IYC PERE MARQUETTE
ANTI-VIOLENCE PROGRAMMING

Programming

Our Counseling and Mental Health staff provide evaluation and programming supporting Anti-Violence efforts. We have, as a response to JAIS and Girl Matters training efforts, developed multi-disciplinary staff/youth committees to address safety issues, physical as well as emotional and issues pertinent to the healthy development and growth of young women. **(DJJ Mental Health Staff)**

Gender Responsive Committee: A multi-disciplinary committee that addresses the needs specific to girls, emotional (trauma and drama), environment of the facility, safety, identity, relationships and communication. Interventions are planned and executed specific to each girl's issues and needs. **(This is a multidisciplinary team comprised of DJJ staff)**

The Safety Task Force: A sub committee of the Gender Responsive Committee. Multi-disciplinary staff and youth that examine and address girl's issues regarding safety, physical and emotional. **(This is a multidisciplinary team comprised of DJJ Staff)**

Creating the Environment: A multi-disciplinary committee that examine the environment and recommend changes that will enhance the feeling of safety and more effective staff interaction that reduces the possibility for violence. **(This is a multidisciplinary team comprised of DJJ staff)**

The PbS Committee: a multidisciplinary team, after reviewing the report from the Safety Task Force, the Safety Survey and Youth Exit Interviews (PbS requirement) selected Youth who fear for their safety and mental health screenings as a facility improvement plans. This effort is to ensure that we look at issues, tasks and physical plant set up that address safety as the number one priority. **(This is a multidisciplinary team comprised of DJJ staff)**

Groups

Anger Replacement Training (ART) ART consists of three coordinated interventions: 1) Structured Learning is a set of procedures designed to enhance pro-social skill levels, 2) Anger Control Training - pro-social behavior facilitation /antisocial behavior inhibition, and 3) Moral Education – exposing the youth to a series of moral dilemmas in a discussion group context. **(DJJ Mental Health Professionals)**

Conflict Resolution This group is used to teach conflict management communication, dispute-resolution communication, negotiation, mediation, arbitration, or any combination of these processes. **(DJJ Mental Health Professionals)**

Family and Interpersonal Violence — A four week group that focuses on family violence and how they can get help in the program and in the community. The class addresses emotional abuse and controlling behaviors, child abuse, family violence, and family group decision making process. **(DJJ Mental Health Professionals)**

Time Out For Me — This is a six week group that focuses on communication and gender specific curriculum that addresses domestic relationships, sexuality, intimacy, assertiveness skills and reproductive health. **(DJJ Mental Health Professionals)**

Victim Impact Program — This is an eight week group that focuses on how the youth can take responsibility for harming others and learn to respect other peoples' bodies and property. **(DJJ Mental Health Professionals)**

Violence Interruption/PEACE — This is a group is a violence interruption process designed to help our girls build self awareness. It helps them become aware of their feelings and how those feelings effect their actions. They learn new options for acting assertively and responsible and not out of violence. It gives young women the opportunity to see themselves as a source of support for each other and a positive reflection for themselves. The girls are given a chance to build close, effective alliances that reduce the impact of violence. **(DJJ Mental Health Professionals)**

Training:

At IYC Pere Marquette we have provided the following seminars to reduce aggression and violence for our girls through outside agency resources.

Organization:	*Topic:*
Call for Help	Sexual Violence Self-Esteem
Oasis	Domestic Violence Dating Violence

Within our own agency we have provided:

Gender Specific training: This training addresses the needs specific to girls, emotional (trauma and drama), environment of the facility, safety, identity, relationships and communication. Interventions are planned and executed specific to each girl's issues and needs. This knowledge increases staff ability to

teach social skills that improve a youths interaction techniques with both staff and other youth, thereby decreasing aggression/violence in facilities. **(DJJ Mental Health Professionals)**

Assessment:

Instrument	*Measures*
MAYSI-2	Angry/Irritable Scale
SPS	Hostility Scale
Safety Questionnaire	Physical and Emotional Safety

(DJJ Mental Health Professionals)

IYC JOLIET
ANTI-VIOLENCE PROGRAMMING

Programming:

Because IYC-Joliet is a maximum security facility, and the largest percentage of our youth are severely behaviorally disordered; all contacts with Counseling and Mental Health Staff, whether seen individually, or in a group setting, have a core component of anger management and criminal thinking, designed to reduce youth violence.

