

U.S. Department of Justice  
Office of Justice Programs  
*Office of Juvenile Justice and Delinquency Prevention*



# A Resource Manual for Juvenile Detention and Corrections: Effective and Innovative Programs

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# **A Resource Manual for Juvenile Detention and Corrections: Effective and Innovative Programs**

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## FOREWORD

All too often the problems facing juvenile detention and correctional systems can be so overwhelming that little gets resolved. To compound the problems, many of our programs and particularly our facilities are either systemically or operationally isolated, which further serves as a barrier to networking, strategic planning, and the exchange of ideas and programs.

Networks to share information and ideas about "what works" are a primary concern of the detention and corrections community at the local, State and national level. Aside from the fact that there is relatively little time to "reinvent the wheel", it frequently is not needed. There are many effective and innovative programs to draw upon as a resource throughout the United States. A directory or resource guide could reduce the isolation of detention facilities while at the same time promote opportunities for much needed networking and the exchange of concepts and ideas that are responsive to most, if not all, jurisdictions.

The National Juvenile Detention Association, through its Juvenile Justice Personnel Improvement Project (JJPIP), collected and compiled substantial program information from juvenile justice, detention, and correctional services systems across the United States. The resultant *Effective and Innovative Programs Resource Manual* represents a collection of innovative program ideas known to be effective in the management and treatment of youth who require some level of restrictive care and custody.

The detention and corrections communities, despite their many presenting problems, have the creativity, knowledge and diligence to develop quality programs for youth placed in their care and custody. We are grateful to all those who contributed to this project. In sharing their successes, they are providing others with an opportunity to identify and promote a level of excellence that may serve as a cornerstone to the continued professional development of programs for juvenile detention and corrections.

The National Juvenile Detention Association would also like to thank John J. Wilson, Acting Administrator of OJJDP, James C. Howell, Director of Research, and D. Elen Grigg, Project Officer for their commitment, support, and guidance. Their leadership will enable the juvenile detention and corrections community to use this project as a building block in identifying and developing programs and services that can make a real and meaningful difference in the lives of some of the country's most at-risk youth.

Earl Dunlap, Executive Director  
National Juvenile Detention Association

## INTRODUCTION

Juvenile detention is one of the most important elements of the juvenile justice system, and one of the most difficult to administer. Managing daily operations can be overwhelming, especially when exacerbated by overcrowded, understaffed, and inadequately funded facilities. Despite their many common problems across the Nation, most detention facilities remain relatively isolated. The opportunity to visit other programs or to share ideas with colleagues is often a luxury. The beliefs that each detention center is unique and that what works in one facility cannot work in another frequently contribute to isolation. Under these circumstances, the exchange of ideas and program information is quite rare.

The creation of networks to share information and ideas about "what works" is a primary concern of State and national juvenile detention associations. When detention practitioners converge at annual or local training meetings outside of their jurisdictions, they repeatedly request more information and ideas about effective programs. Because no one has the time nor energy to "reinvent the wheel," this directory of effective programs and innovative ideas is intended to help reduce isolation while simultaneously building networks of cooperation through the sharing of information.

Through the Juvenile Justice Personnel Improvement Project funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the National Juvenile Detention Association (NJDA) conducted a national survey of effective and innovative programs and ideas to



complement the *Desktop Guide to Good Juvenile Detention Practice*. The responses have been compiled into this reference manual of innovative and effective program information and ideas. The survey was not intended to produce an evaluation manual, rather it provides ideas and resources about successful programs.

### **Renewal of Programming in Juvenile Detention**

Juvenile detention is experiencing a renewed emphasis on programming. Programs are linked to improvements in conditions of confinement, reduced problems in crowded facilities, improved resident and staff safety, and greater resistance to liability (Parent et al., 1993; Roush, 1993). On a larger scale, shifts in juvenile justice philosophy have placed greater importance on treatment programs for serious, violent and chronic juvenile offenders (Krisberg, 1992; National Coalition of State Juvenile Justice Advisory Groups, 1993; National Council of Juvenile and Family Court Judges, 1994; Wilson & Howell, 1993).

This is an exciting time in juvenile justice and juvenile detention, and there is cause for great optimism. The experiences of the past two decades have strengthened the juvenile justice system by forcing it to address its strengths and weaknesses. The major lessons learned during this period are: 1) no particular ideological approach to delinquency provides all effective interventions; 2) success must be realized through an objective assessment of all program strategies; and 3) there are discrete and identifiable principles of successful interventions. A balanced approach requires that the particular circumstances of the

delinquent act, the offender's culpability, and other social experiences and psychological characteristics of the youth play a role in determining how the system responds (Maloney, Romig, & Armstrong, 1988). Policymakers must consider the possible relevance of each principle in each case to avoid imposing the rather extreme and ineffective remedies characterizing both ends of the pendulum's swing from treatment to calls for punishment over the past several decades.

### **Essential Research Findings.**

Recent research findings have provided a foundation for program development. These findings, if properly communicated to other child serving disciplines, help form the basis of a shared mission. Huizinga, Loeber, and Thornberry (1994) summarized the results of their studies under the Program of Research on the causes and correlates of delinquency sponsored by OJJDP as follows:

- Most chronic serious juvenile offenders start their criminal career prior to age 12.
- Early onset offenders of all racial and ethnic origins tend to come from poorer, inner city disadvantaged neighborhoods.
- Chronic serious offenders are also less attached to and monitored by their parents, have less commitment to school and attachment to teachers, and have more delinquent friends and are more apt to be gang members.
- While constituting about 15 percent of all high-risk youth, chronic serious delinquents (self-reported) committed 75 percent of all serious or violent offenses.
- While the ability to accurately predict who will become a chronic offender does not exist, the most promising approach is to use the information available through the developmental pathways to identify youth already on a behavioral trajectory toward chronic offending.

Three developmental pathways to chronic delinquency were distinguished in this research as:

1) an overt pathway, from aggression, to fighting, to violence; 2) a covert pathway, from minor covert behavior, to property damage, to serious delinquency; and 3) an authority conflict pathway, from stubborn behavior, to defiance, to authority avoidance.

The following implications were offered by Huizinga, Loeber, and Thornberry (1994) for treatment programs:

- Intervention programs should begin early in the life course.
- Intervention programs need to be comprehensive, because of the multiple risk factors associated with delinquency.
- Prevention programs should be community based.
- Intervention programs should be based on knowledge research has generated about developmental pathways and risk factors.
- Programs should be developed and implemented for the long term, covering major portions of the life course.

Other research has identified key principles for improved effectiveness. Lipsey's (1992) meta-analysis of evaluation studies on the effectiveness of juvenile delinquency treatments revealed the following conclusions: Nearly 400 treatment studies showed that juveniles in treatment groups have recidivism rates about 10 percent lower than untreated juveniles in control groups. Juveniles in the treatment groups also fared as well or better on psychological outcomes, interpersonal adjustment, academic performance, and vocational performance.

The best intervention programs produced 20- to 30-percent reductions in recidivism rates and similar improvements in other outcomes. These treatment programs typically focused on changing overt behavior through structured training or behavior modification interventions designed to improve interpersonal relations, self-control, school achievement, and specific job skills. Treatment programs found to be most effective were characterized by multimodal services, more intensive services (contact hours, duration, and intensity), and services more closely monitored by research teams, which resulted in better implementation.

Lipsey (1992) offered the following concluding observation:

It is no longer constructive for researchers, practitioners, and policymakers to argue about whether delinquency treatment and related rehabilitative approaches 'work,' as if that were a question that could be answered with a simple 'yes' or 'no.' As a generality, treatment clearly works. We must get on with the business of developing and identifying the treatment models that will be most effective and providing them to the juveniles they will benefit (p. 16).

### **General Principles.**

Wilson and Howell (1993) provide the following general principles as a framework to guide our efforts in the battle to prevent delinquent conduct and reduce juvenile involvement in serious, violent and chronic delinquency:

- **Strengthen the family** in its primary responsibility to instill moral values and provide guidance and support to children. Where there is no functional family unit,

a family surrogate should be established and assisted to guide and nurture the child.

- **Support core social institutions**—schools, religious institutions, and community organizations—in their roles of developing capable, mature, and responsible youth. A goal of each of these societal institutions should be to ensure that children have the opportunity and support to mature into productive law-abiding citizens. A nurturing community environment requires that core social institutions be actively involved in the lives of youth. Community organizations include public and private youth-serving agencies; neighborhood groups; and business and commercial organizations providing employment, training, and other meaningful economic opportunities for youth.
- **Promote delinquency prevention** as the most cost-effective approach to dealing with juvenile delinquency. Families, schools, religious institutions, and community organizations, including citizen volunteers and the private sector, must be enlisted in the Nation's delinquency prevention efforts. These core socializing institutions must be strengthened and assisted in their efforts to ensure that children have the opportunity to become capable and responsible citizens. When children engage in "acting out" behavior, such as status offenses, the family and community, in concert with child welfare agencies, must take primary responsibility for responding with appropriate treatment and support services. Communities must take the lead in designing and building comprehensive prevention approaches that address known risk factors and target other youth at risk of delinquency.
- **Intervene immediately and effectively when delinquent behavior occurs** to successfully prevent delinquent offenders from becoming chronic offenders or progressively committing more serious and violent crimes. Initial intervention efforts, under an umbrella of system authorities (police, intake, and probation), should be centered in the family and other core societal institutions. Juvenile justice system authorities should ensure that an appropriate response occurs and act quickly and firmly if the need for formal system adjudication and sanctions has been demonstrated.
- **Identify and control the small group of serious, violent, and chronic juvenile offenders** who have committed felony offenses or have failed to respond to intervention and nonsecure community-based treatment and rehabilitation services offered by the juvenile justice system.

## Additional Resources

The renewed emphasis on treatment programs has also prompted a concern about staff training. OJJDP has supported several efforts to identify effective strategies for working with youth. The best examples are the *Desktop Guide to Good Juvenile Probation Practice* (National Center for Juvenile Justice, 1991) and the *Desktop Guide to Good Juvenile Detention Practice* (NJDA, 1994). A central component of these guides is the emphasis on effective and innovative approaches. For example, the National Council on Crime and Delinquency has recently completed an assessment of prevention and intervention programs for serious, violent, and chronic juvenile offenders.<sup>1</sup> Other resources are available or are in progress that address the issues of effectiveness and innovations. The National Center for Juvenile Justice has assessed programs that work in the juvenile justice system.<sup>2</sup> The Texas Youth Commission is developing a clearinghouse of resources for effective programs. And, the Texas Juvenile Probation Commission (Licarione, 1993) has assembled and published a compendium of delinquency prevention programs.

### Delinquency Prevention.

Juvenile justice professionals identify three phases of delinquency prevention:

- **Primary prevention** is concerned with preventing children at risk of becoming juvenile offenders from committing first time offenses.

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<sup>1</sup>These programs, together with an operations manual, are available through OJJDP's Juvenile Justice Clearinghouse at 800-638-8736.

<sup>2</sup>These programs are also available through the Juvenile Justice Clearinghouse.

- **Secondary prevention** involves intervention with juvenile offenders in the early stages of their offending histories to prevent further involvement in delinquency and the juvenile justice system.
- **Tertiary prevention** deals with rehabilitation of hard-core, serious offenders for their return to acceptable social and occupational functioning in the community.

Traditionally, the juvenile justice system has invested most of its time and financial resources in tertiary prevention. Rehabilitation of offenders at this level is extremely difficult because criminal behavior is deeply engrained in their personalities. Most respond to treatment, but, for some, the best that can be achieved is to control further criminal activity by confinement and surveillance. However, many adult prisons and juvenile corrections systems are overcrowded.

The answer lies in diverting an individual from a criminal career before it is established. There is strong agreement among criminal justice professionals that this process must begin early. Instead of waiting until a child offends, the juvenile justice system must begin much earlier in the formative years when children are more malleable and behavior patterns are developing. At-risk children usually reveal numerous symptoms early on that are recognizable by teachers and school officials. These range from excessive truancy and behavior problems to indications of parental abuse. Unfortunately, the educational system is not prepared to invest the needed time and attention on "problem children," and their potential for success continues to erode.

It is critical that the criminal justice profession redirect priorities toward primary prevention.

This will require rethinking our educational and juvenile justice priorities to include collaboration at the local level of both systems and redirecting resources to support such an effort. Rethinking also requires ideas and innovations to form the basis for collaboration.

Most juvenile delinquency efforts have been unsuccessful because of their negative approach—attempting to keep juveniles from misbehaving. Positive approaches that emphasize opportunities for healthy social, physical, and mental development have a much greater likelihood of success. Another weakness of past delinquency prevention efforts is their narrow scope, focusing on only one or two of society's institutions that have responsibility for the social development of children. Most programs have targeted either the school arena or the family. Communities are an often neglected area. Successful delinquency prevention strategies must be positive in their orientation and comprehensive in their scope.

The prevention component of OJJDP's comprehensive strategy (Wilson and Howell, 1993) is based on a risk-focused delinquency prevention approach (Hawkins and Catalano, 1992). This approach states that to prevent a problem from occurring, the factors contributing to the development of that problem must be identified and then ways must be found (protective factors) to address and ameliorate those factors.

Research conducted over the past half century has clearly documented five categories of causes and correlates of juvenile delinquency: 1) individual characteristics such as



alienation, rebelliousness, and lack of bonding to society; 2) family influences such as parental conflict, child abuse, and family history of problem behavior (substance abuse, criminality, teen pregnancy, and school dropouts); 3) school experiences such as early academic failure and lack of commitment to school; 4) peer group influences such as friends who engage in problem behavior (minor criminality, gangs, and violence); and 5) neighborhood and community factors such as economic deprivation, high rates of substance abuse and crime, and low neighborhood attachment. These categories can also be thought of as risk factors (Hawkins and Catalano, 1992).

To counter these causes and risk factors, protective factors must be introduced, according to Hawkins and Catalano. Protective factors are qualities or conditions that moderate a juvenile's exposure to risk. Research indicates that protective factors fall into three basic categories: 1) individual characteristics such as a resilient temperament and a positive social orientation; 2) bonding with prosocial family members, teachers, and friends; and 3) healthy beliefs and clear standards for behavior. While individual characteristics are inherent and difficult to change, bonding and clear standards for behavior work together and can be changed. To increase bonding, children must be provided with opportunities to contribute to their families, schools, peer groups, and communities; skills to take advantage of opportunities; and recognition for their efforts to contribute. Simultaneously, parents, teachers, and communities need to set clear standards that endorse prosocial behavior.

The risk-focused delinquency prevention approach developed by Hawkins and Catalano,

called *Communities That Care* (1992), calls on communities to identify and understand what risk factors their children are exposed to and to implement programs that counter these risk factors. Communities must enhance protective factors that promote positive behavior, health, well-being, and personal success. Effective delinquency prevention efforts must be comprehensive, covering the five causes or risk factors described below, and correspond to the social development process.

### The Survey

The *Effective and Innovative Programs in Juvenile Detention* is a collection of information from detention facilities across the United States. Surveys were distributed by the National Juvenile Detention Association. The surveys followed the same format as the entries in this collection. Detention staff were asked to provide:

- The name of their program.
- Key words to identify the effective and innovative elements.
- A description of these elements.
- A description of evaluations of the program.
- A listing of any publications, honors, or awards.
- The date when the program began.
- The funding source.

Each entry in this collection may describe an entire program, components of a program, or specific activities. The focus of each entry is on what makes that program effective and/or innovative.

At the end of each entry is the question: Additional information available? If more

information was received than could be included in an entry the answer will be "Yes." To receive that information please write to:

*Effective and Innovative Programs*  
National Juvenile Detention Association  
301 Perkins Building  
Eastern Kentucky University  
Richmond, KY 40475-3127

The following sections contain the 98 program descriptions submitted by juvenile detention practitioners. These program descriptions contain 336 effective or innovative program ideas and suggestions. **An index of ideas or subjects is provided at the end of this manual.**

When clustered according to frequency of innovative content, the top five topics are: 1) treatment programs, 2) education programs, 3) substance abuse education and prevention, 4) activities, and 5) volunteers.

### **The Categories**

The programs have been arranged into four main categories. First of all, Prevention Programs are those aimed at nonoffenders. They are designed to help keep youth out of detention. Secondly, Alternatives to Detention are programs for offenders that take place outside of a detention facility. Thirdly, Secure Programs are those that take place in a secure environment. And, finally, Aftercare Programs are those that take place after a youth is released from security.

Each of these main categories has been divided into the following four subcategories:

programs for the individual, group programs, family programs, and programs that include the community. In the Secure category, the final subcategory is community/facility programs, meaning those that include the community as well as those that affect the entire facility.

## **AFTERCARE/INDIVIDUAL**

### **Followup Counseling**

**Facility address:** Dade Juvenile Detention Center  
3300 Northwest 27th Avenue  
Miami, FL 33142

**Key words:** Aftercare, counseling.

#### **Description of effective and/or innovative factors:**

The Center provides a full-time, followup counselor funded by the Dade County School Board who facilitates a student's residential placement or return to the community or home school. In addition to communicating all of the assessment material gathered on a student while in the Center, the counselor assists students in learning about their residential placement, local vocational programs, and/or in qualifying for financial assistance to attend local vocational/technical centers.

#### **Evaluation:**

Evaluated by Leon County School System.

#### **Publications, honors, awards, etc.:**

**Date program began:** 1989

Is the program still in operation? Yes

**Funding source:** Dade County Public Schools.

**Additional information available?** Yes

## **AFTERCARE/GROUP**

### **Post-Detention LRE Group**

**Facility address:** North Iowa Juvenile Detention Services  
1440 West Dunkerton Road  
Waterloo, IA 50703

**Contact:** Director

**Key words:** Law related education, minority overrepresentation, conflict resolution.

#### **Description of effective and/or innovative factors:**

The disproportionate placements in detention of African-American youth suggested a need for a followup program to attempt to reduce recidivism among youth who remain in the community. In one county, 60 percent of all placements in February, 1992, were African Americans, though African Americans only made up 11 percent of the total population. As a condition of release from detention, 12 weekly sessions of Law Related Education (LRE) are required by the Court.

These meetings are at the detention center and focus on conflict resolution. Both facilitators, one African American and one Caucasian, have experience working with groups and have completed 12 hours of "Unlearning Racism" and a 1-week training course on LRE at Drake University. The weekly visit back to detention, meeting with two detention staff facilitators, provides a concrete deterrent to participants to avoid actions that will return them to a locked setting.

A van picks up and returns the youth and parents who wish to accompany their child. The weekly meetings provide the opportunity for any child released from detention to begin attending the same week. Incentives for attendance are earned through points for attendance, and missed meetings earn 4 hours of community service.

