

7th Judicial District Juvenile Corrections Advisory Board Annual Report

This report is being submitted to the Kansas Department of Corrections-Juvenile Services and the Kansas Juvenile Justice Oversight Committee Members in accordance with Section 16(b) of Senate Bill 367.

Information Process for this report: The Advisory Board tasked the Director of Douglas County Youth Services with gathering information for this report. A meeting was held on August 23, 2016 with local agencies who serve youthful offenders in Douglas County. Attending were Michelle Roberts, Chief Court Services Officer; Gina Meier-Hummel, Executive Director The Shelter Inc.; Kris Roy, Assistant Director The Shelter Inc.; Holly Myers, Assistant Director Douglas County Youth Services and Pam Weigand, Director Douglas County Youth Services. Those in attendance discussed the availability of recidivism data in the 7th Judicial District. It was determined that no department or agency is collecting recidivism data at this time. The group collaborated on creating a list of programs and agencies that provide services to juvenile offenders in the 7th Judicial District. Agencies identified were contacted to provide program information specifically with respect to YLS-CMI domain(s) the program targets, and the research citations for the evidence of effectiveness of their program or practices utilized in the program.

| Agency/Program Contacted | Person(s) Contributing Information |
|---|------------------------------------|
| KU Truancy Diversion and Prevention Program | Dr. Jan Sheldon |
| Working to Recognize Alternative Possibilities | Charlie Kuszmaul |
| Van Go Jobs in the Arts Make Sense | Lynne Green and Jennifer Roe |
| Functional Family Therapy | KDOC Program Information |
| DCCCA - Lawrence Outpatient Treatment Program | Lori Alvarado and Sandra Dixon |
| Professional Treatment Services | Heidi Whiteaker Duderstadt |
| Dialectical Behavior Therapy | Janice Storey |
| Sex Offender Assessment and Community Based Treatment | KDOC Program Information |
| Douglas County Youth Services Day School I w/ PBS | Pam Weigand |
| Youth Advocate Programs, Inc. | Gary Ivory and Virginia Hoff |
| Thinking for a Change | Jennifer Cornelius |
| Motivation for Change | Robin Rooks |
| Pre-filing Diversion/Conditions of Release – The Shelter Inc. | Kirsten Prekopy |
| Conditions of Release Supervision - DCYS | Pam Weigand |
| Report Main Contact: Pam Weigand (785)331-1311 | pweigand@douglas-couny.com |

On September 29th a sub group of the Juvenile Corrections Advisory Board met to review the draft of the juvenile Corrections Advisory Board Annual Report. Attending were Robert Suderman, Melanie DeRousse, Vanessa Sanburn, Verdell Taylor, and Pam Weigand. The report was presented at the regularly scheduled JCAB meeting on October 11, 2016.

Part II Data Collection See *Excel Spreadsheet*

Part III Recidivism Data

- Is recidivism currently collected and reported by juvenile justice programs (Court Services, Juvenile Community Corrections, or others) that are providing programming for juvenile offenders?

Yes, proceed to additional questions in this section (three)

No, proceed to section four (4) of this document

Note: It would be helpful to have a clear state wide definition of "recidivism" to help provide direction on future data collection.

PART IV Description of Current Programs See *Excel Workbook*

KU/DCYS Truancy Prevention and Diversion Program

1) Description of the specific target population. All Douglas County children and youth (in the elementary and middle schools) who are referred for being in violation of the compulsory education law.

2) Capacity:

a. **How many youth can be served at a given point in time (i.e. per day or per session)** The number of youth who can be served depends on the number of undergraduate interns we have. This year we have 12 undergraduate interns; each intern can work with four youth at one time. Therefore, this year, at any one time, we can serve 48 youth. As youth "graduate" from our program, we will serve additional youth.

b. **How many were served in the previous fiscal year.** The program served 79 youth last year, two of whom were charged with or adjudicated as a juvenile offender.

3) List of the YLS/CMI Domain(s) is the program targeting.

Education/Employment, Personality and Behavior, Attitudes/Orientation

4) The research citations for the evidence of effectiveness of this program, or the practices utilized in the program, for the target population.

The KU/DCYS Truancy Prevention and Diversion Program is a collaborative effort with Douglas County Youth Services, the Douglas County District Attorney's office, the Douglas County schools, the Kansas Department for Children and Families, and the University of Kansas. The program is based on the components of *monitoring, mentoring, and motivating* truant children and youth in order to reduce unexcused absences in school. Each truant student's attendance is monitored weekly by a KU student intern who meets individually and weekly with each truant youth. KU student interns motivate truant youth using social reinforcement, behavioral contracts, and review hearings with an assistant district attorney (and judicial proceedings, if necessary, with judicially imposed consequences).

This program was experimentally evaluated in 1997 as a Masters' thesis by a University of Kansas Clinical Child Psychology doctoral student, Daniel Wright. Truants who received the program were compared to truants from a different city where the truancy program was not being implemented. Results from this comparison showed that the truancy program produced significant and practical effects in reducing unexcused absences.

Additionally, this program incorporates best practices evidenced in research as being effective at preventing or reducing juvenile crime (please see citations below). These include the following:

- Mentoring
- Behavior Monitoring
- Behavior Reinforcement
- Contingency Management (meaningful incentives and sanctions)
- Social Problem Solving
- Parent, School, and Community Involvement

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) reported that research indicates that truant behavior may be a pathway for later delinquency and criminal activity. (See <http://www.ojjdp.ncjrs.org/grants/grantprograms/dscr08.html>) For example, recent studies have demonstrated the link between truancy and delinquency (e.g., Zang, Wilson, Katsiyannis, Barrett, Ju, & Wu, 2010). Additionally, examining data from from the Cambridge Study in Delinquent Development, researchers found that 65.1% of truants had been convicted of a crime by age 50 compared to 30.3% of non-truants (Rocque, Jennings, Piquero, Oskan, & Farrington,

2016). Researchers argue that “truancy is a stepping stone to delinquent and criminal activity” (Garry, 1996).