The PbS Committee: Performance Based Standards, Facility Improvement Plans (FIP's) are developed to address Assaults, Fights and Average Isolation Time relating to violent behavior among our youth residents. The PbS Committee reviews each of the FIP's on a monthly basis to assess Youth and/or Staff Assaults, Incident Reports, Youth Disciplinary Reports and Intelligence Reports and to implement a plan of action with the purpose of decreasing the number of individual Assaults and overall violence within the facility. Program and Security staff are both included in creating any change of tactics with the handling of youth behaviors and consequences with an overall emphasis on reducing aggressive behaviors. . **(This is a multidisciplinary team comprised of DJJ staff)**

The "Points Program": Each Housing Unit utilizes a "Points Program" to assess individual behavior and overall compliance to house rules. The Points Program provides youth the opportunity to be in compliance with positive behavior throughout the day, week, and month. The performance Indicators are: Compliant Behavior and Non-Compliant Behavior in several categories which include behavior, courtesy, and room compliance which results in youth being placed on "A" Class, "B" Class or "C" Class. Daily, weekly and monthly incentives, such as, movie nights, game nights, Birthday and Pizza Parties, etc. are used as a way to reward positive behavior. The Class rating determines the rewards. **(DJJ-All staff)**

High Risk – High Aggressive Youth Program: Youth 17 years and older who have repeatedly exhibited and engaged in physically aggressive or serious disruptive behaviors are referred for the HR-HA program. Upon administrative approval youth are placed in this program and must work their way through a three phase program to qualify for return to General population. The program is facilitated by a Juvenile Justice Youth and Family Specialist and a Mental Health Professional. Each phase is thirty (30) days of successful progress. Youth in the HR-HA Program receive a formal staffing at the 30 day juncture of his individual program. **(DJJ-All staff)**

The Parole Readjustment Program: The PRP Program conducts individual and group programs that focus on violence prevention with guest speakers coming in to conduct the groups, at least twice a month, where they talk about preventing violence in our communities and against one another and how we, as a whole, can put together some solutions once the youth parole out of the institution to take back in the environment they come from to help prevent negative behavior. . **(This is a multidisciplinary team comprised of DJJ staff)**

The Wells Center Substance Abuse Program: Three ways that we address the issue of violence prevention is through: **(Substance Abuse Counselors)**

1. The concept of Therapeutic Community. The youth are forced to work together to resolve problems. Through this the youth identifies ways to speak so others can listen and listen so others can speak, identify alternative solutions to conflict, and identify risk factors which lead to negative behaviors.

2. The second way is through the use of interventions by staff to address any potential problems that may arise. This assist the youth in identifying the connection between Accountability and Self-Esteem, and identifying ways that attitude and behavior patterns reduce/increase the potential for violence.

3. The third way we address violence is through our Socialization groups or Cottage Meetings. We discuss appropriate boundaries, communication styles, and problem solving.

School Programming: Signs and posters which encourage positive behaviors are displayed within the classroom and through out the school. Our teachers have received training in differentiated instruction (this is a method of teaching that design instruction to the individual needs of each student). However, when issues do arise, the Principal reviews each ticketed violation and meets with the teacher and student(s) involved. The Principal's counseling with the student(s) and/or teacher is designed to provide strategies that would help to calm the situation in question and to deescalate future incidents. **(All teachers)**

Volunteer Services: Once a week volunteers provide an anger management group that helps youth identify anger and ways to de-escalate thus providing strategic ways to reduce violence in our youths lives.

IYC HARRISBURG
ANTI-VIOLENCE PROGRAMMING

Programming:

JAIS: The IDJJ Juvenile Assessment and Intervention System (JAIS) is a tool that integrates assessments for risk, strengths and criminogenic needs. The youth is interviewed by an assessor upon entering the facility and according to the youth's self report, strengths are identified and they are classified into one of four strategy groups which help to determine the youth's case planning needs. Throughout the youth's stay, JAIS reassessments are conducted to provide supervision recommendations and determine readiness for change. **(Youth and Family Specialist)**

In terms of violence reduction, the strategy groups identify youth who are at higher risk of becoming victims of violence as well as youth who are statistically more likely to commit violent acts. This information can then be utilized to ensure that the youth in the different strategy groups have limited contact with each other while in IDJJ thus reducing youth on youth violence and promoting an environment that is more conducive to rehabilitation. This demonstration of a violence reduced environment encourages youth to utilize these violence prevention skills upon release.