The program hopes to reduce assaultive behavior leading to new charges, a lowering of recidivism among residents who go home from detention, and thereby a reduction in placements of African-American youth from the county.

**Post-Detention LRE Group (continued)**

**Evaluation:**

This is a new program and no formal evaluations are available at this time. Evaluation efforts will track participants for return to detention for 12 months after release. A comparison of the same population for February 1992 or 1993 would be a basis from which to determine effectiveness.

**Publications, honors, awards, etc.:**

**Date program began:** October 1993

**Is the program still in operation?** Yes

**Funding source:** Grant from the Juvenile Justice Advisory Council.

**Additional information available?** No

## **AFTERCARE/COMMUNITY**

### **Intensive Learning Program (ILP) Aftercare**

**Facility address:** Calhoun County Juvenile Home  
14555 18 1/2 Mile Road  
Marshall, MI 49068

**Contact:** Director  
Phone: (616) 781-7221

**Key words:** Postdispositional treatment, community-based, aftercare caseworker.

#### **Description of effective and/or innovative factors:**

Following the period of institutional treatment in ILP, a major factor in determining a youth's success is the ability to continue to use newly learned problem-solving skills during the reintegration into the home, school, and community. The Aftercare program maximizes this reintegration by reducing unnecessary environmental conflicts.

By programming community reentry under the supervision of an Aftercare Caseworker, the impact of institutional placement can be further extended. The Aftercare Caseworker explains the Aftercare program during the student's orientation. The Caseworker meets with the family throughout the youth's stay and arranges home passes. She or he aids families in acquiring community and health services, and financial assistance.

Monitoring contacts are made at the school. If the youth is not reenrolled in school, the Caseworker assists in job acquisition. Once the youth is established in the community, individual counseling is provided. The family is encouraged to participate. The youth's privileges and responsibilities are gradually increased. As the caseworker decreases involvement, the family takes on more responsibility in giving support and reinforcement, setting expectations, and taking charge of disciplinary actions. Aftercare is seen as contributing to the goals of the juvenile court by reducing further need for institutionalization.

#### **Evaluation:**

Part of the larger evaluation efforts by the Intensive Learning Program (see Roush & Steelman, 1982).



## **Intensive Learning Program (ILP) Aftercare (continued)**

### **Publications honors, awards, etc.:**

- 1982 Certificate of Merit—Office of Juvenile Justice and Delinquency Prevention.
- 1980 Decrease of Violence Award—National Council Of Juvenile Family and Court Judges and the University of Nevada.
- 1978 Distinguished Programs Award—National Association of Counties.

Roush, D. W., & Steelman, B. T. (1982, October). Aftercare. In *The intensive learning program: A comprehensive approach to the institutional treatment of juvenile offenders*. Rockville, MD: National Criminal Justice Reference Service.

**Date program began:** 1977

**Is the program still in operation?** Yes

**Funding source:** County-funded with State reimbursements.

**Additional information available?** Yes

## **ALTERNATIVES TO SECURE DETENTION/INDIVIDUAL**

### **Comprehensive Case Management Program**

**Facility address:** New Pride, Inc.  
Gilliam Youth Service Center  
2844 Downing Street  
Denver, CO 80203

**Contact:** Program Manager  
Phone: (303) 291-8980

**Key words:** Case management, overcrowding, pretrial release.

#### **Description of effective and/or innovative factors:**

New Pride's Comprehensive Case Management Program for the Gilliam Youth Service Center (GYSC) addresses the problem of overcrowding and provides support for center staff. GYSC is a 78 bed detention facility (presently operating at approximately 120-150 percent over capacity).

The case management program features pretrial release for youth who can be safely released into the community. To determine eligibility, case managers conduct a final review of probation intake and Gilliam admissions materials, and the youth with his or her parents is interviewed by the case manager. For every youth accepted, a conditional release plan is prepared and approved by a judge or magistrate.

Youth on conditional release meet with case managers on a regular basis to assure that the release plan is being followed and to make additional service referrals as necessary. Trackers are on duty 24 hours a day, 7 days a week to make personal, phone, and electronic contacts to be sure that youth are at their assigned locations. As youth comply with the program, there can be reductions in monitoring and increases in free time. Failure to comply generally results in increased monitoring, loss of free time, referrals for additional services, and, if violations continue, may result in a bond hearing asking the court to return the youth to detention.

#### **Evaluation:**

The program is evaluated on a monthly basis by the Gilliam Youth Services Center oversight committee. In addition, OMNI Research and Training, Inc., has prepared evaluations on the effectiveness of the program, which have been submitted to the Colorado Department of Youth Services and to the Joint Budget Committee of the Colorado State Legislature.

**Comprehensive Case Management Program (continued)**

**Publications, honors, awards, etc.:**

Colorado program reduces overcrowding. (1993, February/March). *OJJDP News Notes*.

**Date program began:** May 1, 1990

**Is the program still in operation?** Yes

**Funding source:** State funds.

**Additional information available?** Yes

## **Status Offender Diversion**

**Facility address:** Children's Cabinet Status Offender Diversion  
1090 Rock Boulevard  
Reno, NV 89502

**Contact:** Program Director  
Phone: (702) 785-4000

**Key words:** Diversion.

### **Description of effective and/or innovative factors:**

The program diverts truants from secure detention. Call them for a brochure and/or other information.

### **Evaluation:**

Regular monitoring by a Juvenile Justice specialist.

### **Publications, honors, awards, etc.:**

1,000 Points of Light Award, numerous others.

**Date program began:** 1989

**Is the program still in operation?** Yes

**Funding source:** OJJDP, county, private.

**Additional information available?** No

## **Client Scheduling**

**Facility address:** Tri-County Transport  
146 North Second West  
St. Anthony, ID 83445

**Contact:** Tri-County Transport Director

**Key words:** Client scheduling, transportation.

### **Description of effective and/or innovative factors:**

This program was designed to transport juveniles between their home counties and the Youth Services Center in St. Anthony, Idaho. One full-time and one part-time employee are needed. The officers are on call to transport the juveniles to and from their detention, court hearings, and releases. This program has proven cost effective, has maintained organizational stability over a 6-year period, and has efficiently served a wide area.

**Evaluation:** N/A

**Publications, honors, awards, etc.:** N/A

**Date program began:** October 1, 1987

Is the program still in operation? No

**Funding source:** Revenues to support this program come from yearly assessments from each of the 16 counties involved.

**Additional information available?** Yes

## **Statewide Detention Support Services (SDSS)**

**Facility address:** NDACo  
P.O. Box 417  
Bismarck, ND 58502

**Contact:** NDACo Juvenile Justice Coordinator

**Key words:** Detention, reimbursement, subsidy, transportation, attendant care, nonsecure.

### **Description of effective and/or innovative factors:**

North Dakota's Statewide Detention Support Services (SDSS) are a series of incentive programs to encourage the use of least-restrictive alternatives for juvenile offenders awaiting court appearance or release to a parent or custodian. The incentives are structured to favor the nonsecure end of the supervision continuum.

Nonsecure "attendant care" has been established as a statewide service through 24 public and nonprofit agencies. Direct costs of supervising youth in attendant care are 100 percent reimbursable, including the total cost of attendant training. Secure detention within one of the State's five licensed facilities is reimbursable at 50 percent of the facilities daily rate, if extremely strict intake criteria are met. Mileage and meal costs for transportation of all youth to attendant care and eligible youth to detention are also fully reimbursable.

### **Evaluation:**

The incentive programs have contributed greatly to the reduction of the youth held in adult jails. Prior to the program's start, 84 percent of supervised youth were held in adult jails and 15 percent in juvenile detention facilities. In 1992, 46 percent were held in nonsecure attendant care, 46 percent in juvenile detention facilities, and only 8 percent in jails.

### **Publications, honors, awards, etc.:**

The program was one of those selected in 1992 for the inaugural presentation of the Gould-Wysinger Award for exceptional achievement in juvenile justice from the Office of Juvenile Justice and Delinquency Prevention (OJJDP).

**Date program began:** Piloted in 1986, statewide in January 1990  
**Is the program still in operation?** Yes

**Statewide Detention Support Services (SDSS) (continued)**

**Funding source:** JJDP Act Formula Funding.

**Additional information available?** No

## **ALTERNATIVES TO SECURE DETENTION/GROUP**

### **Alternative Detention Program**

**Facility address:** Pierce County Juvenile Court  
5501 Sixth Avenue  
Tacoma, WA 98406

**Contact:** Program Director  
Phone: (206) 761-8224

**Key words:** Probation violation.

#### **Description of effective and/or innovative factors:**

Probation violation youth are ordered into the Alternative Detention Program for 7 days. Successful completion of 2 days of classroom instruction with the youth being released at the end of each classroom day causes the other 5 days of detention time to be waived.

The program runs from 9 a.m. to 5 p.m. Saturday and Sunday. The programming on Saturday consists of a dissection of factors surrounding the violation through self-report, cross-interview, group discussion, and lecture. Sunday consists of learning new alternatives, and ways of avoiding trouble. Videotapes are shown and role plays are done, all followed by group discussion. Reports are reviewed by a Juvenile Court judge, probation officer, and parents, and subsequently become part of the court file.

#### **Evaluation:**

No formal evaluation process.

From March 6, 1993 through April 3, 1993, 30 youth participated in the program. One youth was entered into detention for inappropriate behaviors. Reports from youth about the program are positive; probation officers find the program to be a productive use of detention time; there has been a decrease of youth in detention; and the Court has commented on the program's positive impact on Court-connected youth.

#### **Publications, honors, awards, etc.:**

**Date program began:** March 6, 1993

**Is the program still in operation?** Yes



**Alternative Detention Program (continued)**

**Funding source:** Pierce County Juvenile Court detention funding.

**Additional information available?** No

## **Long Term Group Project**

**Facility address:** Ingham County Youth Center  
700 East Jolly Road  
Lansing, MI 48910

**Contact:** Youth Center Psychologist

**Key words:** Group therapy.

### **Description of effective and/or innovative factors:**

The Long Term Group therapy project is a twice weekly group therapy program composed of four to six "long term" residents expected to remain in the Youth Center for at least 1-3 months. Most of the Long Term Group members are awaiting residential placement.

The group introduces members to the more self-disclosing, group-oriented treatment formats they can expect in residential facilities. After a period of relationship building, group members are confronted with the seriousness of their delinquent behavior, its likely consequences, and their problems with parental and authority figures. Long Term Group members are introduced to basic group dynamics and shown how their behavior impacts others.

### **Evaluation:**

The Long Term Group project helps members accept personal responsibility for their delinquent behavior, in preparation for the more intensive group, family, and individual treatment that awaits them in residential placement. There is not as yet a formal evaluation process to measure program effectiveness. However, participants are reported, by residential facilities, to make smoother transitions to the residential milieu.

### **Publications, honors, awards, etc.:**

Turke. (1992, August). Humanizing dehumanized youth: A program's overview of the Ingham County Youth Center. *MJDA Newsletter*.

**Date program began:** 1986

**Is the program still in operation?** Yes

**Funding source:** Ingham County Probate Court, Youth Center.

**Additional information available?** No

## **ALTERNATIVES TO SECURE DETENTION/FAMILY**

### **In-Home Monitoring**

**Facility address:** North Iowa Juvenile Detention Services  
1440 West Dunkerton Road  
Waterloo, IA 50703

**Contact:** Detention Director

**Key words:** Inhome monitoring.

#### **Description of effective and/or innovative factors:**

An alternative to placing or keeping youth in a locked setting is use of the In-Home Monitoring program. Detention staff telephone and speak with the youth, who is court-ordered to remain home or with a parent. This can be adapted to curfew checks, school wake-up calls, etc.

The youth's phone number is entered into a speed dial system, and as staff have time throughout their shifts they make calls at random times. There is no staff visiting the child face-to-face. The cost is low and it helps some kids stay out of detention. Absences are reported to the probation officer and documentation of calls is copied and sent to the probation office weekly.

#### **Evaluation:**

In February 1992, 49 children were placed on In-Home Detention status for a total of 858 days. In February 1991, 39 youth had this opportunity.

#### **Publications, honors, awards, etc.:**

**Date program began:** December 1990

Is the program still in operation? Yes

**Funding source:** \$2.00/call to the Court Ordered Services Fund.

**Additional information available?** No

## **Home Detention**

**Facility address:** Pennington County Juvenile Court  
702 North Street  
Rapid City, SD 57702

**Contact:** Home Detention Officer  
Phone: (605) 394-2639

**Key words:** Cost-effective alternative, intensive supervision, rural alternative, interagency cooperation, overcrowding.

### **Description of effective and/or innovative factors:**

The Home Detention Program has proven to be a cost-effective alternative to secure detention and has helped with overcrowding. Covering a 20-mile radius, which includes another county, neighboring towns, and an Air Force base makes the program a "rural" alternative. The original design, which was researched for months by an administrator, has undergone few changes. Improved services to clients and their families has proven to be an effective part of Home Detention. Intensive supervision is the key. Contact with clients has improved by adding more efficient communication systems such as the cellular phone and two-way radio. Interagency cooperation between law enforcement, court services, and the juvenile detention center has contributed to the acceptance and effectiveness of the Home Detention Program.

### **Evaluation:**

#### **Publications, honors, awards, etc.:**

Local newspaper articles.

**Date program began:** September 1987  
**Is the program still in operation?** Yes

**Funding source:** Initially funded by a grant. Pennington County supports and completely funds Home Detention.

**Additional information available?** Yes

## **Day Center Electronic Monitors**

**Facility address:** Kings County Juvenile Center  
1450 Forum Drive  
Hanford, CA 93230

**Contact:** Detention Director  
Phone: (209) 582-3211 Ext. 2971

**Key words:** Day center, electronic monitoring.

### **Description of effective and/or innovative factors:**

The Day Center Electronic Monitoring Program is an alternative for minors in lieu of detention in custody, juvenile hall. Minors are committed to the Day Center Electronic Monitoring by the juvenile court in appropriate cases for 3-4 months. During this period, minors are allowed to remain at home under the electronic monitoring program and required to attend school every day at the day center.

### **Evaluation:**

No final evaluation strategies to date. The day center has served its purpose: to alleviate overcrowding in the juvenile hall and provide an alternative school/vocational program for delinquent minors.

### **Publications, honors, awards, etc.:**

**Date program began:** September 1992

**Is the program still in operation?** Yes

**Funding source:** County, State, and school.

**Additional information available?** Yes

## **Home Detention Program**

**Facility address:** DuPage County Youth Home  
420 North County Farm Road  
Wheaton, IL 6187

**Contact:** Youth Home Superintendent  
Phone: (708) 682-7356  
Fax: (708) 682-7948

**Key words:** Alternatives to secure detention, home detention, electronic monitoring.

### **Description of effective and/or innovative factors:**

The Home Detention Program allows appropriate minors less restriction than secure detention, and increases detention space for those who clearly require secure custody. The program employs three Home Detention Officers who directly monitor the youth to ensure proper adherence to the conditions of the program.

There are three levels of supervision. The highest level includes an electronic monitoring system. Juveniles are placed on Home Detention through a court order or through the process of intake screening conducted by Youth Home personnel. Home Detention enables juveniles to participate in regular school, employment and family activities, while providing appropriate sanctions for negative behavior and building on positive behavior changes in both the youth and in the family.

### **Evaluation:**

After 18 months of operation, 211 juveniles have been served with a 79-percent success rate. The cost to monitor a youth in his or her home is approximately one-half as much as housing a juvenile in the DuPage County Youth Home.

### **Publications, honors, awards, etc.:**

In April 1992 The Superintendent of the Youth Home was asked to present the Home Detention Program to the Education and Labor Subcommittee on Human Resources (U.S. House of Representatives).

**Date program began:** April 1, 1991  
**Is the program still in operation?** Yes

**Home Detention Program (continued)**

**Funding source:** Grant from OJJDP, DuPage County.

**Additional information available?** Yes

## **Home Detention Program**

**Facility address:** Pima County Juvenile Court  
2225 East Ajo Way  
Tucson, AZ 85713

**Contact:** Program Director  
Phone: (602) 740-2000

**Key words:** Electronic monitoring, 24-hour surveillance, home detention, house arrest.

### **Description of effective and/or innovative factors:**

The average monthly population of secure detention has been reduced an average of 11 percent per month. The number of youth committing delinquent offenses while in the Home Detention Program has not exceeded 1 percent. Pima County Juvenile Court is currently maintaining approximately a 15 percent return to secure detention. The concept of "House Arrest" can be better controlled by having an individual on the electronic monitor 24 hours a day.

### **Evaluation:**

A quarterly report, consisting of targeted goals and statistics, is forwarded to the Administration Offices of the Court, and to the Governor's Office for Children. All parties involved conduct monthly meetings to discuss issues of importance.

### **Publications, honors, awards, etc.:**

**Date program began:** December 6, 1991  
Is the program still in operation? Yes

**Funding source:** State and county.

**Additional information available?** No



## **Parent-Teen Mediation Project**

**Facility address:** Friends of the Court  
c/o Ada County Courthouse  
514 West Jefferson Street  
Boise, ID 83702

**Contact:** Director

**Key words:** Parent-Teen Mediation.

### **Description of effective and/or innovative factors:**

The Parent-Teen Mediation Project uses mediation to help teens and their parents agree on a way to live together, thus reducing the need for an out of home placement. Working with trained mediators, parents and teens, aged 13-17, talk through their concerns, clear up communication misunderstandings, consider and negotiate different solutions to problems, and ultimately write an agreement that meets the needs of both parent and youth.

Mediation sessions begin with a joint meeting of the mediator, youth, and parent, followed by individual sessions with the mediator and both the youth and the parents before meeting again in a joint session. To be appropriate for the program, both the youth and parents must be capable of articulating their needs and interests, and the youth must be at risk for placement, running away, or homelessness.

### **Evaluation:**

#### **Publications, honors, awards, etc.:**

Published in the May 1993 issue of *OJJDP News Notes*.

#### **Date program began:**

Is the program still in operation?

#### **Funding source:**

**Additional information available?** No

## **ALTERNATIVES TO SECURE DETENTION/COMMUNITY**

### **High Intensity Treatment Supervision (HITS)**

**Facility address:** Superior Court of the District of Columbia  
Social Services Division  
409 E Street NW., Room 302  
Washington, DC 20001

**Contact:** Program Manager  
Phone: (202) 508-1627

**Key words:** Home detention, intense treatment.

#### **Description of effective and/or innovative factors:**

Eligibility criteria for the program requires that:

- Commitment to the Department of Human Services on a delinquency charge must be the dispositional consideration.
- The juvenile must have had one or more periods of probation, or been adjudicated for a felony offense, or have at least two prior adjudications.
- The juvenile is not being considered for any sentencing option other than incarceration.
- The juvenile is not being revoked for technical violations of probation.

