

DIVISION OF JUVENILE CORRECTIONS

# *Overview of Services*



May 2013

The Division of Juvenile Corrections promotes a juvenile justice system that balances protection of the community, youth accountability and competency building for responsible and productive community living.

State of Wisconsin

**Department of Corrections**





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## **Division of Juvenile Corrections**

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### **Welcome to the Division of Juvenile Corrections**

The mission of the Division of Juvenile Corrections is to promote a juvenile justice system that balances protection of the community, youth accountability and competency building for responsible and productive community living.

DJC will reduce delinquent behavior and restore a sense of safety to victims and the community. To achieve this vision, we will build on our Mission Statement in the following ways:

- Share ownership for justice through partnerships with the juvenile justice system and the community.
- Learn from the community and promote opportunities for the community to learn from us.
- Hold youth accountable by requiring them to contribute to the recovery of victims and the community.
- Work with the community to assist youth in becoming productive members in the community.
- Create a sense of community and mutual responsibility in the workplace.

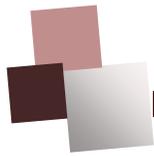


## Division of Juvenile Corrections

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In this booklet, you will find information about our juvenile corrections operations, including institution and community programs. Some of those programs include education, health services, treatment programs, psychological services, and community reentry programs and services. The Department of Corrections (DOC) Division of Juvenile Corrections (DJC) is committed to utilizing evidence-based practices as well as identifying criminogenic risk and needs of individual youth in order to individualize treatment strategies and interventions. The initiatives described on the next few pages highlight some of the key evidence-based practices that DJC employs to help us achieve our mission.





## Focus on Evidence-Based Practice

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### **COMPAS**

COMPAS (Correctional Offender Management and Profiling for Alternative Sanctions) is a computerized tool designed to assess youth needs and risk of recidivism and inform decisions regarding the placement, supervision, and case management of delinquent youth.

Developed and focused on predictors known to affect recidivism, this tool includes dynamic risk factors in its prediction of recidivism and provides information on a variety of well-validated risk and need factors designed to aid in correctional treatment to decrease the likelihood that youth will re-offend.

COMPAS is designed to take advantage of recent research on the predictors and needs factors most strongly linked to juvenile delinquent behavior. It incorporates a theory-based approach to assessment designed to incorporate key scales from several of the most important theoretical explanations of crime and delinquency. Extensive measurements assess the key areas of family, school, and peer contexts, in addition to individual personality and cognitive characteristics of youth. It also incorporates the "strengths perspective" to identify critical factors that may protect high-risk youth from serious delinquency.



## Focus on Evidence-Based Practice

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### Motivational Interviewing

Motivational Interviewing (MI) is a way of talking to youth about behavior change to elicit and strengthen their motivation for change. It uses positive talk *with* youth, not *at* youth.

MI is an evidence-based practice. Research shows that it is more effective in changing behaviors than a logic-based approach, persuasion, or confrontation. Staff strive to identify the youth's values and whether current behaviors conflict with those values. The conflict or gap between what someone wants and how someone is acting is called discrepancy. Most of us can identify with both the feelings of "I should change" and "I really don't want to change." Having these conflicting feelings, or feeling two different ways about a problem, is called ambivalence. Someone practicing Motivational Interviewing sees ambivalence as a good thing in that it makes change possible. Ambivalence is considered the precursor to positive behavior change.

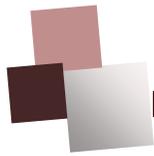
Using strategic MI techniques, staff focus on getting the youth to speak more, think more, and then examine their discrepancies between current behaviors/situations and their values and goals. Staff supervise for compliance while at the same time working respectfully and collaboratively with youth to strengthen their motivation and commitment to change. Motivational Interviewing is based upon four general principles:

**Express empathy.** Empathy involves seeing the world through the youth's eyes. An understanding of the youth's experiences helps us to facilitate change.

**Develop discrepancy.** This principle helps staff guide the youth to appreciate the value of change, what they want their lives to be versus what their lives are now.

**Roll with resistance.** We do not fight the resistance to change, we roll with it. We encourage the youth to determine their own solutions to their problems.

**Support self-efficacy.** There is no "right" way to change. If one idea doesn't work, try another. Youth are limited only by their own creativity.



## Focus on Evidence-Based Practice

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### **Trauma Informed Care**

Many of the youth under the supervision of the juvenile correctional system have experienced neglect, abandonment, physical abuse, sexual abuse, and varying degrees of family involvement in their lives. As a result, they enter the juvenile correctional system with mental health issues and unresolved trauma which can cause emotional, social, and other developmental difficulties that inhibit their ability to be successful in life. To address these issues, DJC staff are being trained on principles of Trauma Informed Care and how to implement them in their interactions with youth.

In partnership with the Wisconsin Department of Health Services, DJC launched a major initiative in May 2012 to improve treatment for youth who have experienced traumatic life events. DJC also partners with Wisconsin Family Ties, a non-profit agency that supports and works with youth who have emotional, behavioral, and mental disorders and their families. The goals of the youth trauma initiative are to increase awareness of the serious effects of childhood trauma and improve how the Wisconsin juvenile correctional system interacts with affected youth and provides treatment. A federal grant is helping DJC to work toward these goals by implementing Trauma Informed Care practices, trauma-specific interventions, and peer-to-peer family support.



## Office of Juvenile Offender Review

### **Description:**

The Office of Juvenile Offender Review (OJOR) exercises DJC's legal authority to release youth from confinement in a Wisconsin juvenile correctional institution (JCI). The OJOR staff, known as Juvenile Review and Release Specialists, are stationed at Copper Lake School, Lincoln Hills School, and the Mendota Juvenile Treatment Center. They convene meetings of a Joint Planning and Review Committee (JPRC) for each youth. Each JPRC consists of the OJOR reviewer, the institution social worker, the state or county field agent, the youth, and the youth's parent(s) or guardian.