Howell et al. (1995), in their OJJDP Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders, describe research studies in elementary and high schools that indicate that monitoring school attendance in combination with contingent reinforcement of attendance can reduce truancy (p.69). Tracking students' attendance at last weekly is a necessary component of successful truancy intervention programs (Haight, Chapman, Hendron, Loftis, & Kearney, 2014).

Relationships with caring adults in the community, such as mentors, are often considered to be a protective factor. Howell et al. (1995) examined the issue of mentoring and described research that indicated that “truancy was reduced when mentoring relationships included reinforcement contingent on appropriate behavior, but not when mentoring relationships did not include contingent reinforcement” (p.92). The OJJDP actively supports mentoring programs, and after reviewing a number of studies, Rogers (2014) concludes that “student youth mentoring programs could be the answer that school districts and local juvenile court officials need to bring about meaningful change with chronically truant students, who often turn to delinquency and criminal acts to address their preexisting issues rather than working on them in a healthy, nurturing, and supportive environment” (p.187).

In an OJJDP Juvenile Justice Bulletin, Truancy Reduction: Keeping Students in School, Baker, Sigmon, and Nugent (September, 2001) examined data from the ACT Now truancy program in Pima County, Arizona and also examined features from OJJDP Truancy Reduction Demonstration Programs and concluded that “[s]tudents and families need both the incentive to attend school (the carrot) and meaningful consequences for chronic nonattendance (the stick)” (p.13); other studies concur with this finding (e.g., Brooks, 2001). This supports what Howell et al. (1995) reported on studies that indicated that motivating youths with consequences is critical for success. Additionally, Baker et al. (2001) suggest that truancy prevention programs that show the most promise have several key components including parental involvement, meaningful sanctions or consequences for truancy, meaningful incentives for school attendance, ongoing school-based truancy reduction programs, and involvement of community resources.

In February, 2007, OJJDP published Tool Kit for Creating Your Own Truancy Reduction Program. Within this publication was an Executive Summary by the National Center for School Engagement (2005) entitled: Truancy Prevention in Action: Best Practices and Model Truancy Programs. As a result of research and assessment work conducted by a variety of agencies, including the Department of Education and OJJDP, a set of critical components of truancy programs were identified that were linked to positive outcomes for children and families. They included the following: collaborative community-based efforts, family involvement, use of a comprehensive approach, use of meaningful incentives and sanctions, development of a supportive context for the program, and evaluation of the program. The authors report that

programs “that include each of these components are stronger and more successful.” All of these components are incorporated in to the KU/DCYS Truancy Prevention and Diversion Program.

We take specific data on school attendance for each child and youth with whom we work. We compare the number of excused and unexcused absences before participation in our program to the number of absences during our program. Additionally, we collect satisfaction survey data from the youth and parents with whom we work as well as school personnel.

- 5) Funding Source(s):** Kansas Department of Corrections—Juvenile Services Grant Funds. KDOC provides the salary for a graduate teaching assistant to help supervised this program and collect and analyze data. The University of Kansas provides support for Professor Sheldon, who supervises this program. Douglas County Youth Services provides support for Juvenile Services officer, who supervises this program. The Douglas County District Attorney's office provides support for the Assistant District Attorney, who conducts truancy review hearings and files Child in Need of Care petitions, if necessary.
- 6) Name of Agency or Organization Operating the Program:** University of Kansas, Department of Applied Behavioral Science, Douglas County Youth Services
- 7) Total annual operational cost.** The KDOC-JS grant covers the cost of the salary of a KU graduate teaching assistant. SFY2017: 15,252.00. Douglas County Youth Services covers the cost of 1 FTE JSO position. FY 2017: @ \$53,768.00 plus fringe benefits.
- 8) Number of Full Time Equivalent positions.**
KU: One graduate teaching assistant who is employed for 50% time.
DCYS: 1 FTE Juvenile Services Officer

Working to Recognize Alternative Possibilities (WRAP)

- 1) Description of the specific target population.**
The target population of the WRAP program is Elementary, Middle School and High School students in USD 497 and the Elementary students in USD 491.
- 2) Capacity:**
 - a. How many youth can be served at a given point in time (i.e. per day or per session)**
There is no specific limit to the number of students that can be seen at any given point in time. There are 13 workers who provide interventions

and the number of students seen per day varies considerably. Many of the interventions are short in duration (5 to 15 minutes) and so dependent on the needs of the school anywhere from 12 to 20 students might be seen in any given day. Most interactions are individual in nature (rather than group).

b. How many were served in the previous fiscal year

Because of a failure of our data base it is not possible to provide the number of students seen in the previous fiscal year. It is possible to give the number of students seen in past years that would give a relative view of the potential for students to be seen in the WRAP program. In the 2006-2007 school year (with approximately 20 WRAP workers) there were 2292 students seen with 11,225 individual and multi-student sessions, in the 04-05 school year 2602 students were seen and in the 03-04 school year 2440 students were seen.

3) List of the YLS/CMI Domain(s) is the program targeting.

Education/Employment, Peer Relations, Substance Abuse, Leisure/Recreation, Personality and Behavior, and Attitudes/Orientation. These are all issues that the WRAP program might address with students within the context of their work. The degrees to which each of these issues is addressed are based on the relevance to the problems the student has and how it is impacting their performance.

4) The research citations for the evidence of effectiveness of this program, or the practices utilized in the program, for the target population.

While the WRAP program itself wouldn't be considered an evidence based practice we do use evidence based practices or interventions (as we have listed on the JJA grants) with the students we interact with. The primary evidence based practices we use are-

- a. Solution Focused Brief Therapy
- b. Cognitive Behavioral Therapy

These two interventions fit best for the type of work that the WRAP workers do with the students in schools.