Youth admitted into HITS abide by a 9:00 p.m. curfew and receive a minimum of three weekly random curfew checks. HITS places an emphasis on treatment that is effective in meeting the youth's needs and keeps them busy so they will have less time for temptation. All youth:

- Attend a 13-week drug initiative group.
- Complete 80 to 200 hours of community service.
- Attend 13 weeks of self-esteem building workshops.

## High Intensity Treatment Supervision (HITS) (continued)

- Undergo 13 weeks of vocational assessment, motivational activities, job development, placement, and followup services.
- Attend 2 hours of weekly tutoring if assessment indicates the need.

Youth in the program must also attend school regularly. All youth must be able to be maintained in their homes for the duration of the program, and family members are active participants in the program components.

### Evaluation:

**Publications, awards, honors, etc.:** Written up in the June 1993 edition of *PROFILE: juvenile justice and prevention*, published by Community Research Associates, Champagne, Illinois.

**Date program began:** 1988

Is the program still in operation? Yes

**Funding source:** D.C. Superior Court Social Services Division.

**Additional information available?** Yes

## **Spring Valley Non-Secure Detention**

**Facility Address:** Spring Valley Non-Secure Detention  
Rockland County  
605 Main Street  
Spring Valley, NY 10901

**Contact:** Detention Director

**Key words:** Nonsecure detention.

### **Description of effective and/or innovative factors:**

A firm, caring staff provides participants with consistent rules; however, if the rules are broken, nonpunitive discipline is administered. Community support is provided by the police, mental health workers, and schools. Strong leadership is a central concept of the program.

### **Evaluation:**

Regular inspection of the quality of the program. An administrative checklist is used monthly to ensure that all "structures" are in place for ample functioning.

### **Publications, honors, awards, etc.:**

**Date program began:** 1973

**Is the program still in operation?** Yes

**Funding source:** State and local.

**Additional information available?** No

## **Police Home Detention Supervision**

**Facility address:** Southwest Florida Juvenile Detention Center  
P.O. Box 60177  
Fort Myers, FL 33906

**Contact:** Detention Center Superintendent  
Phone: (813) 332-6927

**Key words:** Overcrowding, home detention, community policing, police supervision.

### **Description of effective and/or innovative factors:**

The Southwest Florida Juvenile Detention Center has entered into a contract with the City of Fort Myers Police Department for supervision services for high-risk juvenile offenders who are awaiting court action or placement in a residential program.

The youth placed in the program would otherwise remain in the already overcrowded detention center. In addition to making at least three face-to-face contacts with the youth each day, the police department also attempts to establish a relationship with the youth and his or her family, directs them toward services, and supports them in other ways.

This program has become part of the Fort Myers Police Department's Community Policing Model. The court and State attorney like the program because of the use of law enforcement to monitor offenders, rather than social services personnel. They have been more willing to release youth from secure detention.

### **Evaluation:**

To date, 42 youth have gone through the program. Ninety-two percent completed it without violating the supervision rules or committing a new law violation. Thus far, of all the youth who have gone through the program, over 80 percent have remained law violation free.

### **Publications, honors, awards, etc.:**

The program has been featured in news media and at workshops.

**Date program began:** August 1992  
**Is the program still in operation?** Yes

**Police Home Detention Supervision (continued)**

**Funding source:** Facility Home Detention Funds.

**Additional information available?** No

## **Day Student Program**

**Facility address:** Daniel T. Murphy Day Student Program  
Camp Oakland Youth Programs, Inc.  
P.O. Box 9  
Oxford, MI 48371

**Contact:** Interim Executive Director  
William Matus  
Phone: (810) 628-2561

**Key words:** Nonsecure treatment.

### **Description of effective and/or innovative factors:**

Permitting youth to remain in their homes, the Day Student Program utilizes family and community involvement in treating Lapeer and Oakland County delinquent wards. For about 60 percent of the cost of residential treatment, the program allows the agency to serve many more at-risk children and families than has been possible in the past.

### **Evaluation:**

### **Publications, honors, awards, etc.:**

Won Innovative Program of the Year from The Michigan Federation of Private Child and Family Agencies.

Written up in the April 1992 *Federation Newsletter*, published by:

Michigan Federation of Private Child and Family Agencies  
230 North Washington Square, Suite 300  
Lansing, MI 48933  
Phone: (517) 485-8552  
Fax: (517) 485-6680

### **Date program began:**

Is the program still in operation?

### **Funding source:**

**Additional information available?** No

## **PREVENTION/INDIVIDUAL**

### **Computer Learning Program**

**Facility address:** Allen County Juvenile Detention Center  
1000 Wardhill Avenue  
Lima, OH 45805

**Contact:** Detention Director  
Phone: (419) 998-5243

**Key words:** Computer-assisted instruction, educational software, tutoring, counseling software.

#### **Description of effective and/or innovative factors:**

The YES Family Learning Facilitator tutors students on educational software appropriate for a given student's grade level and subject. Students also utilize computers as part of a counseling strategy involving computer software programs about self, independent living skills and parenting.

#### **Evaluation:**

Facilitators maintain notes on each student.

**Publications, honors, awards, etc.:** N/A

**Date program began:** 1987

**Is program still in operation?** Yes

**Funding source:** Title I, Education Consolidation and Improvement Act of 1981.

**Additional information available?** No



## **Teen Link**

**Facility address:** Community Information and Referral Services, Inc.  
1515 East Osborn  
Phoenix, AZ 85014

**Contact:** Program Director

**Key words:** Audio technology, prerecorded messages of concern and interest to teens.

### **Description of effective and/or innovative factors:**

A tape library of approximately 70 professionally written and produced messages on topics of vital concern to teens. Subjects include:

- Social.
- Family.
- Emotional concerns.
- Alcohol and drug abuse.
- Health and sexuality issues.

Messages have been accessed over 74,000 times. Teen Link messages are prepared by Health-Line, University of Wisconsin, Madison. The line is anonymous. A caller may opt to speak to an Information and Referral Specialist on duty 24 hours, 7 days a week, including holidays.

### **Evaluation:**

Letters of support, teen class assignment response cards.

### **Publication, honors, awards, etc.:**

Community Vision Award, Community Forum, Inc.

**Date program began:** November 1991

Is the program still in operation? Yes

**Funding source:** Thunderbirds, Governor's Office For Children.

**Additional information available?** No

## **PREVENTION/GROUP**

### **"The Party's Over"**

**Facility address:** LaSalle Co. Detention Home  
707 Etna Road  
Ottawa, IL 61350

**Contact:** Detention Director

**Key words:** Prevention, education.

#### **Description of effective and/or innovative factors:**

"The Party's Over" video is shown to schools grades 3-8, and is especially aimed toward grades 3-6. It is an educational tool to help children make informed choices. The video lets children know the consequences of the choices they make before they make them. Shows steps of committing a crime, booking at a police department, admission to a detention home, court process, and life in detention. The hope is to decrease criminal activity in younger children.

#### **Evaluation:**

Well received by teachers and pupils.

#### **Publications, honors, awards, etc.:**

1992 National Juvenile Justice Video Award of Merit, Kentucky Justice Cabinet, National Juvenile Detention Association (NJDA).

**Date program began:** February 1992  
**Is the program still in operation?** Yes

**Funding source:** Lapse Funds—Juvenile Justice Commission.

**Additional information available?** No

## **Dead Wrong: The John Evans Story**

**Facility address:** Calcasieu Parish Juvenile Court  
P.O. Box 5544, Drew Station  
Lake Charles, LA 70606

**Contact:** Director of Social Services

**Key words:** Prevention.

### **Description of effective and/or innovative factors:**

The John Evans Story is the true account of a youth who made bad choices early in life and continued on that path until his execution for murder. Four days before the execution, John Evans made this 45-minute video intended for the youth of this country.

Its purpose was to dissuade youth from pursuing the so-called "easy way"—a life of crime. Dead Wrong can help juveniles to focus on some important problems with peer pressure, family responsibilities, and responsibilities to oneself, one's future, and one's society. Discussions occur before and after the film.

### **Evaluation:**

Positive feedback from juveniles who participate in the workshop.

### **Publications, honors, awards, etc.:**

**Date program began:** 1991

Is the program still in operation? Yes

**Funding source:** Dead Wrong: The John Evans Story, purchased from:

American Educational Films, Inc.  
Box 8188  
Nashville, TN 37207  
(615) 868-2040

**Additional information available?** No

## **Power of Choice**

**Facility address:** Calcasieu Parish Juvenile Court  
P.O. Box 5544, Drew Station  
Lake Charles, LA 70606

**Contact:** Director of Social Services

**Key words:** Self-esteem, values, coping skills, substance abuse prevention, depression, suicide prevention, choices.

### **Description of effective and/or innovative factors:**

A series of 12 videos with discussion guides to help young people discover that they have the Power of Choice, that they are responsible for the choices they make, and that they owe it to themselves to choose the best. The topics include:

- Using vision, initiative, and perspective to make good choices.
- Values.
- Self-esteem.
- Coping.
- Drugs and alcohol, Part 1.
- Drugs and alcohol, Part 2.
- Drinking and driving.
- Sex.
- Friendships and dating.
- Depression and suicide.
- Communicating with parents.
- Raising your parents.

### **Evaluation:**

This program is successful due to the family issues that trigger group discussions that interest the juveniles.

### **Publications, honors, awards, etc.:**

**Date program began:** 1991

Is the program still in operation? Yes

**Funding source:** Staff.

**Additional information available?** No

## **Youth Leadership Program**

**Facility address:** Calcasieu Parish Juvenile Court  
P.O. Box 5544, Drew Station  
Lake Charles, LA 70606

**Contact:** Director of Social Services

**Key words:** Youth communication, self-esteem.

### **Description of effective and/or innovative factors:**

Four parts:

- Interpersonal communication.
- Intrapersonal communication.
- Group communication.
- Public communication.

These seminars stress the awareness that self and self-concept can be changed. They stress that you are who you want to be, not who you have been told you are. They stress pride and belief in one's abilities and show the youth techniques of self-motivation.

### **Evaluation:**

Success is measured when the juveniles are able to give a 4-6 minute speech in front of their peers. This speech tells about their lives so far, what they want for the future, or both.

### **Publications, honors, awards, etc.:**

**Date program began:** April 1992

Is the program still in operation? Yes

**Funding source:** Volunteers—written and organized by Michael Bryant Louisiana Toastmasters Club.

**Additional information available?** No

## **Truancy Intervention Program (TIP)**

**Facility address:** Jackson County Youth Center  
930 Fleming  
Jackson, MI 49202

**Contact:** Detention Director  
Phone: (517) 788-4460  
Fax: (517) 788-4661

**Key words:** Prevention, truancy, creative classroom instruction, adventure education, challenge course, teacher pleasing skills.

### **Description of effective and/or innovative factors:**

The purpose of TIP is to provide a week-long learning experience for 20 students who have demonstrated difficulty in school. This experience improves attendance and enhances success in school.

An aftercare program provides mentoring and tutorial support for the students during their reentry into formal education. The students are identified through the cooperative efforts of the Intermediate School District and the Probate Court. The students attend a day-camp program at the Youth Center. Successful completion of the program results in diversion from any further Probate Court involvement and monetary incentives for school clothing.

Program activities include small and large group activities with an emphasis on social skills and problem-solving skills. A highlight of the week is the use of a low-ropes challenge course at the local YMCA camp. Classroom activities focus on teacher-pleasing skills, note taking, test taking, and study skills.

### **Evaluation:**

Attendance of students the year prior to TIP is compared to attendance the year after TIP. In the 3 years of operation, 75 percent of the students have had improved attendance the year following their involvement in TIP. This evaluation is conducted by the Director at the Youth Center with the assistance of the Intermediate School District and the Probate Court.

At this time there is no formal evaluation to measure the effectiveness or innovativeness of any one factor.

There are no written evaluations to date.

**Truancy Intervention Program (TIP) (continued)**

**Publications, honors, awards, etc.:**

**Date program began:** June 1990

Is the program still in operation? Yes

**Funding source:** Federal funds administered through the local Region II Planning and Training Consortium.

**Additional information available?** Yes

## **PREVENTION/FAMILY**

### **"Starting Point"**

**Facility address:** 1900 East Morris  
Wichita, KS 67211

**Contact:** Program Director  
Phone: (316) 383-7725

**Key words:** Prevention.

#### **Description of effective and/or innovative factors:**

Starting Point is a one-time free intervention session for parents and youth prior to adjudication. An appointment is set up and a youth counselor meets with the youth and parent to determine the area of conflict. A brief tour of the detention facility is included along with a reality-based discussion of how it feels to be locked up. Community Resource Packets are given to the parent and the youth.

#### **Evaluation:**

Near the end of the year, each juvenile's name is run through the court records to determine if he committed an offense after intervention. Approximately 3 years ago, in order to determine effectiveness, they did a mail-in survey of parents who had been served.

#### **Publications, honors awards, etc.:**

1990 Achievement Award by the National Association of Counties (NACo).

**Date program began:** January 1989  
**Is the program still in operation?** Yes

**Funding source:** The program was started with a \$5,000 grant from the Office of Juvenile Justice and Delinquency Prevention. After the first year, Sedgwick County funded the program.

**Additional information available?** No



## **PREVENTION/COMMUNITY**

### **Prevention Before Detention (PBD)**

**Facility address:** 4101 Juarez Avenue  
Laredo, TX 78041

**Contact:** Program Director  
Phone: (210) 721-2350

**Key words:** Prevention.

#### **Description of effective and/or innovative factors:**

The purpose of this program is to educate, inform, and warn children in elementary schools of the dangers involved with crime and drugs. They are candidly told about everyday life at the Juvenile Detention Center, from the point of arrest to the time of release. It also serves as public relations with the general public.

#### **Evaluation:**

No formal evaluation of the program is done; staff are trying to inform the younger generation about problems with juvenile crime and why they should behave in such a way so that they are not sent to the detention center.

#### **Publications, honors, awards, etc.:**

Letters of thanks and praise have been received from the various school districts, as well as from individual schools and teachers.

#### **Date program began:**

Is the program still in operation? Yes

**Funding source:** The staff is comprised of volunteers; no funds are involved.

**Additional information available?** No

**Choices: Don't Choose Crime! Don't Choose to Use!**

**Facility address:** Williamson County Juvenile Court  
2423 Williams Drive, Suite E  
Georgetown, TX 78628-4105

**Contact:** Chief Probation Officer  
Phone: (512) 869-3333

**Key words:** Choice, prevention program, substance abuse education, school-based service.

**Description of effective and/or innovative factors:**

Choices programs are primary prevention programs with the objective of deterring youth from prekindergarten through 17 years of age from committing crime and becoming involved with drugs and alcohol. The emphasis is on the youth exercising the proper choices regarding his or her behavior. The program utilizes a variety of methods to communicate this message ranging from puppet shows and videos to oral presentations and printed materials such as posters, coloring books, etc. Williamson County is the prototype and founder of Choices programs in Texas. It is reported that over 60,000 youth were involved with "Choices" programs last year.

**Evaluation:**

No formal evaluation has been conducted. Referrals to the Williamson County Juvenile Court have remained stable over the 4 years that the Choices program has been in use while all other counties in Texas have shown significant increases in juvenile court referrals.

**Publications, honors, awards, etc.:**

**Cited in:**

Licarione, B. (1993, January). *Delinquency prevention in Texas: A compendium of services*. Austin: Texas Juvenile Probation Commission.

**Date program began:** February 1987

**Is the program still in operation?** Yes

**Funding source:**

**Additional information available?** Yes

## **Summer Enrichment Program**

**Facility address:** Ingham County Youth Center  
700 East Jolly Road  
Lansing, MI 48910

**Contact:** Facility Manager

**Key words:** Summer enrichment, experimental learning, community awareness.

### **Description of effective and/or innovative factors:**

The development of this program arose from the recognition that during the summer months youth were not attending school. This lack of structured activity and the absence of overall programming during the summer months led to an increase in behavioral problems from idle youth.

The assumption was that there were no funds available for summer programming. Therefore, members of the community were contacted (businesses, agencies, colleges, a university, friends, colleagues, and varied experts in a variety of fields) in order to discover whether people would share their particular expertise on a voluntary basis. The response was so positive that a wide range of learning experiences were introduced to youth and a full summer program was implemented.

Areas that were represented ranged from career and communications; science and social structure; sports and entertainment; art, music, and theater; and health and human needs. A hands-on approach was emphasized and exposure to new experiences was the focus.

### **Evaluation:**

The program was positively received by the youth, child care staff, court administrators, and the presenters themselves.

Many of the presenters were not aware that a detention facility existed in their own community. After presenting, many left with a new awareness of these youth and felt that they had personally contributed to their development. The program continues to thrive and now has a much stronger educational component.

**Publications, honors, awards, etc.:** N/A

**Date program began:** June 1988  
**Is the program still in operation?** Yes

**Summer Enrichment Program (continued)**

**Funding source:** Ongoing facility budget.

**Additional information available?** No

## **Where There's a Will, There's an "A"**

**Facility address:** Calcasieu Parish Juvenile Court  
P.O. Box 5544, Drew Station  
Lake Charles, LA 70606

**Contact:** Director of Social Services

**Key words:** Academic program, grades, self-confidence, attitude.

### **Description of effective and/or innovative factors:**

Grade school and high school students participate in the program. The purpose of the program is to help participants start thinking correctly. The goal is to change their attitudes, to increase their self-confidence and to teach them how to get better grades with less effort, less pressure, and less anxiety.

### **Evaluation:**

Improved study skills are taught, and, as a result, better grades are achieved.

### **Publications, honors, awards, etc.:**

**Date program began:** June 1992

Is the program still in operation? Yes

**Funding source:** Staff, Video: "Where There's a Will, There's an 'A,'" by Claude W. Olney, JD.

**Additional information available?** No

## **Phoenix Cares**

**Facility address:** South Mountain High School  
5401 South Seventh Avenue  
Phoenix, AZ 85040

**Contact:** Resource Coordinator

**Key words:** Case management, prevention.

### **Description of effective and/or innovative factors:**

The Phoenix Cares Project is a collaborative effort between the city of Phoenix and a multitude of agencies serving the adjudicated students of South Mountain High School. The belief system on which Phoenix Cares operates is that juvenile delinquency is not an action, but a process. It begins not only from within the student, but also from within his or her social environment. Therefore, Phoenix Cares addresses both the barriers to a student's education and the home environment from which he or she is found.