### **Statutory Responsibilities:**

- Convene an initial JPRC meeting for each youth committed by Wisconsin courts to a JCI under a juvenile disposition, which occurs within 21 days of admission;
- Based on the JPRC recommendation, information from assessments, and the court order, determine each youth's individual case plan, including goals, treatment/placement plans, and tentative release plan;
- Review victim impact statements and consider victim issues in setting youth goals and case plans;
- Continue to convene the JPRC for formal meetings every 90 days;
- Place youth in the Transition Phase approximately 90 days before the youth's planned release from the correctional institution; and
- Make youth eligible for release when the youth has met the requirements of her/his case plan and individual goals.

### **Additional Responsibilities:**

- Oversee Wisconsin's participation in the Interstate Compact for Juveniles;
- Coordinate juvenile review and referrals under the state Sexually Violent Person law, Ch. 980;
- Oversee victim services in DJC and assure victim notification when requested; and
- Edit and publish the DJC Case Management Manual.



## Juvenile Correctional Institutions

Copper Lake School (CLS) for girls and Lincoln Hills School (LHS) for boys are the juvenile correctional institutions in the State of Wisconsin operated by DJC. The schools are co-located but physically separated on over 800 acres in Irma, Wisconsin. CLS and LHS are charged with the responsibility of providing public safety, holding youth responsible for their behaviors, and offering them opportunities to build competencies. LHS was constructed in 1970 and CLS in 2011 when Southern Oaks Girls School and Ethan Allen School were closed. DJC has a history of providing quality treatment and education services to all youth placed at its juvenile correctional institutions, and as the needs of the youth have changed over the years, so too have the programs offered. The institutions currently offer a comprehensive array of services, providing each youth with the opportunity to learn and to become a productive member of society.





## Reception

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**Contact Information:**

Matt Theiler, Corrections Unit Supervisor, 715-536-8386, ext. 1223

Lori McAllister, Corrections Unit Supervisor, 715-536-8386, ext. 1271

**Average Length of Program:**

Approximately 21 days

**Requirements for Program Participation:**

Court ordered commitment by county judge

**Criminogenic Needs Addressed:**

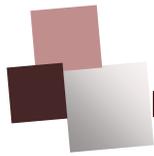
Anti-social cognition, family, school, leisure/recreation

**Program Location:** Copper Lake School and Lincoln Hills School

**Program Content:** The Reception Program serves as the initial assessment and evaluation center for most new commitments. During this phase of a youth's stay, the primary focus is on developing a working knowledge of the youth's case for the initial meeting of the Joint Planning and Review Committee where the youth's future program needs are determined. An Individual Case Plan is then established which incorporates results from numerous assessments, health and educational screenings, and community reports. This document outlines the goals and objectives that the youth is required to satisfy during his/her correctional stay and subsequent supervision in the community. Preliminary arrangements are made for payment of court-ordered restitution and procurement of a copy of the youth's birth certificate, social security number, and state ID card. All youth are oriented to the rules, policies, and procedures of the institution.

Youth who have been committed to the DOC for direct placement in the Youth Corrective Sanctions Program, Personal Responsibility Integrity - In Daily Environment (PRIDE) Program, and Abbreviated Reception Substance Abuse Disorder Program are also temporarily housed in the reception living unit pending final approval for transfer.

In reception, youth participate in educational programming each work day, including a LifeWork education assessment. Educational information assembled during reception is used to begin a youth's portfolio and the development of a LifeWork Education Plan.



## Aggression Replacement Training

### **Contact Information:**

Mary Zenk, Corrections Unit Supervisor, 715-536-8386 ext. 1258–LHS  
Nora Robbins, Social Worker, 715-536-8386 ext. 1172–CLS

### **Average Length of Program:**

10 - 12 weeks

### **Requirements for Program Participation:**

Youth determined to have aggression through the screening and assessment process.

### **Criminogenic Needs Addressed:**

Anti-social cognition, anti-social companions, anti-social personality or temperament, family, substance abuse, leisure/recreation.

### **Curriculum:**

The ART curriculum was developed from *Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth Third Edition*, by Barry Glick and John C. Gibbs, and *Skillstreaming the Adolescent: A Guide for Teaching Prosocial Skills Third Edition* by Ellen McGinnis with Robert P. Sprafkin, N. Jane Gershaw, and Paul Klein.

### **Program Location:**

Copper Lake School and Lincoln Hills School

**Program Content:** This evidence based group is a three-component program that addresses emotional, cognitive, and behavioral issues, through group discussions, exercises, and role plays. The first component, Skillstreaming, is a set of 50 social skills learned through role plays that are designed to enhance pro-social skill levels. The second component, ACT (Anger Control Training), is designed to teach self-control techniques and serves as the anger management portion of the program. The last component, Moral Reasoning, exposes youth to a series of moral dilemmas and, through group discussion, advances a youth's moral reasoning capability. At CLS, Skillstreaming and Moral Reasoning are run as open ongoing groups, while ACT is a closed group that meets once weekly. At LHS, program delivery consists of teaching one lesson in each of these three components simultaneously each week in a closed group format.



## **Aggression Replacement Training**

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ART includes the following concepts and topics:

*Social Skills Training*

Modeling, role-playing, performance feedback, and transfer training

*Anger Control Training*

Hassle logs, identifying triggers, identifying cues, using anger reducers, using reminders, thinking ahead, using self-evaluation

*Moral Reasoning*

Develop sense of fairness, justice, and concern with the needs and rights of others



## Chapel Services

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**Contact Information:**

Matt Theiler, Corrections Unit Supervisor, 715-536-8386, ext. 1223

**Average Length of Program:**

Ongoing

**Requirements for Program Participation:**

None - Open to all

**Criminogenic Needs Addressed:**

Anti-social cognition, anti-social companions, anti-social personality, or temperament, family, substance abuse

**Curriculum:**

n/a

**Program Location:**

Copper Lake School and Lincoln Hills School

**Program Content:** LHS and CLS provide a range of religious services and counseling to youth committed via chaplain services and volunteer providers. In the event that our chaplain or volunteer staff cannot meet a youth's unique needs, other community resources are sought.

