCE ABUSE** - The youth will:

1. Define the health risks/effects of alcohol use/abuse.
2. Define what denial is and give two (2) examples.
3. Define eight (8) warning signs that identify problem drinking.
4. Define the DUI law and its consequences.
5. Define each category of drugs, give an example of a drug in each, define how each affects the body mentally, emotionally, and physically.
6. Define how a person develops an emotional, and a physical addiction.
7. Understand the historical perspective of drug use.
8. Define addiction and dependency.
9. Name three (3) places where one can receive help for drug problems. Understand the treatments offered.
10. Define three (3) ways to deal with peer pressure.
11. Define how substance abuse can affect pregnancy.
12. Demonstrate a substance free life style by submitting negative urinalysis, if in such a program.
13. Demonstrate a substance free life style by having no staff observable behaviors that would indicate substance abuse.
14. Demonstrate a substance free lifestyle by not discussing "drugs" in peer interactions.

## PERSONAL DEVELOPMENT COMPETENCIES

The youth will demonstrate a proficient level of cognitive and affective knowledge in the five (5) areas of personal development training, by achieving a score of seventy-five (75%) percent on the following indicators as evidenced by product review, behavioral observation, youth self report and post testing.

**SELF AWARENESS** - The youth will:

1. Define the meaning of emotions.
2. Identify his/her own emotions.
3. Evaluate his/her own emotions.
4. Define how to deal with the various roles one plays in his/her life.
5. Define how to deal with mixed emotions.
6. Define how not to let others dictate feelings to him/her.
7. Evaluate one's feelings in relationship to other people's feelings.
8. Define how to be in control of your emotions.
9. Demonstrate self-awareness and control of one's emotions in interactions with staff and peers on a daily basis in the program measured by staff on the daily point system.

**VALUES** - The youth will:

1. Define the word value and state three (3) reasons why it is important to be aware of your own value system.
2. Define why it is important to know what values are acceptable, and what values are not acceptable in various environments in which one lives.
3. Identify two (2) values that are important in a career choice.
4. Give two reasons why it is important to give positive feedback to others.
5. Define ego and three (3) things that make it healthy.
6. Define three (3) ways a person can make him/herself feel worthy.
7. Name and give examples of three (3) ways to feed other people's ego.
8. Define how to identify positive experiences in life.
9. Define trust.
10. Define why it is important to give to others.
11. Understand why it is important and define three (3) reasons why it is alright to express opinions that differ from others.
12. Define three (3) appropriate ways to persuade others to your point of view.

**ANGER CONTROL** - The youth will:

1. Define anger.
2. Define three (3) appropriate ways to express anger.
3. Define three (3) ways to control anger.
4. Define the difference between destructive and healthy anger.
5. Define what violence is, and how it relates to anger.
6. Know how to distinguish between built up anger, and anger that comes on suddenly.
7. Demonstrate anger control within the program as measured by staff on the daily point system.

**RELATIONSHIPS** - The youth will:

1. Define the basis of relationships.
2. Define what constructive criticism is.
3. Define how to appropriately accept criticism.
4. Define how he/she sees him/herself in relationships, and how others see him/her.
5. Identify three (3) roles in his/her life.
6. Identify three (3) personal strengths and three (3) weaknesses.
7. Define two (2) reasons it is important to know oneself.
8. Define why intimate relationships are hard to maintain unless one works at it.
9. Define how family relationships affects relationships outside of the family.
10. Define how substance abuse affects one's relationships.
11. Identify three (3) reasons why it is important to have common interests in a relationship.
12. Identify three (3) responsibilities one must accept if one chooses to have sexual relationships.
13. Define when it is appropriate to be a parent.
14. Demonstrate appropriate relationships with staff and peers in the program.
15. Demonstrated improved relationships within the family based upon family and self-report.

**COMMUNICATION SKILLS** - The youth will:

1. Define four (4) ingredients of good communication.
2. Define what good listening skills are.
3. Define body language and three (3) examples.
4. Define how body language affects communication.
5. Define three (3) ways he/she can improve his/her communication.
6. Define assertiveness.
7. Assess how assertive his/her behavior is.
8. Define aggressive and passive behavior. Give two (2) examples of each.