Performance-based Standards (PbS): The core focus of PbS is improving the conditions of confinement and quality of life for incarcerated youths. PbS gives facilities the tools to collect certain data and identify areas that pertain to youth violence to determine areas that need improvement and then develop and implement a detailed improvement plan to reduce/prevent youth violence. Facility Improvement Plans focus on the reduction of violence through the Action Steps to decrease fights and assaults and the results are monitored on a weekly basis by the PbS Committee comprised of all disciplines within the facility. **(This is a multidisciplinary team)**

Education Department: Positive Behavior Interventions and Supports program. This is a program that teaches and rewards positive behavior in youth. One this program's features is weekly social skills lessons that vary from basic skills such as asking questions appropriately to anti-bullying and to settling differences without violence. Our behavioral expectations for the youth are "Be Respectful," "Be Responsible," and "Be Ready." **(All teachers)**

Through the school wide behavior management program the youth earn "points" for appropriate behavior. They can exchange the points for various rewards. Also, youth who maintain expected behavior throughout the month are rewarded with a special activity.

Behavior Point Level System – A behavior level system is utilized to promote positive behavior and non-violence. Youth maintaining the highest levels are offered more reward incentives. . **(This is a multidisciplinary team)**

Monthly Pizza Reward – Reward incentive offered to living units that have no fights/assaults during the preceding month.

Groups:

Rational Emotive Therapy – group therapy designed to help you learn new ways of thinking, feeling and acting. **(MHP's)**

Young Men's Work – group therapy focused on stopping violence and building community. **(MHP's)**

Challenges – group therapy focused on self awareness and personal planning. **(MHP's)**

Life Skills Series – group series: 1) Beyond the anger and 2) From the inside out. **(MHP's)**

Skills for independent living – group exercises in critical thinking. **(MHP's)**

Anger Mgmt/Personal Development group in which conflict resolution techniques are presented and discussed. **(MHP's)**

"My Past, My Potential, My Struggle and Strengths": incorporates objectives and activities directly and indirectly aimed at violence prevention (e.g., fostering empathy, positive role model identification, relapse prevention, etc.). **(MHP's)**

Anger Mgmt/Reception Unit

1. The cost of anger
2. Understanding your anger
3. Trigger thoughts
4. The anger distortions
5. Creating Coping Skills
6. Problem solving communication

(MHP's)

Anger Mgmt: The group meets weekly for six weeks in the gym (part 1) and A Bldg education (part 2) for approximately 2 hours. The group is facilitated by a MHP and an educator. During part 1, youth participate in a supervised cardio/weight lifting program to promote self control, self esteem, stress reduction and physical well being. During part 2, the youth participate in a therapy group that addresses the anger cycle, anger triggers, coping skills and problem solving. **(MHP's)**

Do reward incentives for positive behavior. Does core skills in Phase one which focus on learning coping skills and being accountable for ones own actions. Does Correctional Recovery trainings, focus on our

inner self and habit self in orientation, and phase III also has recovery trainings that deal with criminogenic risk factors such including aggression. All of our groups deal with coping skills that allow a youth to use his mind rather than violence as well as how to deal with any situation without the use of chemicals.

Training:

All staff at IYC-Harrisburg are required to take the following during **Cycle Training;**

- Department of Juvenile Justice Time Out Procedure Juvenile Cognitive Behavior
- Crisis Intervention
- AD 04.01.301 Inmate Sexual Assault, Prevention and Intervention
- Prison Rape Elimination Act

(Training Coordinator)

IYC WARRENVILLE
ANTI-VIOLENCE PROGRAMMING

Programming:

Clinic and Mental Health staff provide evaluation and programming supporting Anti-Violence efforts. We have, as a response to JAIS and Girl Matters, developed multi-disciplinary staff/youth committees to address safety issues, and physical and emotional issues pertinent to the healthy development and growth of young women. **(MHP's)**

