



TEXAS
JUVENILE JUSTICE
DEPARTMENT



VOLUNTEER TRAINING MANUAL

2015 Edition

this page intentionally left blank

TABLE OF CONTENTS

CHAPTER 1: AN OVERVIEW OF TJJD

Overview of the Juvenile Justice System in Texas	1
The Progressive Sanctions and Interventions Model	2
TJJD's Vision and Mission	3
Navigating the Juvenile Justice System	3
TJJD Secure Facilities and Halfway Houses	6
Orientation and Assessments Unit	6
Secure Facilities	6
Halfway Houses	7
Parole Program	8

CHAPTER 2: UNDERSTANDING TJJD YOUTH

Characteristics of Adolescence	3
Risk Factors	4
TJJD Case Examples	6
Protective Factors	9
What You Can Do	9

CHAPTER 3: JUVENILE HEALTH AND PRECAUTIONS

Neurological Development	1
Physical Development	1
Sexual Development	1
Psychological Development	2
Common Mental Health Disorders Among Juvenile Offenders	2
Volunteers Responding Appropriately	4
Abuse and Dependence	4
Suicide Prevention	5
Youth Confessions of Child Abuse	11
HIV/AIDS and Blood Borne Pathogens	12

CHAPTER 4: THE TJJD REHABILITATIVE STRATEGY

TJJD's Treatment Program	1
Youth's Treatment Program: Step-By-Step	2
Volunteers as Advocates in Transition Decisions	5
Basic Youth Rights	8
Specialized Correctional Treatment	9
TJJD's Education Program	13

CHAPTER 5: PREA, HARASSMENT, TRAUMA

Prison Rape Elimination Act (PREA) and Preventing Sexual Misconduct	1
The 9 Purposes of PREA.....	2
Texas Law	3
Zero-Tolerance Policy.....	3
TJJD Policy.....	4
Myths	5
TJJD Reporting of Alleged Sexual Misconduct.....	6
TJJD Investigations	7
Victim Services	8
Dynamics of Correctional Culture	8
Lesbian, Gay, Bisexual, and Transgender Youth.....	9
A Scenario of Victimization and Trauma	10
Dynamics of Sexual Violence	10
Sexualized Work Environment.....	12
Red Flags of Staff Sexual Misconduct	13
Review of Vulnerable Youth Characteristics	13
Common Characteristics of Youth Perpetrators.....	14
Signs of Possible Sexual Abuse	15
Ways to Prevent Sexual Assault of Youth	15
Handling Disclosures from Youth	16
Sexual Harassment and Discrimination	17
How to Protect Yourself Against Charges of Sexual Harassment.....	19

CHAPTER 6: VOLUNTEER SERVICES AND COMMUNITY INVOLVEMENT

Philosophy and Mission	1
Primary Program Initiatives	1
Screening Process for Volunteers	3
Liability Coverage.....	3
Workplace Conduct for Volunteers.....	4
Rights of the TJJD Volunteer.....	8
General Volunteer Guidelines	9
Responsibilities of Staff and Volunteers.....	10
Volunteer Benefits.....	11
Time-Keeping	11
Evaluation of Community Relations Program.....	11

CHAPTER 7: CONFIDENTIALITY AND ETHICS

Ethics.....	1
Reporting Youth Mistreatment, Fraud, and Illegal Activities.....	4
Confidentiality	5
Work and Personal Conduct.....	5
Youth Files.....	6
Personnel Files.....	7

CHAPTER 8: GLOSSARY OF TERMS

CHAPTER 1: AN OVERVIEW OF TJJD

Overview of the Juvenile Justice System in Texas

Often, people think of the juvenile system as a penal system similar to that of adults, but for children. While there are similarities between the two, there are also differences. The adult system focuses on public safety and punishment for criminal conduct. While public safety and holding juveniles accountable for their actions are certainly considerations, the juvenile correctional system places an emphasis on rehabilitation. Even when it is necessary to incarcerate youth, the setting is not punitive but rather is protective and designed to educate youth about discipline, values, and work ethics thus guiding them toward becoming productive citizens.

In most cases, juvenile records are sealed so that youth are given a second chance at life without the stigma of having been in trouble with the law. Some exceptions include youth who have to register as sex offenders and youth who have committed serious enough offenses that require them to complete their sentences in the adult system.

Important Definitions

A ***juvenile*** is a person who was at least 10 years old but not yet 17 at the time he or she committed an act defined as “delinquent conduct” or “conduct in need of supervision.”

Delinquent conduct is generally conduct that, if committed by an adult, could result in imprisonment or confinement in jail.

Conduct in need of supervision is generally conduct that, if committed by an adult, could result in only a fine or conduct that is not a violation if committed by an adult, such as truancy or running away from home. It is referred to as a CINS violation. *Youth are not placed in TJJD for CINS violations.

Adjudication is a finding that a youth has engaged in delinquent or CINS conduct. It is similar to a conviction in adult court.



Referral to Juvenile Court and Possible Dispositions

A juvenile who engages in delinquent conduct or commits a CINS violation can be referred to juvenile court, where several things can happen. The juvenile can be dealt with informally and returned home.

If the county decides to charge the juvenile with delinquent conduct, the juvenile is afforded the same legal rights as an adult charged with a crime. In certain circumstances, the county can request to have a youth certified as an adult. If such is granted, the person is considered an adult for criminal purposes and will no longer be in the juvenile justice system. The rest of this overview does not apply to persons certified as adults.

If the juvenile is “adjudicated” for delinquent conduct, there are several possible disposition options, or outcomes, as follows:

1. The juvenile may be placed on probation; or
2. The juvenile may be sent to the Texas Juvenile Justice Department with an indeterminate sentence (only felony offenses); or
3. The juvenile may be sent to the Texas Juvenile Justice Department with a determinate sentence (only certain felony offenses).

A juvenile who is placed on probation (and not sent to TJJD) must be discharged from the probation by the time he or she turns 18.

A juvenile sent to TJJD with an indeterminate sentence must be discharged by the time he or she turns 19.

A juvenile sent to TJJD with a determinate sentence may be transferred to adult prison depending on his or her behavior and progress in TJJD programs.

The Juvenile Justice System’s Backbone: County Probation Departments and Courts

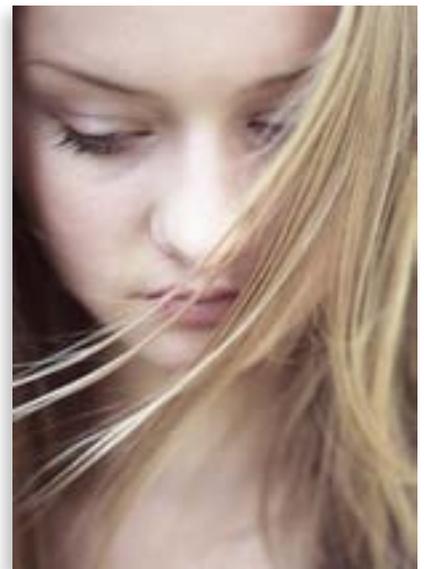
TJJD works in partnership with local juvenile boards and juvenile probation departments to support and enhance juvenile probation services throughout the state by providing funding, technical assistance, and training; establishing and enforcing standards; collecting, analyzing and disseminating information; and facilitating communications between state and local entities. TJJD also provides oversight of county-operated detention facilities.

TJJD manages state-operated secure facilities and halfway houses to provide treatment services to those youth who have chronic delinquency problems and who have exhausted their options in the county. Additionally, youth who have committed the most serious offenses requiring specialized treatment services that counties are not equipped to provide are also likely to be committed to TJJD.

The Progressive Sanctions and Interventions Model

Each youth, depending on his or her offense and history, plus a number of other factors, has a unique journey through the juvenile justice system. However, in general, the progressive sanctions and interventions model is designed to start with the least amount of intervention or sanctions possible, progressively getting more serious and intensive as necessary to help juveniles learn to become productive, law-abiding citizens. The ultimate goal is to keep juveniles from entering the adult prison system.

On the spectrum of services, law enforcement and county juvenile probation departments, under the guidance and direction of TJJD, serve vital front-line roles. TJJD serves as a critical last attempt to reach the most serious cases. About 95 percent of youth committed to TJJD have already failed at a county-level intervention. The remainder of TJJD’s youth committed serious offenses such as capital murder, armed robbery, or aggravated sexual assault and were sent directly to the agency’s care.



The Numbers

TJJD compiles detailed annual statistical reports regarding juvenile crime throughout the state. In a given year, more than 100,000 juveniles are arrested in Texas or referred to the juvenile probation system. Local county juvenile justice systems provide excellent services and are successful in most cases. The most serious or chronic youth offenders are committed annually to TJJD. Reform measures enacted in 2007, reduced the number of new commitments to TJJD by limiting commitments to youth adjudicated delinquent only for felony-level offenses. You can view detailed information about TJJD statistics in the Research & Data section of the TJJD website.



TEXAS
JUVENILE JUSTICE
DEPARTMENT

TJJD's Vision and Mission

Vision

The Texas Juvenile Justice Department has a vision of providing safety for citizens of the State of Texas through partnership with communities and the delivery of a continuum of services and programs to help youth enrich and value their lives and the community by focusing on accountability of their actions and planning for a successful future.

Mission

The mission of the Texas Juvenile Justice Department is to create a safer Texas through the establishment of a continuum of services that promotes positive youth outcomes through:

- Organizational excellence and integrity that earns and promotes public trust;
- Evidence-based performance and accountability that produces results;
- Collaboration and teamwork that builds on partnerships with youth, families and local communities;
- and
- Innovation and technology that results in efficient systems and services.

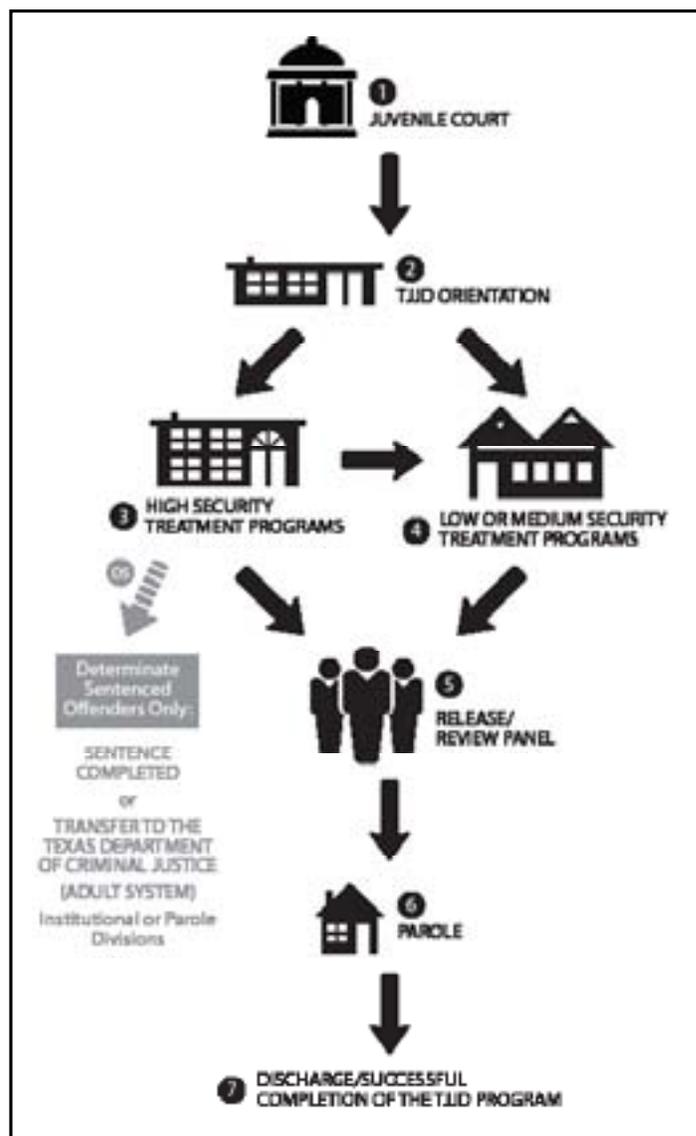
Navigating the Juvenile Justice System

TJJD is the most serious place a juvenile offender can go in Texas. The only thing more serious for a young offender in Texas is to be certified as an adult by the court and sent to the adult system. TJJD has programs throughout Texas. Some of them are high security, which means they are surrounded by fences. Others are medium or low security and do not have a fence. Everyone has a slightly different journey through TJJD. That is because treatment programs are customized to meet the needs and abilities of individual youth. This diagram explains a typical way a youth might move through TJJD.

1. The Juvenile Court

Decisions to send youth to TJJD belong to juvenile court judges. Most youth who are sent to TJJD are given indeterminate sentences, which mean they are not given a specific number of years they will be in TJJD. For them, TJJD determines a minimum length of stay, which is the minimum time a youth must spend in TJJD before going on parole. This minimum length of stay is between nine and 24 months and is based on the severity of the youth's offense and the risk he or she poses to the public. Youth are eligible for release once they have finished their minimum lengths of stay and have made treatment progress. Just completing a minimum length of stay is not a guarantee of release. Once sent to TJJD, youth can remain in custody until they turn 19 years old.

Some courts send youth to TJJD with specific sentences. These are called determinate sentences because the time that must be served was determined in advance by the court. Determinate sentences can be up to 40 years long. These longer sentences are typically for youth who have committed the most serious offenses. Determinate sentenced youth are given a chance at treatment in TJJD. If a determinate sentenced youth is successful in TJJD treatment, he or she can often serve the balance of his or her court-mandated sentence on adult parole rather than in adult prison.



2. Orientation and Assessment

The first place youth go in TJJD is an orientation and assessment unit. It is at the Ron Jackson State Juvenile Correctional Complex in Brownwood, Texas.

During orientation and assessment, staff work with youth to determine their strengths and needs. Medical, emotional, educational, and psychological needs are evaluated. The end result for each youth is an individualized treatment plan that is evaluated and retooled as necessary while youth move through TJJD.

3. Placement in a High Security Facility

Most youth go to one of TJJD's correctional institutions for most of their time in TJJD. Some youth go to private, contracted facilities or directly to medium security facilities or halfway houses. They are placed according to treatment needs and as close to home as possible. At high security settings, youth participate in individual counseling, group sessions, and school. Youth also have opportunities to earn privileges and participate in different skill building groups.

Determinate Sentenced Offenders Only

Youth who are committed to TJJD with determinate (or specific) sentences by the courts will ultimately transfer to the adult system – the Texas Department of Criminal Justice (TDCJ) – if they are unable to complete their sentences before they turn 19. Depending on progress in treatment, they may be able to serve the TDCJ portion of their sentences (if any) on adult parole rather than in prison. Only a judge, not TJJD, can send a youth to prison.

4. Placement in a Low or Medium Security Facility

TJJD operates several halfway houses and contracts with other organizations to provide low to medium security treatment facilities. Typically, these facilities provide youth the opportunity to make gradual transitions back into their home communities.

5. Release Review Panel

If youth have served their minimum time at TJJD and have not already been released on parole, their cases are assigned to a release review panel within 30 days. This panel, which is made up of three members, determines whether a youth should be released based on behavior, academic achievement, and his or her response to treatment. The panel can order a youth's release or extend a youth's stay in TJJD.

6. Parole

Most youth are assigned to serve some time on parole upon release from TJJD facilities. It helps them make the transition back home in a structured way. Usually, youth live at home while on parole and report to parole officers until they are discharged from TJJD. If a youth's home is not approved, or he or she will be living on his or her own upon release, TJJD offers an independent living program.

7. Discharge/Successful Completion of the TJJD Program

It is TJJD's hope that youth complete treatment and leave with fresh outlooks and sound plans for future success. Often, success depends on youth seeking continued education and having career goals. Even after youth are discharged from TJJD, the agency's educational liaisons can help them apply to college or trade school and help them apply for financial aid. Most youth are discharged from TJJD after they successfully complete the program, turn 19, or are transferred to the adult criminal justice system (determinate sentenced offenders).

TJJD Secure Facilities and Halfway Houses



Orientation and Assessment Unit

Ron Jackson State Juvenile Correctional Complex

(Orientation and Assessment)

P.O. Box 1267 • Brownwood, TX 76804

Phone 325-641-4200 • Fax 325-646-7704

The facility currently serves as the gateway for all youth entering the Texas Juvenile Justice Department. Here, every youth committed to TJJD undergoes an extensive orientation and assessment process before receiving his/her regular facility assignment. Formal placement decisions are based on a number of factors like the youth's age, psychological assessment, gender, treatment needs, proximity to home, educational goals, and committing offense.

Secure Facilities

Evins Regional Juvenile Center

3801 East Monte Cristo Road • Edinburg, TX 78541

Phone 956-289-5500 • Fax 956-381-1425

Evins Regional Juvenile Center (ERJC) is located in Edinburg, Texas, in the Upper Rio Grande Valley.

Gainesville State School

1379 FM 678 • Gainesville, TX 76240

Phone 940-665-0701 • Fax 940-665-0469

Gainesville State School is located two miles east of Gainesville, a town of approximately 16,000. Gainesville is 75 miles north of Dallas on Interstate 35.

Giddings State School

2261 James Turman Road • Giddings, TX 78942
Phone 979-542-4500 • Fax 979-542-0177
The Giddings State School is located between Austin and Houston.



McLennan County State Juvenile Correctional Facility

116 Burlison Road • Mart, TX 76664
Phone 254-297-8200 • Fax 254-297-8392
McLennan County State Juvenile Correctional Facility is located in McLennan County on 107 acres, and is adjacent to the town of Mart, Texas, a small rural farming and ranching community about 20 miles southeast of Waco. A fence separates McLennan County State Juvenile Correctional Facility Unit II from the McLennan Residential Treatment Center, a separate facility of the Texas Juvenile Justice Department.

McLennan Residential Treatment Center

116 Burlison Road • Mart, TX 76664
Phone 254-297-8200 • Fax 254-297-8392
McLennan Residential Treatment Center is a specialty facility operated by TJJD for adjudicated youth who evidence mental illness or serious emotional disturbance. These youth require treatment for the stabilization of their emotional disorders before they can begin to be held accountable for their delinquent conduct.

Ron Jackson State Juvenile Correctional Complex

611 FM 3254 • Brownwood, TX 76801
Phone 325-641-4200 • Fax 325-646-7704
The Ron Jackson State Juvenile Correctional Complex Unit is located in Brownwood, TX. This is the only secure facility that serves female offenders. There is also a special program here for very young male offenders.

Halfway Houses

Ayres House

17259 Nacogdoches Road, San Antonio, TX 78266
Phone 210-651-4374 • Fax 210-651-7465

Ayres House is a community-based halfway house located in San Antonio, Texas, that provides vocational and independent living skills. The youth are provided with educational services, including GED preparation, from the area school district. Youth are also provided with specialized treatment according to their level of need.

Brownwood House

910 FM 3245, Brownwood, TX 76801
Phone 325-641-6462 • Fax 325-641-6442

Brownwood House is a community-based halfway house program that houses female offenders.

Cottrell House

7929 Military Parkway, Dallas, TX 75227

Phone 214-388-5497 • Fax 214-275-4423

Cottrell House is a community-based residential facility located in the east Dallas area (near Mesquite, Texas). All residents are required to complete Independent Living Skills classes and community service. After all educational requirements are met; the youth are eligible for work.

McFadden Ranch

3505 N. Haynes Road, Roanoke, TX 76262

Phone 817-491-9387 • Fax 817-491-9568

McFadden Ranch is a community-based residential program located in Roanoke, Texas, in Denton County. The program specifically provides treatment and rehabilitative services for youth with histories of substance abuse.

Schaeffer House

12451 Garment Road, El Paso, TX 79938

Phone 915-856-9324 • Fax 915-856-9623

Schaeffer House is a medium-restriction community placement in El Paso.

Edna Tamayo House

1438 N. 77th Sunshine Strip, Harlingen, TX 78550

Phone 956-425-6567 • Fax 956-412-0110

Edna Tamayo House is located in Harlingen, Texas.

Willoughby House

8100 W. Elizabeth Lane, Ft. Worth, TX 76116

Phone 817-244-4992 • Fax 817-244-7250

Willoughby House is a community-based halfway house that provides care and treatment. Willoughby House is located in far west Fort Worth.

York House

422 S. Enterprize Parkway, Corpus Christi, TX 78405

Phone 361-299-6307 • Fax 361-299-6319

York House is a community-based correctional treatment program in Corpus Christi.

Parole Program

The TJJD Parole Program plays a significant role in the agency's correctional treatment program and continuum of care. The program is designed to:

- Increase accountability for youths returned to the community;
- Include community service activities; and to
- Enhance public, private, state, and local services for the young people and their families.

Youth on parole are required to have face-to-face visits with their parole officer a certain number of times per month, determined by the youth's progress and length of time on parole. Some youth report once each week; some report once every other week; and some report monthly. These face-to-face visits may take place at the youth's school, job, community service site, or at a TJJD office.

Constructive Activities

The Parole Program requires parolees to account for 40 hours of constructive activity per week. Employment, education, treatment, and community service are considered constructive activities. TJJJ believes having youths involved in such activities will reduce the opportunities for involvement in criminal activity.

Work

Major collaboration with workforce development programs has increased opportunities for TJJJ youths. TJJJ works with local Workforce Development Boards to access employment for at-risk youth and to find educational and training opportunities under Title II of the Workforce Development Act. TJJJ also relies on the local workforce centers for employment assistance through Texas Workforce Commission's Project RIO.



Education

Educational opportunities in the local communities are also increasing for parolees. The parole officer and educational/special educational liaisons are instrumental in helping develop realistic educational goals for parolees, and in assisting youths who still meet mandatory attendance laws for basic education in returning to the public school system. To make the return to the public school easier, parole officers work closely with Communities in Schools and other programs. Many parolees possess the desire and ability to enroll in community colleges or technical schools.

Parole staff encourage and assist the young people in these efforts. Parole officers work with the educational liaisons and the TJJJ trust fund staff to provide financial educational/vocational assistance to youth who apply and are qualified to receive these funds.

Parole Offices

Amarillo District Location

200 S. Tyler
Amarillo, Texas 79101
806-316-6189

Austin District Location

Braker H Complex
11209 Braker Blvd.
Austin, Texas 78758
512-490-7130

Dallas District Location

1575 W. Mockingbird Lane
Suite 650
Dallas, Texas 75235
214-678-3600

El Paso District Location

12451 Garment Road
El Paso, Texas 79938
915-857-9435

Fort Worth District Location

2462 E. Long Avenue
Fort Worth, Texas 76106
817-378-2100

Harlingen District Location

1102 S. Commerce
Harlingen, Texas 78550
956-423-6634

Houston District Location

10165 Harwin #180
Houston, Texas 77036
713-942-4200

Lubbock District Location

22 Briercroft Office Park, Suite 3
Lubbock, Texas 79412
806-763-1691

Midland District Location

3800 N. Lamesa
Midland, Texas 79701
432-570-7338

New Waverly District Location

143 Forest Service Rd. #233
New Waverly, Texas 77358
936-344-6218

San Antonio District Location

1402 N. Hackberry
San Antonio, Texas 78208
210-335-8560

Temple District Location

205 E. Central Avenue
Waco, Texas 76701
254-770-6869

Tyler District Location

2630 Morningside Drive
Tyler, Texas 75708
903-535-0850

My Contact List

Community Relations Coordinator: _____

Email: _____@tjd.texas.gov

Phone: _____

Other Contacts:

CHAPTER 2: UNDERSTANDING TJJD YOUTH

The Texas Juvenile Justice Department (TJJD) was created as a new state agency on December 1, 2011, pursuant to Senate Bill 653 passed by the 82nd Texas Legislature. Simultaneous to the creation of TJJD, the legislation abolished the two previous juvenile justice agencies in Texas, the Texas Juvenile Probation Commission (TJPC) and the Texas Youth Commission (TYC) and transferred all functions, duties, and responsibilities of these former agencies to TJJD.