5) Funding Source(s): KDOC-JS \$21,947; City \$325,000; County \$390,000

6) Name of Agency or Organization Operating the Program: Bert Nash Mental Health Center

7) Total annual operational cost. Total: \$736,947

8) Number of Full Time Equivalent positions. 14

Van-Go Jobs in the Arts Makes Sense

- 1) **Description of the specific target population.** Van Go, Inc. serves at-risk teens and young adults, ages 16-24. Note: Capacity for serving additional juvenile offenders is limited due to the restrictions of a federal grant Van Go receives that covers most youth wages.
- 2) **Capacity:**
 - a. **How many youth can be served at a given point in time (i.e. per day or per session)** Van Go has 109 job opportunities annually.
 - b. **How many were served in the previous fiscal year** Van Go served 90 youth in the previous fiscal year.
- 3) **List of the YLS/CMI Domain(s) is the program targeting.**

Van Go targets the following domains: Family Circumstances, Education/Employment, Peer Relations, Substance Abuse, Leisure/Recreation, Personality and Behavior, Attitudes/Orientation
- 4) **The research citations for the evidence of effectiveness of this program, or the practices utilized in the program, for the target population.** Milkman, Harvey B, and Kenneth W. Wanberg. *Criminal Conduct and Substance Abuse Treatment for Adolescents: Pathways to Self-Discovery and Change: the Provider's Guide*. Thousand Oaks: SAGE, 2012. Print.
- 5) **Funding Source(s):** Self-generated: commission, building rental, gallery sales
Contributions: individuals, corporations, foundations, Fundraising events
Grants: federal, county, city.
- 6) **Name of Agency or Organization Operating the Program:** Van Go, Inc.
- 7) **Total annual operational cost.** \$720,471.00
- 8) **Number of Full Time Equivalent positions.** Van Go has six full time equivalent positions.

Functional Family Therapy (FFT) (Available Fall 2016)

- 1) **Description of the specific target population.** The program is for at-risk youths ages 11 to 18 and has been applied in a variety of multiethnic, multicultural contexts to treat a range of youths and their families. Targeted youths generally are at risk for delinquency, violence, substance use, or other behavioral problems such as Conduct Disorder or Oppositional Defiant Disorder.
- 2) **Capacity:**

- a. **How many youth can be served at a given point in time (i.e. per day or per session)** Unknown
- b. **How many were served in the previous fiscal year** None

3) List of the YLS/CMI Domain(s) is the program targeting.

Family Circumstances, Peer Relations, Substance Abuse, Leisure/Recreation, Personality and Behavior, Attitudes/Orientation

4) The research citations for the evidence of effectiveness of this program, or the practices utilized in the program, for the target population.

Alexander, J.F., Pugh, C., Parsons, B.V., and Sexton, T.L. 2000. Functional family therapy. In *Blueprints for Violence Prevention (Book 3)*, 2d ed., edited by D.S. Elliott. Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.

Gordon, D.A., Arbutnot, J., Gustafson, K.E., and McGreen, P. 1988. Home-based behavioral-systems family therapy with disadvantaged juvenile delinquents. *The American Journal of Family Therapy* 16(3):243–255.

Klein, N.C., Alexander, J.F., and Parsons, B.V. 1977. Impact of family systems intervention on recidivism and sibling delinquency: A model of primary prevention and program evaluation. *Journal of Consulting and Clinical Psychology* 45(3):469–474.

Mendel, R.A. 2000. *Less Hype, More Help: Reducing Juvenile Crime, What Works—and What Doesn't*. Washington, DC: American Youth Policy Forum.

5) Funding Source(s): Kansas Department of Corrections- Juvenile Services contract.

6) Name of Agency or Organization Operating the Program: Eckerd Kids Inc.

7) Total annual operational cost. Unknown

8) Number of Full Time Equivalent positions. N/A

DCCCA - Lawrence Outpatient Treatment Program

1) Description of the specific target population. Adolescents referred for substance use disorder assessment, treatment and their families.

2) Capacity:

a. How many youth can be served at a given point in time (i.e. per day or per session) Capacity for assessments varies based on referrals and staff availability. On average, however, DCCCA could provide 2 substance use disorder assessments daily. Outpatient treatment involves, on average, 3 hours of group therapy weekly and 12 hours of individual therapy over the course of 16 weeks. The ideal size for treatment groups is 5 to 10 individuals.

b. How many were served in the previous fiscal year (in addition to the total number served please specify how many juvenile offenders were served if

- you have that information)** - DCCCA served 1 youth in outpatient treatment in FY2016, but has the capacity to serve significantly more.
- 3) List of the YLS/CMI Domain(s) is the program targeting.** Substance abuse
 - 4) The research citations for the evidence of effectiveness of this program, or the practices utilized in the program, for the target population.** DCCCA's substance use disorder treatment services utilize three evidenced based approaches to supporting individuals in their recovery process: Motivational Interviewing, Cognitive Behavioral Therapy, and Trauma Informed Care. Adolescent treatment services, specifically, use The Matrix Model for Teens and Young Adults. The Matrix Model is a federally recognized EBP by the Center for Substance Abuse Treatment, the National Institute on Drug Abuse, Office of National Drug Control Policy, and the National Registry of Effective Programs and Practices.
 - 5) Funding Source(s):** Adolescent substance use disorder assessment and treatment is funded by private insurance, Medicaid and private pay. Limited funding is available for indigent families whose income is 200% of the federal poverty level, and who can verify their US/Kansas citizenship.
 - 6) Name of Agency or Organization Operating the Program:** DCCCA - Lawrence Outpatient Treatment Program.
 - 7) Total annual operational cost.** Total annual cost would be based on referrals received. Substance use disorder assessments are \$150 each, and a full course of outpatient treatment (60 hours over 16 weeks) is \$2,652.
 - 8) Number of Full Time Equivalent positions.** 1 FTE

Professional Treatment Services

- 1) Description of the specific target population.** Professional Treatment Services (PTS) is a drug and alcohol treatment program that serves children ages 12-17, both male and female, in its adolescent program.
- 2) Capacity:**
 - a. How many youth can be served at a given point in time (i.e. per day or per session)** Professional Treatment Services-Lawrence can serve approximately 22 youth in one day, as can PTS-Topeka.
 - b. How many were served in the previous fiscal year.** We have served approximately 120 youth in the last fiscal year.
- 3) List of the YLS/CMI Domain(s) is the program targeting.** Family Circumstances, Substance Abuse, Leisure/Recreation, Personality/Behavior, Attitudes/Orientation
- 4) The research citations for the evidence of effectiveness of this program, or the practices utilized in the program, for the target population.**
[A novel cognitive-behavioral approach for treatment-resistant drug dependence.](#)