Gender Responsive Committee: A multi-disciplinary committee that addresses the needs specific to girls, emotional (trauma and drama), environment of the facility, safety, identity, relationships and communication. Interventions are planned and executed specific to each girl's issues and needs. **(This is a multidisciplinary team)**

The Safety Task Force: A multi-disciplinary committee of staff and youth that examine and address girls issues regarding safety, physical and emotional. **(This is a multidisciplinary team)**

Creating the Environment: A multi-disciplinary committee that examine the environment and recommend changes that will enhance the feeling of safety and more effective staff interaction that reduces the possibility for violence. **(This is a multidisciplinary team)**

The PbS Committee: a multidisciplinary committee who develops facility improvement plans to address any areas that need improvement. **(This is a multidisciplinary team)**

Groups:

SPARCS: 'Structured Psychotherapy for Adolescents Responding to Chronic Stress'. Helps youth develop healthy outlets for dealing with traumatic experiences

Seeking Safety: A journaling group for youth that experienced trauma. Helps youth respond in positive ways to past traumatic experiences rather than through violence.

Healthy Relationships: Discussing experiences related to domestic violence, as either the victim or the perpetrator. **(MHP)**

Emotional Regulation: Discuss coping skills and anger management. Youth identify triggers and are given alternatives to acting out and aggressive behavior. **(MHP)**

Parole School: Youth are provided with hotline numbers for: DCFS, Domestic Violence, and Sexual Assault **(MHP)**

VOICES: This group includes modules on self, connecting with others, healthy living, and the journey ahead. It encourages youth to seek and celebrate their "true selves" by providing a safe space, encouragement, structure, and the support they need. **(MHP)**

Mediation: A multidisciplinary team brings youth together that are having or have already had a disagreement. Youth are taught how to appropriately discuss their problems and take responsibility for their actions. **(MHP)**

Time- Out: Youth are immediately removed from a situation before it escalates, and are able to process the issue with Mental Health and Clinic Staff. **(This is a multidisciplinary team)**

The Substance Abuse Program provides the following components:

Anger and Aggression: Identify triggers and alternatives to aggression.

Self Control: Awareness of their feelings and how those feelings effect their actions. They learn new options for acting assertively and responsible and not out of violence. Identify techniques to de-escalate situations

Criminal Thinking: Review different patterns relating to criminal activity

Coping with Anger in Relationships Identify healthy relationships and youth reflect and compare their own individual relationships.

(All Substance Abuse counselors)

Training:

All staff at IYC-Warrenville are required to take the following during **Cycle Training;**

Department of Juvenile Justice Time Out Procedure Juvenile Cognitive Behavior
Crisis Intervention **(Training Coordinator)**
AD 04.01.301 Inmate Sexual Assault, Prevention and Intervention
Prison Rape Elimination Act

Youth Desescalation Training (YDT) This training will be provided at IYC-Warrenville which will give our staff the tools they need to intervene and deescalate early on to prevent violence at the facility. **(The Academy Training Staff).**

Gender Specific training: This training addresses the needs specific to girls, emotional (trauma and drama), environment of the facility, safety, identity, relationships and communication. Interventions are planned and executed specific to each girl's issues and needs. This knowledge increases staff ability to teach social skills that improve a youths interaction techniques with both staff and other youth, thereby decreasing aggression/violence in facilities.

SPARCS Training: Educated staff to the impact of trauma on youth and their behaviors (includes aggression and violence).

JAIS: The IDJJ Juvenile Assessment and Intervention System (JAIS) is a tool that integrates assessments for risk, strengths and criminogenic needs. The youth is interviewed by an assessor upon entering the facility and according to the youth's self report, strengths are identified and they are classified into one of four strategy groups which help to determine the youth's case planning needs. Throughout the youth's stay, JAIS reassessments are conducted to provide supervision recommendations and determine readiness for change. **(This is a multidisciplinary team)**

IYC MURPHYSBORO
ANTI-VIOLENCE PROGRAMMING

Programming:

Crisis Care/Team activities and training to include practical guidance to avoid violence as well as dealing with violent youth. **(MHP)**

Clinical Services Individualized Integrated Service Summary planning and monthly follow up targeting alternatives to violence and violent crimes. **(MHP)**