This chapter will help us to understand TJJD Youth. This is one of the most important chapters of this training manual because it will hopefully shape your understanding of youth in our care.



In June 2007, Governor Perry signed Senate Bill 103 into law. This law brought about changes to the then, TYC population. As a result of this legislation, youth may no longer be committed to the Texas Juvenile Justice Department for a misdemeanor offense. The legislation also lowered the maximum age from 21 to 19. Both of these changes impacted the number of youth committed to TJJD.

Each youth is committed as one of two types of sentence commitments—determinate and indeterminate.

A ***determinate sentence*** is one in which the judge sentences a youth to TJJD for a specific period of time. If the youth does well, he/she can be released to parole. If he/she doesn't, TJJD can request that the youth be transferred to the Texas Department of Criminal Justice (TDCJ) to complete the sentence. Only a judge can make that determination.

Youth with a determinate sentence are known as Determinate Sentenced Offenders or simply Sentenced Offenders. In 2013, only about 10% of our new commitments were sentenced offenders. Sentenced Offenders are generally our most serious offenders.

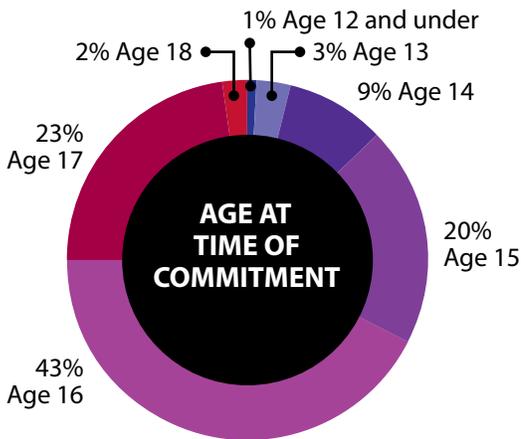
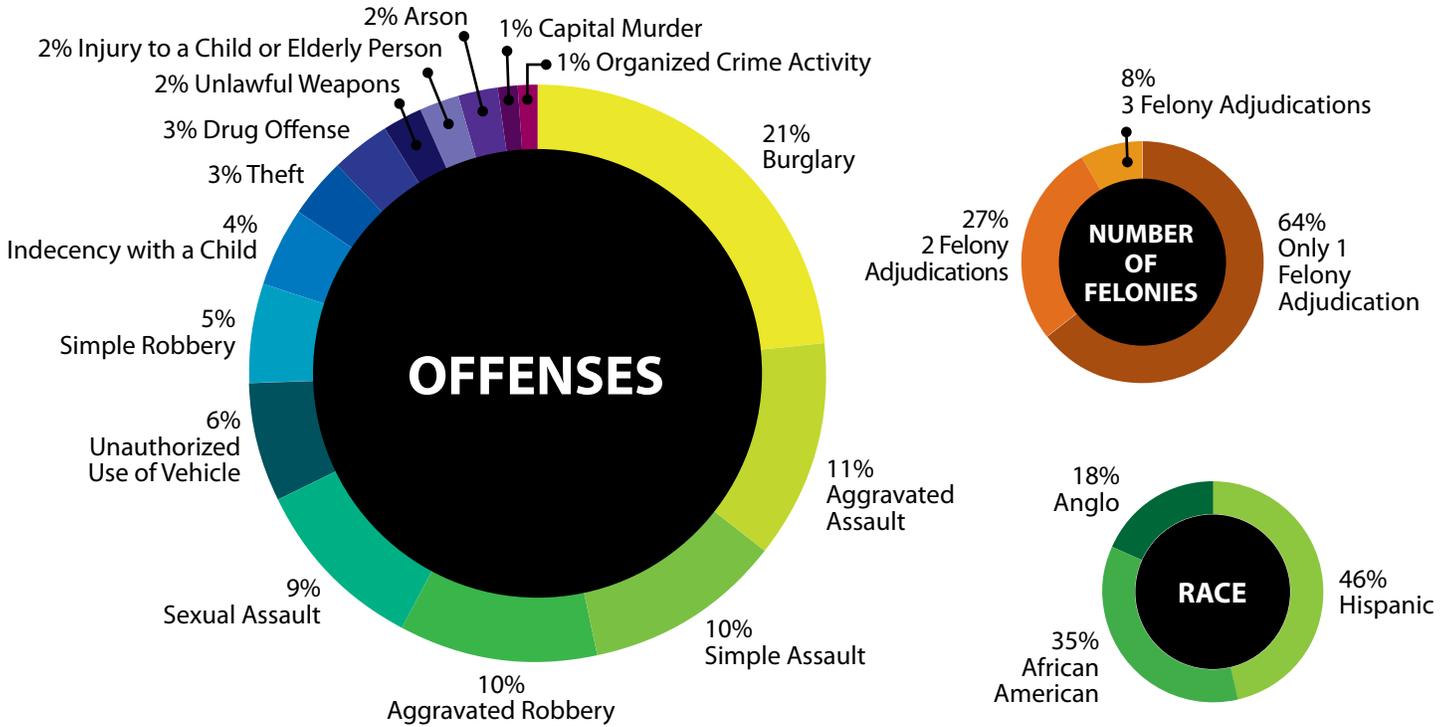
An ***indeterminate sentence*** is one in which the judge commits a youth to TJJD for an unspecified period of time up to his or her 19th birthday. TJJD decides the minimum amount of time the youth spends in a facility. These offenders cannot be sent to TDCJ.

Sentenced Offenders may be transferred to adult prison—the Texas Department of Criminal Justice—Institutions Division (TDCJ-ID) if they are at least 16 years of age and meet other policy requirements. They may also be released onto adult parole. It depends on their age and how well they are doing in the treatment program.

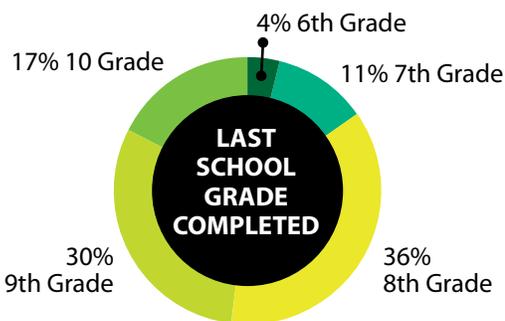
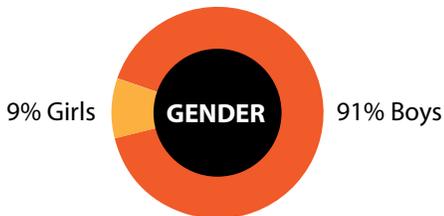
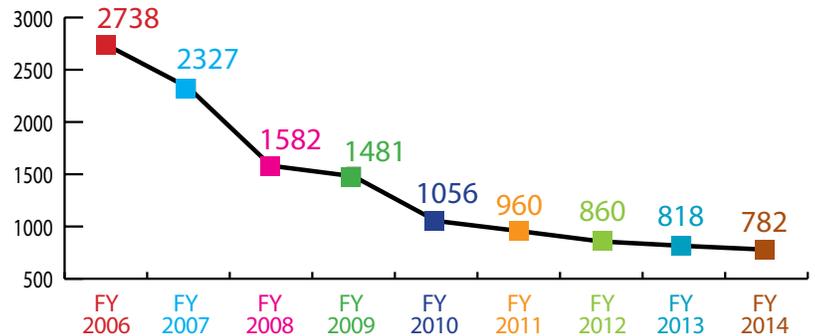
The most common type of offense in the TJJD population is **Burglary**.

For many, TJJD is the end of the road. The next step could be adult prison or even death.

Texas Juvenile Justice Department Commitments – Fiscal Year 2014



NUMBER OF YOUTH COMMITMENTS



DIRECT COMMITMENT vs PROBATION VIOLATION
43% Direct Commitment | 57% Probation Revocation

PRIOR PLACEMENTS OUTSIDE OF HOME
36% No Prior Placements | 69% 1 or More Prior Placements

PROBATION STATUS WHEN COMMITTED
73% On Probation | 24% Not on Probation

Reading: 5th grade level; generally 3.8 years behind their peers
Math: 5th grade level; generally 5 years behind their peers

32% of Youth require **Special Education**
83% of Youth had an IQ of Less than 100

49% of Youth had a Known **Family History of Criminal Involvement**

Even though we have limited commitments for these offenses, all of the youth in our custody have engaged in very serious criminal behavior. For many, TJJD is the end of the road. The next step could be adult prison or even death.

You may be thinking, “What have I gotten myself into?”

The thought of working with this type of population can be very intimidating, even scary.

The good news is people can change. There is hope! We were all once teenagers! Helping the youth make positive changes can be extremely rewarding. Most of us came to TJJD because we want to help the youth. In order to help the youth change, you must understand their issues.

The teenage stage of development presents many challenges.



Rebelliousness is “normal” for teenagers. Many of the challenging behaviors of TJJD youth are normal for their stage of development. Many theorists hold that humans go through different levels of normal development.

Erik Erickson is a highly-respected pioneer in the field of psychology. In the 1950’s, he developed the Psychosocial Stages of Development which is a widely-respected theory about the stages of development. **The “big question” for teens is “Who Am I?”**

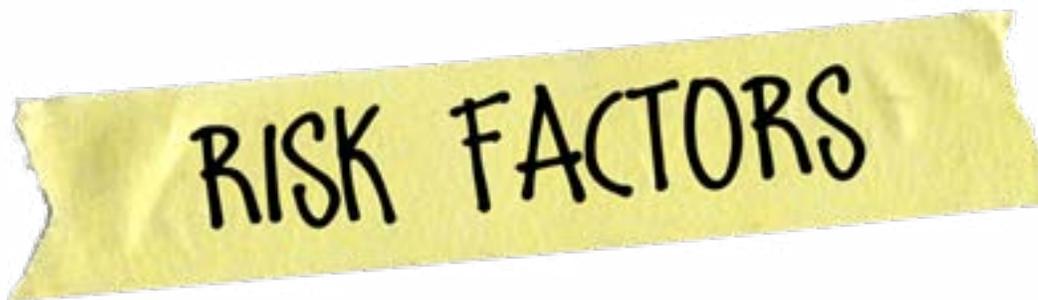
Characteristics of Adolescence:

- ***Acceptance by peers and friends*** — teens try to figure out where they fit in; this may mean that they attempt to join certain cliques to create their own sense of identity apart from their parents.
- ***Independence***—teenagers begin to make their own decisions and define their own set of principles. This is an important step toward becoming a self-sufficient adult. Of course, teens still need the guidance and support of adults, because there is still a lot they don’t know (even though they don’t always realize it.) In the video, some of the youth found it weird that anyone would want to hang out with Mom.
- ***Sexuality*** —hormones are raging and teens are becoming increasingly aware of their sexuality. Their bodies are rapidly changing, including weight and height. They are becoming more aware of their bodies and sex. Masturbation is a common occurrence. Girls have issues related to menstruation ranging from cramps to moodiness.
- ***Achievement*** —during the adolescent years, youth begin to think about their future aspirations. They develop goals about what they want to do in life in terms of family and career. They develop their own notion about what “success” means. The youth in the video seemed to value achieving at basketball, video games, and poker.
- ***Cognitive Skills*** —during these years we improve our abstract thinking skills—so we can understand concepts we can’t see, hear or touch. Examples are: empathy, trust, faith. Logic and reasoning skills are also improving. They begin to think more deeply about things. As teens understand more about the world, they may develop causes (ex. Animal rights activist). Such “causes” are part of identity development.

- **Body Image** —during adolescence, changes in the body can sometimes lead to insecurity. Things like weight gain, acne, breast development, facial hair, increased sweat gland activity can all be causes for concern. It is not uncommon for youth to be preoccupied with their appearance. They are dealing with changes in their appearance at the same time that they are forming an identity or trying to fit in. This can be stressful.

The point is that adolescence is a difficult stage of development. Teenagers have a lot of issues hitting them at once. TJJD youth are no different in that perspective.

There are certain factors that statistically make it harder for youth to stay on the right track. These factors are known as “risk factors.”



Risk Factors

Risk factors do NOT *cause delinquency*, but research shows that risk factors increase the likelihood. Generally speaking, the more risk factors one has, the more likely one will become delinquent. Again, risk factors do NOT cause a person to become delinquent. It's not that simple. The development of delinquency is complex and differs from person to person. There are youth out there with many risk factors that never engage in delinquent acts.

There is value to exploring the youth's risk factors, however. Risk factors help us gain insight into how the youth came to be the person they are today and identify what areas we can focus on to help them change.

Risk factors do not just apply to TJJD youth; they apply to EVERYONE. As we review risk factors, think about which risk factors relate to you or your children.

For purposes of this training, let's review examples of risk factors as they relate to 5 categories: ***Individual, Family, Community, Social, and School.***

Individual Risk Factors

Individual risk factors are characteristics about a person that may create challenges. These are some examples:

- Mental illness (About 54% of our youth have serious mental health problems)
- Low IQ (In 2014, 83% of our youth had an IQ of less than 100)
- Hyperactivity
- Early anti-social behavior

According to the Office of Juvenile Justice and Delinquency Prevention (a division of the Department of Justice), studies show that **early antisocial behavior** is one of the strongest **individual risk factors** for future delinquency. This means that children involved in delinquent activities prior to age 13 are more likely to be chronic offenders.

Family Risk Factors

Family Risk Factors are characteristics about the family that statistically increase the likelihood of delinquency. Seeing factors like “divorce” or “single mother” is scary. These are characteristics that apply to many of us! Remember, risk factors don’t cause delinquency. However, because there is a correlation between risk factors and increased risk for delinquency, we need to help youth manage family risk factors.



Related TJJD youth statistics (FY 2014):

- 85% have parents who were never married, divorced, separated, or at least one deceased.
- 49% had families with histories of criminal involvement

ASK YOURSELF: Why do you think that coming from a family with a history of criminal behavior is considered to be a risk factor?

There isn’t one correct answer. It’s probably a combination of things that are different for each person:

- Negative role modeling
- Pressure to be accepted by family
- Learned behaviors
- Criminal behaviors readily accepted and/or encouraged
- Criminal lifestyle of family/parents leading to abuse or neglect

Community Risk Factors

- Community Risk Factors refer to characteristics in the neighborhood believed to correlate with increased risk, such as:
- Impoverished neighborhoods
- High crime neighborhoods
- Easy access to weapons
- Disorganized neighborhood

A “disorganized neighborhood” refers to a neighborhood in which families are isolated from one another or otherwise disconnected coupled with a lack of social networks or organizations such as crime watch groups, litter pick-up volunteers, recreation centers, etc.

Social Risk Factors

Social Risk Factors can include influence from negative peers.

During adolescence, youth are vulnerable to peer pressure because of the desire to be accepted by others.

The power of peer pressure is why association with delinquent and/or aggressive peers is a risk factor for youth. Consider that 48% of TJJD youth admitted during the intake process that they are gang members in 2013. Some believe that percentage is much higher since not all youth admit to being in a gang and others will join a gang while serving their time in TJJD.

School Risk Factors

School Risk Factors are present in a large percentage of our youth. School plays a key role in rehabilitation. Many TJJD youth are several grade levels behind when they come to us. Though the average age of TJJD youth is 16, the youth are typically 3 to 5 years behind in school.

TJJD Case Examples

As you have learned, the development of delinquency is complex. We see this complexity in the lives of many TJJD youth. TJJD youth, like everyone else, have issues “below the surface” that impact their behavior. As human beings, our experiences impact who we are today—in both good ways and bad.

Below are two fictitious TJJD cases, focusing on some of the risk factors “below the surface.” While these particular cases are not real, we used examples from other real cases to give you a realistic view of the issues our youth face.

John’s Story

Meet **John**, a 15-year old boy committed to TJJD for Aggravated Robbery. John held a gun to his victim’s head and demanded his car and wallet. John is a gang member and has been involved in gang activity in the past. In fact, he is no newcomer to criminal activity.

John first joined the gang at 10 years old, and soon after began abusing alcohol and marijuana. At some point, he sold marijuana as well.

Though he has an average IQ, he skipped so much school that he failed the 6th grade.

He was known to get in fights in school and he was disrespectful to teachers. He was suspended several times and subsequently expelled. At the time of his commitment, he was enrolled in an alternative school. Records indicate that he has a 4th grade reading level.

John has been in TJJD for a year and already he has 3 assaults on his record. Each assault appeared to be gang-related as he claimed that some of the other guys were disrespecting his gang. Therefore, he is not remorseful.

He is also disrespectful to some staff. He has had several incidents of cursing staff and is generally argumentative. He claims he is only that way when he is disrespected.



John's family was very poor and moved a lot when he was young because they could not pay the rent. They sometimes lived in abandoned buildings. He mainly grew up in a neighborhood in Houston where the median income was \$7,600 and 62% of the residents live in poverty. It is the lowest-income neighborhood in the city.

There were gangs and drugs in the neighborhood and he often heard gunshots at night. As a little boy, he was afraid a lot.

Not only was his neighborhood dangerous, so was his home. His father was in jail most of his life for aggravated robbery and his mother lived with a lot of different men—some of whom beat her. She also used drugs.

Once, he pointed a gun at his step-father to make him stop hitting his mother. He was only seven. The stepfather also abused him, beating him often with an extension cord.

School was also hard for him and he frequently felt stupid. He had learning disabilities in reading and had trouble processing verbal and written information.

John didn't go to school much after 6th grade. By that time, he was involved in a gang and using drugs. He was also fighting a lot at school and was suspended and expelled. He was attending an alternative school at the time of his commitment.

ASK YOURSELF: How do you think John's background could impact his behavior?

Possibilities:

- Authority issues (especially with men because of abusive step father)
- Sensitive about being disrespected (based on abusive past)
- Gang involvement to feel safe and secure (based on abusive past and unsafe surroundings)
- Avoidance of school
- Trying to cover up reading issues
- Value money or status (based on being poor and homeless)
- Insecure, inadequate (based on learning disability and/or feeling unloved)



Jane's Story

Let me tell you about **Jane**, a 15-year-old Caucasian girl. Currently, Jane has been in TJJD for over 10 months. Jane has had 7 referrals to Juvenile Probation starting 8 months ago.

She was committed to TJJD for setting fire to her home, though she won't or can't say why. She's been described by her probation officer as emotionally immature and lacking coping skills. They also state that Jane's family has not held her accountable for her actions. They make excuses for her.

Although Jane denies any history of abuse, there was a reference in her record that indicated that she was molested by a male cousin when she was little. In fact, this same male cousin recently moved near Jane, so she saw him often. Since he's moved to town, she has been getting into trouble. She was on suicide alert status at juvenile detention. She has a prior history of cutting on her arms with sharp objects. Jane also has poured perfume on her hands and set them on fire. Jane also poured accelerant on rats, set them on fire and then threw them on furniture.



Records indicate that Jane suffers from depression and post-traumatic stress disorder. Her parents however think that Jane is fine, she is just going through growing pains and testing limits.

Her adjustment at TJJD has been poor. Jane is extremely intelligent, but she does not do her schoolwork. She doesn't participate in group, either. She seems detached and numb. She has been prescribed an antidepressant but she refuses her meds several times a week.

Jane has had quite a few Incident Reports for disruption of program, danger to others, refusal to follow staff instructions, and threat of harm to self. She seems angry, lost and sad. She denies that she is suicidal. Though she seems to get along with her family, she never calls home even when the call is free.

ASK YOURSELF: What might be some of the issues that will require follow-up by the Case Manager, Psychologist or Psychiatrist?

Possibilities:

- Medication compliance
- Anger at parents
- Connection between Jane's delinquency and her cousin
- Learning how to express her feelings appropriately
- Learning how to cope in a healthy manner
- Self-hate issues
- Parent's denial

Despite the complex lives of the youth in our care, we believe that the youth can make the changes necessary to be law-abiding citizens.

Research has shown that we can lessen the impact of risk factors, thus helping youth to succeed!

Protective factors are those things that mediate or moderate the effect of exposure to risk factors. In other words, they are things that "protect" a person from the risk factors.

With support, youth can build on the protective factors, thus minimizing the impact of the risk factors.

There is hope for all the youth in our care!

Protective Factors

There are protective factors in each of the five categories we discussed previously: Individual, Family, School, Community and Social.

Individual protective factors

Individual protective factors are those things about a person that helps them cope and succeed. Being motivated and optimistic are protective factors. When we teach youth skills like how to manage stress, solve problems or get along with others we helping to build protective factors.

Family protective factors

Families can also be protective factors. Examples would be positive parental role models and parents who support and encourage youth.

School protective factors

Success in school is connected with lower recidivism rates. Being committed to school and attending a safe school environment are considered protective factors.

Community protective factors

As far as the community, neighborhoods that are safe and contain support systems and activities for families are also protective factors. These may include, churches, recreation centers (YMCA), sports, safe parks, crime watch groups, drug-free zones, and so on.

Social protective factors

And lastly, one's social group can be a protective factor. True friends are a part of a person's support system. Friends who believe in being pro-social and model a positive lifestyle is also important. Remember, teenagers are seeking belonging and identity. Their peer group can have a big influence.



WHAT YOU CAN DO...

What You Can Do

Promoting sense of safety - youth who feel safe can focus on making changes instead of having to "watch their back." Safety must come first.

Providing structure - when things are chaotic youth don't know what to expect. Also, a chaotic environment equals a lack of control and an unsafe environment. If you walk onto a chaotic dorm, it won't feel safe.

Providing positive social norms - basically we have rules that we expect the youth to follow. Rules help the youth to live in a respectful manner of others as a member of the community.

ASK YOURSELF: What "rules" do we have in the community that promotes respect for safety and other people? (Ex: Don't drive and drive, don't hitchhike, wear seatbelts, lock doors at night)

Provide opportunities to belong - remember that teenagers want to belong. We can provide positive ways to establish belonging like sports groups, campus tour guides, community service, employment, etc.

Establish rapport - you have to establish rapport with the youth in order to earn their trust. Many teens are distrustful of adults. How you interact with them can either help them or hurt them.

Model appropriate behavior - the youth will be constantly watching you. They will be familiar with your attitude and behavior. You are role models whether you intend to be or not. If you are doing or saying things we don't allow the youth to do, you will lose credibility. "Do as I say, not as I do" never works.