### **Evaluation:**

Classic research design based on intervention and control group. Variables compared included the following: grade point average, referrals for discipline, and attendance.

### **Publications, honors, awards, etc.:**

**Date program began:** October 1991  
Is the program still in operation? Yes

**Funding source:** Arizona's Governor's Office for Children, Juvenile Justice & Delinquency Prevention Funds, and City of Phoenix Human Services Department.

**Additional information available?** Yes

## **Pupils, Lawyers, And Nurses (PLAN) Against Drugs**

**Facility Address:** Bronx County District Attorney's Office  
215 East 116 Street  
Bronx, NY 10451

**Contact:** Director of Community Affairs  
Phone: (212) 590-2295

**Key words:** Prevention, substance abuse education, substance abuse prevention.

### **Description of effective and/or innovative factors:**

In Bronx County, everyone understands that kids know a lot about how the drug business operates on the street. PLAN Against Drugs, a drug education and prevention program, is attempting to teach students the legal and medical consequences of involvement with drugs.

In four 1-day sessions held during consecutive weeks, PLAN uses strong images and interactive learning to teach fifth- and sixth-graders more than just how to say "no" to drug use. PLAN teaches them why. PLAN has among its goals to provide students with positive role models from the fields of nursing and law; to offer information regarding the availability of careers in each of these professions; and to permit students to observe nurses and lawyers actually at work in hospitals and courtrooms.

All participating nurses and ADA's volunteer for the job and are trained by shadowing other volunteers during a 4-week session.

### **Evaluation:**

The program has experienced continuous growth, serving approximately 420 students during the most recent school year.

### **Publications, honors, awards, etc.:**

**Date program began:** 1987  
**Is program still in operation?** Yes

**Funding source:** Asset Forfeiture moneys seized from drug dealers in Bronx County and dispersed by the New York State Division on Substance Abuse Services.

**Additional information available?** Yes

## **School Suspension Alternative**

**Facility address:** St. Clair County Juvenile Center  
1503 Krafft Road  
Fort Gratiot, MI 48059

**Contact:** Superintendent

**Key words:** School suspension, alternative school.

### **Description of effective and/or innovative factors:**

Youth currently on Probate court caseloads, who are suspended from their home schools are allowed to spend their suspension period in the school program at the detention center. This eliminates a "holiday vacation period" during the youth's suspension, and allows education to continue in an orderly setting.

### **Evaluation:**

**Publications, honors, awards, etc.:**

**Date program began:** 1988

**Is the program still in operation?** Yes

**Funding source:** Regular school budget.

**Additional information available?** No



## **CHOICES**

**Facility address:** Lutheran Child & Family Service of Michigan  
6019 West Side Faginaw Road  
Bay City, MI 48037

**Contact:** Program Director

**Key words:** Substance abuse prevention program.

**Description of innovative and/or effective factors:**

CHOICES provides primary substance abuse prevention and early intervention services to school-age children in out-of-home placements considered at high-risk for developing alcohol or drug abuse problems. Services are designed to equip youth with skills that will help them make better choices about their lives. Services to families help parents better understand the special needs of their children and help substance-abusing parents utilize available treatment resources.

**Evaluation:**

**Publications, honors, awards, etc.:**

Won Innovative Program of the Year from the Michigan Federation of Private Child and Family Agencies.

Written up in the April 1992 *Federation Newsletter*, published by:

Michigan Federation of Private Child and Family Agencies  
230 North Washington Square, Suite 300  
Lansing, MI 48933  
Phone: (517) 485-8552  
Fax: (517) 485-6680

**Date program began:**  
Is the program still in operation?

**Funding source:**

**Additional information available?** No

## **SECURE PROGRAMS/INDIVIDUAL**

### **K.I.N.D. Mentor (Kids In Need of Direction)**

**Facility address:** Rappahannock Juvenile Center  
400 Bragg Hill Drive  
Fredericksburg, VA 22401

**Contact:** Program Coordinator  
Phone: (703) 371-4727

**Key words:** Mentor program, volunteers, positive role models, advocates.

#### **Description of effective and/or innovative factors:**

The only program of its kind in the area which serves young people involved in the court system. It helps to maintain youth in the community, and avoid placements and State commitments. Mentors act as advocates, liaisons with other child-serving agencies, and they serve as positive role models for these youth who often do not have any guidance in their lives.

#### **Evaluation:**

No formal evaluation is available at this time. The collection of statistical information is still in an early phase.

#### **Publications, honors, awards, etc.:**

**Date program began:** Fall 1991  
**Is the program still in operation?** Yes

**Funding source:** None. Agency funds at this time.

**Additional information available?** Yes

## **Individualized Developmental Systems Approach (IDSA) Treatment Program**

**Facility address:** Attention Center  
2220 South 10th  
Lincoln, NE 68502

**Contact:** Mental Health Clinician or Agency Director

**Key words:** Individualized treatment, structured treatment, assessment systems, community-based treatment, systems approach.

### **Description of effective and/or innovative factors:**

IDSA is a highly structured community-based treatment program for youth who haven't been successful in other programs. It uses family members, significant others, and community resources to help youth demonstrate responsible decisionmaking skills, as they are slowly moved from the agency toward reunification with their families. This process usually takes about 8 months.

Youth accepted into the program are evaluated by a multidisciplinary team of staff and consultants. An individualized treatment plan (ITP) is developed and then reviewed weekly to ensure that each youth is progressing. Each ITP consists of:

- Individual, group, and family counseling.
- School placement.
- Work placement.
- Community service.
- Participation in drug and alcohol education if applicable.

### **Groups offered include:**

- Sexuality.
- Survival skills.
- Problem solving.
- Recreation.
- Drug/alcohol education.

Parents participate in individual and parent group counseling.

Youth move from secure confinement, gradually increasing the amount of time spent at home. In Step 5 of the program, youth reside at home, but continue to receive services at the agency and/or at home for 30-90 days to ensure a successful transition back to home, school, and community.

**Individualized Developmental Systems Approach (IDSA) Treatment Program (continued)**

**Evaluation:**

Two evaluations have shown that 70 percent of the youth who complete this program do not commit any further violations up to their 18th birthdays. Approximately 20 percent who do commit law violations are involved in less serious offenses.

**Publications, honors, awards, etc.:**

1990 Juvenile Justice Award of Merit from Eastern Kentucky University.

**Date program began:** 1984

**Is the program still in operation?** Yes

**Funding source:** Lancaster County, Nebraska.

**Additional information available?** Yes

## **"A" Group Special Activities**

**Facility address:** Monroe County Children's Center  
355 Westfall Road  
Rochester, NY 14620

**Contact:** Director

**Key words:** Activities, special activities.

### **Description of effective and/or innovative factors:**

Children earning no more than three "B" groups and no "C" groups in any 2-week period qualify for the program. Activities include rented movies, outside activities, Nintendo, pool, and delayed bedtime on Friday evenings. The children receive a candy bar and soda for each of the 4 weekly activities.

### **Evaluation:**

The program does not use formal evaluation. However, many children with poor self-control have maintained excellent behavior in order to keep their special activities. Normally, 30-50 percent of the children earn these activities.

### **Publications, honors, awards, etc.:**

**Date program began:** March 1979

**Is the program still in operation?** Yes

**Funding source:** Donations.

**Additional information available?** No

## **Individual Progress Program (IPP)**

**Facility address:** Attention Center  
2220 South 10th  
Lincoln, NE 68502

**Contact:** Agency Director  
Phone: (402) 441-7090

**Key words:** Voluntary program, individualized program, goal setting, behavior management, point system.

### **Description of effective and/or innovative factors:**

This program provides residents with:

- Opportunities to solve problems through goal achievement.
- Ways to use their time in detention more productively.
- Ways to improve management of their own behavior.

Youth detained for 5 days may sign up for this program.

A staff member meets with each youth to identify problems the youth wishes to address. Goals are mutually identified, and then daily activities are written so everyone knows what will be worked on. Activities are then assigned points, and youth who successfully complete activities may earn additional privileges. The day runs from 3:30 p.m. to 2:30 p.m. on the following day. This gives youth time to work on activities. They may pick privileges from a list they get everyday.

### **Evaluation:**

No formal evaluation, but the program is very popular. Voluntary participation ranges from 75-95 percent of the youth in the facility at any given time.

### **Publications, honors, awards, etc.:**

**Date program began:** Early 1980's  
**Is the program still in operation?** Yes

### **Funding source:**

**Additional information available?** Yes

## **Level System**

**Facility address:** North Iowa Juvenile Detention Services  
1440 West Dunkerton Road  
Waterloo, IA 50703

**Contact:** Detention Director  
Phone: (319) 291-2455

**Key words:** Level system, point system, token economy.

### **Description of effective and/or innovative factors:**

Not believing in token systems that reward youth for acting like normal people, North Iowa Juvenile Detention uses a level system to encourage the behavior they expect. Residents enter on Transition, which lasts 24 hours while the rules are learned. This can be extended if no effort is being made. Limited privileges and an early bedtime are part of Transition.

Level I requires that the resident set a personal behavior goal that he or she must meet daily (along with their expectations). Twice daily progress is reviewed with each resident. If they achieve their goals for 4 consecutive days on Level I, they may set another personal goal and receive Level II privileges. Both goals and progress reviews are used to determine if the youth "makes" his or her day.

Level II lasts for 7 successful days.

Level III has similar requirements. Bedtimes extend and other privileges increase with each level advancement. Loss of a day or level can be the consequences for a nonproductive day.

A special program may be considered after staff input for those few young people who do not respond to this system.

Staff interaction is positive if at all possible. The staff tell the youth about the things they are doing right.

### **Evaluation:**

No formal evaluation; subjective responses are very positive.

**Level System (continued)**

**Publications, honors, awards, etc.:**

**Date program began:** Evolved over time since opening in March 1989.  
**Is the program still in operation?** Yes

**Funding source:** This is the behavior management system developed by the staff before they opened.

**Additional information available?** Yes



## **Personal Empowerment Program**

**Facility address:** Morris County Youth Center  
c/o Courthouse  
CN 900  
Morristown, NJ 07960

**Contact:** Social Worker  
Phone: (201) 285-2959  
Fax: (201) 285-2960

**Key words:** Self-empowerment, substance abuse education, CIES.

### **Description of effective and/or innovative factors:**

Residents learn self-empowerment skills (goal attainment, anger management, values, communication) through the *Keys to Innervision* curriculum. Moving up in the incentive program (rewards based on group status) is tied to completing and demonstrating skills. Drug education is a key part of the curriculum.

### **Evaluation:**

The number of critical incidents has decreased since implementation. The level of interaction between staff and residents has increased. Scores on Correctional Institutions Environment Scales (CIES) have shown movement toward the "ideal."

### **Publications, honors, awards, etc.:**

**Date program began:** June 1991  
Is the program still in operation? Yes

**Funding source:** County Government. Initially paid for by a grant from the State Department of Corrections.

**Additional information available?** No

## **Reality Program**

**Facility address:** Morris County Jail  
c/o Courthouse  
Morristown, NJ 07960

**Contact:** Social worker

**Key words:** Mentor program, tutoring, jail inmates program.

**Description of effective and/or innovative factors:**

Adults from the jail tutor and coach juvenile detainees in appropriate life choices. Inmates and residents relate. Inmates tell youth to "get the message now."

**Evaluation:**

**Publications, honors, awards, etc.:**

**Date program began:** 1989

**Is the program still in operation?** Yes

**Funding source:** Morris County Sheriff's Office.

**Additional information available?** No

## **Role Model Counseling**

**Facility address:** Community Corrections Council  
475 Speedwell Avenue  
Morris Plains, NJ 07950

**Contact:** Social worker

**Key words:** Positive role model, volunteers.

**Description of effective and/or innovative factors:**

Volunteers are matched one-to-one with residents. Volunteers assist with furloughs and support residents while in detention and after their return home.

**Evaluation:**

**Publications, honors, awards, etc.:**

**Date program began:**

Is the program still in operation? Yes

**Funding source:** County government.

**Additional information available?** No

## **SECURE PROGRAMS/GROUP**

### **Detention Treatment Program**

**Facility address:** Mini-Cassia Juvenile Detention Center  
Box 474  
Rupert, ID 83350

**Contact:** Detention Director

**Key words:** Treatment, education, appropriate behaviors, chemical dependency, Narcotics Anonymous, Alcoholics Anonymous, sexually transmitted diseases (STD's).

#### **Description of effective and/or innovative factors:**

The focus is to provide education and training in appropriate behaviors, and to teach juveniles to make decisions and to take responsibility for those decisions. Ninety-five percent of juveniles in the facility come from dysfunctional environments, so 1 hour of the school day is used to discuss issues such as:

- Chemical dependency.
- Abusive relationships.
- Sexually transmitted diseases (STD's).
- Anger management.
- Problem solving.
- Developing a positive attitude.
- Any other relevant topic.

There is a treatment group each evening, and NA and AA come into the Detention Center each week to hold their meeting. Chemical dependency assessments are done as well as tests for anxiety and depression.

The information gathered is used to provide information to the juvenile and to give the staff a starting point for individual counseling. A report on the individual's behavior and attitude in detention is given to the court, probation officer, social worker, and/or family. If there is a request for a family session, the Center will facilitate it.

#### **Evaluation:**

Informal; the program is well-received by the juveniles.

**Detention Treatment Program (continued)**

**Publications, honors, awards, etc.:**

**Date program began:** August 1, 1992

**Funding source:** Minidoka and Cassia Counties.

**Additional information available?** No

## **The Process Group**

**Facility address:** Calcasieu Parish Juvenile Court  
P.O. Box 5544, Drew Station  
Lake Charles, LA 70606

**Contact:** Director of Social Services

**Key words:** Problem-solving group, coping skills, supportive, confrontational, responsibility.

### **Description of effective and/or innovative factors:**

#### **Objectives:**

- To develop and practice problem-solving techniques and coping skills.
- To be supportive of other group members and to aid in their problem solving.
- To provide feedback regarding each group member's behavior and attitude.
- To acquire a positive self-concept.
- To learn new social skills.
- To agree to a posttreatment group after release.

#### **Group therapy goals:**

- To accept responsibility for inappropriate behavior.
- To learn to intervene in or break delinquent problems.
- To replace antisocial thoughts with prosocial ones.

#### **Evaluation:**

The success of the Processing Group is measured by a reduction in recidivism in detention for those who have reached the goals and continued in the aftercare.

#### **Publications, honors, awards, etc.:**

#### **Date program began:**

Is the program still in operation? Yes

**Funding source:** Volunteer agencies and staff.

**Additional information available?** No

## **The Life Skills Program**

**Facility address:** Paint Creek Youth Center  
P.O. Box 455  
Bainbridge, OH 45612

**Contact:** Center Director

**Key words:** Life skills, social skills, independent living, survival skills.

### **Description of effective and/or innovative factors:**

The life skills program at Paint Creek Youth Center (PCYC) teaches youth social, independent living, and basic survival skills so they are better equipped to deal with day-to-day problems in the work environment, within the family structure, and during social and leisure activities.

Throughout their placement in the center, youth attend special life skills classes based upon their individual treatment plans. Classes range from personal hygiene to budgeting and banking. Some of the most important classes are in aggression control, anger management, sex education, and parenting training. Classes also focus on values clarification, victim awareness, human sexuality, dating, drug and alcohol counseling, and problem solving and negotiation.

### **Evaluation:**

#### **Publications, honors awards, etc.:**

Speirs, V. L. (1988, June). A private-sector corrections program for juveniles: Paint Creek Youth Center. *OJJDP Update on Programs*.

**Date program began:** 1984

Is the program still in operation?

**Funding source:** New Life Youth Services, Inc., Office of Juvenile Justice and Delinquency Prevention, Ohio Department of Youth Services.

**Additional information available?** Yes

## Law Related Education

**Facility address:** Camden County Youth Center Education Program  
Lakeland Hospital Complex  
Blackwood, NJ 08012

**Contact:** Head Teacher

**Key words:** Law related education, mediation, school drop-out program.

### **Description of effective and/or innovative factors:**

Law related education helps students develop the knowledge, skills, understanding, and attitudes necessary to function in society. Cooperative learning, interactive strategies and use of resource people, all add to the success of the program. Students learn the law through group activities. They master complicated concepts of civil liabilities, how to mediate disputes, issues of authority versus power, and why we need rules and laws. Student interest is apparent when a school drop-out or hard core delinquent studies 4 hours per day to win the role of prosecutor in a mock trial.

### **Evaluation:**

Each lesson has a debriefing exercise and an evaluation. The detention population is transient and difficult to evaluate for long term effects. Students work more cohesively, have more respect for authority, and are able to express their opinions in an intelligent manner.

### **Publications, honors, awards, etc.:**

In the following publications:

- *American Bar Association Project Exchange*, Vol. 8, No. 2.
- *LRE Network News* (NJ) Vol., No. 1.
- *NJ Juvenile Detention Publication*, June 1991.
- *Journal of Correctional Training*, Summer 1991.
- *Philadelphia Inquirer* (feature article) April 1991.

**Date program began:** June 1989

Is the program still in operation? Yes

**Funding source:** Chapter II funds staff training and purchase of materials; mostly free materials, very few funds necessary.

**Additional information available?** Yes



## **Strategies for Balanced Living**

**Facility address:** La Porte County Juvenile Services Center  
Dorothy S. Crowley Juvenile Center  
0364 South Zigler Road  
La Porte, IN 46350

**Contact:** Director

**Key words:** Community-based alternative, dual purpose facility, residential treatment, multimodal treatment, behavior modification, positive peer culture.

### **Description of effective and/or innovative factors:**

The residential component of the Juvenile Center consists of 2 separate living units, each housing 12 beds. The Secure Detention unit is supervised by separate staff whose 12-bed unit is not allowed to mingle with the residential units.

The Treatment unit is currently utilizing a format called "Strategies For Balanced Living." This approach involves a multitude of treatment ideologies. The unit's personal hygiene and daily activities function around behavior modification. The residents of the living unit work within a positive peer culture structure. The group leaders utilize Reality Therapy when it is appropriate. The multimodal treatment approach is appropriate because of the diversity of the referrals (male, female, urban, rural, varied races and age groups).

### **Evaluation:**

Regular evaluations of programs are conducted.

### **Publications, honors, awards, etc.:**

**Date program began:** June 22, 1992

**Is the program still in operation?** Yes

**Funding source:** County annual budget, miscellaneous local community donations, Alternative To Detention Programs—State.