9. Understand and define how assertive behavior reduces stress.
10. Know and define manipulative behaviors.
11. Define how to reach workable compromises.
12. Demonstrate good communication skills within the program as measured by staff in the daily point system.

## **EDUCATION COMPETENCIES**

These competencies will vary according to the prescribed educational plan for each individual. However, the majority of students will fall into four (4) basic tracts: Eighth Grade Diploma, Pre-GED, High School Credits, Remedial-Returning to High School. Day Treatment Services' educational philosophy is competency based, but varies greatly depending on identified needs of individual students.

No matter what tract each youth is on he/she will have daily assignments, weekly tests, unit tests, and final tests. Competency will always be seventy percent (70%). For specific educational competencies, Day Treatment Services will utilize ADJC's school curriculum and competency statements. This will provide continuity and consistency for the youth both in the institution and the community. This will also provide for ADJC to obtain ADA money.

The youth by the end of the twelve (12) weeks will:

1. Develop a continuing education plan for after termination from the program, both for short and long term education goals.
2. Have the ready for implementation upon termination.

## **STUDY SKILLS**

Youth in each tract will be expected to meet basic study skill competencies by achieving a score of seventy-five percent (75%), or more on post testing, and evidenced by behavioral observation and improvement in educational grades. The youth will:

- Define how to establish an assignment calendar.
- Define how to clarify assignments.
- Define how he/she can better manage his/her study time.
- Define the system of how to plan for homework.
- Define the procedure for taking notes in lectures.
- Define the procedures for taking notes on reading materials.
- Define the correct procedures for studying for a test.
- Define the helpful hints about how to take tests more successfully.
- Define what to do after a test to help him/her to perform better the next time.

## **PRE-EMPLOYMENT/WORK MATURITY COMPETENCIES**

**The youth will demonstrate a proficient level of cognitive and affective knowledge in the eleven (11) JTPA approved, youth employment competencies, by achieving a score of seventy-five percent (75%) on the following indicators as evidenced by product review, behavioral observation, youth self report and post testing.**

### **I. CAREER AWARENESS AND SELF-APPRAISAL - The youth will:**

- Identify and discuss three (3) factors that influence career decision making.
- Able to demonstrate an ability to make a personal choice among occupational areas by completing vocational exploration exercises.
- Able to articulate decisions regarding three (3) career preferences, identifying both short and long term goals related to those careers.
- Demonstrate the ability to formulate a realistic educational/career plan and identify steps necessary to initialize the identified goal.
- Develop a realistic career goal and identify one alternative career goal.

### **II. LABOR MARKET KNOWLEDGE - The youth will:**

- Define minimum and maximum levels of education/training/experience needed in careers of their choice.
- Define individual school resources where needed degrees, certificates, diplomas, etc., can be obtained.
- Describe three (3) methods of finding job opportunities in the appropriate geographic area of residence.
- Develop long term employment plans in their field(s) of choice.

### **III. PREPARING A COMPLETE RESUME - The youth will:**

- Identify and define two (2) resume formats and reason for using each one.
- Define the categories of information that a good resume should include.
- Define one (1) good reason you would need a resume.
- Define the importance of having a resume that is professional and complete.

### **IV. COMPLETING AN APPLICATION - The youth will:**

- Define at least three (3) documents that may be needed to fill out an application.
- Define at least three (3) people who can presently verify their quality of work with names, addresses, and phone numbers.
- Complete questions on a standard application.



## **V. PREPARING, SCHEDULING AND COMPLETING EMPLOYMENT INTERVIEWS**

The youth will:

- Define three (3) common failures in interviewing that results in the applicant not being offered the job.
- Define how to establish rapport with an interviewer who does not make you feel comfortable.
- Define how to gain information on the company prior to interviewing with them.
- Define the proper dress attire for three (3) different fields of employment.
- Prepare to answer the standard questions in an interview.
- Come into program appropriately dressed for an interview.
- Complete two practice interviews with staff playing the role of the interviewer.
- Define the proper methods of follow-up for interviews.