Give responsibility and challenges - many of the youth have not had many opportunities for success prior to coming to TJJD. You will find that the youth have a lot of potential and creativity that is untapped. Encourage youth to draw, write poetry, have leadership responsibilities on the dorm, or play sports.

Provide positive reinforcement - our youth have heard how bad they are all of their lives. If we want them to change, we need to give them praise and encouragement. Reinforce even the small changes they make. Remember, no one changes overnight. Sometimes it will seem like they are going 3 steps forward and 2 steps backward. That's okay. Change is a process, not an event. Tell them you are proud, or point out their accomplishments along the way.

Coordinate family, school and community programs upon release - this is the case managers' responsibility for the most part. In order to build protective factors, we have to make sure the youth has support upon their release. Examples include drug treatment, training programs, work, family counseling and reintegration planning.



CHAPTER 3: JUVENILE HEALTH AND PRECAUTIONS

This chapter will help us to understand TJJD Youth. This is one of the most important chapters of this training manual because it will hopefully shape your understanding of youth in our care.

Neurological Development

Neurological changes occur in the brain during the teenage years. The teenage brain is “under construction.” The frontal cortex is the part of the brain responsible for judgment, planning and strategizing. Adolescents have less activity in the frontal lobes and more in the amygdala than adults.



Studies Indicate that Teenagers:

- Are more likely to have an emotional response rather than a thinking response
- May not always exhibit planning, judgment and goal-directed behavior
- Engage in more risk-taking behaviors

Tips for Volunteers

- Work with youth on problem-solving skills and “new thinking” so they learn how to think through issues and make better decisions.
- Ask the youth about a tool called “thinking report” which helps them pay attention to their thinking, attitudes, values and beliefs.
- Teach and role model coping skills such as controlling anger, managing stress, expressing feelings appropriately, etc.
- Listen attentively, validate feelings and demonstrate empathy.
- Build rapport and trust with the youth to make it more likely that they will talk through their feelings with you instead of lashing out at you.
- Remember that change doesn’t happen overnight. Recognize and praise positive behaviors that youth demonstrate so they will be encouraged to keep trying.

Physical Development

Physical changes during the adolescent years are dramatic with teens growing inches seemingly overnight, their bodies re-shaping and voices changing all at once.

Sexual Development

During puberty, changing hormonal levels play a role in activating the development of secondary sex characteristics. These include:

1. Growth of pubic hair
2. Menarche (first menstrual period for girls) or penis growth (for boys)
3. Voice changes (for boys)
4. Growth of underarm hair
5. Facial hair growth (for boys)
6. Increased production of oil, increased sweat gland activity, and the beginning of acne.

Psychological Development

Adolescence is a complex stage of development that requires the guidance and support of caring adults. Youth may be trying to “find themselves” by exploring different groups.

In Fiscal Year 2013, **48%** of new TJJD arrivals were admitted **gang members**.

Research has found that children who have experienced abuse and neglect are more likely to have psychological and emotional problems.

In Fiscal Year 2013, **36%** of new TJJD arrivals had a **history of abuse or neglect**.



COMMON MENTAL HEALTH DISORDERS AMONG JUVENILE OFFENDERS

Depression	<ul style="list-style-type: none">• Mood Disorder• Often characterized by sadness, misery or despair beyond what would be considered normal• Sometimes manifests as anger, irritation or opposition in youth• Must have lasted at least 2 weeks and is often accompanied by additional symptoms such as sleep disturbance, appetite disturbance, lack of concentration, loss of interest or pleasure in activities• Youth may appear withdrawn, or express feelings of worthlessness or hopelessness
Bipolar	<ul style="list-style-type: none">• Mood Disorder• Characterized by drastic and sudden mood swings from depressed to energetic, euphoric or agitated• May have times when they are quite or withdrawn then suddenly become very talkative, agitated or engage in reckless behavior
Dysthymia	<ul style="list-style-type: none">• Mood Disorder• Characterized by a mildly depressed personality all of the time• Mild form of depression, but can progress to Depression• More common than Depression or Bipolar among juvenile offenders
Post Traumatic Stress Disorder (PTSD)	<ul style="list-style-type: none">• Anxiety Disorder• Most common Anxiety Disorder among juvenile offenders• Results from experiencing/witnessing an event(s) which caused them to be in fear of their lives or someone else's life accompanied by intense horror and/or helplessness• May experience nightmares or memories which remind them of the event• May become emotionally detached or numb to protect against feelings• May exhibit explosive anger or get very anxious

COMMON MENTAL HEALTH DISORDERS AMONG JUVENILE OFFENDERS

Psychosis	<ul style="list-style-type: none"> • Characterized by breaks with reality • May have hallucinations, such as seeing, hearing or feeling things that are not really there • May have delusions which are strongly held beliefs held by others to be bizarre and inconsistent with reality • May exhibit bizarre behavior, difficulty with social interactions and impairments with daily living activities
Attention-Deficit/Hyperactivity Disorder (ADHD)	<ul style="list-style-type: none"> • Characterized by inattention or hyperactivity or both • Includes difficulty paying attention and concentrating • May exhibit impulsivity or have difficulty sitting still in class or group • May exhibit difficulty with complex verbal instructions • May interrupt conversations or blurt out in class
Conduct Disorder	<ul style="list-style-type: none"> • Characterized by behavior that violates rules or rights of others • Very common diagnosis among TJJD youth • May exhibit aggression to people and/or animals • May engage in destruction of property • May engage in lying, stealing or other forms of deceit
Learning Disorders	<ul style="list-style-type: none"> • Characterized by performance on standardized academic tests which is significantly below the expected performance based on the youth's IQ • May exhibit a learning disorder with any IQ • May exhibit a learning disorder in any or a combination of the following areas—math, reading, or written expression

Many TJJD youth are prescribed psychotropic medications. Psychotropic medications alter the brain's function to affect behavior, mood and perception.

Common Psychotropic Medications and Psychiatric Conditions:

- Antidepressants (ex. depression, anxiety disorders, obsessive compulsive disorder)
- Anti-anxiety medications (ex. anxiety disorders)
- Stimulants (ex. Attention Deficit Disorder—ADD, Attention Deficit Hyperactivity Disorder—ADHD)
- Mood Stabilizers (ex. Bipolar Disorder)
- Anti-psychotics (ex. Schizophrenia)

These medications are prescribed to manage a condition, so it is important that the youth and families understand the purpose of the medication and how it is to be administered.



Volunteers Responding Appropriately

Be Observant

Staff and volunteers who work directly with the youth are the best source of information. Be sure to share your observations and concerns with dorm staff.

Maintain Open Communication with Team Members

It is important to share issues/concerns with the caseworkers, correctional staff, and Multi-Disciplinary Team (MDT) whose job it is to identify strategies and interventions for youth who are having difficulties.

LEAPS: Listen, Empathize, Ask, Paraphrase, and Summarize

Every interaction you have carries the chance to build rapport and trust with the youth. Use active listening and show empathy.

Be Fair, Firm, and Consistent

The rules of behavior should be consistent and predictable. Youth should be clear about what is or isn't considered acceptable behavior.

Be a Role Model

Maintain a professional presence and interact with the youth in a way which models appropriate social skills. Dress, speak, and carry yourself in a professional manner. Almost every interaction you have with the youth is a "teachable moment" because they learn from the things you say and do.

Abuse and Dependence

Youth are screened at intake for substance abuse and dependency. Those that are dependent may receive specialized chemical dependency treatment while at TJJD.

82% of TJJD youth have substance abuse histories. Research has established the link between substance use and criminal behavior, suggesting that chemical dependency, if left untreated, places youth committed to TJJD at risk of future criminal behavior.

Commonly abused prescription drugs include:

- Pain killers
- Anxiety medications
- Sleep medications
- ADHD medications
- Weight loss medications



Suicide Prevention

Communication, Trust, and Rapport

A listening skill known as reflection shows the youth you are trying to understand them, not judge them. This is important when it comes to suicide prevention—and youth, in general. By reflecting back what the youth says, you won't be perceived as judgmental, mean, intimidating, angry, etc. Professional boundaries encourage trust, rapport, and open communication between staff and youth. Your level of professionalism affects the trust and rapport you will have with the youth.



For example, you tell a youth, “Stop whining all the time. You’re getting on my nerves.” If no trust and rapport are built between the youth and the volunteer, that statement could be very damaging. Imagine that statement being said to a youth who is suicidal and already thinking, “Everyone is better off without me.”

We must realize the power of our words—in both good ways and bad ways.

A volunteer’s interaction with TJJD youth is limited and you may not know what is “normal” and “abnormal” behavior for each youth. Staff, particularly dorm staff, have a much better understanding of what is “normal” and what is “abnormal” for the youth. If you believe a youth is acting abnormally or different than usual, ask the staff questions.

In one case, a youth who overdosed on pills was discovered only because staff thought the youth looked a little “out of it” while sitting on the couch. The youth recovered. It could have been easy to overlook had the staff not known how the youth normally acted.

It is also easy to overlook a youth sitting off in a corner or crying more than usual. Check on these youth. Communicate with them. It is your job, and it may be what saves a life.

Two BIG “DON’Ts”

1. DON’T assume the youth is manipulating or just trying to get attention by claiming to be suicidal.
2. DON’T say anything that may discourage a youth from admitting that they want to hurt themselves.

Never jump to conclusions and label youth. It is too easy to blame and label youth as manipulators.

NEVER try to call their bluff by saying “If she was going to kill herself, she’d have done it by now. She just wants attention.”

That is a gamble you cannot afford to lose.

The point is to keep the youth safe, not discourage them from getting help. Any inconvenience experienced by staff when a youth is placed on suicide alert is far better than the pain and horror of experiencing the death of a youth.

Open communication will make it easier for you to ask the youth, "Are you thinking about hurting yourself?"

Risk Factors, Signs, and Symptoms

"Always be alert!" The youth we serve now live in an environment conducive to suicidal ideation and attempts. Another thing to remember: Most youth just want the HURT to stop. During the crises, they don't think about suicide as death or being permanent; they do not have the ability to think clearly about other options.

Risk Factors for Youth in a Facility

Signs and symptoms in a youth at risk in a facility are not that uncommon. It is important for you to apply what you already know about suicide and suicide prevention; use all of that knowledge in helping our youth at risk.

Suicide is the third leading cause of death among all youth.

We know that suicide risk increases in correctional environments when compared to living in the free world or even in residential treatment centers.

What is so different about being in a facility?

- Schedules, told when to eat, sleep, go to bathroom etc.
- Confined to room overnight.
- Correctional environment – bare walls, loud talking and movement, echoes, etc.
- Forced to deal with a lot of strangers with a lot of power.
- Feelings of hopelessness will be here forever; no way out. Not much freedom of movement, expression etc.
- Forced to go to school and deal with issues they could avoid on the outside.
- Poor coping and social skills by history with loss of traditional ways of coping.
- Personal and family issues, including separation from family, friends, girlfriends and boyfriends, gang members or other associates with whom they had fun.
- Most have used drugs or alcohol to avoid development of problem solving skills with peers or family.



All of us have these common responsibilities:

- To help identify a youth with suicidal thoughts and/or behaviors
- To keep them safe until they receive help

Let's look at some of the **non-verbal cues** that may be communicated by youth with intent to harm themselves.

- History of prior attempts or family attempts at suicide. (This requires getting to know your youth)
- When a youth's behavior changes noticeably from quiet to loud, loud to very quiet, aggressive to passive or vice-versa, something is going on.
- Sometimes a suicidal person has come to a resolution about their dilemma. A period of calm and peace is present as they have decided to end their life.
- Changes in behavior after speaking with their family, visiting with their families or other significant events.
- A youth discontinuing psychotropic medications or cheeking them may be important non-verbal communication.
- Youth hoards cheeked medications prescribed for him/her or others.
- Giving away things that have had value, monetary or sentimental, to the youth, such as photos, letters, anything of significance or importance to the youth.
- Changes in behavior from what has been usual for them, such as losing interest in school or making phone calls home.
- Passive, withdrawn, or not socially involved as they were in the past or more irritable and aggressive than in the past.



Direct care staff stop most suicides, so use your best judgment in any single situation. Always be alert! Always get staff involved!

Risk Factors Becoming Motivators

Most individuals in a suicidal crisis really do not want to die. They want the pain, the loneliness, the hopelessness or the anger to go away; they do not see any other way than dying. Factors that indicate a youth might be motivated to attempt suicide are called Motivators. Motivators contribute to the youth's belief, "Things are bad and not likely to get better."

Now here are some examples of motivators:

- Escape from intolerable situation
- Join a deceased loved one
- Attract attention
- Manipulate others
- Avoid punishment for a crime
- Control their time of death
- Punish their survivors
- End an irresolvable conflict
- Gain revenge
- Just end it all

Suicide Prevention Policy Review

Suicidal behavior includes suicide attempts, suicidal gestures, intentional self-injurious behavior, or development of a plan or strategy for committing suicide. Suicidal behavior generally involves some overt action or clear indication of the development of a specific plan or strategy to injure or kill oneself.

A life-threatening suicide attempt is one that a health care professional determines would have resulted in death except for circumstances beyond the youth's control. Not all self-injurious behavior is an attempt to kill oneself. This type of behavior causes harm, such as cutting oneself, self-battering, taking overdoses, or exhibiting deliberate recklessness. For reporting purposes, self-injurious behavior is considered a type of suicidal behavior.

GAP 380.9187 Contains the definitions for suicide alert terms. Both policies were revised in early 2015 to better reflect national standards of care.

GAP 380.9188 Suicide Prevention applies to all youth assigned to high restriction facilities operated by TJJD.

Let's discuss the procedures set forth in the policy.

Assessment is the first step. All youth are assessed for suicide risk upon:

- Admission to TJJD
- Arrival to their placement from orientation and assessment
- Return to TJJD custody (such as returning from bench warrant or revocation from parole)
- Concern that a youth is thinking about self-harm or suicide
- When youth are transferring among facilities

Transition to a new facility can be stressful. Youth do not know what to expect. They may be anxious and fearful. They don't know anyone and no one knows them. It is easy for these youth to fall through the cracks. We can't afford for that to happen when it comes to suicide risk. So, as matter of routine, we assess these youth right away.

There are two levels of assessment:

Suicide Risk Screening - This screening may be conducted as part of an intake health screening by a nurse or it may be conducted by a trained designated staff upon notification that a youth may be at-risk for suicide. Policy requires the screening to be conducted within 1 hour of the youth's arrival/notification to determine whether the youth is potentially at-risk for suicide.

If the youth is found to be "potentially at-risk" for suicide, it means that the youth has either said something, done something, or there is other presenting evidence to suggest the youth is thinking about suicide or self-injury.

The screening helps determine the level of risk and how soon the youth needs to be assessed by a Mental Health Professional Health, known as an MHP.

Suicide Risk Assessment - a full assessment that can only be conducted by an MHP as follows:

- Within 4 hours after the screening if the youth is actively suicidal or has attempted suicide; or
- Within 24 hours after the screening if the youth is not actively suicidal, but is still considered at-risk for suicide.

According to nationally-recognized suicide prevention expert, Lindsay M. Hayes, suicide risk assessment is an on-going process, not a one-time event. Assessments occur as often as necessary to keep the youth safe from their admission to TJJD through their discharge.

This is where you come in. **Staff and volunteers who work closely with the youth on the front lines will see the red flags before anyone else.**

What does policy require me to do if a youth tells me he is having suicidal thoughts?

1. Keep the youth in your direct line of sight to ensure his safety.
2. Talk to the youth and try to engage him in conversation.
3. Immediately let staff know of the situation.

It's not enough to just "keep an eye" on the youth yourself without notifying the staff. Why is that not enough? There is no documentation of the observation, no accountability, no assurance of the youth's safety, no suicide screening or MHP involvement, etc. A trained designated staff will conduct the suicide risk screening within one hour after notification.

More Risk Factors with Signs and Symptoms

- Abrupt or Noticeable Changes
- Sudden mood swings - more than typical
- Excessive crying, sadness or gloom
- Difficulty in making conversations
- Difficulty in carrying out routine tasks
- Inability to concentrate
- Increased or decreased appetite
- Increased or decreased purging and bingeing
- Difficulty falling asleep in a youth not having had this problem before
- Difficulty staying asleep
- Early morning awakening (much earlier than usual with problems going back to sleep)
- Excessive sleeping
- Night time anxiety
- Acting out, aggressive behavior
- Quiet, passive behavior
- Going from one extreme to the other
- Explosive behavior
- Family history of suicide attempts
- Previous attempt to commit suicide
- Elaborate plan - not thought out well - went wrong – plan not good enough



What if the plan is not well thought out? Does this indicate the youth does not intend to attempt?

The youth's talking about the plan indicates that more thought is being given about the attempt.

Risk Factors can and usually stem from one or more the following areas:

- Family Problems
- Institutional Problems – Environmental
- Institutional Problems – Events
- Obsessed with Death Signs

When are youth suicides most likely to happen?

1. **Any time youth observes staff not looking.**
2. During room confinement
3. When all staff are not communicating youth's suicidal risk behaviors and status
4. When youth can predict the next security check
5. During shift change because staff are preoccupied
6. When monitoring by staff is not properly conducted
7. During low staff coverage days
8. At night

Report and document what you see, hear, or just “pick up on.” It's always better to be safe than sorry.

Health-related risk factors that place youth at risk for committing suicide:

- Substance Abuse/Addiction
- Alcohol/drugs – escape for their thoughts and feelings

Depression is the most common issue with our youth who have thoughts and feelings, leading to those of committing suicide. Youth respond in many different ways to depression.

- Withdrawal, isolation, loneliness, confusion
- Changes in mood, behavior, or daily routine
- Agitation, self-hatred, anxiety
- Self-abuse
- Suicidal ideation
- Threats, gestures
- Suicide attempts
- Thoughts about death
- Journaling
- Declining Interests
 - Declining interest in socialization
 - Failing in school or feels like a failure
 - Not interested in activities they once liked
 - Broken friendships
- Behavior Signals

Regardless of the cause, the factor, the illness, when a youth is considering suicide, what the youth really and only wants and needs is relief from the pain - a way out of feeling “this madness.”

Behaviors you may notice when a youth makes the decision to commit suicide:

- Exhibits severe depression traits or suddenly becomes happy.
- Engages in high risk behaviors.
- Talks about suicide.
- Refuses to commit to not harming self.
- Gives personal property away.
- Resolves to kill self – has a plan.
- Exhibits abnormal behavior.

Methods most commonly used in facilities by youth are hanging, suffocation, ingestion, and self-injury.

Hanging - The Predominant Plan in Secure Care

Materials Used

- Electrical cords
- Sheets
- Socks
- Bras and underwear
- Toilet paper ropes
- Torn clothing strips

Locations for hanging– (It doesn't have to be from a high place.)

- a window grate, door knob, vents, or bed frame
- contemplation and searching for the method, material, and the right timing

Your observation and documentation can lessen their opportunity to commit suicide.

How Staff are to Respond to a Youth Hanging

It is very upsetting to encounter a youth who is hanging. However, it is not the time to panic. First and immediately, staff are expected to use their radios to call a **CODE BLUE**, as they would in any life-threatening situation. Designated staff responding to the CODE BLUE must bring the rescue kit to the location. The rescue kits are also on the dorms and includes the rescue tool that they use to cut the ligature. As in any life-threatening emergency, the Code Blue is initiated first and foremost. If staff are unable to conduct the cut-down procedure as trained and recommended, remember the goal is to free the youth's airway in the least amount of time. Use the best available means and methods to loosen and/or cut the ligature around the youth's neck as soon as possible.

Youth Confessions of Child Abuse

According to the Texas Family Code, TJJD supervisors are required to report youth confessions of child abuse. If a TJJD youth tells a volunteer that he has abused or neglected a child sometime in the past before they were sent to TJJD, then the volunteer must report it. The volunteer doesn't have to find if the confession of abuse is real or untrue – the volunteer just has to report it.

Again, a TJJD volunteer who has cause to believe, based on information provided by a youth, that the youth is responsible for abusing or neglecting a child sometime in the past when the youth was not in a TJJD operated facility or contract care program, **must report that information, within 48 hours after the volunteer first receives it**, to the Community Relations Coordinator and youth's caseworker.

HIV/AIDS and Blood Bourne Pathogens

The students you will be working with have engaged in the two riskiest behaviors related to HIV infection - **drug use and sexual intercourse.**

It has been estimated that half of all new HIV infections in the United States are among people under age 25, and the majority of these young people are infected from engaging in sexual activity.

This data also shows that even though AIDS incidence is declining, there has not been a comparable decline in the number of newly diagnosed HIV cases among youth. Scientists believe that cases of HIV infection diagnosed among 13 - 24 year olds are indicative of overall trends in HIV incidence because they have more recently initiated high-risk behaviors.

Confidentiality

All HIV/AIDS information pertaining to any particular staff, volunteer, or youth is confidential. You should not relate any information about the HIV/AIDS status of any individual to anyone else unless the individual has signed a release, specifically stating to whom the information may be released.

HIV/AIDS are reportable diseases. In accordance with the CDC Standards, **the institution contract physician must report any diagnosed cases** to the Texas Department of State Health Services.

To negligently or willfully release or disclose information, such as HIV/AIDS test results as it relates to an individual, to unauthorized persons is a **breach of confidentiality**; it is also a breach of confidentiality to negligently or willingly allow HIV/AIDS test results OR any information pertaining to HIV/AIDS, as it relates to an individual, to become known by unauthorized persons.

Definition of Test Results

A "test result" is any statement, indicating that an identifiable individual has or has not been tested for HIV infection, antibodies to HIV, or infection with any other probable causative agent or AIDS, including a statement or assertion that the individual is positive, negative, at risk or has or does not have a certain level of antigen or antibody.

Exceptions to Confidentiality

1. A physician, nurse, or other health care professional with the legitimate need to know the test results to provide protection for the patient, others, and themselves.
2. Blood banks, hospitals, and laboratories under certain conditions.



A breach of confidentiality is a criminal offense, Class A Misdemeanor, which can result in civil fines and/or penalties. Also, violations of the law in regard to testing, counseling, and confidentiality may result in civil liabilities.

Criminal negligence is the criminal offense charged if a person releases HIV/AIDS test results (or other information regarding the individual tested) to unauthorized persons or to persons without a need to know.

So, in short, volunteers may not tell anyone about a youth who may have HIV/AIDS. It's against the law.

Testing

All youth are tested for HIV upon admission to TJJD unless they refuse by signing a refusal form. HIV testing will not be performed routinely as a result of an assault by a youth, but may be requested or required if there has been potential exposure to a communicable disease.

If a youth in a TJJD facility wants an HIV test conducted after admission, staff should **have the youth talk only to the facility's physician or head nurse**. If the youth is in a community placement, staff should refer the youth to the Department of Health and Human Services (DSHS) or its designated local authority.

The youth will receive pre-test counseling regarding HIV/AIDS and will then receive post-test counseling upon the arrival of the results.