Youth are encouraged to participate in weekly non-denominational services that are provided by a chaplain and a variety of faith groups. The goal of the program is to provide youth with a meaningful resource for self-improvement and spiritual growth in their designated religion. Youth in each living unit are also provided the opportunity to participate in Bible study provided by local volunteers.

Youth may also participate in transition services provided by community resources, which will assist them in locating a place of worship in the area they will be placed after release.



## Cultural Program Services

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**Contact Information:**

Matt Theiler, Corrections Unit Supervisor, 715-536-8386, ext. 1223

**Average Length of Program:**

Ongoing

**Requirements for Program Participation:**

None - Open to all

**Criminogenic Needs Addressed:**

Anti-social companions, family, education, leisure/recreation

**Curriculum:**

n/a

**Program Location:**

Copper Lake School and Lincoln Hills School

**Program Content:** Cultural Program Services are provided for a culturally diverse population. These programs are designed to help youth better understand their heritage and how it impacts their interaction with others. Programs are also designed to expose youth to other cultures, traditions, and customs. Youth of all ages are encouraged to participate, and all programs are open-ended. Services are available through the efforts of volunteers, contracted individuals, and linkages with various community-based organizations.

LHS and CLS also contract with the Great Lakes Inter-Tribal Council to provide services involving youth in Native American cultural events, history, culture, spiritual life classes, teaching Native American skills and crafts, as well as providing facility staff training on Native American issues.



## Dialectical Behavior Therapy

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**Contact Information:**

Lori McAllister, Corrections Unit Supervisor, 715-536-8386, ext. 1271

**Average Length of Program:**

16 weeks

**Requirements for Program Participation:**

Psychological Services staff and social workers determine appropriateness for group participation. This program is most effective for girls with suicidal or para-suicidal behaviors within the past 6 months, borderline personality traits, conduct disorder, substance abuse disorders, and eating disorders. The youth must be willing to participate, be able to control anger and hostility in a group setting, have any psychosis under control, have an IQ of 70 or above, and have Attention Deficit Disorder and bipolar symptoms medicated.

**Criminogenic Needs Addressed:**

Anti-social cognition, anti-social personality or temperament

**Curriculum:**

*Dialectical Behavior Therapy Manual* by Marsha Linehan

**Program Location:**

Copper Lake School

**Program Content:** Dialectical Behavior Therapy (DBT) is an evidence-based cognitive-behavioral skills group infused with mindfulness practices. This program has four sections: core mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness. Core mindfulness focuses on skills that help youth observe, describe, and fully participate in their lives. Distress tolerance teaches skills that allow youth to get through situations without making them worse. Emotion regulation helps youth understand the function and purpose of emotions while providing tools to aid in managing emotional reactions. The final module, interpersonal effectiveness, teaches youth how to balance their needs/wants with their relationships while maintaining self-respect. DBT is an ongoing closed group, but new participants may join at the beginning of each module. The length of each module varies and may depend on group size and participation levels.



## Education

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**Contact Information:**

Wendy Peterson, Education Director, 715-536-8386

**Average Length of Program:**

Ongoing

**Requirements for Program Participation:**

None - Open to all

**Criminogenic Needs Addressed:**

School

**Curriculum:**

See individual program descriptions

**Program Location:**

Copper Lake School and Lincoln Hills School

**Program Content:** The Division of Juvenile Correction's CLS/LHS strive to provide educational services that meet the varied needs of students, including middle school, senior high, special education and graduates. Youth are able to earn a traditional high school diploma or a High School Equivalency Diploma (HSED). The opportunity to offer education in a year round format enables students to earn credits more efficiently and allows them to continue their education without any interruptions in continuity.

Educational opportunities offered focus around meeting the specific needs of each youth. As soon as youth arrive in the reception living unit, they begin their educational programming. All students are assessed using the STAR Renaissance Reading and Math program to collect accurate data, which aids in their educational planning. Students also complete Daniel Memorial Independent Daily Living assessment to begin their transition planning the day they enter the institution.

LHS and CLS educational staff provide a high level of service for youth who qualify for special education services and have an Individual Education Plan (IEP). LHS and CLS are well-equipped to help these youth with a full-time School Psychologist and many dually certified special education staff.



## Education

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### **Educational Programs:**

#### High School Diploma

Students can earn a high school diploma through the acquisition of 22 credits in designated core academic areas including English, math, science, social studies, and elective courses. LHS and CLS have built their curriculum around the Wisconsin State Standards and have been working on adopting the Common Core Standards.

#### High School Equivalency Diploma (HSED)

Students who are 17 years old, credit-deficient, and have a 7.5 reading grade level are eligible to participate in this program. Students take a battery of five GED tests and must also complete the additional components in the areas of civic literacy, employability skills, health, and career awareness. On average, DJC students pass 90% of their HSED exams and receive 108 diplomas a year.

#### LifeWork Education

This program provides all youth with tools and skills needed to begin successful re-entry into the community. Each student works towards developing a career portfolio that contains documents that will aid in his/her future planning. Documents contained in the portfolios include a resume, cover letter, job applications, interview tips, and college and career planning.

#### Title I Reading Intervention Program

In collaboration with the Foster Grandparent Senior Corps program and under the guidance of a certified reading specialist, the Title I Reading Intervention program pairs older adults over the age of 55 with youth who are struggling with their reading, comprehension, and vocabulary acquisition skills. The relationships provide a positive mentor, role model, and friend for youth who will benefit from the extra individual help and encouragement. With the special skills the grandparents have acquired through their own life experiences, they are able to motivate students in unique ways. On average, students increase their reading skills by 1.14 grade levels during their time in the program.



## Education

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### College and Career Planning

Through the school counseling office, students have the opportunity to explore the many different post-secondary opportunities available, as well as career guidance and entrance testing. Currently the ACT and Accuplacer entrance tests are administered for both girls and boys.