## **VI. & VII. MAINTAIN ACCEPTABLE ATTENDANCE AND PUNCTUALITY**

The youth will:

- Define the proper procedure to follow should he/she be ill and can't come into work.
- Define three (3) reasons why punctuality and consistent attendance are important in employment.
- Define why absenteeism affects others at the work site.
- Define proper steps to take to insure arrival on time.
- Define three (3) legitimate reasons for being absent from work.
- Define three (3) unacceptable reasons for being absent from work.
- Define why he/she is dependable in regard to attendance and punctuality.
- Maintain an acceptable record of punctuality, and attendance in the program.

## **VIII. POSITIVE ATTITUDE AND BEHAVIOR ON THE JOB - The youth will:**

- Define five (5) positive attitudes in regard to specific behaviors on the job.
- Define five (5) negative attitudes in regards to specific behaviors on the job.
- Define the effects that a positive attitude can have on yourself, other employees and management.
- Identify ways to improve own attitude in various work situations.
- Define the effects and consequences of negative attitudes and poor decision making, relating to various work situations.
- Define what employer expectations means.
- Define at least ten (10) employer expectations.
- Define what professional ethics mean.
- Define at least five (5) professional ethics.
- Apply identified professional ethics and employer expectations to his/her behavior in the program as measured; read by a personnel evaluation completed by staff.

**IX. PRESENTING AN APPROPRIATE APPEARANCE - The youth will:**

- Define five (5) ways to measure personal hygiene.
- Define four (4) measures of appropriate dress when working in a professional office.
- Define two (2) reasons why employers have a dress code.
- Define two (2) ways of improving first his/her own personal hygiene and then personal appearance.
- Define the appropriate dress for the following work sites: Doctor's Office, Lawyer's Office, School, Construction Site, and Department Store
- Define how his/her own personal appearance makes a statement about themselves.
- Define how appearance relates to maintaining employment.
- Dress for program in the appropriate attire for your chosen career.

**X. EXHIBITING GOOD INTERPERSONAL RELATIONS IN THE WORKPLACE -**

The youth will:

- Define the proper way to handle the following work situations:
  1. Your employer asks you to stay late and complete an assignment, but you have other plans. What do you do? Why?
  2. A fellow employee is not performing his/her share of the work load. Name two ways to handle the situation.
- Define constructive criticism and how you deal with it.
- Define what negotiate and compromise mean. Give a working example of each.
- Give an example in his/her life in the past month of compromise and negotiation.
- Define what assertive is and the importance of its use on the job.
- Demonstrate assertive behaviors within the program as observable by staff.
- Define and give examples of proper relationships with supervisors, fellow workers, and the general public.
- Demonstrate proper relationships with peer and staff within the program as measured by the point system each day.

**XI. COMPLETING TASKS EFFECTIVELY - The youth will:**

- Define the importance of being able to follow written directions and oral instructions.
- Define the importance of completing tasks with minimal supervision within a given time frame.
- Complete the Life skills Class on Time Management, and complete the post test with an seventy-five percent (75%) score or better.

- Define the importance of time management on the job.
- Complete the Personal Development Class on Assertive Communication and pass the post test with a score of seventy-five percent (75%) or better.
- Complete the Life skills Class on Stress Management, and a score of seventy-five percent (75%) or better on the post test.
- Define what stress is and the importance of stress management on the job.
- Demonstrate good time management in completing assignments within the program as measured by staff in daily and longer term assignments.
- Demonstrate assertive behavior in relationships with peer, and staff on a daily basis as measured by staff on the daily point system.
- Demonstrate stress management in regards to the pressures to complete the program successfully as measured by staff on a daily basis on the point system.

## **VOCATIONAL PRACTICE COMPETENCIES**

The youth will demonstrate a proficient level of cognitive, and affective knowledge in the following youth employment competencies, by achieving a score of seventy-five percent (75%) on the following indicators as evidenced by product review, behavioral observation, youth self report, and task completion.

**CAREER AWARENESS** - The youth will:

- Complete exercises in career exploration.
- Complete personal vocational counseling; two (2) hours.
- Utilize the Dictionary of Occupations to perform career research.
- Decide upon a career goal and one (1) alternative career goal.

**COMMUNITY RESOURCES FOR HIGHER EDUCATION** - The youth will:

- Examine educational opportunities provided in post secondary education/training, and demonstrate knowledge gained via research of three (3) educational options to achieve career goals.
- Visit at least two (2) of these institutions.