A youth may voluntarily choose to discuss his HIV status with staff; however, staff should ensure that, by **referring the youth to the facility physician or head nurse**, accurate advice and counseling is provided for the youth. Disclosure of a youth's HIV/AIDS status, obtained during counseling, would be a breach of confidentiality.



Occupational Exposure

An employee or volunteer with routine or direct contact with TJJD youth in institutions or community settings may request the DSHS (or local health authority) to test a person who may have exposed them to any reportable disease in the course of the job performance. TJJD youth may request this testing procedure for the same reasons.

A request under this section may be made only if the following apply:

1. The employee or volunteer is exposed in the course of performing normal duties and responsibilities.
2. The employee or volunteer has reason to believe that the exposure may have caused a risk of contracting a reportable disease.
3. The employee or volunteer submits a sworn affidavit, detailing the reason for the request for testing, to the DSHS authority.

DSHS will give the alleged source of exposure prompt and confidential written notice of the order for testing. DSHS will then arrange for the testing and inform the requesting employee or volunteer of the alleged source's test results. If the alleged source refuses to comply with the DSHS order, DSHS may then request that the state's attorney petition the district court for the alleged source's compliance by issuing a court order.

A volunteer who is exposed to a reportable disease while working with a TJJD youth does not qualify for Workers' Compensation. A volunteer releases TJJD from liability when you sign the Volunteer Agreement Form during orientation, with the understanding that there are inherent risks of volunteering with TJJD youth.

How Disease is Spread

HIV is a blood borne and sexually transmitted virus. It is transmitted in three ways:

1. Through intimate sexual contact in which there is an exchange of infected semen or vaginal secretions.
2. Through injection of infected blood or blood products, i.e., needle sharing among drug users.
3. From an infected mother to their babies in the uterus before birth, during the birth process, or during breast feeding after the birth.

How Disease is NOT Spread

1. HIV is not spread by saliva, sweat, or tears.
2. HIV is not spread by sharing eating utensils.
3. HIV is not spread in swimming pools.
4. HIV is not spread by casual contact, e.g. handshakes, hugs, etc.

Prevention

1. Abstain from sex or use protection during sex.
2. Avoid having sex with those people who engage in high-risk behavior(s): multiple partners or strangers, or people you know engage in high risk behaviors.
3. Do not share needles.

Women at risk of HIV infection should postpone pregnancy and confer with a physician.

Acquired Immune Deficiency Syndrome (AIDS)

AIDS is a serious disease caused by infection with HIV, which attacks the body's immune system and, over time (months to years), destroys the blood's virus- and bacteria-fighting white blood cells. The body then becomes less and less able to protect itself against any illness. The HIV+ person then becomes more susceptible to infections or cancers, attacking the body and possibly and more than likely, causing death.

Standard Precautions

In 1996, the CDC revised the definition and recommendations for standard precautions. Today, standard precautions are the primary strategy used to reduce the risk of transmission of pathogens from moist body substances. Standard precautions apply to blood and secretions, except sweat - whether or not it contains visible blood - or mucous membranes.

Volunteers are advised to follow all procedures for safety at all times to reduce the risk of contracting an infectious disease.

- Avoid punctures by sharp objects. Always assume that every youth or area to be searched may have a potentially infectious, sharp object.
- Minimize your exposure to infectious germs. Wash your hands often; cover all skin breaks, rashes, etc., with clean, dry bandages; use disposable gloves if exposure to blood or bodily fluids is likely.
- Clean up blood spills (or spills that contain blood) as soon as possible; wear 2 pairs of disposable gloves; CPR masks; goggles; large disposable sheeting; use an approved disinfectant; properly dispose the gloves; wash hands thoroughly after removing gloves.
- Disinfect soiled clothing and equipment; wash clothing in machine as soon as possible and disinfect equipment, such as handcuffs, with appropriate disinfectant solution.



- Although there is no documented case of HIV, hepatitis B, or hepatitis C infection through administration of CPR, CPR masks (pocket) will be made available in all buildings and security vehicles, and employees will be trained in their use.

Volunteers are advised to follow these procedures and precautions at all times to reduce the spread of all contagious diseases.

Volunteers exposed to blood or other potentially infectious materials will have ready access to hand washing facilities. **Hand washing is the single most effective means of preventing the spread of infection.** If ready access to hand washing facilities is not feasible at the time of exposure, the volunteer will have access to one or more of the following temporary alternatives:

- Antiseptic cleanser to be used with a paper/cloth towel
- Alcohol swabs
- Hand sanitizer

If one of these alternatives is used, wash hands and/or other affected body parts with soap and running water as soon as possible.

Upon removal of personal protective gloves, volunteers will immediately wash their hands and any other potentially contaminated skin area with soap and water or a temporary alternative.

If exposure to skin or mucous membranes occurs, as soon as possible following contact, the volunteers should vigorously wash the area with soap and water or flush the area with water, as appropriate.



CHAPTER 4: THE TJJD REHABILITATIVE STRATEGY

TJJD's Treatment Program

The agency's treatment program encourages a partnership between youth, families, and communities. Experienced, trained, and licensed staff provides treatment that is youth-centered and evidence-based. The program takes into account the child's individual needs and strengths to help youth while in TJJD and when returning to the community. Every staff member with TJJD is committed to the youth's treatment program.

The treatment program focuses on two questions:

1. **What causes youth to come into the juvenile justice system? (the risk factors), and**
2. **What keeps kids from returning to the system? (protective factors).**

The TJJD program assesses individual youth risk factors (the negative parts of their lives) and protective factors (positive parts of their lives), which are used as the foundation to design individual treatment plans so that youth can learn to reduce their risk factors and increase their protective factors. This intense and system-wide implementation of thinking skills training will decrease recidivism and crime among youth in the program.

Treatment programs are customized for each youth. They undergo group therapy, individual counseling sessions, and spend time working on lessons related to their treatment. Their progress is evaluated every 30 days.

The structured daily schedule at TJJD teaches youth, among other things, to make good use of free time. Poor use of leisure time is one factor that contributes to delinquency.

Risk factors that are addressed in the curriculum include:

- Having negative and/or dangerous attitudes, values, and beliefs
- Not having positive role models
- Spending time with negative or criminal people
- Abuse of alcohol or drugs
- Personality traits that make youth more likely to engage in criminal activity
- Rebellious, defiant, and/or law-breaking behavior
- Difficulties between and among family members
- Low academic or vocational success
- Poor use of free time

The treatment program draws elements from the following evidence-based tools, techniques, and therapies.

- PACT-Positive Achievement Change Tool
- Thinking for a Change/Thinking Reports
- Skills Development and Applications Groups



- Motivational Interviewing
- Positive Behavior Interventions and Strategies (PBIS)
- Leisure Skills Building Groups
- Specialized Treatment Programs
- Educational, Vocational, and Workforce Development
- Family Partnering and Involvement
- Victim Impact Panels
- Building community supports
- Re-entry planning

There are four specialized treatment programs provided for youth who are identified as having a significant need in a specific area. They are:

- Capital and Serious Violent Offender Treatment Program,
- Alcohol or Other Drug Treatment Program,
- Mental Health Treatment Program, and
- Sexual Behavior Treatment Program.

In these programs, youth receive treatment services from specially trained or licensed staff and participate in programming that is more intense and possibly longer than the general treatment program. Specialized treatment programs receive ongoing support and staff receives specialized training to maintain the advanced skills and knowledge needed to work with special-needs populations.

Youth's Treatment Program: Step-By-Step

Assessment and Orientation

Upon admission to the TJJD assessment units, youth are assessed in multiple areas: mental health; education; vocation; and medical needs, and are evaluated for specialized treatment needs. Risk and protective factors are identified and an initial case plan is developed to begin targeting these factors. Youth are classified according to their committing offense and needs, designated a minimum length of stay, and are assigned to a placement dependent upon their rehabilitation needs, proximity to home, and risk level. During the assessment and orientation process, youth are introduced to a skills program – Thinking for a Change (T4C). Planning for transition/reintegration into the community begins during assessment and the plan is revised as the youth progresses while in TJJD.

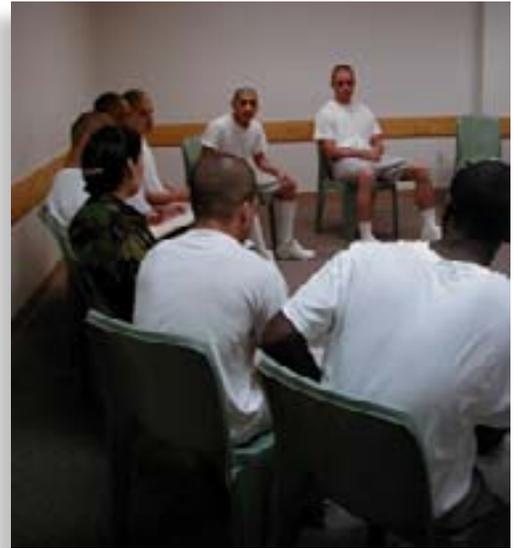
Required Supplemental Groups

In addition to attending skills groups, youth may be required to attend other types of groups which assist them in areas of special needs. Required supplemental groups are conducted up to four times per week and target specific risk factors, focusing on areas such as anger management, alcohol and other drug education, mental health support, and psycho-sexual development.



Specialized Treatment Programs

Specialized treatment is provided for youth identified as having a significant need in a specific area. The specialized treatment programs are: Capital and Serious Violent Offender Treatment Program, Alcohol and Other Drug Treatment, Mental Health Treatment Program, and Sexual Behavior Treatment Program. In these programs, youth receive treatment services from specially trained or licensed staff and participate in programming that is designed around their specific needs in that target area. Youth in specialized treatment programs receive ongoing support and staff receive specialized training to maintain the advanced skills and knowledge needed to work with special-needs populations.



Leisure Skills Building Groups

Leisure Skills Building Groups are held on weekends and evenings and are offered by staff, volunteers or professionals with an interest and training in the chosen topic: money management, guitar lessons, painting, sculpting, etc. These groups provide the youth additional opportunities that are not solely focused on rehabilitation, but target the building of pro-social leisure skills.

Family Involvement

Family involvement and interaction is encouraged and supported. Each facility has unique strategies for increasing family involvement, including educational workshops, open house meetings, family day activities, multi-disciplinary team meetings, and facility orientations. Families are encouraged to be actively involved in developing their youth's community re-integration plan. At all facilities, visits and letters are encouraged and welcomed. Multi-family conferences are held quarterly to assist parents and guardians to understand and support youth in the TJJD facilities. In addition to the case plan, the family is provided a written overview of the youth's progress every 90 days.



Education, Vocational Training and Workforce Development

The educational needs of each youth are individualized and supportive of the youth's goals. Youth are provided the opportunity to improve basic academic skills, particularly reading and math, and to work toward earning their high school diploma and/or a GED. Workforce Development programs offer employment preparation and reintegration services in both facilities and aftercare. The vocational goals are gender-sensitive and provide both traditional and non-traditional programming. Vocational programs are aligned with industry standards and certifications where possible. Teachers, with the assistance of juvenile correctional officers, use classroom management skills that provide an environment favorable to learning for all youth.

Multi-Disciplinary Team and Case Planning

Youth are evaluated monthly by a multidisciplinary team, which consists of their case manager, an assigned educator, and juvenile correctional officers, who work with the youth on a regular basis. Medical input is provided to ensure any medical issues are properly addressed in daily living and in case planning. Parents are also invited to participate in the monthly multi-disciplinary team meeting. The multi-disciplinary team formally reassesses a youth's progress each month, changing case plan objectives as needed to meet the individual youth's needs, targeting specific skills to develop, and assessing their overall "stage" in their treatment program.

Evaluating progress – Stages of Treatment

A youth's progress through the TJJD program has five stages, ending with Youth Empowerment Status (YES). The stage shows what the child is currently working on. Once the child meets the requirements of the stage, they go on to the next one. The stages help:

- increase understanding of risk and protective factors and how they relate to success in the community;
- develop a community reintegration plan, which is a plan to go home, stay out of trouble, and do something constructive;
- engage their family in your treatment; and
- understand how their committing offense was related to risk factors, including their underlying attitudes, values and beliefs.

To move to a higher stage, youth also have to do the case plan goals, participate in groups and school, and apply what they have learned about behavior into their daily living. The case manager helps youth with what they have to do.

Program Completion

Youth who reach and maintain the highest stage, Youth Empowerment Status (YES), and meet other objective release criteria are considered to have successfully completed the program. These youth are released from high restriction facilities under the authority of the local administrator (or the executive director, for youth with more serious offenses). Youth who do not achieve YES, and who are not committed to TJJD with a determinate sentence (a sentence of up to 40 years imposed by the court), may still be released to the community after completion of their minimum length of stay. The Release Review Panel (RRP) reviews these youth. If the RRP determines the youth has no rehabilitative needs requiring continued confinement in a residential facility, the RRP authorizes the youth's release to parole or discharges the youth from TJJD supervision.



Community Re-entry and Parole

Community re-entry planning begins upon admission to TJJD. As youth near completion of their minimum length of stay, case managers, parole officers, youth and their parents or guardians formalize individualized transition plans. These plans include all of the elements required for the youth to be successful upon return to the community. Youth must engage in productive activity once in the community and continue to reduce risk factors and increase protective factors. They receive help and support from not only their parole officers, but from re-entry teams which include family and educational liaisons, workforce development specialists, and other community resource providers. This ensures the needs of youth and families, especially those exhibiting high or multiple needs, are addressed.

Volunteers as Advocates in Transition Decisions

Volunteers who have worked with individual youth are invited to share their opinion and recommendations when the youth's transition to another level of supervision is discussed. Specifically, volunteers are able to provide input into the Multidisciplinary Team, Special Services Committee (SSC), and Release Review Panel deliberations. A youth may request that a volunteer who has been closely working with them (i.e. mentor, tutor, pastoral counselor) be listed as the youth's designated advocate.

Multidisciplinary Team Meetings

Before a youth's minimum length of stay has expired, the youth's multidisciplinary team must review and determine whether the youth meets program completion criteria.

Staff shall notify the designated advocate (usually the volunteer) for the youth of the pending release review by the multidisciplinary team at least 30 days prior to the date of the review.

Youth will be eligible for parole when the following criteria have been met:

1. no major rule violations within 30 days prior to the exit review or during the approval process; and
2. completion of the minimum length of stay; and
3. participation in or completion of specialized treatment programs; and
4. completion of the "YES" stage, which reflects that the youth is currently:
 - a. consistently participating in academic and workforce development programs;
 - b. consistently participating in skills development groups;
 - c. consistently demonstrating learned skills;

Or

5. completion of a community re-integration plan, approved by the youth's treatment team, that demonstrates the youth's:
 - a. understanding of his/her risk and protective factors;
 - b. development of skills, abilities, and knowledge to reduce risk factors and increase protective factors;
 - c. identification of goals and a plan of action to achieve those goals; and
 - d. identification of obstacles that may hinder successful re-entry and plans to deal with those obstacles; and

6. participation in or completion of any required rehabilitation programming, including but not limited to:
 - a. participation in a reading improvement program for identified youth;
 - b. participation in a positive behavioral interventions and supports system; and
 - c. completion of at least 12 hours of a gang intervention education program, if required by court order.

If the multidisciplinary team determines that the youth **does** meet program completion criteria, the youth's case will be referred to the **final decision authority** (either the superintendent, division director, or executive director depending on the offender classification). If the final decision authority approves the release, the youth must be placed on parole or parole status on the minimum length of stay date.

If the treatment team determines the youth **does not** meet program completion criteria, the youth's case will be referred to the **Release Review Panel** for decision.

Staff shall notify the **designated advocate (usually the volunteer)** for the youth of the review decision at least 30 days prior to the expiration of the minimum length of stay.

Release Review Panel

The release review panel determines whether a youth who has completed his/her minimum length of stay but not released by the facility as program complete should be discharged, released onto parole, or given an extended length of stay.

Any advocate chosen by a youth may submit information for the Panel's consideration. Information and arguments should be submitted to the Panel **in writing on or before the expiration of the youth's minimum length of stay**, or if applicable, expiration of the extension length of stay. A youth may request assistance from any volunteer or advocate in communicating with the Panel. You may write to the Panel in support of a youth. If you are acting as the youth's advocate, rather than simply providing information for the Panel, you will need to specifically state such and provide documentation that the youth has chosen you to assist him or her.

A volunteer or advocate representing a youth may **make a written request for personal communication with a member of the Panel on or before the expiration of the youth's minimum length of stay**, or if applicable, expiration of the extension length of stay. The time, place, and manner of communication will be established by the Panel.

The Panel may, at its discretion, interview the youth or any other individual who may have information relevant to the youth's rehabilitation needs. When notified that a youth has a representative assisting him/her with the review, the panel will notify the representative of any scheduled interviews with the youth prior to conducting the interview.



The Panel will make a determination as to whether TJJD will discharge the youth, release the youth, or extend the youth's stay in a residential placement. If the Panel determines that a youth's length of stay **should not** be extended, TJJD must release or discharge the youth within 15 calendar days after the date of the Panel decision.

The Panel's determination may include assessments of factors including:

- a. the youth's efforts to reduce individual risk factors and increase individual protective factors;
- b. length of time in a residential program relative to the youth's conduct;
- c. degree and quality of the youth's participation in available treatment programs;
- d. behavior during the youth's length of stay as evidenced by the number and frequency of rule violations confirmed through due process, with special consideration given to:
 1. serious rule violations, aggressive incidents, or criminal conduct; and
 2. incidents that demonstrate conduct similar to the youth's criminal conduct prior to TJJD commitment.

If the Panel **extends** the length of a youth's stay, the Panel must:

- a. specify the additional period of time that the youth must remain in residential placements; and
- b. provide a written report explaining the reason for the extension to the youth, parent/guardian, and any **designated advocate**. The report must be provided within 10 calendar days after the date of the Panel decision.

A volunteer may submit a **request for reconsideration** of an extension order. The request for reconsideration must be **in writing** and should be received by the Panel **within 15 calendar days after the date of the written notice** explaining the reason for the extension. The youth may request assistance from any volunteer or advocate in completing a request for reconsideration. Upon receipt of a request for reconsideration of an extension order, the Panel must reconsider an extension order that:

- a. extends the youth's stay in TJJD custody by six months or more; or
- b. combined with previous extension orders, will result in an extension of the youth's stay in TJJD custody by six months or more.

Release or Transfer of Sentenced Offenders

The Special Services Committee (SSC) will review a sentenced offender's progress to determine whether the youth will be transferred or released to TJJD parole, adult parole, or a TDCJ institution.

The SSC will notify the designated advocate (the volunteer) for the youth of a pending SSC exit review/ interview at least 30 days prior to the date of the review. The notification shall inform the advocate/ volunteer that they have the opportunity to submit written comments to the SSC. Any information received will be considered by the SSC and included in the release/transfer packet. The final decision authority for TJJD's recommendation to transfer or release a youth is the executive director.

For a youth sentenced on or after June 9, 2007 who will not have completed his/her MPC upon reaching his/her 19th birthday, TJJD shall request a court hearing to determine whether he/she will be transferred to TDCJ-ID (adult prison) or TDCJ-PD (adult parole). TJJD will consider the following in forming a recommendation for the committing court:

- length of stay in TJJD;
- youth's progress in the rehabilitation program;
- youth's behavior while in TJJD;
- youth's offense/delinquent history; and
- any other relevant factors, such as risk factors and protective factors the youth possesses as identified in his/her psychological evaluation; and the welfare of the community.

A defense attorney may subpoena a volunteer or advocate to testify on a youth's behalf during the hearing. Volunteers are asked to notify their community relations coordinator and the youth's caseworker if they receive a subpoena for a transfer/release hearing. The final approval authority for transfer to TDCJ-ID (adult prison) is the committing juvenile court.

Basic Youth Rights

Just because youth are at TJJD doesn't mean they lose all of their rights. At TJJD, youth have the basic rights listed here. TJJD can limit youth rights to make sure everyone is safe and getting the best treatment. Youth who think TJJD has violated their rights can use the youth grievance process to get help.

1. **Right to Equal Treatment** – Youth have the right to be free from discrimination.
2. **Right of Free Speech and Expression** – Youth can express themselves if it isn't disruptive or unsafe.
3. **Right of Religious Freedom** – Youth and their parents (if they are under 18) can decide whether or not to participate in religious activities of their choice.
4. **Right to Personal Possessions** – Youth can keep and use personal possessions that are safe and don't disrupt programs or promote bad behavior.
5. **Right to Receive Visitors** – Youth can receive visitors, including private in-person communication with parents.
6. **Right of Access to Mail and Telephone** – Youth can freely send and receive letters in the mail except if the mail is a security risk. Youth will have access to phones as much as possible.
7. **Right to Earnings and Monetary Gifts** – Youth have the right to their own money. TJJD may limit the amount of cash youth can have in their possession but can't take money from their trust fund without permission.
8. **Right to Protection from Physical and Psychological Harm** – Youth have the right to be protected from harm and to get healthy food, clothing, and shelter.
9. **Right to Medical and Dental Care** – Youth will get basic and necessary medical and dental care, both routine and emergency.
10. **Right of Access to Attorneys** – Youth can talk with their attorney in private.
11. **Right to be Informed** – TJJD will tell youth about all policies, procedures, and rules affecting them at TJJD.
12. **Right to Accuracy and Fairness** – Decisions about youth will be fair and correct.
13. **Right to Confidentiality of Records** – Youth have the right to confidentiality of their records. They will not be released except to those authorized by law.
14. **Right to File Grievances and Appeal Decisions** – Youth have the right to have their complaints resolved quickly and fairly.



Specialized Correctional Treatment

Many young people with identified needs require more intensive and specialized treatment. Specialized residential treatment at the Texas Juvenile Justice Department includes programs designed specifically for the treatment of serious violent offenders, sex offenders, chemically dependent offenders, offenders with mental health impairments, and offenders with mental retardation.

While TJJJ does not provide specialized residential treatment for all youths with identified specialized treatment needs, these issues are identified in their individual case plans. Adjunct clinical services are also available to youths who need it in order to participate successfully in the general treatment program.

TJJJ's assessment and placement process is designed to ensure that those youths with the most severe need and/or high risk for violent reoffending are assigned to specialized residential treatment programs.