Pollack MH, Penava SA, Bolton E, Worthington JJ 3rd, Allen GL, Farach FJ Jr, Otto MW. Journal of Substance Abuse Treatment. 2002 Dec; 23(4):335-42

[Motivational interviewing to improve treatment engagement and outcome in individuals seeking treatment for substance abuse: a multisite effectiveness study.](#)

Carroll KM, Ball SA, Nich C, Martino S, Frankforter TL, Farentinos C, Kunkel LE, Mikulich-Gilbertson SK, Morgenstern J, Obert JL, Polcin D, Snead N, Woody GE, National Institute on Drug Abuse Clinical Trials Network

Drug Alcohol Depend. 2006 Feb 28; 81(3):301-12

Principles of Drug Addiction Treatment: A Research-based Guide. National Institute on Drug Abuse

KAMINER, YIFRAH M.D., M.B.A.1 2; BURLESON, JOSEPH A. Ph.D.2 3; GOLDBERGER, RONIT M.S. COGNITIVE-BEHAVIORAL COPING SKILLS AND PSYCHOEDUCATION THERAPIES FOR ADOLESCENT SUBSTANCE ABUSE. Journal of Nervous & Mental Disease: [November 2002 - Volume 190 - Issue 11 - pp 737-745](#)

- 5) **Funding Source(s):** Medicaid, AAPS (State) Funding, Most major insurance companies
- 6) **Name of Agency or Organization Operating the Program:** Professional Treatment Services, LLC
- 7) **Total annual operational cost.** \$680,000
- 8) **Number of Full Time Equivalent positions.**
8 Full Time positions in PTS-Lawrence, 5 Full Time positions in PTS-Topeka

Dialectical Behavior Therapy (DBT)

- 1) **Description of the specific target population.** The Adolescent DBT program is a type of cognitive therapy that is multi-family adolescent-focused therapy based on the therapy that most self-destructive behaviors are maladaptive coping devices. Adolescent DBT is a skills-based treatment and helps teenagers replace problem behaviors with more adaptive solutions. DBT for adolescents include multi-family skills training, individual/family sessions, phone coaching, and therapist consultation team.
- 2) **Capacity:**
 - a. **How many youth can be served at a given point in time (i.e. per day or per session)** 8 – 10 .
 - b. **How many were served in the previous fiscal year** Approximately 10 – 15. Not specific to Juvenile Offenders
- 3) **List of the YLS/CMI Domain(s) is the program targeting.**

Prior and Current Offenses: (At orientation and commitment phase identify historic/current problematic behaviors likely to be effectively targeted by DBT including behaviors that put themselves and/or other's at risk or behaviors likely to lead to hospitalization or out of home placement and build commitment to see these are maladaptive coping behaviors, use DBT strategies to gain commitment to work on top priority behaviors first in order to reduce risk to self and other, increase likelihood of having a "life worth living" and maintaining community tenure)

Family Circumstances: (Family and environment are targeted in DBT by teaching skills to adults in placement or immediate family/guardian as appropriate to provide a common language and use of behavioral skills so environment is more skillful, less burned out, is more validating, effective and strengths focused and client has consistent contingency management so maladaptive coping behaviors are not inadvertently reinforced and skills use is not punished.

Education/Employment: (If it is a target priority to maintain or find employment or maintain education or engage in education, it would be targeted weekly and/or skills coaching and problem solving would be focused on during individual and/or family and/or community based interventions. We are currently doing quite a bit of this for our DBT adolescents that have completed stage 1 and are now working on more "quality of life interfering" behavioral issues).

Peer Relations: (This is also targeted as appropriate and would include role plays in using appropriate assertiveness or interpersonal effectiveness skills, either to be more assertive or less assertive depending on the relationship and goals of the interaction. Peer engagement would be assessed, checked against the treatment hierarchy, monitored in group and addressed based on client self-report, parent report, clinician observation, group leader observation and reports from others so that client could gain a more integrated sense of how to behave across contingencies and with a clearer sense of self and self and other-respect.

Substance Abuse (This could be addressed using all current skills in DBT group skills training with the addition in individual and family sessions of the adult materials for substance abuse as appropriate. Currently, clients who continue to need DBT post DBT adolescent 24 week program are being referred to an advanced adolescent group which uses the adult materials for more in-depth skills practice and the addictions skills are part of this protocol. We would likely need to adapt this to be more specific if the substance abuse was more dominant and/or highly related to high risk or offending behaviors other than substance use itself, e.g. Impulsivity associated with alcohol or drug use leading to assault or other legal charges)

Leisure/Recreation (DBT has consistent standard of targeting building a life worth living and including "skills" or activities that replace problematic behaviors with more standard coping which includes a wide variety of appropriate leisure and recreational activities that clients can learn about and practice in group, are monitored in individual/family sessions and further practiced or used in community based interventions.)

Personality and Behavior (DBT theorizes a biosocial transactional process that creates disordered behavioral patterns and attempts to replace and remediate this problematic process through use of skills, compassionate, appropriate/effective contingencies and strong therapeutic relationships to help individuals engage in more pro-social and life affirming pursuits)

Attitudes/Orientation: DBT does have the stipulation that the therapist and client must agree on the goals of treatment and that treatment hierarchy will include targets that are most high risk first and then those that are likely to be helped by DBT methods. This means that an individual who is reporting suicidal behaviors will have to agree to work on those rather than first target his/ her other issues. There would likely need to be agreement for how behaviors that are problematic to others (legal issues/charges) would be addressed as opposed to other issues the client may rather focus on. This usually is a negotiation between provider and client and requires some finesse for issues that aren't clearly life threatening.)