**JOB EXPOSURE** - The youth will:

- Develop, with the assistance of staff, an employer who is willing to allow him/her to shadow a person who is in the position of his/her career choice.
- Spend at least four (4) hours in a job exposure experience in his/her selected career.
- Write a 200 word essay on the job exposure experience.

### **APPLICATIONS AND RESUME WRITING - The youth will:**

- Obtain three (3) applications from community employers.
- Complete at least three (3) applications with one hundred percent (100%) accuracy.
- Complete and type own resume that reflects background and career interests.

### **INTERVIEWING - The youth will:**

- Arrange for two (2) practice interviews with a community employer.
- Prepare for the interviews.
- Complete one (1) practice interview in the community.
- Obtain feedback from the interviewer on performance in the interview.
- Complete second practice interview in the community.
- Obtain feedback from the interviewer on performance in the interview.
- Utilize two (2) methods of follow-up for these interviews.
- Write a 200 word essay on the interview experiences.

### **LABOR MARKET KNOWLEDGE - The youth will:**

- Complete research on labor market information on chosen career and alternative career.
- Utilize two (2) methods of job search resources.
- Visit a job services office or some other personnel office.

### **JOB DEVELOPMENT, SEARCH AND OBTAINMENT - The youth will:**

- Develop a short term employment plan, or an apprenticeship position with the assistance of staff.
- Develop a job search plan.
- Perform some job development with the assistance of staff.
- Perform job search.
- Obtain either full time, or part time employment, or an apprenticeship position depending upon individual ITP.

### **BEHAVIORAL COMPETENCIES**

Each youth will demonstrate on a daily basis competencies in behavior that will be observable by staff, documented, and reflected in the daily point system. The youth must receive seventy-five percent ( 75%) of the number of points that are awarded for average behavior. The youth will:

- Maintain consistent attendance with no unexcused absences.
- Maintain a "comfort zone" in the program.
- Maintain established rapport with staff and peers.
- Maintain a sincere determination to learn alternative behaviors to replace past unproductive/delinquent behaviors.

- Demonstrate the ability to develop trust within peer and staff relationships on an ongoing basis.
- Follow all the rules, regulations and expectations of the program.
- Complete in-house disciplinary assignments if rules are broken.
- Make noticeable progress in all components of the program as reflected in the daily point system.
- Complete all educational assignments with a seventy percent (70%) or better score.
- Maintain open communication with staff and other professionals assigned to his/her case.
- Maintain behavioral expectations established at release in the home setting,
- Maintain law abiding behavior.
- Have no contact with law enforcement.
- Remain substance free.
- Successfully complete a multi-disciplinary staffing before termination from the Intensive Day Support Program.



**ARIZONA DEPARTMENT OF  
JUVENILE CORRECTIONS**

**KEYS TO INNERVISIONS**

**COMPETENCIES**

The youth will demonstrate a proficient level of cognitive and affective knowledge in **KEYS TO INNERVISIONS** by completing the entire work book, achieving a score of seventy-five percent (75%) on the following indicators as evidenced by product review, behavioral observation, youth self report, and post testing.

**UNIT 1 - YOU ARE TEN FEET TALL** - The youth will:

- Define what power and empower yourself means.
- Define what a barrier is.
- Define what "setting yourself up to win" means.
- Define what a transition is.
- Define what a personal characteristic is.
- Identify three (3) personal characteristics he/she would like to change.

**UNIT 2 - THE POWER OF YOUR MIND: THOUGHT PROCESSES** - The youth will:

- Define the following words: Conscious mind, subconscious mind, dominant belief system, self-concept, and consequences.
- Define the four (4) basic steps in the conscious mind process.
- Make at least three (3) T-Charts in making personal decisions.
- Define how one's self-concept is formed by self-images and self-esteem.
- Define three (3) barriers to change.

**UNIT 3 - THE KEY TO UNLOCKING YOUR PERSONAL POWER: SELF-TALK** -

The youth will:

- Define what self-talk is. How it works. How it creates his/her belief system.
- Define conditioning. Define how conditioning keeps him/her from growing.
- Define how the cycle of words, pictures, feelings creates his/her behavior.
- Define how self-talk is related to his/her self-concept.
- Define how he/she should handle mistakes and failures.
- Define what IALAC means.

