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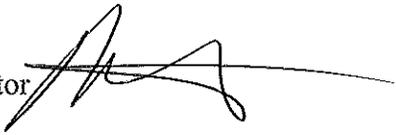
Margaret C. Carpenter
Administrator

ADMINISTRATOR'S MEMO TO COUNTIES

MEMO # 11-06

DATE: June 28, 2011

TO: County Departments of Human/Social Services Directors
Wisconsin Circuit Court Judges

FROM: Margaret C. Carpenter, Administrator 

SUBJECT: Programming at Lincoln Hills School and Copper Lake School; Referrals for Short-Term and Direct-Commitment Programs

Consolidation of juvenile correctional facility operations at Lincoln Hills School (LHS) for boys and Copper Lake School (CLS) for girls has created the opportunity for the Division of Juvenile Corrections (DJC) to review its institution-based programming. Programs at LHS and CLS will reflect evidence-based principles and practices, the expressed needs of our clients, and DJC's experience in providing education and treatment programming in a correctional setting.

This memo summarizes the programs that will be offered at LHS and CLS after consolidation. It includes information on how to make a referral for screening when a county or court is considering a direct placement disposition into a short-term program.

The educational programs at both schools will be based on the Division's ongoing efforts to increase youth literacy and prepare youth for academic and vocational success. Building on the positive experience of Southern Oaks Girls School, CLS and LHS youth will be in school six days per week.

Lincoln Hills School

- Cadet Achievement Program (CAP) becomes PRIDE**
 - CAP is a short-term program that youth may enter as a final challenge before release from a juvenile corrections commitment, or via a direct placement from the county court. Over the past year, DJC has revised CAP to incorporate more research-based elements, including outdoor and environmental education and a cognitive-behavioral focus. The new program, which began June 10, has undergone further revision. Highlights of the new program are:

- The military-based aspects of CAP have been discontinued, as their effectiveness is not supported by evidence.
- In light of this change, the program has a new name: PRIDE -- Personal Responsibility and Integrity in your Daily Environment.
- Certain components of the Ethan Allen School short-term program have been added, such as integrating PRIDE youth into the regular school program and, in some cases, the main cognitive intervention groups.
- Research tells us that placing lower-risk youth into the same treatment groups as high-risk youth may lead to worse outcomes for the lower-risk youth. In PRIDE, youth are assigned to different groups on the basis of a risk assessment. Lower-risk youth will be placed in the 90-day program, while those who score as high risk will be in the program for 120 days.
- Because of this post-admission risk assessment, court orders for direct placement into PRIDE will not be able to specify the 90- or 120-day program. Court orders may instead read as follows:

“[Name of youth] is committed to the Wisconsin Department of Corrections for a period of [at least 6 months] for placement of up to 120 days in the PRIDE program at Lincoln Hills School. Upon completion of PRIDE, [youth] is placed under the supervision of [Wisconsin Department of Corrections OR _____ County, whichever provides aftercare in that county]. If [youth] fails to complete PRIDE, he will be placed in a Type 1 secured juvenile correctional facility, unless this court determines otherwise.”

- PRIDE has a physical training aspect, so youth must be healthy in order to participate. As in the past with CAP and SPRITE, youth are not eligible for PRIDE if they take certain psychotropic medications. A physician must sign the DOC-2272 form indicating approval for participation in PRIDE. [Note: This form can be filled out by a community physician. Screening and approval may also be done by a physician at LHS; however, entry into PRIDE may be delayed depending on how quickly the LHS physician can examine the youth.] If a youth has been treated with psychotropic medication, the DOC-2273 form must also be filled out by the treating psychiatrist. This form indicates the medications that disqualify a youth from PRIDE participation. Both the DOC-2272 and 2273 forms are available on the DJC web site, http://www.wi-doc.com/index_juvenile.htm.
- The top priority will be academic achievement. This is somewhat of a shift from CAP, where hard work and the acquisition of teamwork and leadership skills were stressed. PRIDE youth will work hard and be challenged to be positive leaders. But most importantly, academic success is a prerequisite for graduation from the PRIDE program.