- 4) **The research citations for the evidence of effectiveness of this program, or the practices utilized in the program, for the target population.** DBT is an evidence based practice. The American Psychiatric Association has endorsed DBT as effective in treating borderline personality disorder. However, it does not specifically target Juvenile Offenders.
- 5) **Funding Source(s):** Medicaid
- 6) **Name of Agency or Organization Operating the Program:** Bert Nash Mental Health Center
- 7) **Total annual operational cost.** Bert Nash does not breakdown the cost of the Adolescent DBT program
- 8) **Number of Full Time Equivalent positions.** Varies according to number participating in DBT. Also, there are other community based services that are integrated into the child's care.

Sex Offender Assessment and Community Based Treatment

- 1) **Description of the specific target population.** Sex offenders who need evaluation and treatment services.
- 2) **Capacity:**
 - a. **How many youth can be served at a given point in time (i.e. per day or per session)** Community-Based Treatment (Statewide anticipated 120-140 youth per year)
 - b. **How many were served in the previous fiscal year.** None. The program was not available in SFY 2016.
- 3) **List of the YLS/CMI Domain(s) is the program targeting.** Prior and Current Offenses, Personality and Behavior, Attitudes/Orientation
- 4) **The research citations for the evidence of effectiveness of this program, or the practices utilized in the program, for the target population.**
 Clinical Associates believes that treatment should combine traditional methods of containment with principles of risk, needs, and responsivity. The philosophy that underlies our approach is a combination of risk management and Good Lives. Clinical Associates will utilize evidence-based practices in all aspects of the program and relies on information contained in *The Comprehensive Assessment Protocol: A Systemwide Review of Adult and Juvenile Sex Offender Management Strategies* (CSOM, 2007) for program structure and to ensure program integrity. The *Comprehensive Assessment Protocol (CAP)* provides a framework for facility-based and community-based sex offender evaluations, treatment, and supervision.

Research has indicated that an evidence-based, positive approach to treatment leads to higher offender responsivity and lower recidivism. As treatment has continued to evolve from standardized and stagnant relapse prevention to a more individualized and empowering model, so has the research toward evidence-based practices. Research has indicated that relapse prevention has little empirical support, and has been replaced by treatment programs that have begun to focus on different pathways to offending with a more empathic, and collaborative approach to treatment. Therapists who display empathy, warmth, and directness can have significant positive influence on offenders in treatment.

Sex offender treatment for adolescents must incorporate a focus on reducing criminogenic needs and teaching youth how to achieve their goals in healthy, pro-social ways. To that end, the primary treatment targets include a focus on: emotion regulation, impulse-control, enhancing interpersonal skills and relationships, increasing coping skills and support systems, and understanding and managing deviant sexual arousal.

- 5) **Funding Source(s):** *Kansas Department of Corrections-Juvenile Services Contract July 1, 2016*
- 6) **Name of Agency or Organization Operating the Program:** *Clinical Associates, PA*
- 7) **Total annual operational cost.** Unknown
- 8) **Number of Full Time Equivalent positions.** Unknown

Day School/Positive Behavioral Interventions and Supports

- 1) **Description of the specific target population.** Youth who are ordered to attend day school by the court as a remedy to contempt for violation of a valid court order related to a history of chronic truancy, and alleged and adjudicated offenders who have a history of behavior problems in school and/or history of school failure.
- 2) **Capacity:**
 - a. **How many youth can be served at a given point in time (i.e. per day or per session)** Licensed for 40 students.
 - b. **How many were served in the previous fiscal year:** FY 2015: 44
- 3) **List of the YLS/CMI Domain(s) is the program targeting.** Education/Personality and Behavior/Attitudes
- 4) **The research citations for the evidence of effectiveness of this program, or the practices utilized in the program, for the target population.**

The Positive Behavior Supports Model utilizes behavioral, social learning, and organizational behavioral principles in the school settings.

Positive Behavioral Supports is a universal, prevention program that aims to establish a social culture within schools in which students expect and support appropriate behavior from one another— and thereby create school environments that are socially predictable, consistent, safe, and positive. PBS also includes targeted (Tier II) support for individuals exhibiting problem behavior, and tertiary (Tier III) support for students presenting more complex patterns of behavior.

The School-to-Prison reform Project, sponsored by the Southern Poverty Law Center, is focused on building resilience through enhancing the school protective factors, specifically, by promoting positive behavioral interventions and support in schools. Another initiative is Tools for Promoting Educational Success and Reducing Delinquency, a project sponsored by the National Association of State Directors of Special Education and the National Disability Rights Network. The three-tiered positive behavior support model is an essential framework for these tools. Positive behavior supports also has been successfully implemented in a variety of alternative education and day treatment programs.

Study 1

Bradshaw, Catherine, Mary Mitchell, and Philip Leaf. 2010. "Examining the Effects of Schoolwide Positive Behavioral Interventions and Supports on Student Outcomes." *Journal of Positive Behavior Interventions* 12(3):133-148.

Study 2

Horner, Robert, George Sugai, Keith Smolkowski, Lucille Eber, Jean Nakasato, Anne Todd, and Jody Esperanza. 2009. "A Randomized, Wait-List Controlled Effectiveness Trial Assessing School-Wide Positive Behavior Support in Elementary Schools." *Journal of Positive Behavior Interventions* 11(3):133-144.

References used:

Bradshaw, Catherine, Christine Koth, Leslie Thornton, and Philip Leaf. 2009. "Altering School Climate through School-Wide Positive Behavioral Interventions and Supports: Findings from a Group-Randomized Effectiveness Trial." *Prevention Science* 10:100-115.

Bradshaw, Catherine, Elise Pas, Asha Goldweber, Michael Rosenberg, and Philip Leaf. 2012. "Integrating School-Wide Positive Behavioral Interventions and Supports with Tier 2 Coaching to Student Support Teams: The PBISplus Model." *Advances in School Mental Health Promotion* 5(3):177-193.