**Additional information available?** No

## **Summer Car Wash**

**Facility address:** Allen County Juvenile Center  
1000 Wardhill Avenue  
Lima, OH 45805

**Contact:** Director  
Phone: (419) 998-5243

**Key words:** Responsibility, activities, confidence.

**Description of effective and/or innovative factors:**

Acquaints youth with their own abilities, instills confidence to do a good job, combines a fun activity with an educational process.

**Evaluation:**

Customer satisfaction (limited to Court personnel).

**Publications, honors, awards, etc.:** N/A

**Date program began:** 1976

Is the program still in operation? Yes

**Funding source:** N/A

**Additional information available?** No

## **Inter-Facility Athletics**

**Facility address:** Ingham County Youth Center  
700 East Jolly Road  
Lansing, MI 48910

**Contact:** Basketball coach, volleyball coach

**Key words:** Athletic competition, teamwork, sportsmanship.

### **Description of effective and/or innovative factors:**

Inter-Facility Athletics is a program which brings teams from residential treatment facilities into secure detention for competitive play. By providing organized athletics in detention, youth are provided opportunities they may not have the self-discipline to experience "on the outs."

### **Residents experience:**

- The reward of earning a place on the team.
- The sense of team spirit.
- Teamwork.
- The importance of sportsmanship.
- The chance to learn skills, rules, and strategies of a game.
- The responsibility of hosting a team at their facility.

### **Evaluation:**

There has been no formal evaluation of this program. However, it is often noted that residents who put little effort into achieving higher levels show marked improvement once the team is organizing for a game.

### **Publications, honors, awards, etc.:**

**Date program began:** 1986

**Is the program still in operation?** Yes

**Funding source:** Ingham County Youth Center.

**Additional information available?** No

## **Lions-Quest: Skills for Adolescents (SFA)**

**Facility Address:** DuPage County Youth Home  
420 North County Farm Road  
Wheaton, IL 60187

**Contact:** Youth Home Superintendent  
Phone: (708) 682-7356  
Fax: (708) 682-7948

**Key words:** Social skills training, Skills for Adolescents (SFA), self-discipline, responsibility, substance abuse education.

### **Description of effective and/or innovative factors:**

Lions-Quest: Skills for Adolescents (SFA) programs are a series of skill-building sessions designed to:

- Help young people develop positive social behaviors, such as, self-discipline, responsibility, good judgment, and the ability to get along with others.
- Help young people develop positive commitments to their families, schools, peers, and communities, including a commitment to lead healthy, drug-free lives.

Additionally, service learning projects are incorporated into the program to enable residents to apply what they learn in the classroom setting to real-life situations. Service projects allow residents the opportunity to provide assistance to others in the community.

### **Evaluation:**

Ongoing evaluations of the program implementation and effectiveness are conducted by Youth Home Administrators and program staff. A formal evaluation was conducted by David Roush, Ph.D., project director of the Holistic Environmental Life-skills Project (H.E.L.P.) on October 1, 1992. A written evaluation was done entitled, "Implementation of Skills for Adolescents at the DuPage County Youth Home: A review and recommendations to Quest regarding a juvenile justice initiative" (copies available).

### **Publications, honors, awards, etc.:**

**Date program began:** November 3, 1991

**Is the program still in operation?** Yes

**Lions-Quest: Skills for Adolescents (SFA) (continued)**

**Funding source:** The program is funded internally. (Proceeds from the Youth Home craft fair fund the supplies for the commissary, which developed out of the Skills for Adolescents Program.)

**Additional information available?** No

## **Computer-Assisted Instruction (CAI)**

**Facility address:** Calhoun County Juvenile Home  
14555 18 1/2 Mile Road  
Marshall, MI 49068

**Contact:** Director  
Phone: (616) 781-7221  
Fax: (616) 781-8003

**Key words:** Computer-assisted instruction, computer lab, educational software, improved reading levels, classroom behaviors.

### **Description of effective and/or innovative factors:**

Computer-assisted instruction is a new component of the education programs at the Calhoun County Juvenile Home. Inadequate computer skills were identified as a liability for juvenile offenders, and it was hoped that exposure to computers would not only improve academic skills but also improve self-esteem.

Currently, each detention resident spends an average of 6.7 hours per week in the new computer lab which houses 12 Apple computers. A wide range of educational software is available. Computers are fixed (six) and portable (six) so that half can be used in the classroom by teaching staff. The computer coordinator position is funded by Chapter 1 funds.

Student responses to computers have also been overwhelmingly positive. Accordingly, research data show that CAI is a very effective component: in 1992, time spent in the computer lab generated statistically significant improvements in both reading levels and appropriate classroom behaviors.

### **Evaluation:**

Yearly evaluations of CAI have been conducted, documenting the success of the program. The research includes resident surveys and interviews, as well as documentation of academic progress through standardized tests and behavioral improvement. See Evaluation section on the description of the Holistic Environmental Life-skills Project (H.E.L.P.).

## Computer-Assisted Instruction (CAI) (continued)

### Publications, honors, awards, etc.:

- 1992 National Associations of Counties (NACo) Distinguished Program Award.
- 1993 Gould/Wysinger Award for Exceptional Achievement in Juvenile Justice Programming.

Roush, D. D., & Roush, D. W. (1993, July). H.E.L.P. project proves successful. *CorrectCare*, 7, 13-15.

Roush, D. D., & Roush, D. W. (1993, March 17). Holistic Environmental Life-skills Project (H.E.L.P.): A public-private partnership to provide helpful services to youth in a juvenile detention facility. *Juvenile Justice Digest*, 4-6.

**Date program began:** 1988

**Is the program still in operation?** Yes

**Funding source:** W.K. Kellogg Foundation Grant, Chapter 1 Funds.

**Additional information available?** No

## **Daily Group**

**Facility address:** North Iowa Juvenile Detention Services  
1440 West Dunkerton Road  
Waterloo, IA 50703

**Contact:** Director  
Phone: (319) 291-2455

**Key words:** Daily group, didactic group, problem-solving, conflict resolution, social skills training, sex education, Skill Streaming the Adolescent.

### **Description of effective and/or innovative factors:**

Time in detention is an opportunity to help youth rethink choices and learn other ways to self-manage their behaviors. Everyday for approximately 1-2 hours, residents have a didactic "group" in detention. Each resident begins by giving one rule/expectation. This helps new people assimilate and serves as a reminder for all others what is expected of them.

Staff will usually facilitate a topic which can include:

- Problem solving.
- Goal setting.
- Lessons from Goldstein's Skill Streaming the Adolescent.
- Use of Power of Choice tapes.
- Conflict resolution.
- Substance abuse (self or family member).
- Pet Pals.
- Racism.
- Law related education.
- Discussions of sexuality, STD's, and pregnancy prevention led by a speaker from Planned Parenthood.

This may become a time to work out problems apparent in the group but is never used as a therapy session or to put anyone on the "hot seat." They are teaching kids how to practice being grownups.

### **Evaluation:**

This is an integral part of the overall program. It is part of the reason there have been no suicidal gestures in 2 years, no escapes in 3 years, and no need to physically control anyone in 9 months (and not for many months before that incident).



**Daily Group (continued)**

**Publications, honors awards, etc.:**

**Date program began:** March 1989

**Is the program still in operation?** Yes

**Funding source:** This is an expectation of staff and is not funded apart from staff costs.

**Additional information available?** No

## **SECURE PROGRAMS/FAMILY**

### **Parent Support**

**Facility address:** North Iowa Juvenile Detention Services  
1440 West Dunkerton Road  
Waterloo, IA 50703

**Contact:** Detention Director  
Phone: (319) 291-2455

**Key words:** Parent support group.

#### **Description of effective and/or innovative factors:**

Universally, parents of children placed in detention have feelings of sadness, frustration, and guilt, which are not easily expressed. Their child's behavior may have alienated them from their usual sources of support. A parent support group provides a forum for relieving toxic feelings, developing strategies for dealing with their children's defiant behavior, and forging alliances with other parents. Support from peers with guidance from experienced facilitators leads to strengthened families and fewer return trips to detention.

All parents of children placed in detention are invited to participate in a weekly support group, held at a neutral location, such as the YWCA. Attendance is open-ended, allowing parents to drop in or out, depending on their need for support and encouragement.

#### **Evaluation:**

The goal is to reduce recidivism by supporting parents in crisis. Recidivism includes the children of parents who attend one or more meetings. Attendance indicates if the program fulfills a need. A parent evaluation form developed for facilitators will provide another measurement.

#### **Publications, honors, awards, etc.:**

**Date program began:** Fall 1993  
**Is the program still in operation?**

**Parent Support (continued)**

**Funding source:**

**Additional information available? No**

## **Family Therapy**

**Facility address:** Paint Creek Youth Center  
P.O. Box 455  
Bainbridge, OH 45612

**Contact:** Center Director

**Key words:** Family involvement, family therapy, family support group.

### **Description of effective and/or innovative factors:**

Approximately 6-8 weeks after a youth is admitted, a family intake meeting is conducted by the family service worker and the community service worker for the purpose of the youth to inform his or her parents of his or her complete criminal history so that they can be fully aware of the extent of the problem. At this point, the family becomes closely involved in treatment planning.

The treatment plan is shared with the family, and suggestions and ideas are requested. This allows family members to feel they have some ownership of the treatment plan and strengthens them to become less enabling of their child's negative behavior. Family support groups are critical to the success of PCYC's family therapy component. Because of the importance of the family support group, transportation is provided for families who need it.

The support group is held 2 Sundays per month for parents, older siblings, the youth themselves, and sometimes their wives and girlfriends. The goal is to help parents become supportive to their children, the staff, and other youth in the PCYC program. Parents are not blamed for problems or difficulties in child rearing; rather, they help support each other and set limits.

### **Evaluation:**

#### **Publications, honors awards, etc.:**

Speirs, V. L. (1988, June). A private-sector corrections program for juveniles: Paint Creek Youth Center. *OJJDP Update on Programs*.

**Date program began:** 1984

Is the program still in operation?

**Family Therapy (continued)**

**Funding source:** New Life Youth Services, Inc., OJJDP, Ohio, Department of Youth Services.

**Additional information available?** Yes

## SECURE PROGRAMS/FACILITY, COMMUNITY

### Data Collection Initiative

**Facility address:** Ingham County Youth Center  
700 East Jolly Road  
Lansing, MI 48910

**Contact:** Center Psychologist

**Key words:** Data collection, statistical analysis, research.

#### Description of effective and/or innovative factors:

The program collects information on detained youth upon admission. The center is able to identify trends in types of youth being detained, the lengths of stay, and the types of release (i.e., residential treatment, foster care, or home). Information is also collected on academic achievement and self-reported school history. The center is currently validating a self-report screening instrument that assesses physical, psychological, family and educational needs, and histories of substance abuse and delinquent behavior.

#### Evaluation:

Analyses of demographic data indicate that youth remanded to residential placement spend significantly more time awaiting placement now than 5 years ago and comprise a larger segment of detention population than previously thought. Program changes have resulted at the center.

#### Publications, honors, awards, etc.:

Isaacson, S., & Sawilowsky, S. (1992). A note of the reliability of the Problem Oriented Screening Instrument for Teenagers (POSIT). *Journal for Juvenile Justice and Detention Services*, 7, 19.

**Date program began:** September 1989

**Is the program still in operation?** Yes

**Funding source:** Chapter I and Ingham County Probate Court.

**Additional information available?** No

## **Long-Term Resident Program (LTR)**

**Facility address:** Monroe County Children's Center  
355 Westfall Road  
Rochester, NY 14620

**Contact:** LTR Co-Facilitators  
Phone: (716) 274-7940  
Fax: (716) 274-7953

**Key words:** Group counseling, family support, individual counseling, social activities.

### **Description of effective, and/or innovative factors:**

- Family/significant other involvement.
- Group work sessions.
- Individual counseling and support.
- Activities.

All of the above factors are utilized with each youth who is residing in a short-term care facility for an extended period of time.

### **Evaluation:**

The overall behavior of not only the LTR participants, but also of the remaining youth population has noticeably improved. This has been confirmed by facility teachers, caseworkers, and direct care staff. LTR participants have confirmed the program effectiveness through letters sent to cofacilitators after discharge.

### **Publications, honors, awards, etc.:**

**Publication:** *The Juvenile Detention Association Bulletin*, December 1992.  
**Presentations:** JDA Annual Meeting, Fall 1992, Niagara Falls, NY.  
JDA Training Institute, April 27, 1993, Lake George, NY.

**Date program began:** March 1991  
**Is the program still in operation?** Yes

**Funding source:** Cofacilitators have incorporated this assignment into their job duties. No additional expense, only time.

**Additional information available?** Yes

## **Employee of the Month/Employee of the Year Programs**

**Facility address:** Southwest Florida Juvenile Detention Center  
P.O. Box 60177  
Fort Myers, FL 33906

**Contact:** Assistant Detention Center Superintendent  
Phone: (813) 332-6927  
Fax: (813) 332-6931

**Key words:** Employee motivation, employee-of-the-month, staff turnover, public-private ventures, contributions.

### **Description of effective and/or innovative factors:**

This program is designed to motivate staff to increase their performance on the job. The staff can nominate anyone in the facility for Employee-of-the-Month. However, only those staff who have been selected as Employee-of-the-Month are eligible for the Employee-of-the-Year.

The criteria include: specific accomplishment, extra work load, special assignments, and outside activities which reflect well on the facility. Employee-of-the-Month receive over \$100 worth of goods and services, such as dinner for two, bowling passes, miniature golf passes, oil change, car wash, etc. The Employee-of-the-Year receives over \$1,000 in goods and services, including 4 nights/5 days at a beach resort, dinners, show tickets, car alarms and other items. The employee names are engraved on Employee-of-the-Month and Employee-of-the-Year plaques.

### **Evaluation:**

During the program's first 6 months, turnover has decreased substantially. The facility currently employs 58 people. Only two staff have left during this period, whereas, during the same period last year, nine staff left. Periodically, a survey is presented to staff that polls their present morale, the administration's supportiveness, and the efficiency of the facility's operation. The percentage of positive responses has increased in the past 6 months.

### **Publications, honors, awards, etc.:**

**Date program began:** January 1993  
**Is the program still in operation?** Yes



**Employee of the Month/Employee of the Year Programs (continued)**

**Funding source:** Funded through the private sector. The facility contacts area businesses asking for donations. They have been very supportive.

**Additional information available?** Yes

## Summer Science Program

**Facility address:** Ingham County Youth Center  
700 East Jolly Road  
Lansing, MI 48910

**Contact:** Center Psychologist

**Key words:** Educational programming, science education, collaborative programs, Summer Science Fair.

### **Description of effective and/or innovative factors:**

Utilizing resources of a local university, a community college, and industry, an 8-week science program is conducted for all residents. The emphasis is on "hands-on" experiments, descriptive writing, mathematics, observation, and reasoning skills.

Classes are taught by volunteer university undergraduates majoring in Teacher Education. Teachers are trained through Michigan State University and Lansing Community College and receive supervision and training in managing delinquent youngsters through Youth Center and Probate Court personnel. The highlight of the program is a Summer Science Fair in which youth demonstrate experiments for school district administrators, university faculty, Department of Social Service caseworkers, and Probate Court personnel.

### **Evaluation:**

The program has been received enthusiastically by youth and teachers. The Science Fair resulted in a significant increase in community support for the facility (donations of a computer, microscope, and other science equipment). This program has now been expanded to include a stronger language arts component and nonacademic activities, such as physical education and music.

### **Publications, honors, awards, etc.:**

Appointed to Advisory Board, Capitol Area Science and Math Center.

Isaacson, S. L. (1992, August). Ingham County introduces a variety of innovative programs and research initiatives. *Michigan Juvenile Detention Association Newsletter*, 5.

**Summer Science Program (continued)**

**Date program began:** June 1991

**Is the program still in operation?** Yes

**Funding source:** Lansing School District Chapter I, Ingham County Youth Center, Probate Court.

**Additional information available?** No

## **Point-and-Level System**

**Facility address:** Paint Creek Youth Center  
P.O. Box 455  
Bainbridge, OH 45612

**Contact:** Center Director

**Key words:** Point system, level system.

### **Description of effective and/or innovative factors:**

The program at PCYC is guided by a point-and-level system designed to give youth prompt, clear, and consistent feedback on their progress. It consists of earning behavioral points, given by staff daily, and five program levels that have different goals and treatment emphases. The point-and-level system permits youth and staff not only to identify and assess the changes made by each program participant, but also to determine if these changes last.

Points are given for appropriate behavior and responsible thinking, and as youth earn increasing numbers of points, they also earn increased privileges and level promotions. The higher the level, the greater the responsibilities and privileges, indicating sustained personal growth.

### **Evaluation:**

PCYC has had much success with graduates.

### **Publications, honors, awards, etc.:**

Speirs, V. L. (1988, June). A private-sector corrections program for juveniles: Paint Creek Youth Center. *OJJDP Update on Programs*.

**Date program began:** 1984

Is the program still in operation?

**Funding source:** New Life Youth Services Inc., OJJDP, Ohio Department of Youth Services.

**Additional information available?** Yes

## **Physical Fitness and Recreational Therapy Program**

**Facility address:** Paint Creek Youth Center  
P.O. Box 455  
Bainbridge, OH 45612

**Contact:** Center Director

**Key words:** Physical fitness, recreational therapy, recreation, health, sportsmanship, self-confidence.

### **Description of effective and/or innovative factors:**

The physical fitness and recreational therapy program is one of the important activities of PCYC. Daily activities are designed to improve the overall health and well-being of youth, to help them develop self-esteem, build self-confidence, learn to cooperate with others, and develop a sense of trust. The recreational program also teaches youth how to have fun in ways that do not harm themselves or others.

Each day begins with a rigorous program of jogging and calisthenics, with each youth's progress checked regularly. Basketball and tennis courts, baseball and softball diamonds, a swimming pool, a creek for fishing, volleyball equipment, and soccer and football fields all are located on the grounds of PCYC. Opportunities abound for both group and individual sports activities, with a strong emphasis on learning good sportsmanship.

### **Evaluation:**

#### **Publications, honors, awards, etc.:**

Speirs, V. L. (1988, June). A private-sector corrections program for juveniles: Paint Creek Youth Center. *OJJDP Update on Programs*.

**Date program began:** 1984

Is the program still in operation?

**Funding source:** New Life Youth Services Inc., OJJDP, Ohio Department of Youth Services.

**Additional information available?** Yes

## **Drug/Alcohol Treatment Program**

**Facility address:** Paint Creek Youth Center  
P.O. Box 455  
Bainbridge, OH 45612

**Contact:** Center Director

**Key words:** Drugs and alcohol treatment, substance abuse assessment, Narcotics Anonymous, Alcoholics Anonymous, Al-Anon.