**UNIT 4 - ADDICTION AND YOUR PERSONAL POWER** - The youth will:

- Define what addiction is.
- Define "internal point of control".
- Define the best defense against addiction.
- Define what balance in emotions means. Give two (2) examples.
- Explain how positive self-talk gives one power.
- Define where one's power should come from.
- Explain what the four (4) steps to get smart about anger are and how they work.



**UNIT 5 - CHANGING YOUR LOCKS: BELIEF SYSTEMS** - The youth will:

- Define the following terms: Belief system, habit, attitude, belief and comfort zone.
- Identify barriers to change.
- Identify his/her own belief system about change.

**UNIT 6 - CHOOSING UNDER THE INFLUENCE: ALCOHOL AND NICOTINE** -

The youth will:

- Define what a cultural belief is.
- Define how individual, group, and cultural belief systems interact.
- Construct an individual belief system about alcohol and nicotine.

**UNIT 7 - EXPLORING CHEMICAL DEPENDENCY: YOUR MIND-YOUR BODY** - The youth will:

- Define the following words: Chemical dependency, tolerance, withdrawal, detoxification, and blood alcohol concentration.
- Describe the four (4) levels of drug use.
- Define what is meant by an emotional relationship with drugs. Define how this relationship is shaped by experiences, feelings, and self-talk.
- Describe how substance abuse affects the mind.
- Describe how substance abuse affects the body.
- Describe how the fetus is affected by substance abuse. Give three examples.
- Define DWI/DUI. Define the consequences?
- Define what makes a person sober.

**UNIT 8 - EVALUATING YOUR CHOICES: CHOOSING YOUR RULES** - The youth will:

- Define what the conscious mind and dominant belief system are.
- Define the conscious mind process.
- Define the subconscious mind process.
- Define the belief systems of the responsible drinker, the irresponsible drinker, and the abstinent person.

**UNIT 9 - YOUR KEYS TO CHANGE: AFFIRMATIONS AND IMAGERY** -

The youth will:

- Define affirmation.
- Define the most effective way to control behavior.
- Define how a new dominant belief system is created.
- Make an affirmation statement and give the key ingredients.
- Explain how symbols create mental images.
- Define what the statement "the mind is the limit" means.
- Define the imagery process and how it works.

## **UNIT 10 - YOUR KEYS TO BALANCE: SELF-TALK AND YOUR EMOTIONS -**

The youth will:

- Define emotions.
- Define four (4) ways to express feelings in an unhealthy manner.
- Define the number one (1) reason why people use chemicals.
- Identify, accept, and manage his/her emotions.
- Identify and define the five (5) steps in the grief process.

## **UNIT 11 - YOUR FAMILY: WHO'S INFLUENCING WHO -** The youth will:

- Define the following words: family, co-dependent, co-dependency, COA-ACOA, denial, and enabling.
- Define the belief system of families with a problem of chemical addiction.
- Define the roles and give examples of the members of a chemically dependent family.
- Describe what is a healthy balance of emotions.
- Describe the behavior of an enabler and the victim of enabling.
- Define what the bottom line of enabling is.

## **UNIT 12 - WHO IS YOUR WIZARD? WHO'S IMPORTANT? WHAT'S IMPORTANT? -**

The youth will:

- Define values and role model.
- Explain how choices, judgements, opinions, and actions are guided by your values.
- Identify role models in his/her life.
- Create a five (5) year plan.

## **UNIT 13 - THE KEY TO DISCOVERING YOUR RESOURCES: THE RETICULAR ACTIVATING SYSTEM -** The youth will:

- Define reticular activating system, pay value, and threat.
- Create four (4) "killer phrases" and four (4) "igniter phrases" in regards to a goal he/she wants to reach.
- Define three (3) ways that a person learns.
- Create a new belief system about learning/completing school/GED, etc.

## **UNIT 14 - USING YOUR POWER FOR A CHANGE: GOAL ACHIEVEMENT -**The youth will:

- Define goals and sub-goals.
- Define goal setting.
- Establish three (3) personal goals.
- Use the change process--create new belief systems and develop "T-Charts" to reach the goals.
- Define the process of goal achievement.
- Understand the concept of confidentiality of goals.