### Career and Technical Education

DJC students have many opportunities to actively engage in career and technical education. Opportunities are offered in the areas of Business, Computer Science, Family and Consumer Education, and Technical Education. Students have the opportunity to earn high school credit along with some courses which offer college credit.

### Transcribed Credit

A program through Northcentral Technical College provides youth with the opportunity to earn both high school and college credit upon successful completion. Courses are offered in a variety of areas and interests.





## Education

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### **Extracurricular Offerings:**

#### Recreation

Under the guidance and leadership of a full-time recreation leader, students can participate in a wide variety of recreational and extracurricular activities outside of their regular school day. These experiences can bring about life-long changes in skills and attitudes.

#### Poetry Project

UW Stevens Point students visit CLS and LHS on consecutive weekends to work with youth who have an interest in writing and publishing poetry. The end result of the program is a book with youths' poems and illustrations.

#### WIAA Basketball

LHS provides the opportunity for youth to participate on a WIAA-sanctioned basketball team, playing teams from around the area.

#### Music and Art

In collaboration with staff, youth are able to attend programs in which they can explore the many artistic talents they have to offer through the use of musical instruments, singing, composing, and other artistic mediums.





## Family Services

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DJC recognizes the importance of engaging families, guardians, and significant adults play an important role in raising and caring for youth who have been committed to our supervision. Oftentimes youth resume living with these caregivers after placement at LHS or CLS, so it is important that we work with these individuals to the greatest extent possible to give youth the best chance of success.

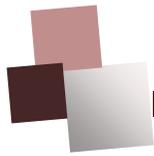
Engaging families, guardians and significant adults in occurs at various times during the youth's placement with DJC and in many different ways, depending on the individual youth and his or her life circumstances. The following opportunities and services are offered to maintain and improve upon the relationships between youth and those who have been and will continue to be involved in their lives.

### **Upon Admission (Reception):**

- Staff and youth place a call home within 24 hours of arrival at CLS/LHS to let family know youth has arrived safely.
- A parent packet is sent out within five business days. The packet provides information on visitation, correspondence, bus availability, and other information.
- The assigned social worker makes contact to introduce himself/herself, gather information, and respond to any questions/concerns.
- A correspondence and visitor list is assembled that includes family members and other significant people in the youth's life.
- A state agent meets with the family and conducts a Family Home Assessment (if county contracts with DJC) to determine if home may be a resource upon discharge from CLS/LHS.
- The family is invited to attend the initial Joint Planning and Review Conference conducted by the Office of Juvenile Offender Review in person or via phone or video conference. DJC encourages family input into a youth's case plan and family commitment to provide support and be involved.

### **Ongoing Throughout Youth's Program Assignment:**

- Institutions have extended visiting hours to encourage visitation. In-person and video conference visits are accommodated.



## Family Services

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- Free bus service is provided weekly from Milwaukee via Madison or the Fox Valley.
- Postage is provided at no charge to allow youth to correspond on a daily basis.
- Youth are able to call home a minimum of twice per month at no charge to them or their family.
- Family therapy/counseling is available depending on the commitment of the youth and family.
- Consultation with health services, treatment/program, and education staff is available as needed.
- Assigned social worker and state agent have ongoing contact with the family.
- Families may attend and give input at regularly scheduled Joint Planning and Review Conferences.
- Upon completion of Cognitive Intervention Program, families are invited to a “Families Count” session to hear from the youth and staff what the youth has learned and how the family can help them in the future.
- The Substance Use Disorder treatment curriculum has a Wisconsin Family Ties component.
- Parent-teacher conferences can be held at any time during a youth’s stay.

### **Transition and Community Supervision:**

- The agent seeks family input and assesses potential living arrangements for the youth upon release from CLS/LHS.
- A transition meeting is held with the youth, family and others to identify each person’s role in helping the youth successfully return to the community.
- Resources are identified and established for youth/family to access upon discharge from CLS/LHS.
- Off-grounds and furlough opportunities may be available dependent on the individual case.
- The agent provides family with support during youth’s placement and remains as a resource for concerns or questions regarding community supervision.



## Foster Grandparent Program

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**Contact Information:**

Donna Nash, Volunteer Coordinator, 715-536-8386, ext. 1181  
Kimberly Ungerer, Foster Grandparents Supervisor, 715-536-8386, ext. 1290

**Average Length of Program:**

Ongoing

**Requirements for Program Participation:**

None - Open to all

**Criminogenic Needs Addressed:**

Anti-social companions, school, leisure/recreation

**Curriculum:**

n/a

**Program Location:**

Copper Lake School and Lincoln Hills School

**Program Content:** Mentoring can make a big difference in the life of a troubled youth. The CLS/LHS Foster Grandparent Program received the 2012 Governor's Senior Corps Participant award on March 15 for doing just that. Donna Nash, Volunteer Coordinator, and Kim Ungerer, Foster Grandparents Supervisor, accepted the award along with foster grandparent volunteer, Gerry Bjelland. Gerry is one of 20 foster grandparents who work with juveniles at DJC's institutions. The volunteers tutor a reading program and help youth who fall behind in regular classes. The foster grandparents also spend time in each living unit playing games, baking, and developing relationships with the students.

The youth and foster grandparents form strong bonds that benefit the youth academically and socially. The Senior Corps Participant Award recognizes the dedication and care given by these grandparents and the positive impact they have on the development of the youth.



## Health Services

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**Contact Information:**

Patti McEwen-Kiel, Nursing Supervisor, 715-536-8386, ext. 1225

**Average Length of Program:**

Ongoing

**Requirements for Program Participation:**

None - Open to all

**Criminogenic Needs Addressed:**

n/a

**Curriculum:**

n/a

**Program Location:**

Copper Lake School and Lincoln Hills School

**Program Content:** The role of Health Services is to restore and maintain the health of juvenile patients, in a spirit of compassion, concern, and professionalism. Youth are encouraged to take responsibility for adopting healthy life styles and disease prevention.

The Health Services Unit (HSU) unites the professional disciplines of nursing, medicine, psychiatry and dentistry to provide healthcare services comparable to those obtainable in the community.