### **Description of effective and/or innovative factors:**

A drug and alcohol treatment program is conducted once a week at the center. Each youth is given a chemical abuse assessment shortly after admission. Education about the effects of drug use, the dynamics of chemical abuse, and how drug use affects an abuser's family is offered at weekly sessions.

Youth who are abusers attend Alcoholics Anonymous (AA) or Narcotics Anonymous (NA) in the community as soon as they are able to handle responsibilities outside the center. Youth with family members who are abusing chemicals are encouraged to attend Al-Anon. When released from PCYC, recovering youth are enrolled in AA or NA by their Community Service Worker. Attendance at these meetings is mandatory.

### **Evaluation:**

#### **Publications, honors, awards, etc.:**

Speirs, V. L. (1988, June). A private-sector corrections program for juveniles: Paint Creek Youth Center. *OJJDP Update on Programs*.

**Date program began:** 1984

Is the program still in operation?

**Funding source:** New Life Youth Services, Inc., OJJDP, Ohio Department of Youth Services.

**Additional information available?** Yes

## **Employment and Vocational Training Program**

**Facility address:** Paint Creek Youth Center  
P.O. Box 455  
Bainbridge, OH 45612

**Contact:** Center Director

**Key words:** Job training, employment experience, vocational training.

### **Description of effective and/or innovative factors:**

The employment and vocational training program at PCYC is one of the features that makes PCYC unique. Unlike many correctional programs that must rely upon other agencies to provide job training and employment experience, PCYC has its own employment center, the Freedom Factory, on the grounds of the facility. Through a job training program that offers a variety of opportunities, youth work in one of several vocational specialties, including building maintenance, cook's assistant, basic carpentry, auto mechanics, and farming.

Youth are paid for their work, and upon release from PCYC, they are assisted by the community service worker in finding private-sector employment. Although a youth may not be interested in a career in one of these professions, his or her experience in the Freedom Factory provides valuable skills to transfer to the work environment.

### **Evaluation:**

#### **Publications, honors, awards, etc.:**

Speirs, V. L. (1988, June). A private-sector corrections program for juveniles: Paint Creek Youth Center. *OJJDP Update on Programs*.

**Date program began:** 1984

Is the program still in operation?

**Funding source:** New Life Youth Services, Inc., OJJDP, Ohio Department of Youth Services.

**Additional information available?** Yes

## **Garden Project**

**Facility address:** Humboldt County Juvenile Hall  
2002 Harrison Avenue  
Eureka, CA 95501

**Contact:** Juvenile Hall Superintendent or Chief Probation Officer

**Key words:** Agriculture, farming, gardening, alternatives to secure detention, cost-effectiveness, work alternatives, volunteers, donations.

### **Description of effective and/or innovative factors:**

The Humboldt County Garden Project used over 30 youth from the juvenile detention facility on work alternative crews and provided over 600 hours of education, farming, and gardening experience to create an alternative program to incarceration by forming a large garden/farm site adjacent to the Juvenile Hall.

Through the use of volunteers, recycled materials, and community donations, over 1,300-2,000 pounds of nutritious food was produced and donated to the Juvenile Hall and other Social Service agencies. Because of its unique format there was no cost or use of public funds to support this program for material or salary costs; there was, instead, a resulting net tax savings. Youth participating in the Garden Project earned school science credit. Local attorneys, parents, participating youth, and agencies approved of the project and concept.

### **Evaluation:**

Only an informal evaluation was made. Due to volunteers, donated materials, and recycled items, no public funds or tax-payer moneys were used. There was a net savings due to the food produced and used by the Juvenile Hall and other agencies. Over 1,300-2,000 pounds of fruits and vegetables were raised. Youth enjoyed working on the Garden Project and earned school credit as an alternative to incarceration.

### **Publications, honors, awards, etc.:**

Presentations were made to the County Board of Supervisors, the Juvenile Justice Board, attorneys and university professors, California Youth Authority officials, and Congressman Hamburg.

The Points of Light Foundation in Washington, D.C. Print and television media covered the project.



**Garden Project (continued)**

**Date program began:** March 1992

**Is the program still in operation?** Yes

**Funding source:** None.

**Additional information available?** Yes

## **Chemical Dependency Program**

**Facility Address:** Lake County Juvenile Court  
53 East Erie Street  
Painesville, OH 44077

**Contact:** Program Director

**Key words:** Chemical dependency, substance abuse education, substance abuse treatment, communications, values clarification.

### **Description of effective and/or innovative factors:**

All youth detained in the Lake County Juvenile Detention Center participate in the Chemical Dependency Program while detained.

The goals of the program are:

- Preventing/delaying the onset of chemical use among youth who have abstained thus far.
- Reinforcing the decision to quit among youth who have been through treatment and/or have relapsed in connection with their current legal involvement.
- Decreasing/changing the pattern of use among those youth harmfully involved with chemicals.

Objectives include:

- Increasing awareness about the nature and effects of alcohol and drug use/abuse as well as the patterns of one's own use.
- Increasing awareness of family dynamics and patterns of communication.
- Building skills in the areas of communication, decisionmaking, stress management, and goal setting.
- Clarifying personal beliefs and values.
- Supporting recovery efforts.

At its inception, this was the only program of its kind at the local level in the State of Ohio.

**Chemical Dependency Program (continued)**

**Evaluation:**

No formal evaluation.

**Publications, honors, awards, etc.:**

Featured in the Cleveland Plain Dealer.

**Date program began:** January 1990

Is the program still in operation? Yes

**Funding source:** A Chemical Dependency Coordinator was hired in the place of one Corrections Officer.

**Additional information available?** Yes

## **Foster Grandparent Program**

**Facility address:** County of Montgomery Youth Center  
540 Port Indian Road  
Norristown, PA 19403-3502

**Contact:** Program Director

**Key words:** Senior citizens, volunteers, tutoring, foster grandparents.

### **Description of effective and/or innovative factors:**

The Foster Grandparent program assigns a senior citizen to one of three classrooms located in the educational area of the Youth Center, where all residents must attend school daily, throughout the year. While the classroom teacher is responsible for overseeing the class as a whole, the foster grandparent focuses on one-on-one activities with individual students. Foster grandparents might provide individual tutoring, assist with specific school assignments from a student's home district, administer educational testing, or oversee a youth's involvement with education software.

Outside of the classroom, grandparents form relationships with individual youth as they interact socially with residents during meals, recreation periods, or special activities. The Youth Center provides training, a nutritious daily meal, and free transportation to and from the Center. Family Services of Montgomery County also provides an hourly stipend, an annual physical examination, and accident insurance.

### **Evaluation:**

The program benefits both groups of people who are often isolated from the mainstream of society by their special circumstances.

### **Publications, honors, awards, etc.:**

Maniglia, R. (1993, April). Montgomery County Youth Center reaches across generations for unique treatment options, *OJJDP News Notes*.

*The Times Herald*, January 2, 1993.

**Date program began:** 1992

Is the program still in operation? Yes

**Foster Grandparent Program (continued)**

**Funding source:** ACTION, the Federal volunteer agency. The Family Service of Montgomery County.

**Additional information available?** Yes

## Teens and Tots

**Facility address:** County of Montgomery Youth Center  
540 Port Indian Road  
Norristown, PA 19403-3502

**Contact:** Program Director

**Key words:** Parenting skills, teens and tots.

### **Description of effective and/or innovative factors:**

Youth temporarily placed at the Montgomery County Youth Center are given the opportunity to learn parenting skills first-hand by working with young children. Up to 12 youth at the shelter are matched with children from the Montgomery County day care facility. Prior to visits to the day care about every other week, shelter residents discuss various parenting techniques including basic child development, infant care, selection of caretaker, child safety, and discipline.

Residents also participate in classroom discussions designed to allow them to gain valuable insight into their own positive and negative childhood experiences and their relationships with their parents. These discussions often provide the additional benefit of allowing teens to more objectively evaluate relationships that are relevant to their own present situations.

Shelter residents may work with infants, toddlers, and preschool-age children and often participate with individual children in regular day care activities such as drawing pictures, coloring, singing, and puppet shows.

### **Evaluation:**

This program works on many levels. The teens learn parenting skills, creating a sense of well-being for both groups.

### **Publications, honors, awards, etc.:**

Maniglia, R. (1993, April). Montgomery County Youth Center reaches across generations for unique treatment options, *OJJDP News Notes*.

Johnson, K. C. (1992, March 22). Teens teach tots and vice versa. *The Reporter*.

Schwarzer, J. (1993, March 16). Innovative program helps good feelings flow in two directions. *Times Herald*.

**Teens and Tots (continued)**

**Date program began:** 1992

**Is the program still in operation?** Yes

**Funding source:**

**Additional information available?** Yes

## **Animal Wildlife Visitation Experience**

**Facility address:** St. Louis City Juvenile Detention Center  
3847 Enright Avenue  
St. Louis, MO 63108

**Contact:** Superintendent  
Phone: (314) 531-3600, ext. 202  
Fax: (314) 531-1248

**Key words:** Zoo visitation, volunteers.

### **Description of effective and/or innovative factors:**

There are regularly scheduled visits by St. Louis Zoo personnel and local (Gateway Chapter) Delta Society volunteers, bringing a broad variety of mammals, fowl and reptiles. They speak on natural and environmental needs of various species and provide hands-on contact for youth in detention.

### **Evaluation:**

The program has been very well received by youth and staff. It is periodically coupled with an environmental conservation feature (Kids for Saving Earth).

### **Publications, honors, awards, etc.:**

**Date program began:** August 1990  
**Is the program still in operation?** Yes

**Funding source:** Volunteer.

**Additional information available?** Yes



## **Education Program**

**Facility address:** Attention Center for Youth  
2220 South 10th Street  
Lincoln, NE 68502

**Contact:** Center Director  
Phone: (402) 471-7090

**Key words:** Educational assessment, educational testing, individualized instruction, GED preparation, university correspondence courses, tutoring.

### **Description of effective and/or innovative factors:**

The education programs make positive use of residents' time in the facility, encourage personal and educational growth, and motivate appropriate behavior. Upon admission, youth are assessed through evaluations and testing to determine their academic needs, strengths, and weaknesses. If a youth has been in school, the center works with the home school to maintain the youth's academic continuity. If a youth has not been in school, a program of individualized instruction is initiated that can later be transferred to a community school.

There is a preparation program for the GED and a post-high school education program that addresses a variety of independent living skills and self-esteem issues. A youth with a high school diploma may also enroll in correspondence courses from the University of Nebraska.

The education program is individualized. Teachers, tutors, paraeducators, facility staff, volunteers, and student inters work cooperatively with each youth in the facility. Also community businesses and speakers are utilized for special presentations to inform and educate youth about community resources and a wide variety of helpful services.

### **Evaluation:**

#### **Publications, honors, awards, etc.:**

Project Literacy U.S. in 1989 recognized the education program as one of the 30 best in the Nation. In 1990 First Lady Barbara Bush contacted the center for some success stories.

**Date program began:** 1977

Is the program still in operation? Yes

**Education Program (continued)**

**Funding source:** Lancaster County, which is reimbursed by the State Department of Social Services. Federal Chapter I program.

**Additional information available?** Yes

## **Youth Corrections Mediation Program**

**Facility address:** New Mexico Center for Dispute Resolution  
510 Second Street NW., Suite 209  
Albuquerque, NM 87102

**Contact:** Director  
Phone: (505) 988-4578

**Key words:** Communications, conflict resolution, condition of confinement, anger management, violence management.

### **Description of effective and/or innovative factors:**

The goals of the program are:

- To teach residents in youth correctional facilities communication and conflict resolution skills.
- To improve the quality of life in youth facilities.
- To ease the transition of youth from institutions to home and community.

The 15-lesson curriculum has lessons in conflict resolution styles, anger management, listening skills, negotiation, problem solving, and conflict management in rule-governed environments. The curriculum has been specifically designed for youth living in correctional settings and is appropriate for their developmental and educational levels.

The curriculum can be implemented by instructors in classroom or residential settings. Staff and youth residents are trained in the mediation process and ongoing mediations are conducted for appropriate conflicts, which arise between residents or staff and residents. Youth residents participate with their parents in a family mediation session to negotiate an agreement for daily living upon the youth's return to the home. Youth are also prepared to participate as volunteer mediators in school or community mediation programs.

### **Evaluation:**

By learning new ways of managing anger and conflict, youth can experience alternatives to violence. Using conflict resolution skills can raise self-esteem and lay foundation for more successful interaction with peers and adults after release. The environment of correctional facilities can improve through reductions of rule infractions. The use of mediation can also reduce the nature and number of disputes that occur and shift some of the responsibility of handling conflicts from staff to residents. Families of youth can be strengthened and tension and conflict reduced as a result of the impact of experiencing conflict resolution techniques.

## **Youth Corrections Mediation Program (continued)**

**Publications, honors, awards, etc.:**

**Date program began:**

Is the program still in operation? Yes

**Funding source:**

**Additional information available? Yes**

This model program has been designed for dissemination to other communities. Three implementation manuals are available for purchase. In order to be considered as a dissemination site by the New Mexico Center for Dispute Resolution, communities must form a cooperative relationship between a youth correctional facility and a local mediation agency. For more information on program implementation, contact:

New Mexico Center for Dispute Resolution  
520 Second Street NW., Suite 209  
Albuquerque, NM 87102

## **Ventures in Partnership (V.I.P.)**

**Facility address:** Attention Center  
2220 South 10th  
Lincoln, NE 68502

**Contact:** Agency Director  
Phone: (402) 441-7090 or

VIP Coordinator  
Lincoln Public Schools  
5901 O Street  
Lincoln, NE 68502

**Key words:** Collaborative programs, business cooperation, donations.

### **Description of effective and/or innovative factors:**

VIP is a joint project of the Lincoln Public Schools, Lincoln Education Association, and the Lincoln Chamber of Commerce. The Attention Center contracts with the Lincoln Public Schools system to provide certified teachers, tutors, and paraeducators. This cooperation enabled the Attention Center to participate in the V.I.P. program.

The Center's partner is Pizza Hut. The Partnership goals are:

- To work together to provide enriching experiences which utilize resources, ideas and expertise of personnel from each organization.
- To provide positive experiences to youth in their academic endeavors during their stay at the Attention Center.

Pizza Hut provides a "Personal Pan Pizza" to every youth who completes a course while at the Attention Center. Youth also have their names and the courses they completed written on a paper pizza and posted on a recognition board. Pizza Hut also provides youth with training on completing job applications and interviewing for jobs. The Attention Center in turn prepares banners and birthday cards for every Pizza Hut employee's birthday.

### **Evaluation:**

The program is very beneficial and should continue to expand as the center explores more ways to help youth.

**Ventures in Partnership (V.I.P.) (continued)**

**Publications, honors, awards, etc.:**

**Date program began:** 1990

**Is the program still in operation?** Yes

**Funding source:** Jointly funded by Attention Center and Pizza Hut.

**Additional information available?** Yes

## **Attention Center for Youth Foundation**

**Facility address:** Attention Center for Youth Foundation  
P.O. Box 80683  
Lincoln, NE 68501-0683

Attention Center  
2220 South 10th Street  
Lincoln, NE 68502

**Contact:** Attention Center Director or Attention Center Foundation President

**Key words:** Charitable foundation, foundation, citizen involvement, public education, community involvement.

### **Description of effective and/or innovative factors:**

A group of active community citizens established in September 1988 "Friends of the Attention Center" to:

- Inform and educate the community about the agency, its programs and sources.
- Seek community support of the agency.
- Develop and maintain an ongoing process to obtain donations of money, time, and goods to benefit youth at the agency.
- Make sure every youth detained on a holiday or his or her birthday is remembered.

This group then formed the Attention Center for Youth Foundation in 1990. The Foundation paid for the printing of 1,000 Agency public relations brochures; obtains donations from community businesses, civic organizations, and private citizens for birthday and Christmas gifts for youth, food, and decorations for holiday celebrations; provided food for a special staff recognition event; and prepared radio public information announcements. The Foundation is a charitable organization, which meets 501-c-3 designation by the Internal Revenue Service.

### **Evaluation:**

No formal evaluation has been completed. However, donations of money and goods have increased.

**Attention Center for Youth Foundation (continued)**

**Publications, honors, awards, etc.:**

**Date program began:** September 1988

**Is the program still in operation?** Yes

**Funding source:** Donations from private businesses, civic organizations, and private citizens.

**Additional information available?** Yes



## **Staffing Patterns/Shift Planning**

**Facility address:** North Iowa Juvenile Detention Services  
1440 West Dunkerton Road  
Waterloo, IA 50703

**Contact:** Director  
Phone: (319) 291-2455

**Key words:** Staffing patterns, shift planning, shift overlap, shift meetings.

### **Description of effective and/or innovative factors:**

The focus is on preventing problems within the facility. Staffing operates at a 1:4 or better staff-to-resident ratio during waking hours and with two staff on the third shift from 11:00 p.m. to 7:00 a.m.

The full time staff who work third shifts have four 10-hour shifts so that there is a 2-hour overlap on the first shift and on most second shifts. This is extra coverage at busy times. Activities are planned at the beginning of each shift and written on the board in the community area. This reduces anxiety caused by uncertainty.

Residents stay active with staff in the gym, on the weight equipment, or playing cards or board games. Very little free time is permitted. Due to the large staff, personnel are able to work with two smaller groups concurrently.

Interaction with youth permits staff to intervene immediately in conflicts before they become major incidents. Mandatory training helps staff identify signs of anxiety and subsequently pay attention to that youth before he feels the need to act out.

### **Evaluation:**

This is an integral part of the program. Very few conflicts escalate to the point of requiring physical intervention or locked rooms.

### **Publications, honors, awards, etc.:**

**Date program began:** Evolved since the facility's opening in March 1989.  
**Is the program still in operation?** Yes

**Funding source:** Staff costs are 80 percent of the budget.

**Additional information available?** No

## **Unlocked Rooms**

**Facility address:** North Iowa Juvenile Detention Services  
1440 West Dunkerton Road  
Waterloo, IA 50703

**Contact:** Detention Director  
Phone: (319) 291-2455

**Key words:** Unlocked rooms.

### **Description of effective and/or innovative factors:**

Doors are not locked at any time unless a youth is trying to assault staff or others. The documentation, constant monitoring, and authorization needed make locking a door very inconvenient. If a youth's behavior does not allow him or her to be with the group, he or she may be sent to his or her room to calm down until interaction with staff becomes acceptable. He or she may be asked if the door needs to be locked. Usually this is not necessary. The idea is to help youth learn to manage their own behavior without outside controls.