Bradshaw, Catherine, Tracy Waasdorp, and Philip Leaf. 2012. "Effects of School-Wide Positive Behavioral Interventions and Supports on Child Behavior Problems." *Pediatrics* 130(5):e1136-e1145.

Office of Special Education Programs. 2014. "PBIS: Positive Behavioral Interventions and Supports." Washington, D.C.: U.S. Department of Education, Office of Special Education Programs.

<https://www.pbis.org/>

Waasdorp, Tracy, Catherine Bradshaw, and Philip Leaf. 2012. "The Impact of Schoolwide Positive Behavioral Interventions and Supports on Bullying and Peer Rejection." *Archives of Pediatrics and Adolescent Medicine* 166(2):149-156.

- 5) Funding Source(s):** County General Fund/ Douglass County Youth Services budget and USD 497 Budget
- 6) Name of Agency or Organization Operating the Program:** Douglas County Youth Services and Unified School District 497
- 7) Total annual operational cost.** USD 497 covers all costs associated with school: bus transportation, teachers, paraprofessionals, food services, auxiliary services (art instruction, counseling services) educational materials and equipment. The day school is funded on a reimbursement basis by the State and the district works within that reimbursement amount, so there is no "budget" per se.
Douglas County Youth Services covers costs for nursing services, day school facilities costs, and juvenile corrections staffing ratio required to meet DCF licensing requirements. (Day school costs are not budgeted separately they are included in the DCYS departmental budget)
- 8) Number of Full Time Equivalent positions.** DCYS/2 FTE JCOs. USD 497 3FTE Teachers, 1 Para Educator and several contact staff

Youth Advocate Programs, Inc. (Available 2017)

- 1) Description of the specific target population.** *The program works with high and complex need youth from within their homes and communities. Providing community-based services as alternatives to placement, detention, incarceration, secure care, residential treatment and other out-of-home placements and working with youth who are returning from institutions.*
- 2) Capacity:**
 - a. How many youth can be served at a given point in time (i.e. per day or per session)** *2 Douglas County Youth/30 Eastern Kansas region per YAP Agreement*
 - b. How many were served in the previous fiscal year** *None*
- 3) List of the YLS/CMI Domain(s) is the program targeting.** *Prior and Current Offenses, Family Circumstances, Education/Employment Peer Relations, Substance Abuse, Leisure/Recreation, Personality and Behavior, Attitudes/Orientation*

4) The research citations for the evidence of effectiveness of this program, or the practices utilized in the program, for the target population.

The program incorporates Brief Challenges an evidenced based program as part of their service model.

The Annie E. Casey Foundation has identified the YAP wraparound advocacy program model as a "promising practice."

In a bulletin published by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), YAP's Tarrant County Advocate Program in Texas was recognized as a Best Practice Model for Alternatives to Secure Detention and Confinement of Juvenile Offenders.

The US based National Council on Crime and Delinquency recognized YAP's Florida programs as an "evaluated and promising program".

The American Youth Policy Forum identified YAP as a "promising program."

The National Gang Center has endorsed YAP's Tarrant County Advocate Program for having an "effective program structure."

The Research & Evaluation Center and John Jay College of Criminal Justice in New York has recognized YAP as a "Gold Medal Program" that is informed by the science of adolescent development and built around the concepts of the Positive Youth Justice Model.

Gladys Carrion, Esq., NYC Commissioner of the Administration for Children's Services and former state Commissioner of the New York State Office of Children & Family Services, has endorsed YAP as an evidence-based program that has saved OCFS as much as \$215 per day in some counties and has "demonstrated that their program can help troubled youth be successful upon their return to the community."

YAP has been accredited by the Council on Accreditation (COA) since 2009. The COA accreditation process involved a detailed review and analysis of our operations and service delivery practices. YAP performance was "measured" against national standards of best practice. These standards emphasize services that are accessible, appropriate, culturally responsive, evidence based, and outcomes-oriented. Achieving COA accreditation supports the premise that YAP services are provided by a skilled and supported workforce and that all individuals are treated with dignity and respect.

5) Funding Source(s): Kansas Department of Corrections-Juvenile Services Funds

6) Name of Agency or Organization Operating the Program: Youth Advocate Programs, Inc.

7) Total annual operational cost. @\$601,515.00 KS Eastern Region

8) Number of Full Time Equivalent positions. Unknown

Thinking for a Change

- 1) **Description of the specific target population.** Justice-involved youth, males and females.
- 2) **Capacity:**
 - a. **How many youth can be served at a given point in time (i.e. per day or per session)** *Groups of eight to twelve*
 - b. **How many were served in the previous fiscal year** *7*
- 3) **List of the YLS/CMI Domain(s) is the program targeting.** *Family Circumstances, Peer Relations, Personality/Behavior, and Attitudes and Orientation (The Big 4 Criminogenic Needs)*
- 4) **The research citations for the evidence of effectiveness of this program, or the practices utilized in the program, for the target population.**

Golden, Lori Suzanne, Robert J. Gatcheland, and Melissa Ann Cahill. "Evaluation the Effectiveness of the National Institute of Corrections' 'Thinking for a Change' Program among Probationers." Journal of Offender Rehabilitation (2006).

Bickle, Gayle. "An Intermediate Outcome Evaluation of the Thinking for a Change Program". Ohio Department of Rehabilitation and Corrections, Bureau of Research and Evaluation, 2013.
- 5) **Funding Source(s):** *KDOC – JS Juvenile Justice Comprehensive Block Grant Funds and Douglas County Youth Services Budget*
- 6) **Name of Agency or Organization Operating the Program:** *Douglas County Youth Services*
- 7) **Total annual operational cost.** *Not Applicable. Costs associated with this program are included in the Juvenile Intensive Supervised Probation budget in the 7th Judicial District's Juvenile Justice Comprehensive Plan Block Grant.*
- 8) **Number of Full Time Equivalent positions.** *Not Applicable as classes are conducted by DCYS Juvenile Services Officers.*

Motivation for Change

- 1) **Description of the specific target population.** Justice-involved youth, males and females.
- 2) **Capacity:**
 - a. **How many youth can be served at a given point in time (i.e. per day or per session).** The program can be done in a group setting or on an individual basis. There are 4 session at 2 hours per session for a total of 8 to 10 hours.
 - b. **How many were served in the previous fiscal year.** *0 zero*
- 3) **List of the YLS/CMI Domain(s) is the program targeting.** The purpose of this program is to learn how to set goals. Goals can be set in all domains.