**UNIT 15 -BECOMING A KEY MASTER: CHANGING YOUR LIFE THROUGH  
INNERVISIONS-** The youth will:

- Define forgiveness and letting go.
- Define the formula for successful transitions/changes.
- Apply the formula to changes/goals in his/her life.
- Define the imagery process and how it works. Knowledge of the resources for help in the community, and will be able to name at least five.

**UNIT 16 - YOU MAKE THE DIFFERENCE** - The youth will:

- Define accountability.
- Identify his/her own barriers, resources, and tools for change.

**ARIZONA DEPARTMENT OF JUVENILE CORRECTIONS  
GRADUATED CONTINUUM  
GLOSSARY OF TERMS**

**Absolute Discharge**

Termination of ADJC jurisdiction and supervision when the Department determines that there is reasonable probability that a youth will observe the law and, if at liberty, will not be a threat to public safety. All court ordered restitution must have been paid.

**Adjudicated Offense**

An offense found proven by the juvenile court or a Youth Hearing Officer at a revocation hearing.

**Case Management**

A youth-centered, goal-oriented process for assessing the need of an individual for particular services and assisting his/her to obtain those services, with delivery being coordinated, highly individualized driven by a Case Manager hired by the Department. At a systems level, case management is defined as a strategy for coordinating the provision of services to youth within the system.

**Case Manager**

An individual hired by the Department that drives the case management process. They identify and prioritize personal youth strengths and needs, and translate them into a set of realistic goals. They develop a plan of action for achieving those goals and access, across service providers, the resources needed to pursue those goals. They assure that the youth successfully completes a customized set of services among a variety of providers and help youth learn to access services on their own, thereby reducing dependency upon case management.

**Caseworker**

An employee who has direct contact with youth and provides care, treatment or program services in the secure facility or represents provider services in the community.

**Classification**

Classification is a method of structured decision making which provides a systematic and objective means of simplifying complex characteristics and events about an offender through a process of sorting or categorization.

## **Classification Offense**

The adjudicated offense with the highest felony or misdemeanor rating, as noted in the court Minute Entry, identified by the ARS Criminal Code and listed in the Classification of Offenses Manual. Class 1 (one) felony is the most serious felony and Class 6 (six) felony the lowest. Misdemeanors are similarly ranked from 1 (most serious) through 3.

## **Competencies**

A specified set of objectives to be met, or skills to be learned, upon completion of a phase of programming.

## **Conditional Liberty**

Parole

## **Continuum of Care**

All services provided to juveniles after commitment without regard for gender, ethnicity, country of origin, disabilities, or race. Such services include, but are not limited to, 24 hour institutional care, residential and non-residential community-based programs which are designed to supervise and rehabilitate youth in the least restrictive environment consistent with public safety and the needs of the youth.

*Residential services* may include therapeutic foster care, community-based chemical dependency programs, shelter care, and supervised independent living programs.

*Non-residential services* may include home-based services, intensive case management, educational and vocational services, day treatment programs, and substance abuse programs.

## **Counselor**

A person trained in the principles and general practice of social or correctional casework and counseling.

## **Discharge for Cause**

A mandatory termination of ADJC jurisdiction when a youth has been convicted (as an adult) of a crime.

## **Discharge for Civil Commit**

Termination of ADJC jurisdiction and supervision when a youth is civilly committed to the jurisdiction of another agency.

## **Discharge for Expiration of Commitment**

Termination of ADJC jurisdiction when committed juveniles reach their eighteenth (18) birthday. Although no decision is rendered whether or not to release, the Hearing Officer does authenticate and note the status of the juvenile.

## **Group Home Transitional**

This residential facility provides supervision for juveniles assigned to this level with continuous in sight supervision. The juvenile may be programmed off site but must remain in staff sight at all times. Initially upon arrival at the residential location a juvenile is required to complete orientation competencies prior to attending off site programming as prescribed in the continuum program (day support programming.) The initial restriction to on site programming should not last beyond five (5) calendar days. Stabilization in the community is the primary goal of the Transition stage. Security is of considerable importance. Juveniles should be actively programmed prior to their eligibility to attend off site programming. At this time, the program established for the juvenile to graduate secure care should be reviewed and reinforced. The juvenile must not be made to feel that they are starting over, but to the contrary laying the track to move forward and to a lower structure on their way home, or a more permanent placement if home is not appropriate. This is not a physically secure placement, Juveniles will be structured through staff involvement and program integrity.