In addition to attending to immediate needs, healthcare professionals strive to educate youth on the impact their lifestyle choices have on themselves and others while in our facility and upon their return to the community. This includes making healthy lifestyle choices, proper use of the healthcare system, consequences of their choices on themselves and others (STD, TB, HIV, smoking, wellness education, etc.) and their responsibility in meeting their healthcare needs.

HSU staff interface with the DOC Bureau of Health Services, local and state public health agencies and other healthcare providers throughout the state to share information, ensure continuity of care, and provide prevention and screening programs (immunizations, TB screening, and STD testing).



## Health Services

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HSU works with other departments to provide a safe living and working environment and prevent the spread of disease by participating in Committee Assigned to Safety and Health (C.A.S.H.) and the Infection Control Committee.

### Nursing Services

Nursing responsibilities include initial admission screening and exam, physical assessments, emergency care, assessments of acute injuries and health complaints, laboratory services, management of prescription medication, screening for sexually transmitted diseases, immunization clinics, monitoring chronic conditions, health education, and the maintenance of medical records.

### Medical/Psychiatric Services

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

Local healthcare facilities are utilized for emergency services. Consultation with local or University of Wisconsin specialists is available when needed.





## Healthy Relationships

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**Contact Information:**

Lori McAllister, Corrections Unit Supervisor, 715-536-8386, ext. 1271

**Average Length of Program:**

22 weeks

**Requirements for Program Participation:**

Open to all girls

**Criminogenic Needs Addressed:**

Anti-social cognitions, anti-social companions, family

**Curriculum:**

Healthy Relationships program

**Program Location:**

Copper Lake School

**Program Content:** Healthy Relationships is a therapy group that addresses relationships with self, friends, family, professionals, and others. The group is facilitated through worksheets, group discussion, art projects, and videos.

Group topics include:

- An introduction and identification of relationships, definitions, and beliefs
- Relationship with self
- Boundaries
- Romantic relationships/domestic violence
- Peer relationships
- Family relationships
- Authority relationships
- Spirituality
- Communication
- Making changes



## Juvenile Cognitive Intervention Program

### **Contact Information:**

Mary Zenk, Corrections Unit Supervisor, 715-536-8386, ext.1258

### **Average Length of Program:**

14-16 weeks

### **Requirements for Program Participation:**

Youth are identified as needing cognitive restructuring

### **Criminogenic Needs Addressed:**

Anti-social cognition, anti-social companions, anti-social personality or temperament, family, substance abuse, leisure/recreation

### **Curriculum:**

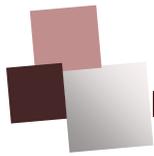
Juvenile Cognitive Intervention Program (JCIP) Phase 1 and 2 curriculum was developed by Steve Parese, PhD., and the WI DOC. JCIP 1 is called *Choices* and focuses on cognitive restructuring with adolescents.

This phase consists of the following concepts:

1. The Thinking Cycle (Beliefs, Thoughts, Feelings, Behavior and Consequences)
2. Stop and Think
3. Thinking Reports
4. Choice Funnels
5. Thinking Patterns and Supporting Beliefs
6. Cycle of Offending

*Changes* is the curriculum used for JCIP Phase 2. This phase continues to address cognitive changes while introducing skills training. This phase consists of the following concepts:

1. Five stages of Change (Resistance, Thinking, Planning, Action, Maintenance)
2. Goal Setting
3. Personal Warning Signs and Stop and Think
4. 5 Steps of Problem Solving
  - A. Stop and Think
  - B. Identify the Problem and Goal
  - C. Gather Information
  - D. Consider Choices and Consequences
  - E. Plan and Evaluate



## Juvenile Cognitive Intervention Program

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**Program Location:**

Copper Lake School and Lincoln Hills School

**Program Content:** Through the group process, JCIP motivates participants to assume responsibility for changing their anti-social thinking and behaviors. The primary focus is to assist youth in building skills that will increase impulse control while reducing the number and severity of rule and law violations. During Phase 1, participants are asked to identify their particular cycle of thinking and to explore how their thinking supports criminal behavior. Phase 2 teaches a five-step problem solving process that will assist in fostering pro-social behaviors. The youth are then expected to apply these concepts in their structured daily living.

By working closely with the treatment team on their Individual Case Plans, participants in this program are given the opportunity to establish patterns of success and achievement. They have the opportunity to understand the impact their crime had on their victims accept responsibility for their actions, and demonstrate emotional and behavioral stability.

For youth who have completed both JCIP phases, a Families Court session is held where family members are invited to CLS/LHS to learn JCIP concepts their youth have been learning and applying. There is also a discussion with parents on past regrets, current challenges, and a commitment to future changes. Upon returning to the community on supervision, a third phase of JCIP called *Challenges* may be delivered by the agent to continue to encourage and support the application of JCIP concepts to everyday situations.



**Contact Information:**

Renee Krueger, Corrections Unit Supervisor, 715-536-8386, ext. 1216  
Pre-screening: Jason Benzel 715-836-8386, ext. 1222

**Average Length of Program:**

90 days or 120 days based on a COMPAS assessment of risk.

**Requirements for Program Participation:**

The Office of Juvenile Offender Review must refer youth for acceptance into this voluntary program. Typically, it is utilized for youth with less serious delinquency histories immediately after completing their reception programming or as an exit program for youth who have completed other LHS programs. Additionally, counties may directly commit youth to the program who are pre-screened and accepted into this program without necessitating a full reception orientation. These youth will begin participating on the first Friday of the week they arrive at LHS.

**Criminogenic Needs Addressed:**

Anti-social cognition, anti-social companions, anti-social personality or temperament, leisure/recreation

**Curriculum:**

JCIP and 40 Developmental Assets

**Program Location:**

Lincoln Hills School

**Program Content:** Personal Responsibility Integrity In Daily Environment (P.R.I.D.E.) is a short-term program with an emphasis on education, leadership, team building, community service, personal responsibility, and future training with the goal of transitioning youth back into their communities. All youth are involved in daily physical training regimens, a full educational program, and indoor and outdoor experiential activities. Treatment and educational groups focus on the 40 developmental assets. Youth learn about external and internal assets and identifying and building on strengths within their own assets. Youth in the 120-day program may be enrolled in the Juvenile Cognitive Intervention Program with trained staff through the school.