Youth De-escalation Techniques (YDT) will be provided to staff to give them the skills to intervene and deescalate early on to prevent violence at the facility. **(The Academy training staff)**

Performance Based Standards/PbS Facility Improvement Plans directing enhanced youth/staff interaction to reduce overall use of restraints and isolation. **(This is a multidisciplinary team)**

PbS initiatives that implement strategies of increased communication and information sharing through Roll Calls, Departmental Meetings, Administrative Staff Meetings and youth assemblies to alleviate youth/staff fear for safety. **(This is a multidisciplinary team)**

The Substance Abuse Program focuses on the negative consequences of violent behavior and alternatives to violence. **(The Substance Abuse Counselors)**

The Education Department has used selections form "50 Ready-To-Use Lessons: Helping Kids Make Wise Choices and Reduce Risky Behavior." The curriculum includes how to deal with anger management, etc. **(The Education Staff)**

The Education Department has Life Skills classes. This curriculum includes how to get along with others, and other interactive skills that decrease violent behaviors. **(The Education Staff)**

The Education Health Classes provides a section on how to deal with emotions and the physiological aspects of violence. **(The Education Staff)**

Groups:

Clinical Services staff facilitate an Anger Management Didactic Group facilitated by a Mental Health Professional. Curriculum encompasses identification/triggers/alternatives. **(MHP's)**

The Substance Abuse curriculum has an anger management component which includes identifying anger triggers, techniques/appropriate responses to anger, etc. **(The Substance Abuse Counselors)**

IYC ST. CHARLES
ANTI-VIOLENCE PROGRAMMING

Programming

Our Counseling and Mental Health staff provides evaluation and programming supporting Anti-Violence efforts. We have, initiated the implementation of the Juvenile Assessment and Intervention System (JAIS) in efforts to identify and respond to youth violence issues within our client population. Youth interviews are now being conducted during the reception and classification stage; case

planning and development will begin to be phased into this process during the next several months as part of this ongoing initiative. **(MHP'S)**

Program Assignment Committee: serves as a multi-disciplinary committee, and is charged with reviewing youth adjustment, individual programming and program compliance, and youth disciplinary reviews. These reviews help examine the environment and offer recommendations which will enhance the feeling of safety and more effective staff interaction that reduces the possibility for violence. **(This is a multidisciplinary team)**

The PbS Committee: is a multidisciplinary team which reviews internal auditing reports, Staff & Youth Safety Surveys, and Youth Exit Interviews prior to a youth's departure from the facility in efforts to address safety and fear concerns. This effort is to ensure that we look at issues, tasks and physical plant set up that address safety as the number one priority. **(This is a multidisciplinary team)**

Positive Behavioral Interventions and Supports: is a school-wide systems approach committed to making learning environments more efficient and effective. Teaching expectations for good behavior by using teaching methods, rewards, and data to encourage students to behave properly, develop self-discipline, promote social and emotional stability, and display respect for themselves and others. (**The Education Staff)**

Pre-Parole School: serves to meet with youth prior to their presentation before the Prisoner Review Board to review what they have learned during their stay at the facility, how to apply what they have learned in real-life situations, and provide parole expectations and use of community based support groups. **(This is a multidisciplinary team)**

Youth Monthly Staff Reviews: is a multidisciplinary program team which meets monthly with each youth to review the youth's overall progress, discuss concerns, and offer guidance and direction to the youth on ways to improve and to help establish obtainable goals. **(This is a multidisciplinary team)**

Groups:

Anger Management I & II — This group is designed to provide education and interactive experience for youth who presently experience difficulty managing their emotions. Group topics include healthy anger, physical responses to anger, guiding principles of problem-solving, relaxation techniques and coping skills. **(MHP)**

Social Skills — This group is designed to teach basic interpersonal and societal social skills necessary to interact with others in a more positive, effective and socially acceptable manner. Topics include activities of daily

living, self-awareness, communication, assertive skills, and mental health issues. . **(MHP)**

Problem Solving

This group is designed to teach youth the basic skills necessary to appropriately problem solve. This includes a focus on identifying the youth's conflict cycle, improving problem-solving techniques and recognizing problem-solving pitfalls. . **(MHP)**