Operating Budget – Population/Specialized Treatment FY 2014 ALL Facilities Specialized Treatment Services								
Specialized Treatment Services by Type	Capital Offender/ART		Sex Offender		Mental Health		AOD	
	HIGH	MED	HIGH	MED	HIGH	MED	HIGH	MED
TJJJ Secure Institutions								
Evins Regional Center		•				•	•	•
Gainesville State School		•		•		•	•	•
Giddings State School	•	•	•	•		•	•	•
McLennan County SJCF RTC		•		•	•	•		•
McLennan County SJCF Long-Term		•	•	•		•	•	•
Ron Jackson	•	•	•	•	•	•	•	•
Halfway Houses								
Ayers								
Brownwood House								•
Cottrell						•		
McFadden Ranch		•					•	
Schaeffer House		•				•		
Tamayo		•						•
Willoughby		•				•		
York						•		•

Capital and Serious Violent Offender Treatment Program (CSVOTP)

The Capital and Serious Violent Offender Treatment Program (CSVOTP) treats youth who are committed to TJJJ for crimes such as capital murder, murder and other offenses involving the use of a weapon or deadly force. Staff includes case managers and mental health specialists who work within the high need CSVOTP at the Giddings State School and case managers who work at the Ron Jackson (female) CSVOTP. The program is designed to impact emotional, social, behavioral and cognitive developmental processes by integrating psychodynamic techniques, social learning and cognitive-behavioral therapy to create an intense therapeutic approach that aims to reduce individual risk factors and to enhance and build upon unique strengths of the youth.

The program helps these young people connect feelings and thoughts associated with their violent behavior and to identify alternative ways to respond when faced with risky situations in the future. Capital Offender staff must have the necessary levels of education, experience in the delivery of treatment to juvenile offenders, and supervised training necessary to ensure the delivery of treatment services. The residential program promotes a coordination of treatment services and the continuity of care between capital offender therapists, caseworkers, and dorm staff.

DOES IT WORK?

As indicated in the agency's 2014 Treatment Effectiveness Review, recidivism rates were drastically lower than predicted for youth completing high-intensity C&SVOTP. Whereas the predicted re-arrest rate was nearly 40%, less than 20% were actually re-arrest within one year. Though the sample size is small (62 youth), these results are statistically significant.

Sexual Behavior Treatment Services (SBTP)

The agency offers a full complement of sexual behavior treatment services. The services provided to the youth are designed to target their specific treatment needs. These services include: assessment, supplemental psychosexual education classes, short-term treatment, pre- and post-treatment services, intensive residential treatment, and sex offender aftercare and outpatient treatment. Secure facilities provide all services except sex offender aftercare. Medium restriction facilities and parole offices provide only aftercare services or psychosexual educational classes.

Programs are developed to be responsive to the unique issues of females, young offenders, or male adolescents with sexual behavior problems. Through a comprehensive assessment process, youth are matched with the appropriate treatment service. The treatment of youth with sexual behavior problems involves a multidisciplinary, collaborative approach utilizing techniques such as motivational interviewing, relapse prevention, impulse control, and self-regulation strategies. This model utilizes the communication, cooperation, and coordination between TJJD personnel and outside invested partners to enhance community protection. The sexual behavior treatment program (SBTP) uses evidence-based case management and treatment strategies that seek to hold the youth accountable. Public safety, victim protection, and reparation for victims are paramount and are integrated into the expectations, policies, procedures, and practices of the program.

DOES IT WORK?

As indicated in the agency's 2014 Treatment Effectiveness Review, the actual re-arrest rates for completers of TJJD's sexual behavior treatment program are significantly lower than predicted. The actual rate of re-arrest within one year is 25.2%, as compared to a predicted rate of 36.2%. In addition, the actual rate of re-arrest for a violent offense (4.3%) is only half of the rate predicted if these youth had not received treatment (8.6%).

Aggression Replacement Therapy (ART)

The Aggression Replacement Therapy (ART) program is offered to youth with a moderate need for treatment to address violent and aggressive behavior. Treatment is offered by trained Case Managers and Dorm Supervisors in 30 group sessions provided over a ten week period. The program is based on cognitive-behavioral concepts and moral reasoning strategies aimed at helping youth make more conscious decisions about their emotional expressions and at developing pro-social values that help them function more safely in their relationships. Youth are expected to demonstrate a reduction in risk factors for anti-social thinking and aggressive behavior by the end of treatment in order to successfully complete the program.

The Strategies for Anger Management curriculum is used by TJJD youth who present with a low need for violent offender treatment. This 12-session program is based on cognitive behavioral therapy concepts that assist the youth in identifying the triggers of their anger, the distorted thoughts that lead to their anger outbursts and substitute strategies to help them prevent further acts of aggression.

Alcohol and Other Drug Treatment Programs (AODTP)

The Alcohol and Other Drug Treatment Programs (AODTP) are designed to target the specific level of care based on the youth's treatment needs. The high intensity AODTP is designed for youth who have the most significant need. The moderate intensity AODTP is designed to address the needs of youth in a condensed programming schedule; many of these youth have co-occurring needs for other specialized treatment services.



For youth with identifiable substance abuse problems, TJJD provides several levels of alcohol and other drug treatment programs, including psycho-educational classes, short-term treatment, supportive residential programs, and a relapse prevention program. All programs are based on the philosophy that dependence on alcohol and other drugs is a primary, chronic disease that is progressive and influenced by genetic, environmental, and psychosocial factors. The approach to treatment is holistic and views chemical dependency as a family disease that affects everyone in contact with the addicted youth. Family and social supports are recognized as critical protective factors that will promote and sustain treatment gains during specialized treatment and community transition. Youth are encouraged to view chemical dependency as a lifelong process of recovery and to renew a daily commitment to their sobriety and interruption of self-destructive behaviors, including substance use and criminal conduct. All programs use evidence-based strategies and curriculum and are provided by appropriately licensed clinicians.

DOES IT WORK?

As indicated in the agency's 2014 Treatment Effectiveness Review, of the 1,292 youth in the study sample who completed a moderate intensity AOD treatment program, 51.3% were re-arrested within one year. The difference between this rate and the predicated rate of 54.4%, is statistically significant.

Mental Health Treatment Program (MHTP)

The Mental Health Treatment Program (MHTP) provides specialized mental health treatment, moderate intensity specialized treatments and general rehabilitative interventions at single program locations (McLennan Residential Treatment Center for boys and Ron Jackson for girls). MHTP provides enhanced psychiatric and psychological assistance, and smaller case manager-to-youth ratios (1:8). Programming within the MHTP may include trauma groups, Trauma-Focused Cognitive Behavioral Therapy, Seeking Safety curriculum, psychosexual groups, modified and moderate intensity sexual behavior treatment and Alcohol and Other Drug treatment, Aggression Replacement Training® (ART), Boys' Council, and Girls' Circle.

All youth also receive appropriate educational services and behavioral health interventions by juvenile correctional officers. Having psychiatric and psychological staff focus on managing the symptoms associated with the youth's mental health issues allows the case managers to focus on risk reduction and protective enhancement strategies to reduce the risk of re-offending. This collaboration allows for holistic and individualized treatment for the youth in need of these services.

Youth with unstable mental illnesses who are also dangerous to themselves or others receive care at the Crisis Stabilization Unit, a self-contained unit located within each of the MRTC and RJ facilities. Some youth require medication management only. This is considered a low need and it can be provided at any facility. Ongoing assessments and reevaluation of the youth's mental health needs ensure youth receive the most appropriate services. While mental health treatment may not be "completed," the goal of the program is to stabilize any acute mental health issues and teach youth techniques to manage their mental health issues as they reintegrate into the community.

DOES IT WORK?

Successful completion of TJJD's mental health treatment program significantly reduces the likelihood of re-arrest within one year. As indicated in the agency's 2014 Treatment Effectiveness Review, the actual re-arrest rate for youth successfully completing high or moderate intensity mental health treatment is nearly four percent lower than the predicted rate for these youth had they not been treated.

Female Offender Program

All general and specialized treatment services have been modified, as necessary, to ensure gender responsiveness. Female offenders have access to all needed specialized treatments, to include: Alcohol or Other Drug, Sexual Behavior Treatment, Capital and Serious Violent Offender Treatment, Trauma Focused-Cognitive Behavioral Therapy, Aggression Replacement Training®, Trauma Resolution groups, Pairing Achievement with Service (PAWS), and Girls' Circle. All programs are provided by appropriately licensed clinicians or trained staff. The Girls' Circle, an evidence-based program, is a structured support group



that focuses discussion on gender-specific topics designed to promote resiliency and self-esteem. The PAWS program uses canines from the local animal shelter to teach empathy and responsibility and supports the community by providing a well-trained dog to a new owner.

As indicated in the agency's 2014 Treatment Effectiveness Review, female youth re-offend at lower rates overall than males, at a statistically significant level. Data indicates that the overall re-arrest rate for girls is 31.3%, with the re-arrest rate for violent offenses being extremely low at 4.28%.

DOES IT WORK?

Recidivism rates vary widely among females with different treatment needs. Nearly 40% of females receiving only AOD treatment were rearrested within one year, as compared to 23% of females receiving only mental health treatment. One-year reincarceration rates were also lowest among females receiving only mental health treatment – less than 10% were re-incarcerated, as compared to 22% of females receiving both mental health and AOD treatment. Violent rearrest rates, low for females overall, were lowest among those receiving both AOD and mental health treatment and highest among those receiving mental health treatment alone (1.5% vs 11.5%).

TJJD's Education Program

TJJD operates year-round educational programs for incarcerated youth ages 10 through 19 within each of its institutional schools. Principals and teachers at the schools are TJJD employees. At TJJD halfway houses and some contract facilities, TJJD has memorandums of understanding with local school districts to provide formal education.

The TJJD Board provides policy to guide those areas of the instructional program that require board leadership. The schools are recognized as accredited campuses and held accountable through an appropriate educational accountability system.

The accountability criteria are especially structured to appropriately measure academic results for youth at TJJD facilities. The accountability system addresses improvement gains in reading and math and completion of a general educational development (GED) certificate or a diploma of graduation under the requirements of the Texas Education Agency and the State Board of Education. In addition, TJJD-operated schools are held accountable for average daily attendance (ADA).

Youth committed to TJJD function, on average, three to five years below expected grade level for their ages. Nonetheless, they participate in all required state assessments as well as the nationally standardized Test of Adult Basic Education (TABE).

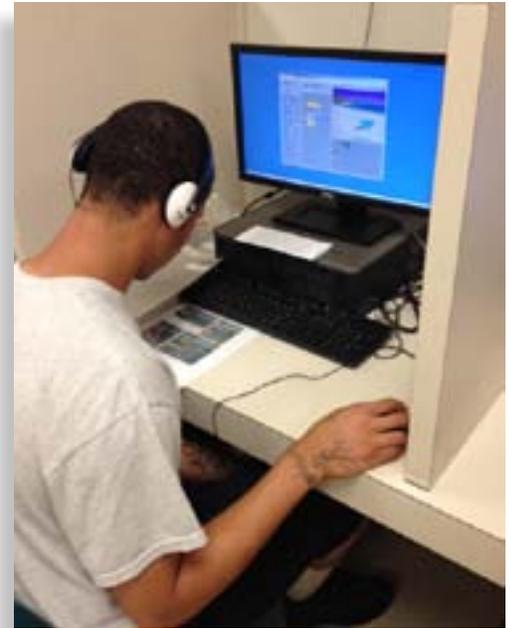
A youth's educational progress is a consideration in determining the youth's overall achievement in completing his or her personal re-socialization plan. A youth has the opportunity to learn basic academic skills, explore career options, earn course credits toward high school graduation, prepare for and, if old enough, test for a GED. Youth who have graduated or completed a GED may also pursue college credits and/or special vocational certificates at most of the TJJD institutions, depending on available resources and meeting program entry requirements.

Primary Goal of the TJJD Education Program

The primary goal of the TJJD educational program is to **provide each youth the opportunity to learn the maximum educational skills possible during the time the youth is a student in a TJJD school.** The greater the improvement a youth achieves in educational skills, the better the youth is equipped for a successful reentry into community life, whether that reentry includes additional formal education or immediate employment. Research also indicates that students who have completed a GED or diploma are less likely to commit new crimes.

Educational Assessment

Upon admission to TJJD Orientation and Assessment, each youth receives individualized achievement testing and completes a vocational aptitude and interest inventory. As appropriate, youth also receive psychological and language proficiency evaluations. In addition, each student completes standardized testing in reading and math that determines the instructional needs of the student.



Upon placement in a TJJD educational program, a student who is of high school age participates in developing an appropriate four-year graduation plan. The student is then placed into appropriate courses and at the correct sequence in each course to progress in an accelerated program. Additional diagnostic assessment continues as students demonstrate their proficiency in the classroom.

During a student's stay at an institutional placement, the student will again take standardized tests to determine progress and to evaluate the school's instructional effectiveness. Another part of educational assessment in a TJJD school is to establish for each student educational goals as part of the student's Individual Case Plan (ICP).

Educational Instruction

Individualized

Students, at their individually appropriate pace, complete lessons or learning units designed to teach the course objectives they still need to master. When students demonstrate mastery of an objective, they proceed to the next objective. Students are provided individual instruction encouragement and reinforcement. The teacher supplements the basic individualized learning strategy with small group and entire class learning activities.

Course objectives and sub-objectives required by the state-approved curriculum, the Texas Essential Knowledge and Skills (TEKS), must be successfully mastered for a given course. The students are then recommended for course credit and will be scheduled in the next required course.

Student Mastery

If a student does not demonstrate mastery, the teacher assists the student in determining the cause and then provides appropriate re-teaching strategies until the student demonstrates mastery. Unlike traditional instruction, the teacher may not simply give the student a failing grade and have the student move on to the next objective of the course.

Materials

The school provides appropriate curricula and supporting material including, computer-assisted instructional technology for TEKS-based courses, and student progress and documentation charts for the course.

Student Progress

Each school has established procedures through which the teacher continually informs appropriate staff about the student's progress and participation in the classroom. Teachers meet with members of rehabilitation treatment and corrections teams to make recommendations regarding the student's progress in treatment goals.

Educational Courses

All students receive the appropriate language arts, reading and math courses for their performance level. Individual students may be scheduled for social studies, science, physical education, and academic electives. Students may also take courses in career and technology education (CATE).



Special Education

If a student is eligible for special education services, an Admission, Review and Dismissal (ARD) committee is convened to determine the student's instructional objectives and any related needs. A full continuum of special education services is available, and all procedures required under federal statute are addressed. Parents are notified of all ARD meetings and invited to attend. Parents may participate in the ARD decision-making process in person or by telephone.

Through the ARD process, an appropriate course schedule is developed for each student with disabilities, including instruction with a properly certified special education teacher in those subjects for which assistance is needed.

English as a Second Language

Students identified as Limited English Proficient are assessed and a language proficiency assessment committee (LPAC) is established to develop an appropriate course of instruction to meet the student's individual needs.

Career and Technology Courses – Career Academies and Earning an Industry Certification

Many youth enjoy taking Career and Technology courses. These classes give youth hands-on experience like welding, cabinetry, home construction, auto mechanics, auto paint and body repair, horticulture, safe food handling, computer programming, and many others. Not only can some of these classes count toward their high school diploma, many also give youth a chance to earn an industry certification. One TJJD graduate, who earned an advanced welding certification in TJJD, made more than \$80,000 a year at a welding job in Houston when he went back home. Some TJJD campuses offer Career Academies where students who've graduated can concentrate on vocational careers that align with 16 national career clusters. Career Academy students also have the opportunity to keep up their reading and math skills and participate in vocationally focused career enhancement activities on selected Saturdays each month.

Transition

Students who complete their high school requirements or GED prior to release are provided assistance in securing college courses, post-secondary training and workforce development opportunities. Placement is dependent upon the availability of resources and program requirements.

TJJD educational liaisons assist released youth who have not attained all high school requirements to enroll in GED preparation or a secondary school program. Students who are released with a GED or diploma are assisted with enrollment into post-secondary programs and provided assistance in identifying financial resources.

DOES IT WORK?

The following outcomes were reported in the 2014 Treatment Effectiveness Review and is available for viewing on the TJJD website under Research.

DIPLOMA OR GED RATE

47.51% of youth age 16 or older earned a high school diploma or GED within 90 days of release from a TJJD institution. The percentage increased from 34.9% in FY 2010.

READING AT GRADE LEVEL AT RELEASE

17.21% of youth were reading at grade level at the time of their release. The percentage increased from 12.7% in FY 2010.

INDUSTRIAL CERTIFICATIONS

During FY 2014, 314 industrial certifications were earned by 1331 youth enrolled in career technology courses. This compares to 578 industrial certifications earned by 2107 youth enrolled in career technology courses during FY 2010.

INDUSTRIAL CERTIFICATION RATE

During FY 2014, the percent of students enrolled in 9th grade or above who earned an industry certificate was 28.08%. The certification rate increased from 14.21% during FY2010 and peaked in FY2012 at 36.85%, helped by full staffing. Paradoxically, the recent creation of Career Academies will decrease the industrial certification rate. Career Academies offer post-graduation opportunities for older students to develop expertise along a career path, thereby improving their chances for successful re-entry to the community. Available CTE instructional hours are capped by the number of CTE teachers available. Since post-graduate youth spend more time and use a relatively higher share of available CTE instructional hours in Career Academies, the total number of post-graduate and non-graduate students enrolled in CTE courses will decrease. If additional CTE teachers were available, CTE instructional time for students who have not yet earned their diploma or GED would increase, as would the industrial certification rate.



COLLEGE COURSE ENROLLMENTS AND COURSE COMPLETIONS (PASSED)

During the 2013-14 school year, 103 students completed 612 college courses for dual high school credit or straight college credit. This compares to the 2010-11 school year when 89 students completed 133 college courses for dual high school credit or straight college credit.

READING GAIN PER MONTH OF INSTRUCTION

62.29% of youth gained at least one month's reading skills per month of instruction. The percentage increased from 58.39% in FY 2010.

MATH GAIN PER MONTH OF INSTRUCTION

54.60% of youth gained at least an average of one month's math skills per month of instruction. The percentage increased from 51.88% in FY 2010.

IMPACT ON RECIDIVISM

Results are consistent with national studies that show the positive impact of educational achievement on incarceration and recidivism. TJJ's recidivism analysis indicates a significant reduction (3.9 percentage point) in the likelihood of re-arrest for students who had earned a diploma or GED. In addition, students who had earned vocational certification were found to be significantly less likely (5.6 percentage points) to be re-arrested within one year. Finally, students who qualified for special education services were significantly more likely to be re-incarcerated than were students ineligible for special education. The finding calls into question the effectiveness of supports available to youth who qualify for special education after re-entry to their home community.

CHAPTER 5: PREA, HARASSMENT, TRAUMA

Prison Rape Elimination Act (PREA) and Preventing Sexual Misconduct

Sexual misconduct in corrections doesn't just happen out of the blue. Typically, there are red flags that we ignore or choose to keep silent about. Imagine a two-way road with road markers dividing the on-coming traffic. Have you ever been travelling down a road and found yourself driving on those bumpy road markers? What did you do? Undoubtedly, you moved back into your lane. Those road markers were the **warning signs** that you were crossing the line. What if you were the passenger and you noticed the driver was always driving on the road markers? Would you say anything? Why or why not?

When it comes to staff/volunteer misconduct, it is not acceptable to remain silent about it. We need to be aware of the warning signs and report suspected misconduct immediately. We also need to be professional and provide effective supervision of youth.

The chapter includes an overview of the law, as well as TJJJ policy and practices related to sexual misconduct. There is emphasis on reporting of alleged sexual misconduct as well as the role of staff and volunteers in prevention and intervention. PREA became federal law in September 2003, and it is designed to ensure correctional facilities establish policies and practices to protect those who are incarcerated from sexual violence by staff or other offenders in the facility. Members of the public and government officials are often unaware of the epidemic nature of the issue.



Thanks to PREA, there is increased visibility of the issue and accountability for government facilities, private facilities, and every individual who works in corrections.

The Prison Rape Elimination Act was created to eliminate sexual violence within corrections. PREA mandates apply to all TJJJ institutions, community-based corrections, and contract facilities. TJJJ volunteers are also subject to this law. Among other things, PREA establishes a **zero tolerance standard** for the incidence of sexual violence in corrections in the United States and increases the accountability of officials who fail to detect, prevent, reduce, and punish sexual violence. It was also established to protect the Eighth Amendment rights of federal, state, and local prisoners, or in our case, the youth. Sexual abuse of persons in custody is cruel and unusual punishment—a violation of our nation's Bill of Rights.

This law protects both male and female youth. It is about basic human rights and human dignity.

The Prison Rape Elimination Act (PREA) of 2003 notes the following:

- Sexual violence in corrections often goes unreported, and inmate victims often receive inadequate treatment for the severe physical and psychological effects of sexual assault – if they receive treatment at all.
- Most corrections staff (and volunteers!) are not adequately trained or prepared to prevent, report, or treat inmate sexual assaults.

- While studies show the rate of HIV and AIDS in juvenile correctional facilities is low, sexual violence places youth at risk for the spread of the virus as well as the spread of sexually transmitted diseases (Hepatitis B and C).
- Sexual violence has a tremendous emotional impact on survivors, many of whom suffer from the effects of trauma.
- Sexual violence often exacerbates racial tensions when the violence is interracial in nature. This is particularly true in correctional populations that are divided among racial lines.

The 9 Purposes of PREA

1. Establish a zero-tolerance standard for the incidence of sexual violence in corrections in the United States.
2. Make the prevention of sexual violence a top priority in corrections.
3. Develop and implement national standards for the detection, prevention, reduction, and punishment of prison rape.
4. Increase available data and information on the incidence of sexual violence.
5. Standardize the definitions used for collecting data on the incidence of sexual violence.
6. Increase the accountability of officials who fail to detect, prevent, reduce, and punish sexual violence.
7. Protect the Eighth Amendment rights of federal, state, and local prisoners, or in our case, the youth. The sexual abuse of persons in custody is cruel and unusual punishment - a violation of our nation's Bill of Rights.
8. Increase the efficiency and effectiveness of federal expenditures through grant programs such as health care; mental health care; disease prevention; crime prevention; investigation and prosecution; prison construction, maintenance, and operation; race relations; poverty; unemployment; and homelessness.
9. Reduce the costs that sexual violence imposes on interstate commerce. (Without PREA, the costs incurred by the federal, state, and local jurisdictions to administer correctional programs increases substantially by the spread and incidence of HIV, AIDS, and STD's, and thereby, causes increased health and medical expenditures as well as mental health care expenditures.)

A Bureau of Justice Statistics survey in 2005-2006 found that allegations of sexual violence in juvenile facilities are made at a higher rate than in adult prisons. Therefore, it is vital that we understand what sexual misconduct is, how to report it and, more importantly, how to prevent it.

The TJJD has a zero tolerance policy on any form of sexual misbehavior and has implemented numerous safeguards to ensure the safety of both youth and staff. Among these actions are:

- establishing a twenty-four hour hotline, the Incident Reporting Center (IRC),
- providing trauma-informed care and cognitive therapy to youth,
- changing the physical plants,
- increasing the ratio of staff-to-youth supervision,
- establishing a centralized Office of Inspector General (OIG) to conduct investigations,
- creating a Special Prosecution Unit to insure consistency in enforcing TJJD's zero-tolerance policy concerning sexual abuse, and
- implementing safe-housing assessments to make appropriate residential placements.

TJJD also retained a consultant to conduct an agency-wide and facility-specific review to identify how it can improve its approach to eliminating sexual assault through new or refined policies, procedures, or practices.