## **Group Home Non-Specific**

This residential facility provides supervision for juveniles who have demonstrated they do not require in sight supervision at all times. They are still required to attend prescribed day support programming. Activities that support programming may be conducted without direct staff supervision. Youth at this level may leave the premises without staff escort, and may even participate in a home furlough in preparation to return home. Specific treatment interventions for each individual juvenile should be emphasized at this time.

## **Individual Treatment Plan (ITP)**

A specific schedule and plan of treatment customized to address the individual youth's needs. This plan was previously known as the Individual Development Plan (IDP).

## **Keys to Innervations**

A cognitive restructuring curriculum required for all juveniles which is composed of self-study exercises to help youth develop critical thinking and problem solving skills. Information and planned experiences are provided to promote juveniles' awareness and understanding of the role of emotions and personal needs in motivating behavior.

## **901**

Denotes those committed youth who have been classified as absent (unauthorized) from parole placement (e.g., foster homes, contract placement, home, etc.)

Denotes those committed youth who have escaped from a secure facility.

### **Presumptive Placement**

The place on the Classification Matrix form on which the juveniles' risk level score (high, medium, low) intersects with the offense severity (1-6 felony level score).

Principles of (Youth) Behavior

The six (6) personal competencies which comprise basic pro-social skills for successful community living: Communication, Community (group welfare), Problem Solving, Self-Restraint, Redirection, Responsibility.

### **Reinstatement**

A youth Hearing Officer's decision after an administrative hearing that a youth return to or remain on conditional liberty.

### **Residential Contract Programs**

Any residential placement contracted by the Department for services to committed youth. Programs include, but are not limited to, group homes, group care agencies, and foster care homes.

### **Revocation**

A Youth Hearing Officer's decision after an administrative hearing to revoke a youth's conditional liberty and that revocation is in the best interest of the youth or the community.

### **Ribicoff Form**

Unofficial name given to Department of Economic Security (DES) medical assistance funding application used to authorize health care for a paroled youth. Department of Economic Security Foster Care Unit uses Form FC-115 to obtain details of the family's financial resources (housing, vehicles, salary, debts, etc.) To verify a youth's eligibility for state assistance (Referenced in Procedure 4010.1).

### **Risk Assessment**

The Risk Assessment is completed by staff performing the initial classification within the first 48 hours of arrival at the ADJC reception center. **This initial Risk Assessment stands as completed. Over-ride recommendations or decisions shall not be used to change the scored (initial classification) Risk Assessment Level at this point in the classification process.**

## **Secure Custody**

A secure facility or contracted secure placement that provides twenty-four (24) hour continuous confinement. ‘Secure Care’ means confinement in a facility that is completely surrounded by a locked and physically secure barrier with restricted ingress and egress.” ARS Section 41-2801(5)

## **Suspension**

Temporary suspension of conditional liberty, pending a revocation hearing, based upon a finding of probable cause to believe that a youth violated one or more conditions of liberty and that the youth would be a risk to him/herself or others or would be likely not to appear at a revocation hearing.

## **Transition Plan**

A written plan which becomes part of a youth’s Individual Treatment Plan (ITP) when a youth’s level of care is expected to change. A Transition Plan identifies specific programming components that must be satisfactorily completed before a youth may transition from secure care. This plan must include, at minimum, classification information, a description of the youth’s present level of behavior; the expectation/goals of the next level of care; identification of transition activities to be conducted by the community care services; a schedule and plan for the youth and his/her family to visit the recommended new community services; identification of support services needed for the youth and family during and following the transition; and identification of the target date for release to the next level of care. All psychological/psychiatric reports

- Most recent dispositional report from probation department
- All ADJC psychiatric/psychological reports
- Supervision plan
- ADJC In Home Evaluation
- Individual Treatment Plan
- All other pertinent documents

Providers in the continuum will provide the institutional Case Worker with brochures and program descriptions of their respective programs, At the time of the staffing, the Case Worker will provide the youth with a brochure and a program description of the program in the continuum in which the youth will be involved.