Cognitive Restructuring

This group is designed to teach youth how to identify and dispute irrational beliefs/thinking errors. The group topics focus on Samenow's Errors in Thinking as the primary foundation. . **(MHP)**

Relaxation Skills

This group is designed to teach basic and advance relaxation techniques. The topics include identification and understanding of stress, breathing techniques, progressive muscle relaxation, visual imagery, and meditation. . **(MHP)**

Relapse Prevention

This group is designed to address key recidivism factors in order to increase a youth's probability of success upon return to the community. The topics include peer influences, substance abuse, family issues, educational/career opportunities and community issues. . **(MHP)**

Life Skills

This group is designed to teach youth practical skills required to successfully return to the community. The topics are completing job applications and attending job interviews; banking and creating a budget; driving license and insurance; finding a job and an apartment; health care needs and mental health care needs. . **(MHP)**

Art Therapy

This group is designed to promote self-understanding and self-expression through the use of various art forms. Through self-exploration, the youth will have an opportunity to address his strengths, areas of need, sense of belonging, and enhancement of problem solving skills. . **(MHP)**

Music Appreciation

This group is designed to improve or develop interpersonal and behavioral functioning through musical education. . **(MHP)**

Grief and Loss — This group is designed to recognize, comprehend and cope with grief and loss of significant others. The topics include understanding of what constitutes a loss, the grieving process, and effective ways to cope with grief and loss. . **(MHP)**

IYC CHICAGO
ANTI-VIOLENCE PROGRAMMING

Programming:

JAIS. All staff have been trained in Juvenile Assessment and Intervention Systems (JAIS) which provides strategies for supervision of youth. **(This is a multidisciplinary team)**

Individual Therapy is provided based on Mental Health needs, and often includes anger management components and coping strategies. . **(MHP)**

Groups:

Social Skills Group covers anger management skills and positive social communication. Explores ways to express oneself without violence or aggression. . **(MHP)**

Art Therapy explores thoughts and feelings and channels anger into art based activities as a coping skill. . **(MHP)**

Stress Reduction Group provides relaxation therapy targeting anger and developing coping skills . **(MHP)**

Changing Thinking Group addresses anger but also focuses on criminal thinking and empathy based thinking. . **(MHP)**

SPARCS provides coping strategies for trauma and abuse and develops strategies to overcome behaviors associated with trauma and abuse.

One Family/One Child is a volunteer organization that provides mentoring and groups to prepare youth for the transition back home. Groups have included anger management strategies and coping skills.

IYC Kewanee
ANTI-VIOLENCE PROGRAMMING

Programming:

Mental Health or treatment staff provide individual and group therapy to all youth in this facility. We are currently providing approximately 231 groups per week in this facility with approximately 25 different group topics. Of these 25 group topics, 12 groups relate to anti-violence. Group topics include but not limited to; Social skills training groups, Anger management, Violence prevention, Surviving parole . **(MHP)**

Multi-Disciplinary Team Meeting: This weekly meeting has very a specific agenda. Specifically, it focuses on reducing youth going on crisis, decrease the frequency and intensity of aggressive behaviors, and finding ways to provide the youth in this facility the best possible care. This team meeting comprises of Mental health professionals (Masters and Doctoral level staff), Juvenile Justice Youth and Family Specialists and Supervisors, Chief of Security, School Principal, School Psychologist, Director of Nurses, Assistant Superintendents, and Superintendent. Recommendations are suggested and made at this meeting to ensure that youth and staff are safe. **(This is a multidisciplinary team)**

Weekly Treatment Team Meeting**:** All treatment staff are scheduled and required to attend this meeting. In this meeting the treatment staff addresses youth related issues (including aggressive youth), in-house training on treating/working with youth, and an array of seminars/presentations surrounding the proper and ethical treatment of youth. **(This is a multidisciplinary team)**

Duty Administrators' meeting: Duty Administrators Officers (i.e., Superintendent, Assistant Superintendent, Chief of Security, Psychologist Administrator, Dietary Manager) meet every Monday morning to discuss events that transpired over the weekend. During this meeting, discussion surrounding

youths' safety, violence prevention, crisis interventions are discussed. Implementation of programs to foster a safe and secure working environment is paramount at this meeting.