Substance Abuse is a primary target of this program. DCYS has used it as a general goal setting group to teach kids how to set goals.

4) The research citations for the evidence of effectiveness of this program, or the practices utilized in the program, for the target population.

Bartholomew, N. G., Dansereau, D. F., & Simpson, D. D. (2006). *Getting motivated to change*. Fort Worth: Texas Christian University, Institute of Behavioral Research. Available: the IBR Web site: www.ibr.tcu.edu

5) Funding Source(s): KDOC – JS Juvenile Justice Comprehensive Block Grant Funds and Douglas County Youth Services Budget

6) Name of Agency or Organization Operating the Program: Douglas County Youth Services

7) Total annual operational cost. Not Applicable. Costs associated with this program are included in the Juvenile Intensive Supervised Probation budget in the 7th Judicial District's Juvenile Justice Comprehensive Plan Block Grant.

8) Number of Full Time Equivalent positions. Not Applicable as classes are conducted by DCYS Juvenile Supervision Officers.

Pre-Filing Diversion/Conditions of Release – The Shelter, Inc.

1) Description of the specific target population. Primarily first time, low risk juvenile offenders, between the ages of 10-17, and who have not been charged with a serious or aggravated offense.

2) Capacity:

a. How many youth can be served at a given point in time (i.e. per day or per session) The program is designed to serve 50 youth at a time.

b. How many were served in the previous fiscal year 2015: 167

3) List of the YLS/CMI Domain(s) is the program targeting. Prior and Current Offenses, Family Circumstances, Education/Employment, Peer Relations, Substance Abuse, Leisure/Recreation, Personality and Behavior, Attitudes/Orientation.

4) The research citations for the evidence of effectiveness of this program, or the practices utilized in the program, for the target population.

Timely delivery of services is key and is stressed to juvenile and families. Timeframe for resolution is 1-3 months for COR and 3-6 months for PFD. At initiation of case, Case managers complete an initial assessment/data collection with the juvenile and his/her family. The case manager then implements program components with juvenile which include the following:

Obey all Federal, State and Local laws and ordinances; Reside with parents, and abide by household rules, to include curfew guidelines as established by parents and case manager; Attend all scheduled meetings with case manager; Participate in any recommended services or programs; Participate in Healthy Life Choices programs/classes conducted by agency staff (PFD only); Attend school or alternative educational program with no unexcused absences or tardies; Complete a minimum of 10 hours of community service work (PFD only); Payment of restitution if indicated/necessary (PFD only); Complete and submit Letters of apology to victim, juvenile's parents, and to the juvenile (PFD only); Comply with random drug testing if/as deemed appropriate

- 5) **Funding Source(s):** Douglas County and sliding scale fee.
- 6) **Name of Agency or Organization Operating the Program:** The Shelter, Inc.
- 7) **Total annual operational cost.** \$196,345
- 8) **Number of Full Time Equivalent positions.** 2.25 FTE

Youth Services Conditions of Release Supervision

- 1) **Description of the specific target population.** The program is an immediate intervention program providing supervision to youth who score in the mid range on the Detention Risk Assessment Instrument. The goal of the program is to divert arrested youth from detention and through program participation and accessing community based services avoid formal processing in the juvenile justice system.
- 2) **Capacity:**
 - a. **How many youth can be served at a given point in time (i.e. per day or per session)** There is currently no cap on the number that can be served.
 - b. **How many were served in the previous fiscal year.** 54
- 3) **List of the YLS/CMI Domain(s) is the program targeting.** Prior and Current Offenses, Family Circumstances, Education/Employment, Peer Relations, Substance Abuse, Leisure/Recreation, Personality and Behavior, Attitudes/Orientation.
- 4) **The research citations for the evidence of effectiveness of this program, or the practices utilized in the program, for the target population.**

The goal of Conditions of Release Program is to prevent future delinquency by increasing youth's access to resources in the community, and keeping youth from potentially stigmatizing social contexts (such as the juvenile justice system).

The Conditions of Release program focuses on creating an alternative to juvenile court processing within a strengths-based, advocacy framework. During the intervention, the juvenile services officers work one-on-one with juveniles in order to provide them with services tailored to their specific needs. Juvenile services officers focus on improving juveniles' skills in several areas, including family relationships, school issues, employment, and free-time activities. For example, officers teach youth about resources available in the community so that juveniles can access these resources on their own once the program is over.

The conceptual framework of the Conditions of Release program involves two theoretical perspectives: social learning, and social-interactionist theories. Social learning theory suggests that delinquency is learned through interactions with family, peers, and others (Aker 1990). Social-interactionist theory suggests that it is the labeling of behavior as delinquent that results in further social interactions that intentionally or unintentionally label youth as delinquent (Shur 1973).

- 5) **Funding Source(s):** Douglas County Youth Services Budget
- 6) **Name of Agency or Organization Operating the Program:** Douglas County Youth Services
- 7) **Total annual operational cost.** In kind costs are paid for from Douglas County Youth Services Funds. \$43,202.00 Youth Services Personnel Budget
- 8) **Number of Full Time Equivalent positions.** .5 FTE with a potential increase of 1FTE in 2017.

Part V. Description of Needed Programs (and Practices) to reduce Out of Home Placements and Improve the Rate of Recidivism

Aggression Replacement Training® (ART®)

- 1) **Description of the specific target population.** The program is targeted at youths with a history of serious aggression and antisocial behavior, and can be applied across several different populations. A multidimensional psycho educational intervention designed to promote pro-social behavior in chronically aggressive and violent adolescents using techniques to develop social skills, emotional control, and moral reasoning
- 2) **Capacity:**
 - a. **How many youth need services at a given point in time (i.e. per day or per session)**
 - b. **How many are projected to be served annually** 12-24

- 3) **List of the YLS/CMI Domain(s) is the program targeting.** Prior and Current Offenses, Personality and Behavior, Attitudes/Orientation.