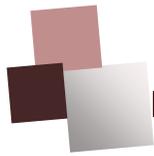


## **P.R.I.D.E.**

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There are three phases to the program: Apprentice, Intern, and Leadership. During the last phase of the program, the youth may be approved to participate in off-grounds community service to help them develop strong a work ethic, experience being a valuable young person in the community, and learn about restorative justice.





## Psychological Services

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**Contact Information:**

Dr. Rick Miller, Psychologist Supervisor, 715-536-8386, ext. 1385

**Average Length of Program:**

Depends on level of need

**Requirements for Program Participation:**

Referral to psychologist and/or identified need

**Criminogenic Needs Addressed:**

Anti-social cognition, anti-social personality or temperament, family, substance abuse

**Curriculum:**

n/a

**Program Location:**

Copper Lake School and Lincoln Hills School

**Program Content:** The Psychological Services Unit provides a full range of services at the institutions. Clinicians provide psychological evaluations, as well as individual, group, and family therapy, referrals for psychotropic medication, treatment consultation, and staff training. Any staff member may submit a referral for youth evaluation and/or therapy. These referrals involve a variety of issues, such as a youth's potential for violence, risk of suicidal behavior, and treatment needs. The Psychological Services Unit supplements treatment resources available to youth in their living unit. Individual psychotherapy is offered to those youth most in need of this type of treatment. A variety of group therapy opportunities, such as grief counseling, father's group, and anger management groups, are offered throughout the institution. Family therapy may be offered for those parents who are willing and able to participate. When appropriate, psychologists make referrals to the consulting psychiatrist who prescribes psychotropic medication as warranted. All services are coordinated by means of the case management process. The Psychological Services Unit also provides professional consultation to the institution through team meetings, program recommendations, and committee involvement. In addition, the Psychological Services Unit provides professional development opportunities to the institution through staff in-service training.



## Sex Offender Treatment

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**Contact Information:**

Richard Peterson, Corrections Unit Supervisor, 715-536-8386, ext. 1255

**Average Length of Program:**

10-12 months

**Requirements for Program Participation:**

Youth committed to LHS for offenses falling under the parameters of the Sexually Violent Persons Act (Chapter 980) are given priority for program participation. Youth committed for sex offenses not falling under Chapter 980 may be considered under some circumstances.

**Criminogenic Needs Addressed:**

Anti-social cognition, anti-social personality or temperament.

**Curriculum:**

JCIP, CORE Phases A and B

**Program Location:**

Lincoln Hills School

**Program Content:** Specific areas addressed by this program include lack of empathy, anger, hostility, impulsive behaviors, risk taking, poor problem-solving skills, and poor decision-making skills. A multi-disciplinary team consisting of psychologists, teachers, social workers, youth counselors, and program management staff provides treatment services on an individual or group basis. Family counseling is also offered, when appropriate.

Youth involved in the program are first required to complete a cognitive-behavioral skill training component designed to improve problem solving, decision-making, perspective-taking, and interpersonal skills. This portion of the program is also intended to engage the youth in the treatment process and acquaint them with being part of a “group”.

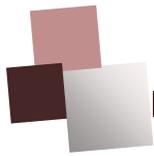
Upon completion of the first component, youth move into core program components that deal more specifically with their sex offenses. These components address issues common to all sex offenders, with the goal



## **Sex Offender Treatment**

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being to reduce denial and minimization of their behavior, to promote recognition of harm caused to victims, and to develop relapse prevention skills. Significant areas of concentration include understanding consent, risky thinking, presenting a life history, coping with problems, understanding decision chains, sexual fantasies, offense patterns, coping with urges, and the impact offending has on the victim, among others.



## Substance Use Disorder Treatment

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**Contact Information:**

Renee Krueger, Corrections Unit Supervisor, 715-536-8386, ext. 1216

**Program Location:**

Lincoln Hills School

**Average Length of Program:**

16 weeks

**Requirements for Program Participation:**

Youth determined to have Substance Use Disorder (SUD) needs through the screening and assessment process.

**Criminogenic Needs Addressed:**

Anti-social cognition, anti-social companions, anti-social personality or temperament, family, substance abuse, leisure/recreation

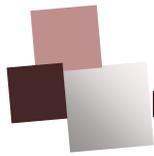
**Curriculum:**

*Seeking Safety* for boys

*Reflections* for girls

**Program Content:** The SUD Program is a primary treatment program specifically designed for poly-drug addicted youth who have been unsuccessful in treatment or have not been appropriate for treatment in a less restrictive setting. The program is a minimum of 16 weeks in length and consists of 25 topics that are designed as cognitive, behavioral, or interpersonal domains. The topics are designed to be independent of each other such that they can be utilized in any order or in any quantity based on the needs of the youth. Youth in this program will learn coping strategies without the use of substance, manage trauma symptoms, develop grounding techniques, set boundaries and learn how to recognize healthy relationships, and identify people who are supportive in their recovery. The institution program builds the foundation with the youth such that recovery can be transitioned to the community with the support of their significant others.

The family component of treatment is modeled after *Wisconsin Family Ties: A Family Guide to Adolescent Substance Abuse Information and Services in Wisconsin* to assist youth in identifying critical persons in



## **Substance Use Disorder Treatment**

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the youth's life and what role they will play in their sobriety; developing realistic goals and immediate, specific steps to take; identifying and relying on family's strengths, culture, resources and supports; and review of youth relapse prevention/safety plan.



## **TRIAD**

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**Contact Information:**

Lori McAllister, Corrections Unit Supervisor, 715-536-8386, ext. 1271

**Average Length of Program:**

18- 20 weeks

**Requirements for Program Participation:**

Girls determined by psychological services and social worker to have substance abuse, mental health, and trauma-related issues.