Performance Based Standards (PbS) Committee meeting: The PbS committee consistently finds innovative ways and methods to improve safety and programming for the youth in this facility. One of the areas the team has been working on is *Youth who fear for their safety*. Several Facility Improvement plans have been implemented to ensure that the youth in this facility feels safe. Youth on the way out of the facility for parole has the opportunity to complete a questionnaire anonymously and therefore, provide important feedback to the PbS committee to evaluate programs, physical plants, staff-youth interactions, and other concerned areas. The PbS committee also placed strong emphases on de-escalating violent youth. **(This is a multidisciplinary team)**

Education**:** During school, the youth undergo civic classes, life skills classes imbue with their curriculum. In these classes students are taught how to become productive citizens to the community and to this country. Youth attend full day school all year round. **(All Educators)**

Groups:

Cognitive Restructuring/Distorted Attitudes: Youth will identify various categories of cognitive distortions. . Discuss reasons why juvenile sex offenders may engage in denial and cognitive distortion. Describe and practice specific interventions to target denial and distortion. Identify and explain categories of distortion. Identify and explain the cognitive distortion process. **(MHP)**

Interpersonal Functioning/Sex Education/Human Sexuality: To define sexuality as more than genital sexual activity. To learn what human sexuality is and how is effects our behavior. To review how male and female bodies develop and change during puberty. To review how human production occurs. To learn how to care for sexual and reproductive organs. To learn about sexual orientation. Learn to avoid conflict within yourself when you're not living according to your values. Learn when your values and perspectives are threatened. Identify discomfort from fear of the unknown from lack of fulfillment. Learn to raise and address problems. **(MHP)**

Activities of Daily Living/Social Skills: To accurately assess and identify each youth's capabilities and deficits in order to prescribe the correct plan of action. To correct youth's inability to perform everyday routine tasks generally involving functional mobility and personal care. Develop the ability to perform these necessities to enable the youth to perform activities of daily living in an effort to move toward personal independence. To improve the quality of youth's relationships by enhancing and developing the youth's social skills. **(MHP)**

Anger Management/Criminal Thinking/Surviving Parole/Substance Abuse Education/Violence Prevention: To learn to appropriately identify and express the feeling of anger. To develop and practice appropriate coping skills for dealing with anger. Understand the relationship between parole violation variables and parole revocation. Understand how post-prison adjustment affects how well each youth will fare on parole. Identify community supervision, criminal record, personal characteristics, and sentence length. Learn what we know about violence and where violence comes from. Learn and apply ways of handling anger and

resolving conflict with negotiation. Learning to deal with sexual abuse and family violence. Youth will learn about alcohol and drugs – their classifications, symptoms, physical effects and effects on individuals and families. **(MHP)**

Special Treatment Core Therapy: Find out why medications alone don't control your illness. Learn how your reactions to your symptoms can help you or hurt you. Learn how street drugs, medications, and illnesses cause similar symptoms. Keep a diary of your treatment history. Learn to identify important patterns in your life course with your disorder. Develop a personalized early warning system. Make overwhelming tasks more manageable. Find ways to increase contact with and support from others. Identify how your mood can affect your thoughts and reactions to events. Counter thoughts of suicide by exploring reasons to live and reasons to have hope. **(MHP)**

Pre-Release and Re-Entry: To prepare youth for the re-entry into society that has changed for you and to help you in your quest for housing, employment, and stability. Managing behavior and symptoms. Recognizing negative effects such as:

a. Poor living conditions
b. Lack of meaningful employment
c. Violence
d. Aberrant behavior

To reduce disabling effects of serious mental illness. **(MHP)**

Training:

Training Seminars**:** Several presentations and seminars were conducted in this facility over the past several years. Topics such as Gang, Working with Aggressive youth, etc. were some of the topics included in the training seminars.

Assessments:

Mental Health Assessment: All youth are evaluated using empirically supported instruments that address anger and violence such as the Millon Adolescent Clinical Inventory, MMPI-A, MMPI-II, Reynolds Adolescent Adjustment Screening Inventory, Clinical Anger Scale, Buss-Durkee Hostility Inventory, Vineland Offender Risk Appraisal Guide. **(MHP)**