- 4) **The research citations for the evidence of effectiveness of this program, or the practices utilized in the program, for the target population.**
 The program is rated Effective. Among adolescents taking part in the intervention there was a statistically significant reduction in felony recidivism, improved social skills and a reduction in problem behavior among participants.

 The program consists of three interrelated components, all of which come together to promote a comprehensive aggression-reduction curriculum: Structured Learning Training, Anger Control Training, and Moral Reasoning. Each component focuses on a specific prosocial behavioral technique: action, affective/emotional, or thought/values.

- 5) **Projected annual operational cost. Costs should be based upon figures from developers of the evidence based program or other programs currently in operation.** The projected annual cost would be nominal as the ART program would be conducted by Juvenile Intensive Supervised Probation staff. JISP staff is budgeted in the 7th Judicial District's Juvenile Justice Comprehensive Plan Block Grant. The cost for the program would only be for the cost for the ART certification training.

- 6) **Number of Full Time Equivalent positions included in the projected cost.** Not Applicable as classes are conducted by DCYS Juvenile Supervision Officers.

Open Ended Cognitive Behavior Program – Truthought or Decision Points

- 1) **Description of the specific target population.**
 Truthought Corrective Thinking Process is founded upon the understanding that an individual develops behavior patterns, both positive and negative, to explain, support and validate the individual's world view. This basic principle is not new, and is supported by the findings of numerous social and psychological studies.

 Truthought proven program, tools, and techniques are effective for prevention and intervention and have tremendous potential for reaching and influencing behavior changes from the least or "nominally irresponsible" persons to the most "at risk" populations.

- 2) **Capacity:**
 - a. **How many youth need services at a given point in time (i.e. per day or per session)** Sessions would be conducted based on the risk level of

the youth. Unknown Programs work is designed to work with least to highest risk levels

b. How many are projected to be served annually 24-36

9) List of the YLS/CMI Domain(s) is the program targeting. Family Circumstances, Peer Relations, Personality and Behavior, Attitudes/Orientation.

3) The research citations for the evidence of effectiveness of this program, or the practices utilized in the program, for the target population.

["Cognitive-Behavioral Treatment: An Analysis of Gender and Other Responsivity Characteristics and their Effects on Success in Offender Rehabilitation"](#)2002

By Dr. Dana Jones Hubbard

[Report Highlights](#) | [Full Report](#)

Evaluation of Cognitive-Behavioral Programs for Offenders: A Look at Outcome and Responsivity in Five Treatment Programs, January 2004, by Dana Jones Hubbard, Ph.D. Project Director; Edward J. Latessa, Ph.D. Principal Investigator. Center for Criminal Justice Research Division of Criminal Justice University of Cincinnati. 2004 - [Full Report](#)

[High School Results, Wyoming 2007](#)

"Perceived Factors Leading to a Lack of Recidivism Among Juvenile Offenders"

[A Field-Based Research Paper](#) - (PDF File*)

By Jennifer Hudson, July 2001

[Correctional Program Assessment Inventory©](#)

[Conducted on Glory House, Sioux Falls, SD](#) - (PDF File*)

[Evaluation of the Competency Building Program Recidivism Data and Cost Savings for La Crosse, WI Delinquency Services Unit](#)

Evaluation by Jocelyn Petersen

Sociology Department, University of Wisconsin La Crosse

[Correctional Program Assessment Inventory© Reassessment conducted on the Competency Building Program, La Crosse, WI](#) - (PDF File*)

By Shelley Johnson Listwan, Ph.D, April 30, 2002

Department of Criminal Justice, University of Nevada Las Vegas

[Correctional Program Assessment Inventory©](#)

[Conducted on the Competency Building Program, La Crosse, WI](#) - (PDF File*)

By Shelley Johnson Listwan, M.S. and

Dana Jones Hubbard, M.S., January 9, 2001

Division of Criminal Justice, University of Cincinnati

An Assessment of Truthought LLC Master Trainer, Larry Winter and the program he implemented in La Crosse County, WI

[Powder River Alcohol & Drug Program, Located at the Powder River Correctional Facility in Baker City, Oregon](#) By John Carey - (PDF File*)

National Research, A look at four studies

Workbooks for each learner depending on assessment

- **Tackling Tactics**—*Prevention, Diversion, Intervention*—Helps learners eliminate manipulative behavior and tactics that support negative lifestyles. Clear cut exercises aid personal application while learners keep a daily record of their tactics and attitude on a variety of Likert scales.
- **Just Thinking**—*Diversion, Intervention*—Cultivates mental discipline through examination of thinking that leads to errors in behavior while building character and skills for sound decision-making. Learners track their thinking daily in a system that corresponds to the Way of Life Poster.
- **Stay on Track**—*Diversion, Intervention, Re-entry, Aftercare*—Exercises focused on maintaining responsible thinking and assisting relapse prevention, aids in difficult decision-making, anger issues, and planning for the future. Learners track thinking and attitudes daily on Lickert scales and a system that corresponds to the Way of Life Poster.
- **The Road Ahead**—*Re-entry, Aftercare*—Learners prepare to expect the unexpected and respond responsibly while creating a better future through these exercises. Aids in the discovery of strengths and weaknesses while learners track thinking and attitudes daily on Lickert scales and a system that corresponds to the Way of Life Poster.

4) Projected annual operational cost. Costs should be based upon figures from developers of the evidence based program or other programs currently in operation. The projected annual cost would be nominal as the Truthought program would be conducted by Juvenile Intensive Supervised Probation staff. JISP staff is budgeted in the 7th Judicial District's Juvenile Justice Comprehensive Plan Block Grant. The cost for the program would only be for the cost for the Truthought training and materials.

5) Number of Full Time Equivalent positions included in the projected cost. Not Applicable as classes are conducted by DCYS Juvenile Supervision Officers.