All sexual misconduct is prohibited, and in some instances, will lead to criminal prosecution. All allegations of sexual misconduct will be investigated. The Department of Justice defines sexual misconduct as “any behavior or act of a sexual nature directed toward an inmate by an employee, volunteer, official visitor or agency representative.”

Texas Law

Senate Bill 894 was passed during the 76th Legislature. This legislation amended Texas Penal Code, Section 39.04 Violations of the Civil Rights of a Person in Custody; Improper Sexual Activity with a Person in Custody. This amendment made it a criminal offense for employees of correctional facilities, including contract employees, to have sexual intercourse or sexual contact with persons in custody.

Texas Penal Code, Section 22.011 defines sexual contact as “any touching of the anus, breast, or any part of the genitals of another person with intent to arouse or gratify the sexual desire of any person.”

Any TJJD employee who engages in sexual intercourse or sexual contact with a youth in our custody is not only committing sexual misconduct, he or she is breaking the law. Violation of this law is punishable by state jail time and/or a fine. The perpetrator may also have to register as a sex offender.



Mandates in Texas Law

Establishment of the Office of Inspector General (OIG) in TJJD for the purpose of investigating crimes committed by staff.

Establishment of the Office of Independent Ombudsman for the purpose of investigating, evaluating, and securing the rights of the TJJD youth.

Confidential youth access to a toll-free number for the purpose of reporting information related to the abuse, neglect or exploitation of TJJD youth. Staff may also report through the toll-free number which we will soon discuss.

Reporting procedures, including staff designated at the facility and Central Office to handle reports of sexual abuse.

61.055[0] Zero-Tolerance Policy

(a) TJJD shall adopt a zero-tolerance policy concerning the detection, prevention, and punishment of the sexual abuse, including consensual sexual contact, of children in the custody of the agency. Texas Family Code 261.102 states “A person having cause to believe that a child’s physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as provided by this subchapter.”

It is important for youth, parents, staff, volunteers, and the public to know that TJJD has zero tolerance for sexual abuse of youth.

Q: What does “zero tolerance” mean?

A: All suspected incidents of sexual misconduct will be investigated. Appropriate actions will be taken regarding protection of victims and discipline of perpetrators. Any staff or volunteer found to have engaged in sexual intercourse or sexual contact with a youth will be prosecuted to the full extent of the law.

**REPORT ALL
SUSPECTED INCIDENTS
OF ABUSE, NEGLECT,
AND EXPLOITATION:
866-477-8354**

Zero tolerance also means you are required to report all suspected sexual misconduct. It is the law!

Texas Penal Code Chapters 21 and 22 include several codes making it illegal to expose oneself or have sexual contact with any child under the age of 17. Remember, it doesn't matter how old the youth is when they are incarcerated. There is no “age of consent” in TJJD. All sexual contact between staff and the youth is strictly prohibited by law.

Youth will NOT face any consequences for staff-on-youth sexual contact.

Texas Family Code 261.102 states “A person having cause to believe that a child’s physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as provided by this subchapter.”

There is No Consent for Sexual Behavior in TJJD!

Youth-on-Youth:

Perceived consent may not be ‘consent’ in reality. Other youth may exercise an influencing degree of intimidation and control.

Staff-on-Youth:

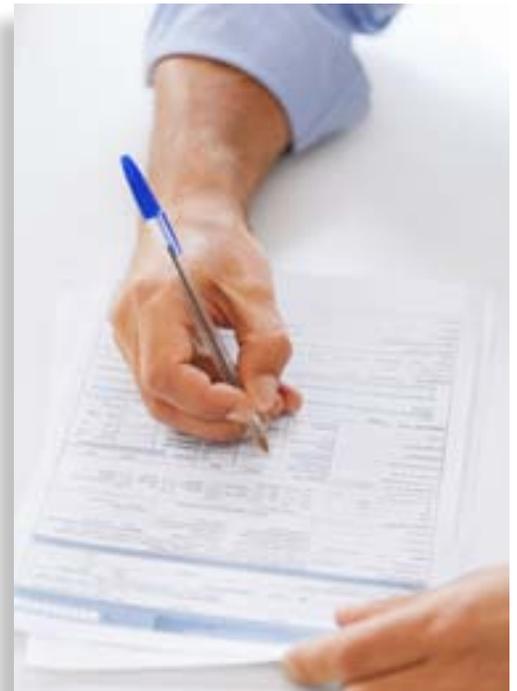
Incarcerated persons are never regarded as being in a position to grant legitimate consent. Staff have enormous power over a youth. Because of this difference youth can never be seen as giving consent. This is not any different than a teacher and student, therapist and client, etc.

TJJD Policy

- **GAP 380.9337-Alleged Sexual Abuse, Neglect and Exploitation-** The Texas Juvenile Justice Department has zero tolerance for any form of sexual abuse of youth under TJJD jurisdiction. This rule establishes prohibited conduct and behaviors that are broader than those established by statute as violations of law. This rule sets forth standards for reporting and investigating alleged sexual abuse of TJJD youth. This rule also addresses screening and housing placement procedures for youth who may be potential victims or perpetrators of sexual abuse.

You must report all suspected incidents of sexual abuse, neglect and exploitation immediately. There are no consequences for reporting sexual misconduct. TJJD cannot retaliate against a staff or volunteer for reporting alleged sexual abuse, neglect and exploitation of a youth. It is the law and your responsibility.

- **VLS.03.01 – Workplace Conduct** establishes standards of work and personal conduct for volunteers. Volunteers are expected to be courteous and professional in dealing with youth and others inside the agency and to be cooperative and compatible in their dealings with other volunteers and employees.
- **PRS.02.09 – Staff/Youth Relationship** states that the nature of the relationship of TJJD staff/ volunteers and youth is of critical importance in efforts to influence youth in a positive manner. Employees and volunteer found to have engaged in any prohibited behavior when interacting with TJJD youth are subject to disciplinary action.
- **GAP 380.9301 – Basic Youth Rights** states that TJJD recognizes that each youth in the TJJD system has certain basic rights including the right to protection from physical and psychological harm.
- **GAP 07.03-Incident Reporting** – states that critical incidents must be reported immediately to the Office of Inspector General-Incident Reporting Center (IRC) and a written report to the Chief Local Administrator. Critical incidents under this policy include alleged sexual abuse of a youth, alleged sexual misconduct by a youth, escape of a youth, death of a youth, serious suicide attempt, use of OC spray and other incidents.
- **GAP 380.9333 – Alleged Abuse, Neglect and Exploitation** provides for the investigation of allegations of abuse, neglect or exploitation in programs and facilities under Texas Juvenile Justice Department (TJJD) jurisdiction. This rule provides standards for investigations and for the compilation of investigation information. The purpose of all provisions in this rule is the protection of youth.



You must report all suspected incidents of abuse, neglect and exploitation immediately. There are no consequences for reporting alleged misconduct. TJJD cannot retaliate against a staff or volunteer for reporting alleged abuse, neglect and exploitation of a youth. Again, it is the law and your responsibility.

Myths

It is hard to understand why a staff or volunteer would either engage in sexual misconduct or fail to report suspected misconduct. The more we understand this complex problem, the more we can do to prevent it. Often, the correctional culture and work environment can impact staff attitudes and ultimately contribute to the problem of sexual misconduct.

Myth #1: Staff know their professional boundaries, it is common sense.

Corrections personnel roles are shifting from an “enforcer” role to that of a “change agent” or “helper”.

Myth #2: Sexual misconduct in facilities is a male staff on female youth issue.

While the issue of sexual misconduct was initially recognized and addressed in women’s prisons, the data from institutional settings show that sexual misconduct occurs among all “quadrants” – female staff/male youth, female staff/female youth, male staff/female youth and male staff/male youth. Youth-on-youth sexual contact is often same sex contact since most of our facilities contain all boys or all girls.

Myth #3: Youth “consent” to inappropriate relationships.

Texas Statutes, TJJD policies, and several court decisions have clearly stated that youth cannot “consent” to illegal and inappropriate conduct with staff. This is true for all of our youth, even those 17 years and up. There is a power imbalance between incarcerated youth and staff.

Myth #4: Youth manipulate staff into these situations.

While some youth may try to gain favors by exploiting certain staff, it is **not the attempt** by the youth, but the response of the staff member that carries the consequences.

Myth #5: Staff will tell their superiors if they suspect inappropriate conduct by a peer.

The facility’s managers and supervisors set the example and “tone” of professional conduct. In addition, they must inform staff what they require or desire to be reported.

If you do not report suspected sexual misconduct you are contributing to an unsafe environment. Staff who are behaving inappropriately are not focused on doing their job properly. **The sense of order and safety is compromised for everyone.**

Myth #6: Telling youth about a facility’s zero tolerance policy and how to report suspected sexual misconduct produces false allegations by youth who want to “get even” with a staff member.

Only about 10% of childhood sexual abuse is reported nationally. When you combine that with stigma in the correctional environment, youth are even less likely to report their own abuse.

TJJD Reporting of Alleged Sexual Misconduct

Youth may report alleged sexual misconduct a variety of ways:

- Calling the abuse hotline 866-477-8354
- Filing a grievance—this process is outlined in your upcoming Youth Rights training
- Reporting to staff, volunteers, or contractors
- Reporting to law enforcement
- Family complaint

Let’s discuss the reporting steps for TJJD staff, volunteers and contractors. There are additional requirements for how reports by staff are handled by the CLA. Below are the steps for you to follow:

1. **Immediately** notify the **OIG - IRC** via the **abuse hotline** (866-477-8354) and obtain a tracking number.
2. Submit a **written report** with **tracking number** to the Chief Local Administrator. You must provide the following information:
3. Identity of persons involved
4. Location and time of relevant events
5. Identity of others who may provide further information
6. Submit report as soon as you notify the IRC, but **no later than the end of your current shift.**



All reported allegations will be investigated. Staff may not retaliate against youth or other staff/volunteers for reporting abuse.

In addition to reporting within TJJD, you may also report to the appropriate law enforcement agency, the Department of Family and Protective Services (DFPS), or the Office of the Ombudsman.

Our policy, which has a provision for reporting abuse within TJJD, is in compliance with the law. However, if you are ever in doubt about what to do, contact your supervisor or the Chief Local Administrator immediately.

The facility administrator must take immediate steps to protect the alleged victim, and separate him/her from the alleged perpetrator. Other steps that may be taken include, but are not limited to:

- Transfer to another dorm or placement on the campus
- Administrative transfer to another facility or program

Again, the youth are separated immediately regardless of whether the investigation has begun. The administrator must evaluate who should be moved—alleged victim or alleged perpetrator—and to where. Every situation is different and it's important to talk to the alleged victim to determine what he or she needs to feel safe. It is important to do this in a sensitive, confidential manner to the extent possible. The move should be handled in a sensitive manner to minimize any negative impact on a victimized youth. **The goal is to ensure the youth's safety without embarrassing or humiliating the youth.**

TJJD Investigations

If a report presents an immediate risk of physical or sexual abuse that could result in the death or serious harm to the youth, the initial response by an OIG investigator will take place within 24 hours after the OIG is notified of the report.

Otherwise, within two working days of receiving the notice of the allegation, the OIG Supervisor over the Incident Reporting Center (or designee) will review the incident and refer the case for investigation and resolution. TJJD staff must protect the area of the alleged assault until the proper authorities arrive to process the scene. It is important that anything that may be considered evidence during the investigation remain undisturbed.

The assigned investigator will begin collecting evidence, including (but not limited to):

- Witness statements
- Physical evidence
- Photographs
- Security videos

It should be noted that anyone who is accused in a criminal investigation has the right to remain silent. All others are expected to cooperate with the investigation.

The investigator will make a finding of "confirmed" or "not confirmed" based on a preponderance of the evidence which will be detailed in a written report. The report is submitted to the Supervisor within 30 calendar days of assignment, unless there is justification for the delay as outlined in policy.

Upon review and approval by the appropriate OIG Supervisor, the investigation is closed and the report is forwarded to the Chief Local Administrator (CLA) within 3 workdays. A report may also be provided to law enforcement for purposes of investigation or prosecution.

The CLA will ensure that the youth, the family and the accused are notified of the results of the investigation. The CLA takes the necessary actions based on findings in the report to rectify the situation and prevent similar situations from taking place in the future.

Staff and volunteers have a right to file a grievance to challenge disciplinary actions resulting from an official investigation. Generally, grievances are resolved within 21 days. However, if the case was handled as a criminal investigation, the findings are “non-grievable.” Parents, guardians, youth and the CLA also may appeal the findings to the Executive Director.

Victim Services

Medical services and counseling will be provided by specially trained personnel, which may include non-TJJD personnel such as a counselor from a Rape Crisis Center or a Sexual Assault Nurse Examiner. Such special services must be provided as soon as possible.

As per TJJD policy, victims of any type of sexual assault will:

- Receive a mental health assessment
- Receive a medical assessment—may include a forensic medical exam as determined by trained medical personnel
- Be provided protective housing, as needed
- Be provided emergency counseling, as needed



The youth should be referred immediately for these services through the infirmary, the hospital or other approved entities. If a youth requests additional medical or psychological services, immediately refer the youth to the infirmary and notify your supervisor.

Dynamics of Correctional Culture

Correctional culture is a complex concept that is influenced by many factors. Different institutions within the same agency can even have different cultures.

Punishment vs. Rehabilitation

In the 1980's and 90's, a “get tough on crime” mentality permeated society leading to changes in sentencing laws for juveniles. This has led to insensitivity over the plight of incarcerated persons, including false, inhumane beliefs such as:

- Those perceived as lesbian, gay, bisexual or transgender bring sexual violence upon themselves
- Those who have committed violent crimes deserve to be sexually assaulted

Code of Silence

As a TJJD volunteer, you have a responsibility to advocate for the safety of our youth. Remaining silent amounts to protecting a predator or a person using their power to hurt another person. **Administrators cannot retaliate against you for reporting alleged sexual misconduct.**

Balance of Power

Staff are in a position of power based simply on the fact that they are staff, and volunteers are in a position of power based simply on the fact that they are adults. When staff or volunteers engage in sexual misconduct, they are using their power to victimize the youth. Whether or not they verbally threaten the youth, the threat is implied. Engaging in sexual acts with a TJJD youth is an abuse of power which will lead to prosecution.

A power structure exists among the youth as well. Some youth may be considered as having a “higher” status based on factors such as being in a gang. Those considered to be of higher status can exert power over more vulnerable youth. Sexual assault or other forms of victimization among the youth can and do occur without proper staff supervision.

Adolescent Development

Youth are not little adults. They are still developing physically, mentally, emotionally and cognitively. Characteristics include:

- Identity development
- Concerned with peer acceptance and belonging
- Changes in physical appearance
- Sexual exploration

Healthy sexual development includes masturbation in private, holding hands/romantic feelings, hugging, kissing, and fondling. **Note: Though considered healthy sexual behaviors outside of custody, these behaviors are still prohibited in TJJD facilities** such as kissing, fondling and sexual intercourse.

In juvenile corrections, we face the delicate task of balancing the safety of youth in our custody with what might be considered age-appropriate sexual behavior.

Remember: There is no sexual contact permitted in TJJD - period.

Lesbian, Gay, Bisexual, and Transgender Youth

Lesbian, gay, and bisexual are terms referring to one’s sexual orientation. The American Psychological Association defines sexual orientation as “one’s sexual attraction to men, women, both, or neither.” **Gender identity** refers to a sense of oneself as male or female. **Transgender** “is an umbrella term used to describe people whose gender identity (sense of themselves as male or female) differs from that usually associated with their birth sex.”



According to a report by the Child Welfare League of America, both gender identity and sexual orientation are established at an early age. Gender identity is generally established by 3 years of age. Sexual orientation is usually established long before a youth has become sexually active, generally age 10, but some by the age of 5. It is important to note that many youth do not “come out” (even to themselves) until mid-to-late adolescence.

Staff and volunteers may also have personal beliefs about LGBT youth that can interfere with effective supervision. All staff and volunteers are expected to carry out the duties of their job in a fair and neutral manner. Staff and volunteers should avoid discussing their personal opinion on sexuality with the youth.

It is important to note that LGBT youth commonly suffer from chronic stress related to harassment, coming out to friends and family or having one's sexual orientation discovered.

In a national study of LGBT youth, one in three reported being harassed due to their sexual orientation, 85% reported hearing homophobic remarks from peers and nearly a fourth of the youth heard these remarks from teachers or school staff, with very few teachers ever intervening to help them!

LGBT youth are particularly vulnerable within juvenile facilities. In focus groups conducted by the Child Welfare League of America, "ALL (LGBT) youth who participated reported having experienced verbal harassment in juvenile justice facilities on a regular basis." In addition, many reported being sexually assaulted by staff or other youth in these facilities.

A Scenario of Victimization and Trauma

Jim is a 16-year-old youth who arrived at your facility 3 months ago. He confided in his case manager that several other youth were beating him up at night and taking his food. The case manager responded, "If you come in here acting like a sissy, they will take advantage of you. You need to stand up for yourself; otherwise you are going to have a rough life in here."

Jim asked to file a grievance in hopes of being moved to another dorm. But, decided against it after staff warned that a grievance could make things worse because it would anger the other youth. Jim felt anxious, scared and depressed. He told himself, "I'm just going to have to do what I have to do."

Days later, one of the JCOs overheard a coded conversation among the youth leading him to believe that Jim had been sexually assaulted recently after "lights out." The staff asked Jim directly, but he denied anything had ever happened. Eventually, staff dropped the matter after noticing that Jim no longer appeared fearful and seemed to have made friends with one of the older boys on the dorm. The friendship seemed unlikely, and staff went so far as to thank the other boy for being nice to Jim.

Staff were shocked when the two boys were caught having sex. Finally, a thorough investigation revealed that Jim had been violently sexually assaulted by 3 boys on the dorm and lived under constant fear that it would happen again. Jim eventually became known as the other boy's "punk," submitting to the boy's sexual demands in return for protection from the others. Jim stated that he felt degraded and powerless and submitted to the role only because he felt he had no choice.

Dynamics of Sexual Violence

Just Detention International (formerly Stop Prisoner Rape) reports that:

- Boys are more likely to be abused by other boys in juvenile corrections.
- Girls are more likely to be abused by staff.
- Girls with a history of prostitution are especially vulnerable to sexual victimization by staff.

Staff predators may seek to take advantage of the girls' low sense of self-worth, feelings of powerlessness, and exhibition of sexually inappropriate behaviors.

Youth promiscuity is often the result of past victimization. Professional boundaries are the key to dealing with youth who are promiscuous. Set limits and be clear with the youth about what is appropriate versus inappropriate behavior.

Post Traumatic Stress Disorder and Rape Trauma Syndrome

Psychological trauma can result from a distressing experience that overwhelms an individual's ability to cope with the emotions. Victims of sexual assault often experience psychological trauma as a result of their victimization.

Some symptoms of psychological trauma include:

- Thoughts of suicide
- Anxiety
- Worsening of pre-existing mental health conditions
- Memory and concentration problems
- Eating and/or sleeping problems

More severe forms of trauma associated with sexual assault can lead to a diagnosis of **Post Traumatic Stress Disorder (PTSD)** or **Rape Trauma Syndrome**.

PTSD is a psychological diagnosis that is caused by an event which involved a threat to someone's life or physical well-being and caused intense fear. Events may include war, natural disasters, sexual assault, or any event which caused the person intense fear.

PTSD victims may experience:

- Intense nightmares and flashbacks
- Lack of interest in activities
- Numb emotions
- Sleep problems
- Avoidance of certain people
- Places or things that remind him or her of the occurrence
- A variety of other intense feelings

All people react differently to sexual assault, so there isn't a "right" way or a "wrong" way. Youth who are assaulted will need support and sensitivity from staff.



Impact of Staff/Volunteer Sexual Misconduct

When staff or volunteers are involved in any way with sexual misconduct, they counter-effect interventions and the treatment residents are receiving by:

- Modeling poor social skills and anti-social behavior.
- Reinforcing anti-social attitudes or beliefs of our youth which is the opposite of what we are trying to do in CoNEXTions©.

- Victimizing youth who have been victimized throughout their life and are already emotionally vulnerable due to their past history of abuse or neglect.
- Jeopardizing facility security. When youth do not feel safe, it impacts the overall safety and security of the entire facility.
- Violating the constitutional rights of youth - The Eighth Amendment rights of state and local prisoners, including youth, are protected through the due process clause of the Fourteenth Amendment.
- Exposing the entire facility and agency to civil and criminal liability, and undermining public support for the agency.
- Jeopardizing the role of volunteers in the agency and volunteer-led programs.



Sexualized Work Environment

Staff and volunteers need to ensure that the environment in which they work and the youth live is not one in which conduct of a sexual nature is commonplace. Such an environment is known as a sexualized environment. A sexualized work environment is one in which the behaviors, dress, and speech of either staff and/or youth create a sexually charged workplace.

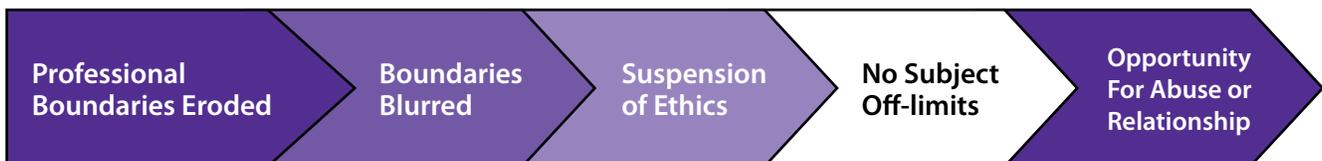
While youth can contribute to a sexualized environment, staff and volunteers are ultimately responsible for modeling appropriately.

Indicators of a Sexualized Work Environment

- Over-familiarity between staff and youth.
- Staff/Staff relationships are unprofessional.
- Staff off-duty conduct impacts on-duty work.
- Everything comes back to “sex”.
- Inappropriate dress.

Strategies to Prevent a Sexualized Work Environment

Adhere to the zero tolerance policy of all inappropriate sexual conduct. This includes jokes, put-downs, slang and name calling, and of course, any sexual contact. Eliminate any appearances of permissive behavior or favoritism.



Always remember that no interactions are overlooked by the youth. Do not discuss your personal relationships or nightlife with or around the youth. Maintain a professional relationship with youth and avoid the appearance of over familiarity. Strictly enforce rules regarding personal boundaries, dress and touching. Don't watch youth unnecessarily when they are in various states of undress. Remove any and all inappropriate materials from staff bulletin boards and break rooms.

Red Flags of Staff Sexual Misconduct

- Staff showing favoritism or intervening for a particular youth.
- Staff confronting other staff about a youth.
- Sexual or personal banter between staff and staff or staff and youth such as horse playing or inappropriate jokes.
- Drastic change in behavior or appearance of a youth or staff.
- Youth/staff rumors.
- Staff bringing in large amounts of food, soda or snacks or sharing such with a certain youth.
- Overheard conversations between staff and youth which are sexualized in nature or refers to physical attributes of staff or youth.
- Staff becoming over-involved with the youth's family, legal issues or other aspects of their personal life.
- Staff accessing files, logbooks, etc... when not related to their own cases or shifts.
- Staff with a "special" relationship with a particular youth.
- Staff spending an unexplainable amount of time with a particular youth.
- Staff taking youth out of their dorms at unusual times.
- Youth pregnancy or diagnosis of a sexually transmitted disease (STD).