**Criminogenic Needs Addressed:**

Substance abuse

**Curriculum:**

TRIAD treatment manual

**Program Location:**

Copper Lake School

**Program Content:** TRIAD is a treatment group designed to treat young women with histories of substance abuse, emotional problems, and trauma (in the form of violence and/or abuse). Many adolescent girls may have strong survival skills but poor coping skills. The group aims to build on the perseverance they have but replaces maladaptive coping skills with more positive and empowering skills. The group is organized into four modules: Mindfulness, Interpersonal Effectiveness Skills, Emotion Regulation, and Distress Tolerance. The length of each module varies with group size and participation levels.



## Victim Impact Program

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### **Contact Information:**

Jane Callahan, VIP Program Coordinator, 715-536-8386, ext. 1122

John Ourada, Deputy Superintendent, 715-536-8386, ext. 1273

### **Average Length of Program:**

Classes meet daily for three weeks for 50 minutes per class.

### **Requirements for Program Participation:**

Identified by Joint Planning and Review Committee (JPRC) as program need based on youth criminal behaviors and/or lack of remorse/guilt over crimes. Youth are initially screened for academic readiness (minimum 5th grade reading ability) and psychological stability. A pre-placement interview to determine youth readiness and responsivity is conducted by program facilitators.

### **Criminogenic Needs Addressed:**

Anti-social cognition, anti-social personality or temperament, family

### **Curriculum:**

*Victim Impact – Listen & Learn* curriculum developed by California Youth Authority and Mothers Against Drunk Drivers in conjunction with Office of Justice Programs.

### **Program Location:**

Copper Lake School and Lincoln Hills School

**Program Content:** The Victim Impact Program (VIP) offers an educational curriculum that emphasizes victims' rights and creates an awareness of the harmful effects of crime. The program helps youth to understand that all crime negatively affects the lives of individuals physically, emotionally, psychologically, and/or financially. VIP consists of 13 units, built around 10 core crime topics: property crime, assault, robbery, hate and bias, gang violence, sexual assault, child abuse and neglect, domestic violence, drunk and impaired driving, and homicide. VIP is presented through various activities including, but not limited to, small group and individual activities, assignments, daily journals, discussion, short videos, and guest speaker presentations, which include survivors and professionals who work with victims. These presentations serve as strong, personal reinforcement of the negative impact of crime



## **Victim Impact Program**

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VIP encourages the participants to understand the redemptive qualities of restorative justice.

In an effort to utilize the unique skills and talents of the various classifications of employees throughout the institution, facilitators have been recruited from the ranks of teachers, teacher assistants, social workers, program assistants, youth counselors, and supervisors. Principles of Motivational Interviewing and Social Learning Theories are integrated in VIP as means to engage youth in the program.



## Community Supervision

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DJC field agents are stationed across Wisconsin to provide post-release supervision of youth with juvenile correctional orders. The Division currently provides aftercare supervision in 20 counties. Corrective Sanctions supervision may be provided in any county by arrangement with DJC. Both programs are described below.

### **Requirements for Program Participation:**

A youth in a juvenile correctional institution returns to the community when the Office of Juvenile Offender Review issues the Department Order. In the community, a DJC agent or county social worker supervises a youth until the termination of the court commitment order or Administrative Discharge from supervision.

### **Criminogenic Needs Addressed:**

DJC agents utilize the COMPAS assessment tool to identify general levels of risk to re-offend, dynamic risk factors to target with the conditions of supervision, and the criminogenic needs most likely to affect the youth's future criminal behavior. When developing the Case Plan, the agents focus on the top criminogenic needs: anti-social cognition, anti-social companions, anti-social personality or temperament, family, substance abuse, employment, education, and leisure/recreation.

### **Aftercare Supervision:**

While a youth is on aftercare, he/she may reside in the parental/guardian's home. If that placement is unsuitable, or if the youth requires specialized treatment or services, the youth may live in alternate care, such as a foster home, group home, or residential care center. The youth receives services in accordance with his/her Case Plan and has regular contact with his/her DJC agent. If a youth appears to require correctional supervision beyond the expiration date of the existing court commitment, DJC may petition the committing court to extend the court order.



## Community Supervision

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If a youth is alleged to have violated a rule of supervision or have committed a new offense, administrative rules govern the procedures for counseling, implementing a summary disposition, or revoking the youth's aftercare supervision, thereby returning the youth to a Type 1 institution. The rules grant the youth due process including a formal revocation hearing.

### **Corrective Sanctions Program:**

The Corrective Sanctions Program (CSP) is a Type 2 program developed to transition youth from a correctional institution to intensive community supervision in a private home with the parent(s), another family member or other suitable adult, or in a transitional or independent living program. Youth are initially placed on electronic monitoring or GPS monitoring and must follow a strict schedule seven days a week. CSP includes a level system that offers incentives for positive behavior and sanctions for negative behavior. DJC contracts with several community service providers to deliver services to meet the identified treatment needs of the youth and family.

### **Serious Juvenile Offender Program:**

Youth adjudicated delinquent and ordered to participate in the Serious Juvenile Offender (SJO) Program are under the supervision of DJC regardless of whether the county contracts with DJC for aftercare services. There is no financial responsibility for the county when a youth is adjudicated as an SJO.

There are two SJO classifications:

**SJO-A:** If the youth has been adjudicated delinquent for committing an act that would be a Class A felony if committed by an adult, a court may place the youth in the SJO Program until the age of 25 years.

**SJO-B:** A court may place a youth in the SJO program for 5 years if the youth is found delinquent for having committed certain serious felony offenses listed in statute.



## Community Programs and Services

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### **Alternate Care**

The Division purchases residential care and services - or alternate care - for youth under its supervision in the community who require special treatment or supervision that cannot be provided in the parental home or who need a structured living arrangement that facilitates learning the skills and behaviors necessary to help them prepare for a less-structured living environment or independent living. Most alternate care facilities are required to be licensed and regulated by the Department of Children and Families or the Department of Health Services. The Division contracts with a variety of organizations across the state to access a range of residential care options to meet each youth's needs.