### **Evaluation:**

**Publications, honors, awards, etc.:**

**Date program began:** March 1989  
**Is the program still in operation?** Yes

**Funding source:**

**Additional information available?** No

## **Learning for Life, Boy Scouts of America**

**Facility address:** Barnes Hall Juvenile Detention Center  
900 East King Street  
Lancaster, PA 17602

**Contact:** Administrator  
Phone: (717) 299-7821

**Key words:** Learning for Life, Boy Scouts of America.

### **Description of effective and/or innovative factors:**

This program incorporates educational curriculum developed by the Boy Scouts of America (BSA) into the detention setting. Programs are ideal at 45-60 minutes in length. Courses are on a wide area of learning skills. Staff and volunteer coordinators conduct the programs.

### **Evaluation:**

The program was recently introduced into the Barnes Hall Detention Center. They are expecting very positive results.

### **Publications, honors, awards, etc.:**

The first program in the Nation to introduce Learning for Life to detention.

**Date program began:** 1993

Is the program still in operation? Yes

**Funding source:** Boy Scouts of America.

**Additional information available?** No

#### **4-H and Detention**

**Facility address:** Barnes Hall Juvenile Detention Center  
900 East King Street  
Lancaster, PA 17602

**Contact:** Administrator  
Phone: (717) 299-7821

**Key words:** 4-H, life skills, cooking.

**Description of effective and/or innovative factors:**

Since 1991 instructional programs from the local 4-H program office have been incorporated into the detention center. A wide variety of positive learning experiences have been introduced. Examples of such are: life skills, chick hatching, and cooking education.

**Evaluation:**

Highly recommended for all detention programs. Youth and the public enjoy and benefit from the program.

**Publications, honors, awards, etc.:**

Received recognition in national 4-H publication as one of the original sites for such programming. Has been copied by other centers. Local press recognition. Local certificates of appreciation.

**Date program began:** 1991

Is the program still in operation? Yes

**Funding source:** County Government.

**Additional information available?** No

## **Internship Program**

**Facility address:** DuPage County Youth Home  
420 North County Farm Road  
Wheaton, IL 60187

**Contact:** Youth Home Administrative Coordinator  
Phone: (708) 682-7356  
Fax: (708) 682-7948

**Key words:** College internships.

### **Description of effective and/or innovative factors:**

The Internship Program at the Youth Home provides a practical learning experience within the criminal justice system, which benefits both the student and the Youth Home. Interns become acquainted with and learn the overall operations of a detention facility including: policy and procedure, daily programs and activities, security and supervision, and the role of a juvenile detention officer. Once trained, student interns are assigned duties similar to juvenile detention workers.

### **Evaluation:**

The Department of Probation for Court Services has an Internship Board, which consists of a representative from each division: Adult Probation, Adult Special Services, Juvenile Probation, and the Youth Home. This Board coordinates the development and maintenance of the Internship Program for all divisions by recommending program changes, monitoring and evaluating the program, and actively recruiting students. Exit interviews of student interns are conducted by the Internship Board Chairperson in an effort to maintain program quality. Statistical information is gathered and retained to assess effectiveness of the recruiting process (i.e. presentations, written material). In the past 3 years, this information has demonstrated a substantial increase in the amount of students applying for internship positions and an increase in the number of internships served.

### **Publications, honors, awards, etc.:**

**Date program began:** 1986

**Is the program still in operation?** Yes

**Internship Program (continued)**

**Funding source:** The program is funded internally.

**Additional information available?** No

## **Volunteer Program**

**Facility address:** DuPage County Youth Home  
420 North County Farm Road  
Wheaton, IL 60187

**Contact:** Youth Home Administrative Coordinator  
420 North County Farm Road  
Wheaton, IL 60187  
Phone: (708) 682-7356  
Fax: (708) 682-7948

**Key words:** Volunteer services.

### **Description of effective and/or innovative factors:**

The Volunteers in Courts/Probation Services Program operates out of the Office of the Chief Judge—DuPage County. This Program seeks to increase, through the active participation of volunteers, the community's awareness of the various functions of the justice system by assisting in the provision of services to persons involved within the system.

The Youth Home Volunteer Program allows individuals to assist juvenile detention officers with the coordination of recreational activities, resident programs, and general supervision. Each volunteer donates a minimum of 3 hours per week.

### **Evaluation:**

The Department of Probation of Court Services has a Volunteer Board, which consists of a representative from each division: Adult Probation, Adult Special Services, Juvenile Probation, and the Youth Home. This Board coordinates the development and maintenance of the Volunteer Program for all divisions by recommending program changes, monitoring and evaluating the program, and actively recruiting individuals from the community. Statistical information is gathered to assess program effectiveness and the recruiting process (i.e. presentations, written material). Program effectiveness is partially based on the number of hours a volunteer donates compared to the number of hours required to train and supervise a volunteer. The current ratio is 4 volunteer hours donated to every 1 hour of supervision/training invested in a volunteer. Written evaluations of the program by each volunteer and his or her supervisor are completed periodically to provide feedback for program quality.

**Volunteer Program (continued)**

**Publications, honors, awards, etc.:**

**Date program began:** December 11, 1991

**Is the program still in operation?** Yes

**Funding source:** The Program is funded internally.

**Additional information available?** No



## **Religious Program**

**Facility address:** DuPage County Youth Home  
420 North Farm Road  
Wheaton, IL 60187

**Contact:** Youth Home Activity Coordinator  
Phone: (708) 682-7356  
Fax: (708) 682-7948

**Key words:** Religious services.

### **Description of effective and/or innovative factors:**

Through several separate organizations and churches, the Youth Home offers all residents the opportunity to participate in organized religious services, which are scheduled on a weekly basis. Different religious groups are scheduled to present a wide variety of services to residents from an open forum discussion of religious beliefs to a structured religious service. The religious program consists of chaplains, ministers, and college students from the local area who donate time and energy to interact with Youth Home residents. Residents are offered a choice of participating in the religious service or continuing with other organized activities.

### **Evaluation:**

#### **Publications, honors, awards, etc.:**

**Date program began:** April 1991  
**Is the program still in operation?** Yes

**Funding source:** The program does not require funding. Services are provided voluntarily.

**Additional information available?** No

## Staffing Patterns

**Facility address:** Woodside Juvenile Rehabilitation Center  
26 Woodside Drive East  
Colchester, VT 05446

**Contact:** Center Director  
Phone: (802) 655-4990

**Key words:** Staffing patterns, teams.

### Description of effective and/or innovative factors:

Detention programs should be adequately staffed to ensure youth and public protection. Woodside utilizes a unique staffing pattern to deploy team leaders (shift supervisors) and direct care staff. The staffing pattern configuration consists of three teams with one leader and two youth workers per team. Each team works a 56-hour schedule which rotates every three months:

Monday 9:00 p.m. - Thursday 8:00 a.m.  
Thursday 8:00 a.m. - Saturday 4:00 p.m.  
Saturday 4:00 p.m. - Monday 9:00 p.m.

One could arrange these shifts in a number of different ways. The team members sleep from 11:00 p.m. - 7:00 a.m. while one night person is on duty. The night person will wake team members as needed to respond to nighttime problems or admissions. Team members are given a 20 percent overtime compensation for the sleepover and other overtime needs, such as training and staff meetings.

### Evaluation:

The staffing pattern is effective in the following areas:

- Staff enjoy working 2 1/2 days and being off 4 1/2 days as is evident from reports from workers and a low staff turnover rate (1 worker per 2-3 years).
- Instead of three shift changeover communications per day with traditional staffing patterns, this pattern has three shift changeover communications per week.
- With a traditional 7-3, 3-11, 11-7 pattern, a staff person and/or youth can avoid each other and important issues; when "living" together for 56 hours, both staff and youth are forced to deal with the issues at hand.

**Staffing Patterns (continued)**

**Publications, honors, awards, etc.:**

**Date program began:** 1985

**Is the program still in operation?** Yes

**Funding source:** State General Fund.

**Additional information available?** No

## Token Economy

**Facility address:** Calhoun County Juvenile Home  
14555 18 1/2 Mile Road  
Marshall, MI 49068

**Contact:** Director  
Phone: (616) 781-7221  
Fax: (616) 781-8003

**Key words:** Point system, token economy, reward system, behavior contracting.

### Description of effective and/or innovative factors:

**Point System.** This system controls maintenance behaviors (those behaviors expected of every detainee all the time), and is an accurate and efficient method of recording behavior. It increases staff effectiveness in dealing with problems, increases staff/resident interaction, provides a foundation for treatment by focusing on reinforcing the appropriate behaviors with token points, serves to bridge the time gap between a behavior and the delivery of reinforcers (activities, parties, earned weeks or phases, treats, special attention, etc.), and provides consistency in grading among staff (the most important part in the success of the point system).

This program identifies five classes of target behaviors for establishing control within a detention setting. Information is based on research conducted with youth in a maximum security unit at a State-operated training school for boys.

**Reward System.** This system ties in with the point system—everything is on an earn/not earn basis. Coupons buy treats and personal items. Points earn school and recreation grades, group activities, a.m. and p.m. shifts, and weeks toward early release.

**Behavior Contracting.** This system also ties in with the point and reward systems. Contracts must be designed to manage social and academic behavior. The combined effect of the three systems result in behavior changes in the youth.

### Evaluation:

**Coupon/Time-Out Ratio.** This ratio is computed monthly to assess the relationship between reinforcement and discipline, the ratio should be about four or more reinforcers for every negative consequence.

## Token Economy (continued)

**Interobserver Reliability.** Periodically, the ILP staff participate in a "double blind" study to determine the reliability of the token economy. These studies indicate a very high level of consistency of staff grading practices and provide information regarding reinforcement issues.

See the Intensive Learning Program for additional evaluation information.

### Publications, honors, awards, etc.:

- 1978 County Achievement Award—National Association of Counties.
- 1980 Programs to Decrease Violence Award—National Council of Juvenile Family and Court Judges and the University of Nevada.
- 1982 Certificate of Merit—Office of Juvenile Justice and Delinquency Prevention.

Roush, D. W. (1992, Spring). Behavior observation and recording: Basic skill development for youth workers. *Journal for Juvenile Justice and Detention Services*, 7, 23-33.

Roush, D. W., & Steelman, B. T. (1981, November). A team approach to detention staff development. *Juvenile & Family Court Journal*, 32, 33-43.

Roush, D. W., & Steelman, B. T. (1982, October). Point system. In *The intensive learning program: A comprehensive approach to the institutional treatment of juvenile offenders*. Rockville, MD: National Criminal Justice Reference Service.

**Date program began:** 1976

**Is the program still in operation?** Yes, including several modifications and upgrading programs.

**Funding source:** County funded with State reimbursements.

**Additional information available?** No

## **Holistic Environmental Life-skills Project (H.E.L.P.)**

**Facility address:** Calhoun County Juvenile Home  
14555 18 1/2 Mile Road  
Marshall, MI 49068

**Contact:** Director

**Key words:** Social skills training, public-private venture, parenting education, computer-assisted instruction, creative arts, program evaluation.

### **Description of effective and/or innovative factors**

The Holistic Environmental Life-skills Project (H.E.L.P.) represents a public-private venture to provide innovative services for youth in a juvenile detention facility. The 4-year project was funded by the W.K. Kellogg Foundation in Battle Creek, Michigan.

H.E.L.P. contains four components: social skills training, parenting education, computer-assisted instruction, and creative arts. Description of each program component are contained in this section.

Each component of H.E.L.P. has been internalized, and continuation is no longer contingent upon grant moneys. For example, the social skills training has been incorporated into the detention education program and constitutes one of the classes for each detained youth. Leader certification training in active parenting programs means that detention staff have been certified to conduct parenting education sessions. The CAI coordinator position is funded by Chapter I. Finally, the creative arts instructor position has been assumed by the Court.

Additional information about H.E.L.P. is available through the Calhoun County Juvenile Home.

### **Evaluation:**

H.E.L.P. has undergone extensive evaluation and review. The Evaluation Center at Western Michigan University conducted a case study evaluation of the grant, and results were positive. Copies of the report are available upon request.

Annual reports to the W.K. Kellogg Foundation outline implementation issues, new program development, and qualitative and quantitative measures of success. Copies of annual reports are available upon request.

## Holistic Environmental Life-skills Project (H.E.L.P.) (continued)

Evaluations were sufficient to earn H.E.L.P. two national awards for excellence in programming. First, H.E.L.P. was awarded the 1992 Distinguished Programming Award from the National Association of Counties (NACo). Second, H.E.L.P. was awarded the 1992 Gould/Wysinger Award for Exceptional Achievement from the Office of Juvenile Justice and Delinquency Prevention.

### Publications, honors, awards, etc.:

- National Juvenile Detention Association (NJDA) news and journal articles.
- Michigan Juvenile Detention Association (MJDA) newsletter.

Roush, D. D., & Roush, D. W. (1993, March 17). Holistic Environmental Life-skills Project: A public-private partnership to provide helpful services to youth in a juvenile detention facility. *Juvenile Justice Digest*, pp. 4-6.

Roush, D. D., & Roush, D. W. (1993, July). H.E.L.P. project proves successful. *CorrectCare*, 7, 13-15.

Roush, D. W. (1993, September). *Developing comprehensive service systems for troubled youth: A juvenile justice perspective*. Presented at the Shakertown Symposium II of the National Coalition of Juvenile Justice Services, Richmond, Kentucky.

Roush, D. W., Christner, J. K., Lee, L. K., and Stelma, M. B. (1993, Spring). Implementation of social skills training in a juvenile detention center. *Journal for Juvenile Justice and Detention Services*, 8, 32-50.

Thorne, B. (Ed.). (1992, January 12). *Energizer handbook*. Marshall, MI: Holistic Environmental Life-skills Project, Calhoun County Juvenile Home.

**Date program began:** Summer 1990

**Is the program still in operation?** Yes

**Funding source:** W.K. Kellogg Foundation Grant.

**Additional information available?** No

## **Creative Arts Program**

**Facility address:** Calhoun County Juvenile Home  
14555 18 1/2 Mile Road  
Marshall, MI 49068

**Contact:** Creative Arts Instructor  
Phone: (616) 781-7221

**Key words:** Creative arts, visual arts, self-esteem, art therapy, creativity.

### **Description of effective and/or innovative factors:**

The creative arts program is integrated with other facets of the program, especially the social skills training. Projects are based on the objectives of Quest Skills for Adolescents. Some are used as facilitators of discussion in group.

The program is involved with art exhibits, such as the Michigan Juvenile Detention Association (MJDA) annual art show. The program allows self-analysis and improves the self-esteem of the young residents through art. Goals and objectives are aligned with the Michigan Department of Education in the Arts Program.

Visiting artists have been an important part of the program. They have included a professional potter, a comic strip artist, a music therapist, and many others. The program has included multicultural units, drama role-playing, singing, historical African music, art therapy, plaster mask making, etc. Active Parenting joined in with the art program, and youth and parents shared in various artistic endeavors.

### **Evaluation:**

As a part of the larger evaluation efforts for H.E.L.P., questionnaires were given to all detained youth with several questions dealing with the art program to get an idea of its effectiveness. Surveys are given informally asking students what projects were most effective and what they learned. Students have responded positively. Consultants and community artists have evaluated the art program. Two annual evaluations have been finished including goals/objectives and art program effectiveness.



## **Creative Arts Program (continued)**

### **Publications, honors, awards, etc.:**

- Two students took First Place in the MJDA Art Show in May 1992.
- A student finished first in an ACA literacy poster contest in 1991.
- Community papers have written about service projects involving art work flowers for nursing homes.
- National Juvenile Detention Association (NJDA) news and journal articles.
- Michigan Juvenile Detention Association (MJDA) newsletter.

Roush, D. D., & Roush, D. W. (1993, March 17). Holistic Environmental Life-skills Project: A public-private partnership to provide helpful services to youth in a juvenile detention facility. *Juvenile Justice Digest*, pp. 4-6.

Roush, D. D., & Roush, D. W. (1993, July). H.E.L.P. project proves successful. *CorrectCare*, 7, 13-15.

Thorne, B. (Ed.). (1992, January 12). *Energizer handbook*. Marshall, MI: Holistic Environmental Life-skills Project, Calhoun County Juvenile Home.

**Date program began:** September 1990

**Is the program still in operation?** Yes

**Funding source:** W.K. Kellogg Foundation H.E.L.P. grant as part of a four-part program involving computers, QUEST, and Active Parenting.

**Additional information available?** No

## **The Mini-Assessment Center**

**Facility address:** Dade County Juvenile Detention Center  
3300 Northwest 27th Avenue  
Miami, FL 33142

**Contact:** Program Operations Administrator

**Key words:** Educational assessment, vocational assessment, psychological, assessment.

### **Description of effective and/or innovative factors:**

The Mini-Assessment Center (MAC) provides diagnostic screening for targeted students at the Juvenile Justice Center School. Students go through an assessment process that consists of a 3-day orientation focusing on affective education. Students are made aware of their academic levels and their styles of learning.

Based on individual academic, vocational, and personality assessments, treatment plans are developed and sent to the student's home school to facilitate reentry; to the Department of Health and Rehabilitative Services to aid in the development of the Predispositional Report to the courts; to the courts; and to followup counselors.

MAC is staffed by three part-time and two full-time aides, an affective education teacher, and a full-time psychologist who counsels students on an individual basis, works with the Department of Health and Rehabilitative Services, and provides educational/training recommendations. Students are involved in goal-setting activities, which help them develop a sense of responsibility for their education and behavior. Selected students are monitored on a regular basis, and school counselors perform followup checks upon return to their home schools.

### **Evaluation:**

**Publications, honors, awards, etc.:**

**Date program began:** 1989

Is the program still in operation? Yes

**Funding source:** Dade County Public Schools.

**Additional information available?** Yes

## **Teen Cuisine**

**Facility address:** Dade County Juvenile Detention Center  
3300 Northwest 27th Avenue  
Miami, FL 33142

**Contact:** Program Operations Administrator

**Key words:** Vocational education, collaborative efforts, teen mothers.

### **Description of effective and/or innovative factors:**

In 1988 the Dade Schools and Neighborhood Consortium, a joint effort of the Dade State Attorney, School Superintendent, and County Manager, was joined by the Florida Secretary of Health and Rehabilitative Services, Miami Dade Community College, and the United Teachers of Dade County in support of an educational and economic development strategy to promote school retention with delinquent youth and teen parents—Teen Cuisine.