Review of Vulnerable Youth Characteristics

Size - Smaller youth often considered vulnerable.

Peers - Those who are loners, aren't in a gang or tend to hang out with other "vulnerable" youth may be targeted.

Age - Younger youth are often taken advantage of by older, more sophisticated youth.

Sight or hearing impaired - Such youth may be taunted or preyed upon by other youth.

Physical disabilities - Such youth may be taunted, preyed upon, or considered unable to defend themselves.

Limited English Proficiency - Such youth may have a limited ability to communicate to staff and may be unwilling or unable to report victimization.

Sexual orientation or gender identity - Lesbian, gay, bisexual and transgender youth, (or those perceived as such) are often uniquely vulnerable.

Mental/emotional stability - Youth considered mentally or emotionally unstable, often stigmatized or taken advantage of.

Maturity - Youth who are developmentally immature may be taken advantage of by more sophisticated youth.

Prior victimization - Youth who have suffered abuse and trauma may have behavioral and emotional issues that make them vulnerable.

Number of months or years in lock-up - Youth who are new to the system may be taken advantage of; other youth gain status from “knowing the ropes” and/or are respected by other youth for being locked-up a long time.

Shy, timid or low self-esteem - Youth with these characteristics may be perceived as “weak” or not likely to stick up for themselves or tell.

Extortion - Youth who have been extorted previously are often susceptible to being extorted again by others (ex. forced to perform sexual favors for protection).

Disliked by staff - If youth perceive that a certain youth is disliked by staff they may feel it is acceptable to victimize the youth.

Common Characteristics of Youth Perpetrators

In addition to characteristics which place youth at risk of victimization, recent research has identified some common characteristics of youth who do “prey” upon other youth within the system, often identified as “aggressive” youth.

Characteristics of potential perpetrators include:

- Prior incarceration
- Street Smart and/or gang affiliation
- May have prior history of committing sexual violence
- Has a history of engaging in violence and disregarding the rights of others
- May exhibit voyeuristic/exhibitionistic behavior
- Try to control dorm through threats, intimidation and fear: Often, the aggressor is known by other youth, so look for changes in group behavior when a particular youth is present. Also, the aggressor may use strong arm tactics that is often preceded with verbal harassment. So, address all verbal harassment!
- Subtle intimidation in the showers, school, during meals or elsewhere

- May try to trap potential victim by making loans, sharing food, etc.: Aggressors often begin to trap their victims by being friendly initially; so, NEVER assume that two youth are “friends” or are romantically involved and “just had a falling out” or had a so-called “lovers quarrel” when one of the youth complains about the other at a later time, especially if the one complaining is a newer youth to the facility.

Signs of Possible Sexual Abuse

When youth fear or experience a sexual assault, there are several reactions staff can identify that will let us know what is happening. These include:

- Withdrawing or isolating themselves
- Development of depression or hopelessness—unexplained tearfulness or crying
- Developing anxiety, fear or paranoia
- Developing suicidal thoughts or feelings
- Self-abuse or suicidal behaviors
- Refusal to shower, eat or be in less supervised areas
- Increase in medical complaints and questions – particularly concerns regarding sexually transmitted diseases
- Gain or loss of substantial weight

If you notice any of these signs, speak with the youth and report it!

Ways to Prevent Sexual Assault of Youth

- Know and enforce rules regarding sexual conduct - adhere to zero tolerance.
- Be professional at all times and adhere to a code of professional and personal ethics.
- Maintain professional boundaries by being fair, firm and consistent.
- Avoid being alone with youth in 1:1 situations.
- Respect the youth’s privacy when changing clothes, taking showers or using the bathroom. While a certain level of supervision is necessary at all times, do not stare at youth or watch them unnecessarily while they are undressed.
- Assume all reports of sexual misconduct are credible.
- Identify characteristics of victims and predators, and use this information in housing placement and daily supervision. GAP.380.8524 Assessment for Safe Housing addresses requirements for identifying vulnerable youth and youth who may pose a threat to others in order to make safe housing assignments.
- Ask regularly about the youth’s adjustment to the facility and whether they are having any problems.
- Inform youth and their families as to the facility’s policies, including their rights within the facility, the specific reporting procedures for sexual assault allegations and what protections youth have against retaliation.

- Teach youth how to minimize their risk of becoming a victim of sexual abuse. Strategies that may minimize this risk include:
 - o Knowing their rights under state and federal law; youth receive a brochure at the orientation unit which explains their basic rights, the zero tolerance policy, how to file a grievance and how to contact the abuse hotline; zero tolerance and abuse hotline posters are also posted throughout every facility
 - o Letting staff know if they are being threatened or bullied by other youth
 - o Staying in staff's sight at all times
 - o Avoiding doing favors for others and trading things as this could lead to them being forced to provide sexual favors
 - o Avoiding peers who are aggressive and intimidating
 - o Reporting all abuse or suspected abuse using any method that makes them comfortable such as telling a JCO, Case Manager, Nurse or family member. They call also call the toll-free abuse hotline number or file a grievance.
- Model appropriate behavior both within and outside of the facility.
- Immediately report any prior relationships or connections with new/current youth. Follow your intuition when noticing "red flags".
- Even as a volunteer you can practice effective supervision. You must have your eyes and ears open at all times. Observe carefully and draw inferences about what is going on.
- When in doubt of what to do in a situation involving yourself or others, consult your supervisor or facility management.

Handling Disclosures from Youth

As a volunteer, a youth may disclose to you that he/she has been sexually assaulted either by staff or another youth. You are required to immediately report the allegation. In addition, the way you conduct yourself after a youth has made such a disclosure is very important.

Volunteers are not expected to provide counseling; specially trained mental health professionals should counsel sexual assault victims. However, you may be the first person the youth confides in, and if you do not respond appropriately, you can emotionally harm the youth even further.

Here are some tips on how to respond:

- Ensure that he/she understands the limits of confidentiality (that you must report the allegation), but that information will only be shared with others on a need-to-know basis.
- Be sensitive, supportive and affirming.
- Don't question them about whether they fought back, screamed, gave in, or why they didn't report it sooner. Remember that he/she is the victim.
- Ask the youth if they are hurt, bleeding, etc. If the assault just happened, get them medical attention right away. In addition to addressing their health needs, an exam can be performed to collect evidence.
- Listen carefully and validate the youth's feelings.

- Don't dismiss, downplay or cast doubt.
- Don't bombard the youth with questions to satisfy your curiosity. Questions will come as part of the investigation.
- Suspend judgments about the youth based on your own beliefs (ex. she brought it on herself, he's gay anyway).
- Express concern for his/her safety, and take seriously any reported threats of intimidation or violence. Immediately contact the supervisor if steps need to be taken to protect the youth from other youth or from a staff person.
- If a youth makes a threat of self harm, immediately contact the supervisor on duty and take appropriate steps to ensure the youth's safety.
- Document the youth's report, but don't ask the youth to repeat things over and over.
- Officially report the allegation by calling the Incident Reporting Center (IRC) with the TJJD Office of Inspector General. You will get a tracking number. Submit a written report to the Chief Local Administrator (CLA) with the tracking number.

Sexual Harassment and Discrimination

The Texas Juvenile Justice Department has established procedures to provide a safe, professional, and pleasant work environment for staff and volunteers as well. Intimidating, offensive, or harassing sexual conduct interferes with our work and our services to the youth and the public. All inappropriate sexual conduct is strictly prohibited and will not be tolerated. This rule applies to employees, volunteers, contractors, delivery persons, vendors, and any other person having contact or doing business with TJJD.



TJJD is an equal opportunity employer and strives to provide a work environment free from discrimination based on race, color, religion, sex/gender (including sexual harassment), national origin, age, disability, or genetic information. TJJD managers and supervisors are responsible for basing all employment-related decisions on job-related, non-discriminatory factors, and for complying with all laws that apply to the employment relationship. TJJD employees and volunteers are responsible for refraining from discrimination or harassment on the basis of race, color, religion, sex, age, or disability, and for promptly reporting any violations of this policy.

Procedures for Reporting

Any employee or volunteer who feels that they have been subject to inappropriate sexual conduct must report it immediately. Any employee or volunteer who observes or learns about inappropriate sexual conduct directed toward another employee or volunteer must report it immediately. This includes conduct by an individual who is not a TJJD employee, such as customers, volunteers, contract personnel, consultants, vendors, and service and delivery persons.

Immediately report any inappropriate sexual conduct to your immediate supervisor, the community relations coordinator, the superintendent, or the chief of complaints resolution in central office. If one of the persons listed above is alleged to have engaged in the behavior, report such conduct to one of the other listed person.

Stopping Sexual Harassment in Correctional Facilities

Sexual Harassment is a form of employment discrimination based on sex which is a violation of Title VII of the Civil Rights Act of 1964, as amended, and the Texas Commission on Human Rights Act, as amended. The United States Equal Employment Opportunity Agency has issued guidelines defining sexual harassment.

Sexual Harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment,
- submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
- such conduct has the purpose or effect of unreasonably interfering with an individual's work performance, or creating an intimidating, hostile or offensive working environment.

Harassment by a member of the same sex is sexual harassment.

Some of the common reasons people hesitate to talk about sexual harassment are because they:

- are very embarrassed and don't want to talk about it with anyone
- fear nothing will happen or the complaint won't be taken seriously
- fear reprisal from the harasser, especially if the harasser is in management
- may be concerned about receiving a label of troublemaker
- are afraid of being fired, demoted or passed over for promotion
- blame themselves
- are told to be woman or man enough to handle it themselves
- don't want to get anyone in trouble
- are reluctant to talk to someone because no one else seems to mind the harasser's behavior
- quit instead of talk about it, or they do not know who or how to talk about it.

Workforce Behaviors to Watch For

Verbal and Non-verbal Examples:

- unwanted pressure for sexual favors
- unwanted letters, calls or materials of a sexual nature
- unwanted pressure for dates
- unwanted sexual teasing, jokes, remarks, questions or stories
- referring to an employee/volunteer as a girl hunk, doll, honey, etc.
- whistling at someone
- cat calls
- making kissing sounds, howling, smacking lips
- sexual comments/compliments about a person's clothing, anatomy or looks
- turning work discussion to sexual topics
- personal questions about social or sexual life
- telling lies or spreading rumors about a person's personal sex life
- using racial epithets or telling race-based jokes
- using stereotypes
- making sexual comments or innuendoes
- asking about sexual fantasies, preferences, or history
- unwanted sexual looks or gestures
- looking a person up and down (elevator eyes)

- staring at someone
- facial expressions, winking, throwing kisses, or licking lips
- sexual gestures with hands or body movements
- giving personal gifts
- displaying sexually suggestive items or items that tend to alienate or discriminate against persons of other ethnicities, race, color, or national origin

Physical Examples:

- unwanted deliberate touching or blocking
- unsolicited neck/back massage
- giving personal items or a sexual nature
- standing close or brushing up against a person
- following a person
- hugging, kissing, patting, or “footsie”
- invading a person’s body space
- granting job favors to those who participate in consensual sexual activity
- blocking a person’s path
- following a person around
- actual or attempted rape or sexual assault

How to Protect Yourself Against Charges of Sexual Harassment

- conduct yourself in a mature, responsible manner
- keep your hands to yourself
- do not talk about sex on the job
- keep compliments casual and impersonal
- avoid jokes, words, phrases and gestures with sexual meanings
- assume that friendly people are only friendly
- respect a person’s personal space
- do not respond to flirting or suggestive behavior
- do not let someone’s “come on” make trouble for you

How to Minimize Your Chances of Being Sexually Harassed

- know your rights
- conduct yourself in a mature, responsible manner
- if approached, make your refusal calm, unmistakable, impersonal, and final. BE ASSERTIVE
- immediately report all instances of sexual harassment

Illegal employment discrimination based on sex occurs when the sexual conduct of verbal or physical nature results in:

- victim losing a tangible benefit (Quid Pro Quo)
- conduct interferes with the victim’s ability to perform the job; or
- conduct creates a hostile or intimidating work environment for the victim. (when the unwelcome sexual conduct only creates a hostile or intimidating work environment it must be pervasive depending on the severity of the conduct).

Remember:

1. Consent doesn’t guarantee that the behavior is welcome
2. Behavior welcome from one person, is not necessarily welcome from another
3. Behavior that was welcome once may not be welcome now

CHAPTER 6: VOLUNTEER SERVICES AND COMMUNITY INVOLVEMENT

Philosophy and Mission

The Texas Juvenile Justice Departments believes that, through volunteers, the community has the ability to enhance lives of youth by providing meaningful activities and resources that promote pro-social, educational, emotional and spiritual growth, and healthy family relationships; thus, expanding services provided by staff.

The Mission of the TJJD Volunteer Services Program is to maximize community resources and utilize volunteers to provide opportunities that enable youth to become responsible and productive citizens. Each volunteer services program is administered by a qualified Community Relations Coordinator.

The TJJD Volunteer Services Program produced the following results during fiscal year 2014:

- 1,326 community volunteers enrolled in TJJD programs
- 66,499 hours of service contributed by volunteers
- \$54,021 in cash donations and fundraising revenue generated by the local community resource councils affiliated with TJJD
- 35,898 community service hours performed by TJJD youth on parole, in halfway houses, and institutions
- 3,145 community citizens educated through facility tours, volunteer training sessions, and public awareness and prevention speaking engagements
- \$1,671,371 cash and in-kind contributions benefitting TJJD youth

Primary Program Initiatives

Mentoring

TJJD mentors make a significant impact on the rehabilitation of our youth. The goal of mentoring is to develop a trusting, supportive relationship between a mature adult and a carefully matched youth in which the youth is encouraged to reach his/her potential, discover his/her strengths and develop self-confidence. Our research confirms mentoring really does make a difference in reducing recidivism and increasing educational accomplishments. These improvements are heightened when mentoring matches are sustained for at least six months, and faith-based mentoring has been found to be the most successful type of mentoring.

Mentors are carefully screened and selected, and are expected to make a six-month minimum commitment and spend at least 4 hours each month visiting with their mentee. Mentoring visits take place usually during the evening and on the weekend. Matches are carefully made and based upon gender, age, language requirements, availability, needs and strengths, shared interests, life experiences, and preferences of mentor and mentee.

The TJJD mentor is expected to focus on four primary tasks:

- Establish a positive personal relationship,
- Develop life skills and goals,

- Assist youth in obtaining additional resources and
- Increase the youth's ability to interact with other social and cultural groups.

Here are some highlights of the 2014 Mentoring Impact Analysis:

Reading at Grade Level Last Test before Release

21.7% of youth released in 2013 with sustained mentoring for six months or longer were reading at grade level upon release, compared to 16% of non-mentored youth.

HS Diploma or GED before Release

62.3% of youth released in FY 2013 with sustained mentoring of six months or more achieved their high school diploma or GED within 90 days of release, compared to 48.8% of youth who were not mentored.

Rearrested Within One Year of Release

46.6% of youth released during fiscal year 2013 who were never mentored were rearrested within 1 year of release from a secure facility, compared to 31.9% of youth who had sustained mentoring services for six months or more. Youth released during fiscal years 2010-2013 who received faith-based mentoring had the much lower 1-year re-arrest rate of 36.8%, compared to 46.8% for all other types of mentoring and 50.4% for youth who received no mentoring.



Reincarcerated within One Year of Release

There was improvement between the 1-year reincarceration rate of youth, released during fiscal year 2013, who never received mentoring services (15.2%) and youth who had sustained mentoring services for six months or more. (9.7%).

Reincarcerated within Three Years of Release

The 3-year reincarceration rate of youth released during fiscal year 2011, who were never mentored, was 42.1%; and youth who had sustained mentoring services for six months or more was 33.8%. An even more dramatic difference was seen among youth released in fiscal year 2010 – 39.3% of non-mentored youth versus 15.4% of youth with sustained mentoring for six months or more.

Tutoring Program

Teachers and caseworkers may refer TJJJ youth for tutoring services through the volunteer services department. Tutors provide additional assistance to TJJJ youth who are working on earning their high school diplomas and/or GEDs. Generally, our youth are several years behind their peers academically, and need extra help to catch up to their grade level in reading and math. Tutors work with individual youth in our secure facility classrooms and halfway houses. No prior special training or experience is required, and tutors are provided with materials and guidance as they work with youth.

Chaplaincy Services

TJJJ facilities often rely upon the involvement of community volunteers to provide religious training, spiritual development, and pastoral counseling services to youth. Hundreds of faithful volunteers visit our secure facilities and halfway houses each week to lead religious activities and worship services, as requested by our youth. Volunteers receive guidance and training from the facility Chaplains.

Community Resource Councils

Fifteen local Community Resource Councils support the volunteer services programs at each TJJD facility. Council members include representatives of local civic, service and religious organizations and businesses who serve because of their concern for youth. These groups of volunteers provide community assistance and resources, and help inform their local communities of the TJJD facilities' goals, accomplishments, needs and challenges.

These councils are registered non-profit 501(c)3 charitable organizations dedicated to the benefit of the TJJD youth. Donations made to these Councils are tax-deductible. **During fiscal year 2014, Community Resource Councils affiliated with TJJD assisted 798 families through a variety of activities and gave \$13,783 in travel funds and other types of financial support to families.**

The councils also provided youth with clothing for job interviews and community re-entry, financial assistance for attending college and school supplies, employment training, and social security and identification cards, incentives for academic achievement and behavioral progress, among other resources.

Other Volunteer Roles

In addition to these primary roles, volunteers may be involved in unique programs developed by the local TJJD facility. These volunteer roles include college interns, recreation assistants, music/art teachers, guest speakers, gardening instructors, and clerical workers to name a few.

Screening Process for Volunteers

A full-time Community Relations Coordinator at each TJJD facility screens prospective volunteers and carefully matches selected individuals to a suitable assignment. A volunteer assignment is contingent upon satisfactory completion of:

- Volunteer application
- Criminal and driving record check
- Fingerprinting
- Personal character references
- Face-to-face interview
- Agreement of confidentiality, release of liability
- Comprehensive orientation and job-specific training

Liability Coverage

Liability Coverage of TJJD volunteers was instituted by the 75th Legislature on September 1, 1997. This Bill states that (HB1756)(b), **a volunteer is not liable for damages arising from an act or omission that results in personal injury, death, or property damage** if the act or omission is:

- (1) In the course and scope of the volunteer's duties as a volunteer; and
- (2) Not intentional or grossly negligent.

A volunteer **IS liable** for personal injury, death or property damage caused by an act or omission **related to the operation or use of any motor-driven equipment** to the extent of the greater of:

- (1) The amount of financial responsibility required for the motor-driven equipment, if any, under Chapter 601, Transportation Code; or
- (2) The amount of any liability insurance coverage that applies to the act or omission.

Workplace Conduct for Volunteers

The Texas Juvenile Justice Department (TJJD) establishes standards of workplace conduct for volunteers. The standards are minimum requirements and are not all-inclusive. The absence of a specific rule covering any act tending to discredit a volunteer or the agency does not mean that the act is condoned, is permissible, or would not call for disciplinary action.

Volunteers are expected to exercise reason and judgment consistent with their assignments and training. Youth rights must be observed at all times. Volunteers are expected to be courteous and professional in dealing with youth and to be cooperative and compatible in their dealings with employees. Concerns regarding staff or fellow volunteers should be expressed properly through the community relations coordinator.

Volunteers are subject to all applicable rules, regulations, policies and procedures of TJJD and the facility/program where they volunteer. Although TJJD makes applicable policies and policy revisions available to volunteers, each volunteer shares responsibility in remaining aware of agency policies.

Volunteer/Youth Relationships

- A. A volunteer is expected to maintain constructive two-way communication, using concern, empathy, respect and fairness when dealing with youth and youth issues. A volunteer must not taunt, provoke, yell, scream, intimidate, curse, or use any improper language in front of youth.
- B. A volunteer must maintain an appropriate adult/youth relationship at all times, and know and respect the youth's rights.
- C. A volunteer must maintain professional and appropriate boundaries with youth. Personal information is not to be shared by the volunteer except in situations where it is necessary to carry out the volunteer assignment.
- D. A volunteer must not pursue a relationship with a youth beyond the scope and limitations of the volunteer assignment, including, but not limited to, offering to foster or house a youth.
- E. Sexual contact with youth under TJJD jurisdiction is strictly forbidden. If an allegation of sexual misconduct is substantiated, disciplinary action will be taken up to and including termination. All allegations of sexual misconduct will be referred to law enforcement for investigation and possible prosecution.

Reporting Youth Mistreatment, Fraud, and Illegal Activities

- A. When a volunteer has cause to believe that a youth has been or may be adversely affected by abuse, neglect, or exploitation by an employee, volunteer or contractor in programs or facilities under TJJD jurisdiction, he/she must report the matter within 24 hours to the TJJD Office of Inspector General Incident Reporting Center (IRC).
- B. A volunteer is required to report suspected incidents of fraud, and other job-related illegal activities to the IRC. Fraud includes any intentional deception, misrepresentation or omission of important facts.

Cooperation with Investigation

- A. In criminal investigations conducted by the Office of Inspector General, a volunteer accused of committing a criminal offense has a constitutional right to remain silent, and invoking the right to remain silent will not be used against the volunteer, either criminally or for continued enrollment purposes.

- B. A volunteer who is not accused of committing a criminal offense has a duty, as a condition of enrollment, to cooperate fully in all investigations conducted by the agency, whether criminal or administrative in nature, and whether conducted by the Office of Inspector General, a supervisor, or by other authorized personnel. This duty of cooperation requires that the volunteer answer all assignment-related questions fully and truthfully. Failure to cooperate fully can result in discharge from the volunteer program.

Confidentiality

- A. Pursuant to GAP 385.8441, a volunteer is expected to maintain confidentiality of all agency records and information pertaining to youth, and all personnel-related records and information pertaining to employees and volunteers, except as ordered by the courts, specifically permitted by law, or administratively approved.
- B. The discussion of such information, even between employees and/or volunteers, should be in the line of service, impersonal and discreet.
- C. Breach of confidentiality will result in disciplinary action up to and including termination.

Money and Gifts

- A. A volunteer may not exchange money or goods, regardless of value, with a youth unless authorized by the community relations coordinator.
- B. Religious items intended for youth must be approved by the correctional facility chaplain or the manager of chaplaincy services.

Sexual Conduct

- A. All inappropriate sexual conduct is strictly prohibited and will not be tolerated. Inappropriate sexual conduct is conduct of a sexual nature that is detrimental to morale, interferes with job performance, or has a negative impact on a safe, professional and pleasant work environment.
- B. A volunteer who feels that he/she has been subject to inappropriate sexual conduct or learns about such conduct directed toward another individual must report it immediately.