**Foster Care** providers offer care and supervision in a family's home for youth under age 18. Treatment foster care providers also provide structured, professional treatment to youth in their care.

**Group Homes** offer care and supervision in a home-like facility for five to eight youth under age 19. Group home employees provide or arrange for needed outpatient treatment for psycho-social needs and assist youth in attending school or receiving other education-related services.

**Residential Care Centers** provide care and supervision in a campus setting, typically for youth under age 18. Residential Care Center employees provide on-grounds structured school programs and treatment for psycho-social needs.

**Transitional Living** providers offer supervision, independent living skill training, and education and employment services for youth, typically age 17 and older, who are preparing to live independently. These services are provided in a range of residential settings from group living in community-based residential facilities to supervised independent living apartments.



## Community Programs and Services

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### **Cognitive Behavioral Programing:**

Upon returning to the community, youth under DJC's supervision may participate in JCIP Phase 3 to continue cognitive restructuring efforts begun in the juvenile correctional facility during Phases 1 and 2. Phase 3 is a self-paced program facilitated by the youth's agent focused on helping the youth build skills to increase impulse control while reducing the number and severity of rule and law violations. As part of JCIP, youth also participate in Families Count, which is the final portion of the curriculum and involves the youth and the parent(s).

### **Community Coaching:**

In DJC's Northwest Region, contracted community coaches assist agents with the supervision of youth in the Corrective Sanctions Program by regularly contacting the youth in the community. Community coaches also assist the youth and the family in meeting the goals and objectives set forth on the case plan.

### **Community Service:**

DJC agents may assist youth in finding community service projects, though youth are encouraged to find their own opportunities. Youth volunteer at local churches, food banks, humane societies, community centers, and other community-based organizations.

### **Independent Living Services:**

DJC's Transitional Independent Living Program serves youth ages 17 to 22 who are under DJC's community supervision and are emotionally and behaviorally ready to advance towards important independent living skill milestones. The program is funded by the John H. Chafee Foster Care Independence Grant, as well as Serious Juvenile Offender and Corrective Sanction Program funds. Support services are provided by a DJC social worker and collaborative efforts with community resources.



## Community Programs and Services

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### **Substance Use Screens:**

Youth in the Corrective Sanctions program are required to submit to regular drug screens. The screening frequency is dependent upon the youth's specific level of supervision.

### **Treatment:**

DJC contracts with community-based providers and connects youth with community resources across the state to provide a wide variety of specialized treatment services for youth on community supervision. Services are purchased based on individual youth needs and may include mental health treatment; individual, family, and group counseling; anger management treatment; sex offender treatment; and substance use disorder treatment.

### **Mentoring:**

DJC purchases mentoring services from community-based providers throughout the state to assist youth in the transition from the institution to a less restrictive community setting. Mentors provide support, guidance, role modeling, advocacy, and connections to community resources.

### **Reintegration/Transitional Services:**

To facilitate successful reentry into the community, DJC staff and community partners offer reintegration and transitional services to youth on supervision, such as wraparound programming, service coordination, with a transition team which is assembled by the supervising agent.

### **Academic Education:**

DJC transitions the youth back to the public school or an alternative school program as well as continuation of HSED programming for youth over 17 year of age.



## **Community Programs and Services**

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### **Employment and Vocational Programs:**

DJC staff assist the youth with employment and career exploration. DJC also contracts with community partners to provide employment skills training.

### **Restitution:**

DJC monitors payments toward victims to fulfill court ordered obligations as well as provide a restorative justice component to their supervision.

### **Trauma Informed Care:**

Through a grant-funded pilot project, DJC partners with Wisconsin Family Ties to strengthen resources, such as the parent peer specialist program, for trauma-affected youth under DJC's supervision. Parent peer specialists have experience as parents or caregivers of children with emotional or behavioral disorders and are specifically trained to provide information, support, and advocacy for families raising trauma-affected youth.



## Interstate Compact for Juveniles

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### **Contact Information:**

Jocelyn Schoeneck, Compact Coordinator, 608-240-5931

Shelley Hagan, Compact Administrator, 608-240-5918

### **Average Length of Program:**

Based on court order. Youth must be subject to juvenile court supervision for at least 90 days following submission of the supervision request.

### **Requirements for Program Participation:**

Under court supervision as a delinquent; entering or leaving Wisconsin to live with parent/guardian or in another home-like setting.

**Program Content:** The Interstate Compact for Juveniles (ICJ) provides for courtesy supervision of youth under court supervision – generally due to a delinquency finding – who move across state lines. The Compact assures that youth continue to be held accountable for their behavior and for fulfilling court-ordered obligations even though they move out of the state in which they came under court supervision.

The committing jurisdiction (“sending state”) prepares a request for courtesy supervision that includes certain mandated ICJ forms along with background information about the youth, offense and court expectations. The local agency in the sending state sends this request by to the sending state ICJ office. The sending state ICJ office transmits it to the ICJ office in the “receiving state” where the youth intends to live. The request is sent to the locality of the proposed placement. A home study is done to assure the proposed placement is suitable and will support the youth’s cooperation with supervision.

Once the receiving state accepts the placement (generally 30-45 days after receiving the request), it begins to provide supervision. Services may also be provided if payment is available through a third-party source (insurance, Medicaid), the receiving state or the sending state. Youth who violate supervision rules may receive consequences including restrictions, secure placement and return to the sending state. Most ICJ youth successfully complete their court orders.



## **Interstate Compact for Juveniles**

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In Wisconsin, ICJ supervision of delinquent youth from other states may be provided by county caseworkers or DJC field agents.

The Wisconsin ICJ office also is responsible for coordinating the safe return home of runaway youth who cross state lines, and transmission of out-of-state travel permits for delinquent youth.



## Contact Us

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Additional information about DJC can be found on-line at: <http://doc.wi.gov>.

For additional copies of this booklet, please contact: 608-240-5932.

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