- PRIDE will have three phases: Apprentice, Intern and Leadership. Every Friday, PRIDE will hold a ceremony for youth who move from one level to another. Under the PRIDE “dress for success” component, youth will wear polo shirts in colors that indicate the phase they have achieved.
 - The Office of Juvenile Offender Review will screen youth for whom the county or court is considering a direct placement into PRIDE. Screening of youth from southeast and south-central Wisconsin counties will be done by Chuck Jagemann, who may be reached at 414-229-0900. Al Crevier will screen youth from all other regions; his phone number is 715-536-8386 ext. 1222.
2. **Psychology Internship Program** --The Division has received approval from the American Psychological Association to re-establish the accredited psychology internship program, formerly at EAS, at LHS. The internship program will be directed by Dr. Rick Miller who is transferring from SOGS to LHS. The program will have four psychology interns, greatly enhancing our capacity to provide individual, group and family treatment to boys at LHS and girls at CLS.
 3. **Juvenile Cognitive Intervention Program (JCIP)** -- The two living units at LHS currently being used for JCIP will continue this programming after consolidation. Phase 1, Choices, assists youth to identify anti-social thoughts, attitudes and beliefs that have contributed to their delinquent behavior. Phase 2, Changes, replaces negative thinking patterns with positive, pro-social ones. The Families Count program helps parents to understand JCIP and help their youth practice them in the community, where Phase 3, Challenges, is facilitated by the field agent.
 4. **Sex Offender Program** -- Sex offender programming has not been interrupted during consolidation. The research-based program consists of two phases, an initial component to enhance thinking skills and the core program that directly addresses the offending behavior.
 5. **AODA Programming** –
 - AODA education will be offered as a part of the health education curriculum at the schools.
 - The formal 16-week AODA treatment program will continue at both LHS and CLS, with revisions based on program effectiveness research.
 - The AODA abbreviated reception program, through which youth may begin treatment within three days of arriving at LHS, will continue. Screening for the abbreviated reception program will be done by Chuck Jagemann and Al Crevier based on the county of commitment, as described above in the section on PRIDE.

6. **Mental Health/Clinical Services** -- There will be twenty-nine mental health beds at the Mendota Juvenile Treatment Center after the transition available to treat LHS youth with specialized mental health needs. LHS psychologists and interns will be integrated into the delivery of institution specific treatment programs such as individual, group and family counseling.
7. **Anger Management** – LHS will offer Aggression Replacement Training (ART) groups for boys. This research-based treatment model includes Skill Streaming and Moral Reasoning. Skill Streaming teaches more than 50 social skills through role plays and skill practice activities.
8. **Victim Impact** -- There will be no changes in victim impact programming, although expansion will be considered in order to provide more youth the opportunity to participate. LHS uses the “Listen and Learn” curriculum developed by the U.S. Department of Justice, Office for Victims of Crime. “Listen and Learn” consists of 13 training units, three of which are general in nature and ten of which focus on specific types of crime.
9. **Independent Living** – The current independent living program at LHS will continue, including the “Real Baby” experiential curriculum for parenting skills.

Copper Lake School

All programs from Southern Oaks Girls School will be replicated at Copper Lake School. Treatment programs will include:

1. **Juvenile Cognitive Intervention Program** – As described in the LHS section above, Phases 1 and 2 and a relapse/repeaters group will also be provided at CLS.
2. **AODA** -- AODA education will be offered as a part of the health education curriculum in School. The Reflections program is a gender-specific AODA treatment program. AODA relapse prevention will also be provided.
3. **Anger Management** – As described above in the LHS section, the treatment model is Aggression Replacement Training (ART). ART addresses the emotional, cognitive and behavioral aspects of anger.
4. **TRIAD** – This evidence-based program is a trauma-focused group that addresses substance abuse and emotional issues.
5. **Dialectical Behavior Therapy (DBT)** – This program has four sections: Core Mindfulness, Distress Tolerance, Emotion Regulation, and Interpersonal Effectiveness. This is a primary skills-based group that is effective for girls with trauma issues.

6. **Intensive Mental Health Unit** – CLS will provide intensive services to girls with severe emotional disturbance. Treatment will begin with an extensive assessment process. The unit will employ a unique behavioral management system to keep girls in treatment and out of security. Treatment will be highly individualized, including individual therapy with clinical staff as well as participation in DBT and TRIAD groups.
7. **Parenting** – The experiential “Real Baby” curriculum will be offered to assist girls in learning basic parenting skills.
8. **Healthy Relationships**-- This group addresses relationships with self, friends, family, and professionals. This program teaches assertive communication skills and appropriate boundaries, and discusses domestic violence issues.
9. **Women’s Issues** – This is a women’s health class that covers topics such as birth control, female anatomy, abstinence, and physical and sexual abuse.
10. **Restorative Justice and Victim Impact** – This program will be modeled after the “Listen and Learn” program provided at LHS, but will approach the issues from the perspective of females.
11. **Experiential Programming** – Experiential activities will be provided at our Horseshoe Lake property for the CLS girls.

All CLS and LHS staff will receive training in gender-specific issues related to programming and security.

Copper Lake School will offer secure detention for girls, to the counties that contract with LHS for detention of boys.

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