Teen Cuisine is a nonprofit corporation that provides concession jobs and counseling to teen mothers and to youthful offenders at the Juvenile Justice Center. With the assistance of a part-time employee, Center students prepare and serve lunches in an outdoor, garden setting near the Center. While engaging in the program, students improve their math, business, social, and communication skills and learn how to work together. Students have been very receptive to participation in the program which has been used as a reward for school performance and appropriate behavior.

### **Evaluation:**

#### **Publications, honors, awards, etc.:**

**Date program began:** 1989

Is the program still in operation? Yes

**Funding source:** Dade County Public Schools, and a \$10,000 grant from the Southeast Bank Foundation.

**Additional information available?** Yes

## **Gang Prevention/Intervention**

**Facility address:** Dade County Juvenile Detention Center  
3300 Northwest 27th Avenue  
Miami, FL 33142

**Contact:** Program Operations Administrator

**Key words:** Gang intervention, dropout prevention.

### **Description of effective and/or innovative factors:**

The Center houses some students who are or were members of gangs, have dropped out of school, and were involved in ongoing criminal activity. These students are targeted for the gang intervention and dropout prevention program, which consists of:

- **Group Dynamics/Behavior Modification:** examines the dynamics of gangs and motivates changes in negative behavior.
- **Decisionmaking:** students are given a set of simulated circumstances in which they must explain their course of action.
- **Self Awareness:** students are given a set of circumstances concerning the projected images of themselves that they believe other people have. They must enumerate the adjustments that they need to make to promote a more positive self image.

The primary goal of the program is not only to modify the students' behavior but to help them perceive themselves with opportunities and abilities to become successful in some legitimate endeavor.

### **Evaluation:**

**Publications, honors, awards, etc.:**

**Date program began:** 1989

**Is the program still in operation?** Yes

**Funding source:** Dade County Public Schools.

**Additional information available?** Yes

## **Vocational Education Program**

**Facility address:** Dade County Juvenile Detention Center  
3300 Northwest 27th Avenue  
Miami, FL 33142

**Contact:** Program Operations Administrator

**Key words:** Collaborative efforts, evening school, communications, life skills, GED preparation, vocational education.

### **Description of effective and/or innovative factors:**

The Adult Vocational Education Program has a three-fold objective:

- Student acquisition of oral and written communication, life skills management, and academic skills that will help the student readjust in the regular school setting.
- Provide work experience and job placement through the Dorsey Skills Center.
- Provide counseling as a followup to classroom activities.

As a method to provide an evening school for the students of the Dade Juvenile Justice Center, the Dorsey Skills Center provides onsite courses in GED preparation, sports, sewing, English, and math.

### **Evaluation:**

#### **Publications, honors, awards, etc.:**

**Date program began:** 1989

Is the program still in operation? Yes

**Funding source:** Dade County Public Schools.

**Additional information available?** Yes

## **Project Victory: Career Laboratory**

**Facility address:** Dade Juvenile Detention Center  
3300 Northwest 27th Avenue  
Miami, FL 33142

**Contact:** Program Operations Administrator

**Key words:** Vocational education, career exploration, occupational interests, learning activity stations.

### **Description of effective and/or innovative factors:**

Project Victory recognizes the need for attention to student's personal and occupational interests via innovative instruction that captivates and motivates the student through "hands-on" involvement with career related experiences.

The goals of the project are:

- To offer career-oriented learning activity stations which provide exploratory experiences with a variety of careers (cosmetology, word processing, optometry, etc.).
- To use the learning activity stations as tools to motivate the student's interest in reading, math, writing, and social interaction.
- To help each student develop a better definition of personal and occupational interests and a more positive outlook regarding his or her ability to determine the future.
- To help each student understand that education is a lifelong process which involves redirection, retraining, and career mobility as essential steps along a satisfying and rewarding life.

### **Evaluation:**

**Publications, honors, awards, etc.:**

**Date program began:** 1989

Is the program still in operation? Yes

**Funding source:** Dade County Public Schools.

**Additional information available?** Yes

## **Advancement in Privileges**

**Facility address:** North Iowa Juvenile Detention Services  
1440 West Dunkerton Road  
Waterloo, IA 50703

**Contact:** Detention Director

**Key words:** Interaction, staff secure, relationships, staff-student ratio, daily groups, encouragement, law related education, minority overrepresentation, conflict resolution.

### **Description of effective and/or innovative factors:**

The North Iowa Juvenile Detention Services uses a level system based on encouragement and guidance by staff. The residents set goals for each advancement in privileges.

Staff believe that security depends on establishing relationships with youth, rather than on keys and locks (although they do have those). Staff work as a team and they emphasize building self-esteem, teamwork in recreation, having fun, and good sportsmanship. The gym is used daily. Staff treat all with respect and direct energies in a structured setting.

This fall a program will begin for all youth who are discharged from detention and who remain in the community. There will be 12 weekly ongoing group meetings on law related education with a focus on conflict resolution. The program is intended to reduce recidivism and to thereby reduce the overrepresentation of African American youth in detention. In February 1992 minority youth made up 60 percent of the North Iowa Detention population from a county in which only 12 percent of the population is African American.

### **Evaluation:**

There have been very few incidents requiring physical restraint of any kind.

### **Publications, honors, awards, etc.:**

**Date program began:** March 1989  
**Is the program still in operation?** Yes

**Funding source:** Multicounty.

**Additional information available?** No

## **Classification System**

**Facility address:** Clark County Juvenile Court  
3401 East Bonanza Road  
Las Vegas, NV 89101

**Contact:** Program Coordinator

**Key words:** Classification, gang identification, suicide assessment, violence assessment, risk assessment.

### **Description of effective and/or innovative factors:**

The Clark County Juvenile Court has found this Classification System to be very effective, allowing quick identification of youth that are being disciplined, afflicted with medical problems, suicidal, sexual offenders, homosexuals, or violent.

The coding also details if, and to where, a youth has been committed, the various risks a youth may pose to staff or other youth, and the propensity for escape. The coding also identifies any youth gang affiliation. The Detention Administration and staff have been using and modifying this Classification System for many years. It has kept problems between youth and staff to a minimum.

### **Evaluation:**

This Classification System has been used and modified for many years. The evaluation is ongoing. Staff have a lot of confidence in the use of this tool.

### **Publications, honors, awards, etc.:**

**Date program began:** 1967

Is the program still in operation? Yes

**Funding source:** Clark County, Las Vegas, Nevada.

**Additional information available?** No



## **Intensive Learning Program (ILP)**

**Facility address:** Calhoun County Juvenile Home  
14555 18 1/2 Mile Road  
Marshall, MI 49068

**Contact:** Director  
Phone: (616) 781-7221  
Fax: (616) 781-8003

**Key words:** Postdispositional treatment, residential treatment, cognitive-behavioral treatment, point system, token economy, level system, home passes, aftercare, individual counseling, group counseling, family counseling, parenting skills training, cost-effective, self-concept, CIES, recidivism, Tennessee Self-Concept Scales.

### **Description of effective and/or innovative factors:**

Intensive Learning Program (ILP) is a cost-effective team approach to residential treatment that uses a cognitive-behavioral approach to teaching responsibility based upon an earned/not-earned token economy. ILP is a postdispositional treatment program housed in the detention facility. Detention and treatment are separate programs and youth do not interact.

Residents are committed to the ILP for an indefinite period of time, although they can earn an early release to attend school, to be placed in a foster home, or while his or her parents successfully complete the Active Parenting program. Residents progress through the program by earning specific points in designated areas (group, recreation, school, a.m. and p.m. shifts), in addition to meeting any individualized treatment objectives.

Program advancement is based upon a four-phase system that marks a resident's progress toward release while gradually increasing behavioral and cognitive expectations. Likewise, privileges and responsibilities are also increased as a resident progresses toward release.

Prior to release from the ILP, residents have to complete several successful home passes. This reintegration to family and community is monitored by an aftercare worker who, in addition, provides individual and family counseling, and upholds the philosophy of the ILP and Active Parenting programs. Additional programming includes computerized education, QUEST Skills for Adolescence (SFA), and creative arts.

## **Intensive Learning Program (ILP) (continued)**

### **Evaluation:**

**Recidivism:** A measure of the percentage of youth who are adjudicated for delinquent acts over an 18-month period following completion of the ILP aftercare component. Over 15 years, recidivism rates have been between 29–38 percent.

**Cost Benefit:** Figures are computed annually to determine the actual cost of operation of the ILP on a per resident basis.

**CIES:** The Correctional Institutions Environment Scales (CIES) assesses the social climate of the ILP. It yields important within-program data concerning relationships, treatment orientation, and system maintenance. Profile analyses reveal a therapeutic community.

**Coupon/Time-Out Ratio:** Computed monthly to assess the relationship between reinforcement and discipline. Ratios average 4 coupons per time out.

**TSCS** The Tennessee Self-Concept Scales (TSCS) is administered before and after the program and provides information about how a youth's perception of himself or herself changes as a result of treatment. ILP has sustained statistically significant increases in positive self-conceptions for the youth.

### **Publications, honors, awards, etc.:**

- 1978 Distinguished Programming Award—National Association of Counties.
- 1980 Programs to Decrease Violence Award—National Council of Juvenile Family and Court Judges and the University of Nevada.
- 1982 Certificate of Merit—Office of Juvenile Justice and Delinquency Prevention.

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**Date program began:** 1976

**Is the program still in operation?** Yes

**Funding source:** County funded with State reimbursements.

**Additional information available?** No

## **In-Service Training Curriculum for Residential Child Care Workers**

**Facility address:** Materials and Media Innovations  
391 Bob-O-Link Drive  
Lexington, KY 40503

**Contact:** Phone: (606) 276-1849

**Key words:** Inservice training, packaged curriculum for training, advertisement, staff development.

### **Description of effective and/or innovative factors:**

There are several barriers to overcome in providing effective inservice training. Some of the more commonly noted barriers are cost, shortage of trainers, lack of training materials, and staff attitudes toward training. With this curriculum an entire staff of 20 persons can be trained over 42 sessions for a reasonable expenditure. Cost information is available. It is no longer necessary to hire consultant trainers or spend scarce staff resources for developing training. All the materials and information needed are provided. Only one trainer with some experience in child care is needed. There is minimal preparation time.

The material is research based and addresses all topics required by State licensing standards except those for CPR, first aid, and physical restraint training. The entire curriculum consists of 4 loose-leaf volumes containing 42 sessions. The sessions may be presented sequentially or individually as needed by staff. This curriculum actively involves participants in the learning process. Trainer presentations are only a limited part of each session, and interactive learning experiences are maximized through discussions, small group work, games and simulations, and other learning activities. Sessions are directly applicable to participants' daily jobs and the particular agency setting.

### **Evaluation:**

This material has been field tested with child care groups that have provided very positive feedback. The curriculum is now being used in over 125 agencies in 36 States.

### **Publications, honors, awards, etc.:**

**Date program began:** December 1991  
**Is the program still in operation?** Yes

**In-Service Training Curriculum for Residential Child Care Workers (continued)**

**Funding source:**

**Additional information available? Yes**

## Social Skills Training in Detention

**Facility Address:** Holistic Environmental Life-skills Project (H.E.L.P.)  
Calhoun County Juvenile Home  
14555 18 1/2 Mile Road  
Marshall, MI 49068

**Contact:** Director  
Phone: (616) 781-7221  
Fax: (616) 781-8003

**Key words:** Social skills training, QUEST Skills for Adolescents (SFA), detention education, experiential learning.

### Description of effective and/or innovative factors:

As a part of the H.E.L.P. grant, social skills training using the curriculum materials developed by QUEST Skills for Adolescents (SFA) was implemented in the Detention and Evaluation unit of the Calhoun County Juvenile Home. All staff received training by QUEST in SFA.

Social skills training consists of a group session with prepared materials, group discussion, and an energizer (experiential learning activity). SFA is one class in the detention education program (school) that meets the requirement for a unit in personal adjustment as recommended by Special Education Services Division of the Michigan Department of Education.

A consultant organized a summer program and instructed direct care staff in the use of energizers and leading a group. In addition, a wide range of energizers were tried with detained youth, and the ones that were usable were compiled in a resource manual later published as the *Energizer Handbook*.

Direct care staff conduct SFA lessons and energizers on the weekends and during the afterschool hours. Social skills training has improved the self-concept of youth and reduced the incidents of disruptive behavior.

### Evaluation:

QUEST International in Grandville, Ohio, commissioned two evaluations of the SFA program at the Calhoun County Juvenile Home. Consultants reviewed the implementation process and found the program to be a model use of social skills training. The reports, by Bob Steinbach and Barry Thorne, further identify benefits of social skills training in detention. Copies of the report are available upon request.

## **Social Skills Training in Detention (continued)**

### **Publications, honors, awards, etc.:**

Roush, D. W., Christner, J. K., Lee, L. K., & Stelma, M. B. (1993, Spring).  
Implementation of social skills training in a juvenile detention center. *Journal for  
Juvenile Justice and Detention Services*, 8, 32-50.

Thorne, B. (Ed.). (1992, January 12). *Energizer handbook*. Marshall, MI: Holistic  
Environmental Life-skills Project, Calhoun County Juvenile Home.

### **Date program began:**

Is the program still in operation?

### **Funding source:**

Additional information available?

## **Parenting Skills Education**

**Facility Address:** Holistic Environmental Life-skills Project (H.E.L.P.)  
Calhoun County Juvenile Home  
14555 18 1/2 Mile Road  
Marshall, MI 49068

**Contact:** Director  
Phone: (616) 781-7221  
Fax: (616) 781-8003

**Key words:** Parenting skills education, citizen's advisory committee, Active Parenting, leader certification workshops (LCW), Family Night activities.

### **Description of effective and/or innovative factors:**

As a part of the H.E.L.P. grant, parenting skills education using the curriculum materials developed by Active Parenting of Teens was implemented at the Calhoun County Juvenile Home to provide support and parenting education for parents, guardians, and significant adults of detained youth.

Parenting education classes are held at the Juvenile Home and at different locations around the county. To increase participation, a Family Night program was initiated. Family Night activities include informal interaction with youth and staff, especially creative arts projects and time in the computer lab, prior to and following parenting education classes. In addition to the extra visitation with their youth, parents are provided a meal and transportation assistance.

The citizen's advisory committee suggested that H.E.L.P. expand the parenting program by certifying local professionals to teach parenting skills. In exchange for the free training and materials, leader certification workshop (LCW) graduates would promise to train 10 parents free-of-charge. This concept proved to be so popular that the parenting education component became a separate program, but the training of detention staff results in the presentation of parenting skills to detained youth.

### **Evaluation:**

As a component of H.E.L.P., Parenting Education has undergone extensive evaluation and review. The Evaluation Center at Western Michigan University conducted a case study evaluation of the grant, and results were very positive. Copies of the report are available upon request.



## Parenting Skills Education (continued)

Annual reports to the W.K. Kellogg Foundation outline implementation issues, new program development, and qualitative and quantitative measures of success. By the end of the third year of operation, over 70 percent of detained youth had a parent or guardian involved in the program. Copies of annual reports are available upon request.

### **Publications, honors, awards, etc.:**

Evaluations were sufficient to earn H.E.L.P. two national awards for excellence in programming. First, H.E.L.P. was awarded the 1992 Distinguished Programming Award from the National Association of Counties (NACo). Second, H.E.L.P. was awarded the 1992 Gould/Wysinger Award for Exceptional Achievement from the Office of Juvenile Justice and Delinquency Prevention.

- National Juvenile Detention Association (NJDA) news and journal articles.
- Michigan Juvenile Detention Association (MJDA) newsletter.

Roush, D. D., & Roush, D. W. (1993, March 17). Holistic Environmental Life-skills Project: A public-private partnership to provide helpful services to youth in a juvenile detention facility. *Juvenile Justice Digest*, pp. 4-6.

Roush, D. D., & Roush, D. W. (1993, July). H.E.L.P. project proves successful. *CorrectCare*, 7, 13-15.

**Date program began:** Summer 1990

**Is the program still in operation?** Yes

**Funding source:** W.K. Kellogg Foundation grant.

**Additional information available?** No

## **ACCESS Day Treatment Program**

**Facility Address:** Lifeskills Management Center, Inc.  
460 East Santa Fe, Suite B  
Olathe, KS 66061

**Contact:** Clinical Director  
Phone: (913) 829-9422

**Key words:** Day treatment, home detention, problem-solving skills, cognitive-behavioral training, family therapy, individual therapy, drug testing, level system.

### **Description of effective and/or innovative factors:**

The ACCESS partial day treatment program is dedicated to teaching youthful offenders prosocial behavior through the development of:

- Problem-solving skills, critical thinking, anger and fear management, value enhancement, and assertiveness.
- Mutual respect for the rights and property of others.
- Appreciation of laws and the social system.
- Acceptable techniques to change undesirable behaviors.

ACCESS works with the home detention program to provide an alternative to secure detention. ACCESS is designed to assist youth in reaching their social and academic potential during a 6- to 9-month program. Participants are youth aged 14-18 who are referred from the Johnson County Juvenile Court.

### **Evaluation:**

No formal evaluation has been conducted on ACCESS. However, the cognitive behavioral approach and much of the content of ACCESS has been adapted from Crossroads Programs, Inc., which has an 80 percent success rate over an 11-year period in keeping youth from committing further offenses.

### **Publications, honors, awards, etc.:**

**Date program began:** 1992

**Is the program still in operation?** Yes

## **ACCESS Day Treatment Program (continued)**

**Funding source:** ACCESS program began through grants by the Olathe United Way and the Kansas Social and Rehabilitation Services (SRS). The operational budget depends on funding from the Johnson County SRS or qualifying program participants, individual and corporate contributions, the United Way, and the program participant fees based on a sliding scale.

**Additional information available?** No

## **Youth Companion Program**

**Facility Address:** Montgomery County Juvenile Detention  
302 West Second Street  
Dayton, OH 45422-0251

**Contact:** Program Director  
Phone: (513) 225-4371  
Fax: (513) 496-7270

**Key words:** Volunteers, advocacy, mentor program.

### **Description of effective and/or innovative factors:**

A youth companion volunteer is assigned to a juvenile upon admission to the juvenile detention center. The volunteer visits with the youth, contacts the parents, accompanies the youth to court, etc. The volunteer is also an advocate and makes sure that the youth understands what is happening; that he or she is seen by the necessary persons; and that all services deemed necessary are provided or at least initiated. The volunteer also maintains followup contacts after the youth is released from detention.

### **Evaluation:**

**Publications, honors, awards, etc.:**

**Date program began:** November 1991  
**Is the program still in operation?** Yes

**Funding source:** Completely operated by volunteers; paper and copying supplied by the Juvenile Detention Center.

**Additional information available?** No

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