Searches

All Texas Juvenile Justice Department (TJJD) volunteers, their personal possessions, their vehicles parked in certain locations, and their work areas or agency property assigned to them are subject to search as necessary to maintain safe, rehabilitative environments in TJJD facilities or to investigate misconduct. A volunteer who refuses consent to be searched or refuses consent to search his/her personal property, including his/her personal vehicle parked in a secure TJJD parking lot, his/her work area will be subject to immediate removal from the facility and disciplinary action, up to and including termination of volunteer enrollment, and local law enforcement may be notified.

Reporting Criminal Charges

- A. Each volunteer has a duty to notify TJJD if he/she is arrested or notified of criminal charges, or if there is a change in the status of criminal proceedings against the volunteer. **Within two (2) work days**, a volunteer must provide notice either by telephone or in writing to the community relations coordinator after any of the following:
 - 1. an arrest for any offense;
 - 2. an indictment;
 - 3. other official notification that the volunteer has been charged with a crime; or
 - 4. any change in the status of any criminal charge against the volunteer (e.g., dismissal, conviction, the initiation or termination of proceedings to revoke probation, etc.).

- B. The action to be taken by the community relations coordinator on the basis of a pending criminal charge will depend on the nature of the arrest, charge or indictment, its bearing on the volunteer's duties, and the interests of the agency.

Political Activity/Political Influence

- A. Political campaigning of any kind must take place outside of working hours and outside the TJJJ office or facility.
- B. No state funds or property shall be used to influence the outcome of any election or passage or defeat of any legislative measure.

Use of State Property, Facilities, or Equipment

- A. It is a violation of state statute to use state property, facilities or equipment for purposes other than official business.
- B. A volunteer may use state property, such as computers, office supplies and equipment, and office space, only when authorized for a specific assignment or community resource council activity. To obtain computer system access for a volunteer, the community relations coordinator must request it through the manager of volunteer services.
- C. A volunteer may not use the official TJJJ letterhead or pre-printed facility envelopes. However, community resource councils may use blank envelopes and postage provided by TJJJ for official correspondence.
- D. A volunteer will be subject to disciplinary action up to and including termination for misuse of state property.
- E. If assigned or issued state property is lost, stolen, or damaged, a volunteer must immediately notify his/her supervisor and the community relations coordinator.

Use of Insignia or State Identification

Identification cards and other insignia of authority indicating a TJJJ volunteer's official identification must not be used in the following ways:

1. to exert influence;
2. to obtain either directly or indirectly, privileges, favors, or rewards for the volunteer or others; or
3. to improperly enhance the volunteer's own prestige.

Integrity of TJJJ Records

- A. A volunteer may not remove, alter, or destroy TJJJ records without prior authorization. Reports, logs, and other records required of the volunteer must be truthful and accurate.
- B. Any material misrepresentation of information in an application for volunteer enrollment submitted to the agency will be grounds for rejecting the candidacy of the person, or for discharge of the person from volunteer activity if discovered during enrollment.

Access to TJJJ Computer Systems

- A. A volunteer with access to TJJJ information resources should not, under any circumstances, share his/her user ID and/or password with anyone.
- B. A volunteer should not allow anyone other than agency computer support staff to use a computer logged in with his/her user ID and/or password under any circumstances.
- C. A volunteer is prohibited from allowing TJJJ youth access to any TJJJ computer system except those systems specifically provided for educational purposes.
- D. A volunteer is prohibited from using TJJJ computers to access, distribute, print, view, or receive pornographic material.

Prohibited Items in the Workplace

- A. A volunteer may not have a weapon in his/her possession while on duty, whether or not the volunteer is licensed to carry a concealed handgun. A volunteer may not possess a weapon in a state vehicle or TJJD building, office, facility or facility ground, program (including contract programs), or on any land owned or leased by TJJD.
- B. A volunteer may not possess illegal drug paraphernalia, as defined in § 481-485 of Texas Controlled Substances Act, on TJJD premises.
- C. Accessing, distributing, printing, viewing, or receiving pornographic material on TJJD premises is grounds for immediate dismissal.

Intoxicants or Drugs

Consuming, possessing, using, or being under the effects of alcohol, drugs or any mood-altering substance while volunteering on TJJD premises and/or working with TJJD youth is prohibited. Exceptions will be made for prescription drugs or over-the-counter medications that do not significantly interfere with the performance of volunteer duties. A volunteer who is taking a prescription drug or over-the-counter medication which may impair mental or physical capabilities must notify his/her supervisor prior to commencing a volunteer activity. It is the supervisor's responsibility to determine, in consultation with the community relations coordinator, whether the volunteer can safely and effectively perform assigned duties while taking the drug or medication. If the supervisor determines the volunteer cannot safely or effectively perform his/her assigned duties while taking the drug or medication, the volunteer must leave the TJJD premises.

Betting or Gambling

State law prohibits betting or gambling while on state property.

Smoking

TJJD prohibits smoking in all TJJD offices and facilities. Smoking may be allowed outdoors on TJJD premises in locations designated as smoking areas.

Personal Appearance and Dress

- A. A volunteer is expected to exercise good judgment in maintaining personal appearance and dress that is consistent with assigned duties and providing a positive model for youth.
- B. A volunteer may wear attire that is appropriate for the assignment, including jeans and athletic shoes. Other athletic clothing may be approved if the function of an assignment requires it.
- C. Attire that is suggestive or contains suggestive, offensive, or derogatory slogans is prohibited. Suggestive, offensive, or derogatory body art must be covered at all times.

Vehicles

- A. Volunteers are expected to obey all traffic laws while conducting TJJD business.
- B. A volunteer whose job description includes transportation of youth must have a valid driver's license issued from the state in which they reside and an acceptable driving record. Authorized drivers may be subject to a periodic driving records check. A volunteer's driving record is evaluated according to Department of Public Safety standards. An authorized driver whose driving record has ten (10) or more penalty points or exceeds the number of moving violations is ineligible to transport youth. An authorized driver must supply a current copy of his/her insurance declarations page demonstrating minimal coverage as required by Texas law.

- C. The state is liable only to the extent stipulated by law when an authorized driver is involved in a motor vehicle accident while conducting TJJJ business.
- D. Within two workdays, a volunteer whose job description includes transportation of youth must provide notice either by telephone or in writing to the community relations coordinator of any change in his/her driving record or an accident that occurs while on duty.

Work Behavior

- A. A volunteer is expected to maintain cooperative, helpful attitudes toward fellow volunteers, supervisors, employees, youth, and the general public.
- B. Volunteer must not use profane, derogatory, or offensive language regarding race or gender.
- C. While on duty, volunteers are expected to conduct themselves in a manner which neither disrupts nor causes others to disrupt the usual routine of business.
- D. A volunteer does not have unrestricted access to TJJJ facilities. A volunteer should report to the assigned location without delay, and depart after the assignment/shift has ended.

Personal Items

The agency has the authority to limit and regulate the entry of personal property items in TJJJ facilities and on state property; however, the volunteer is expected to take full responsibility for any personal item brought to work.

Updating Personal Data

Volunteers are expected to maintain a current telephone number, address, name and emergency contact on file with the community relations coordinator.

Safety

- A. Volunteers are expected to perform their assignments safely and to remain alert.
- B. Each volunteer is responsible for initiating preventive safety measures to control hazardous conditions and reporting any hazardous condition to the community relations coordinator.

Supervision of Youth

- A. In high restriction facilities, a volunteer must remain under direct visual supervision by TJJJ staff while interacting with youth.
- B. A volunteer may not participate in a physical restraint of youth. If a disruption arises among youth, a volunteer should immediately move to a safe location and notify staff.

Participation in Physical Activity

Volunteers on duty shall not participate with youth in recreation, physical education, large muscle exercise or physical training unless such participation is specifically a part of the volunteer's job description.

Rights of the TJJJ Volunteer

- To be assigned a job that is challenging and worthwhile, with freedom to use existing skills or develop new ones.
- To be trusted with confidential information that will help him to carry out an assignment.
- To be kept informed about developments in the agency.

- To be issued a TJJD Volunteer Training Manual and an official Identification Card.
- To be provided orientation, ongoing training and supervision for the job accepted.
- To expect that his/her time will not be wasted by lack of planning, coordination, and cooperation with the agency.
- To know whether his/her work is effective and how it can be improved; to have a chance to increase understanding of self, others or the community.
- To declare allowable non-reimbursed out-of-pocket costs for Federal Income Tax purposes.
- To expect valid recognition from his/her supervisor so he/she can move to another job, paid or unpaid.
- To be given appropriate recognition.
- To ask for another assignment within the agency.

General Volunteer Guidelines

No matter what role you serve as a volunteer, there are several general guidelines to keep in mind. As a “rule of thumb”, warmth and respect is the keystone in working with a juvenile offender. The ultimate goal of the volunteer is to build a trusting, nurturing relationship with a young man or woman. The youth, however, will never be open to effective support until he respects and trusts the volunteer as a person. Many of these youth have never had to face a situation they could not manipulate. You must be different, you must be honest. Never make a promise that you cannot keep. When the youth realizes that the relationship is “for real”, the volunteer will begin to make some progress. Within this general frame work, here are some guidelines:

Do's

- Do** clearly understand your role before beginning your assignment.
- Do** get to know the youth's opinions, ideas, interests, problems and troubles.
- Do** respect confidentiality.
- Do** keep in contact with the youth on a consistent basis. Let him/her know when you are unable to visit as scheduled.
- Do** give unconditional attention and support.
- Do** be prepared to listen and to understand what the youth says. Youth do not respond favorably to “preaching” or lecturing.
- Do** report all violations. You will lose all respect by letting the youth get away with wrong-doing.
- Do** report all concerns regarding a youth's safety and security of a TJJD facility. Report to the community relations coordinator any suspicions that a youth may harm himself or another person, attempt to escape a secure facility, cause or have knowledge of a facility disruption or riot, be involved in gang-related activity, or destroy state property.
- Do** leave personal belongings, money, keys, purse, etc. in a locker at the gatehouse or leave them in your vehicle.
- Do** be a good role-model with your dress, language and behavior. Dress should always be comfortable and conservative. Learn the dress code at your program.
- Do** consult with the community relations coordinator whenever in doubt, concerned or curious. Your feedback is always welcomed and appreciated.
- Do** keep abreast of current issues and events.
- Do** carry your volunteer ID badge at all times.

Don'ts

Don't expand your role until you consult with the supervising staff person.

Don't give the youth money, gifts or any other item (even candy) without the permission of the supervising staff.

Don't expect overnight miracles. Don't vent your frustrations and anger on the youth.

Don't assume that physical affection is o.k. with the youth. Generally, handshakes and pats on the back are acceptable but only after a connection is made between you and the youth.

Don't expect thanks and gratitude from the youth. Expressing these feelings is often difficult.

Don't rush the relationship with youth. Trusting can be very difficult.

Don't confront correctional officers regarding differences in opinion or approach. Contact the community relations coordinator with your concerns right away.

Don't agree to mail or deliver letters for youth, and do not agree to make phone calls on behalf of youth.

Responsibilities of Staff and Volunteers

The role of the community relations coordinator, supervising staff and volunteers are as follows:

When should the community relations coordinator be contacted?

- When supervising staff/volunteer relationship is not satisfactory.
- The need to change a youth's program.
- When supervising staff is having difficulty in contacting volunteer.
- Supervising staff should keep community relations coordinator informed during the period the volunteer is under supervision.

Responsibilities of Supervising Staff

- Complete request for volunteer hours or funds after assessing the youth's needs.
- Explain in clear detail to all concerned the role the volunteer will be taking.
- Describe the youth to the volunteer: reason for commitment to TJJD, family and living situation, attitude, etc.
- Introduce volunteer to the youth.
- Advise volunteer and youth that discussions between youth and volunteer are confidential with the exception of a youth informing a volunteer of a law he/she violated or intends to violate, or intention to harm self, others or property.
- Maintain consistent contact with the volunteer as determined by the youth's individualized program.

Responsibilities of the Volunteer

- Mandatory orientation and regular training.
- Be able to follow through with commitment or particular job description. Always notify the supervising staff if unable to keep commitment or appointment with student.
- Volunteer/youth relationship is an important one. Both are obligated to work towards a successful relationship. However, if either party "wants out" of this relationship there is an obligation to advise each other and supervising staff.
- Maintain accurate time sheet and report hours by signing in at the gatehouse or reception area, by documenting your assignment, time in/out and your volunteer ID number.

- Attend volunteer meetings and training sessions. These meetings are a vital part of the training process for volunteers.
- Function under same set of agency policies as paid staff.

Productive Volunteer/Staff Partnerships

Productive volunteer/staff partnerships are characterized by:

- Two-way communication to inform both staff and volunteers about “who’s doing what, when, and how”.
- Respecting each other’s time and following schedule of activities.
- Team building that involves volunteers in all levels of the organization’s planning and decision making to increase the ownership of its goals by everyone.
- Addressing one another by last names, particularly in the presence of youth.
- Observing the authority vested in TJJD staff and never challenging that authority, particularly in the presence of youth.
- A clear understanding by volunteers of all institutional roles including their own.
- Open and honest evaluation of volunteer activities by both staff and volunteers.
- Public and private recognition of the accomplishments of volunteers and their staff partners.

Volunteer Benefits

The TJJD recognizes volunteers and provides certain benefits as recognition of their contributions. Benefits include: meaningful work experience; adequate training; information regarding tax benefits, gas mileage, out-of-pocket expenses and tax deductible donations; free meals; awards and letters of appreciation and recognition; and references when requested.

Time-Keeping

All volunteer service hours are carefully documented and logged into individual volunteer files. Each institutional and regional volunteer services office completes a monthly report of all service hours, cash and in-kind donations. Accurate reporting of all donations is vital to the program. Therefore, volunteers are asked to assist by signing in and out each time they perform a volunteer task. If you are mistakenly given a visitor’s log, ask the Juvenile Correctional Officer (JCO) for the Volunteer Time Record. By presenting your Volunteer ID badge upon arrival, the staff will clearly identify you and give you the correct time record.



Evaluation of Community Relations Program

It is our goal to provide a quality opportunity for service to others, while positively impacting the treatment program of the youth we serve. Please help us make the TJJD community relations program the best it can be by providing your comments on the annual evaluations and at any other time by contacting the Volunteer Services Office. Honest and complete feedback and suggestions are vital to maintain an effective and comprehensive community relations program.

CHAPTER 7: CONFIDENTIALITY AND ETHICS

This chapter reminds us of or maybe even enlightens our awareness about how we make decisions – ethical decisions – choosing between right and wrong. We will also discuss the importance of confidentiality and how it applies to not only our daily lives but its necessity to protect TJJD youth and personnel.

Ethics

All of us, at one time or another, have been in an ethical decision situation. However, we really make ethical decisions every day.

- “How much should I tip the waitperson?”
- “Should I tip the waitperson?”
- “Should I tell my spouse I really spent \$100 on this item rather than just the \$60 I said it was?”
- “Although I am supposed to keep this to myself, can I tell my spouse what really happened at work?”

ASK YOURSELF: What does the word Ethics mean to you?

Some answers or definitions:

- Ethics has to do with what my feelings tell me is right or wrong.
- Ethics has to do with my religious beliefs.
- Being ethical is doing what the law requires.
- Ethics consists of the standards of behavior our society accepts.
- A person’s character is often represented by his/her ethical standards.

The exact definition of **ethics** is difficult to pin down and there are many unsure views about ethics.

One dictionary definition – *Natural Law*. Many people believe that ethics is based on religion; others tend to equate ethics with their feelings about issues; some consider that following laws prescribed by man (“the law”) defines ethics; and then other folks presume that the “standards accepted by society” are the ethical standards.

In many ways, ethics is all of these yet none of these specifically. If ethics was based solely on religion, then ethics would apply to only religious people. However, ethical standards are expected to be held by all people, atheists to saints.

Ethics refers to the beliefs of **right and wrong**. People displaying ethical behaviors own the ability to discern right from wrong and are committed to do what is right.

Also, people **regularly study** their basis of ethics and their daily conduct to ensure their ethical behaviors remain in check because laws, societal and group norms, religion or our feelings are not always synonymous with ethics.

To help us understand ethics, let's discuss the core values commonly associated with ethics:

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship



Trustworthiness

Trustworthiness is a combination of 4 values:

1. **Honesty**: In communication, do not mislead or misrepresent intentionally; be open to provide any information needed by another person. In conduct, do not steal, cheat, commit fraud or other forms of dishonesty to acquire anything of value.
2. **Integrity**: Consciously maintain consistency between words and actions; do what is right even when the circumstances make it difficult to do so; adherence to and soundness of moral principles and character; honesty.
3. **Reliability**: Keep promises; fulfill commitments; understand all issues before making commitments to avoid creating ethical obligations.
4. **Loyalty**: A special responsibility to promote the interests of certain persons or organizations without sacrificing ethical principles. Loyalties need to be prioritized rationally.

Respect

Recognize and honor each person's right to autonomy and self-determination, privacy and dignity.

Golden Rule: "Do unto others as you would have them do unto you."

An ethical person exercises personal, official and managerial authority in ways that provide others with the information needed to make informed decisions about their own lives.

An ethical person treats others with consideration regardless of personal feelings. An ethical person may not have the same interests as others but still gives reverence to and admiration of others' contributions to the work environment or a special project.

A couple of quotes listed below are based on the importance of this core ethical value:

"Respect yourself and others will respect you." - Confucius (551 BC-479 BC)

"Self-respect is the cornerstone of all virtue." - John Herschel (1792-1872)

Responsibility

Responsibility is an ethical quality that embodies many other values; some of which we have already discussed - honesty, reliability, and trustworthiness.

In addition, a person who is dependable, capable, competent and accountable for his actions owns the character trait of responsibility.

Fairness

Fairness is about making decisions with all available information in a manner that considers the impact on everyone involved.

- Open-mindedness - demonstrating a willingness to seek out and consider relevant information and each side of the story.
- Impartiality – making decisions is made based on consistent and appropriate standards; avoiding favoritism or prejudice.

For example, in TJJD we teach staff to be fair, firm and consistent with the youth. This way, you don't show favoritism or change the rules according to your mood.



- Equity – demonstrate an appreciation for cultural diversity and the equal treatment of individuals.

Furthermore, by following policies and procedures, you are demonstrating equal treatment of youth. However, you must also add in the equity component to our fair and equal treatment.

Caring

Caring is feeling and exhibiting a genuine and continual interest in others along with concern and compassion for others. Compassion, a synonym for caring, is described as “an understanding of the emotional state of another.”

Caring or showing compassion is often characterized through actions when a person desires to help others and then compassionately acts to alleviate or reduce the pain and suffering of others.

Virtually every juvenile in the world, including you and me, has broken a rule of some kind at one time or another. Therefore, a degree of understanding and compassion must accompany our attitudes toward juvenile delinquency. After all, the youth committed to TJJD are young boys and girls – human beings – needing a second chance. Although, you may not see some of the TJJD youth as young boys or young girls because of their ages or what they have done, try to keep this in mind: **Each youth is somebody's child, away from home and essentially alone.** They were assigned to TJJD for a reason; as a volunteer, it is your job to bring caring to the TJJD environment with you, just as you bring the rest of your ethical core values.

“To the world you may be one person, but to one person you may be the world.” (Unknown)

Given time, circumstances, opportunity, etc., it could have been you or someone you know; it could have been your brother or sister, son or daughter who was placed in a TJJD facility. A degree of caring is necessary to help the youth work through the system and be successfully discharged from TJJD.

Citizenship

Citizenship is held by a person who lives in a country, state, county city, town, or community; the quality of an individual's response to membership in a community. Some people are active in many local projects; others tend to live a quiet life. Citizenship status often implies responsibilities and duties to the local area as well as the state and country. Citizenship provides the political rights of an individual within a society, derived from a legal relationship within the state.



Some citizens are active and demonstrate a social consciousness to the overall public good. Active citizenship implies working toward the betterment of one's community through economic participation, public service, volunteer work, and recognition of one's obligations and contributions to the overall good.

Citizenship Responsibilities

- Respecting and protecting the rights and property of others
- Taking part in the voting process when making societal decisions
- Participating in actions that can improve the community
- Demonstrating responsibility through self-discipline and self-reliance
- Practicing honesty and trustworthiness
- Following the Golden Rule

Now let's examine TJJD policy requirements related to ethics conduct and confidentiality.

Reporting Youth Mistreatment, Fraud, and Illegal Activities

Volunteers are required to report suspected mistreatment of youth, incidents of fraud, and other job-related illegal activities to their chief local administrator (CLA) or to anyone with authority whom they feel comfortable reporting the incident.

Cooperation with Investigation

Volunteers are expected to fully cooperate with authorized personnel during the investigation of an administrative or criminal offense by answering all work-related questions, completely and honestly. Failure to cooperate fully can result in discharge or other discipline.

A volunteer accused of committing a criminal offense has the constitutional right to remain silent. Invoking this constitutional right will not be used against the employee for either criminal or employment purposes.

Political Activity/Political Influence

Volunteers are urged to participate in the political process; however, the volunteer is not allowed to campaign while at work. TJJD rules will not affect volunteers' right to vote or rights as private citizens to express their opinions on political subjects or candidates.

State Time, Property and Equipment

It is a violation to use state property, facilities, or equipment for purposes other than official business.

Work Behavior

Your attitude affects your work behavior. The following statements describe what is expected from all employees while on duty:

- maintain a cooperative and helpful attitude toward fellow workers, supervisors, youth, and the general public;
- act in a manner, which neither disrupts nor causes others to disrupt the usual routine of business;
- be courteous to fellow workers, supervisors, youth, and the general public; and
- refrain from the use of profane, derogatory, or offensive comments regarding race or gender.

Confidentiality

Information concerning a youth in TJJD is confidential as a matter of law. Registered TJJD volunteers, on a need-to-know basis, may receive confidential information to enable them to better work with a youth. Volunteers are expected to carefully protect the legal confidentiality of the information they receive, just as staff are required to protect confidential information. Volunteers agree in writing to abide by agency policies, particularly those relating to the confidentiality of youth records and information and facility security. Volunteers enrolled with the agency are protected from civil liability as described by § 61.096, Texas Human Resources Code.



Confidentiality does not apply to communications by youth involving:

- confessions or allegations of abuse, neglect, or exploitation
- an imminent escape; or
- intent to harm self or others.

The requirement to report alleged abuse, neglect, or exploitation applies without exception to a volunteer whose personal communications may otherwise be considered privileged.

Work and Personal Conduct

The Texas Juvenile Justice Department establishes standards of work and personal conduct for all volunteers. The standards are considered minimal requirements and are not to be considered all-inclusive. The following statements pertain to confidentiality and disclosure of information rules:

- Volunteers are expected to exercise reason and judgment within their positions and training. In the course of conducting TJJD business, you will encounter confidential information about youth or personnel – and it must be kept that way.
- Volunteers are expected to maintain confidentiality regarding all agency records and information pertaining to youth, employees, and volunteers, except when ordered by the courts, specifically permitted by law or administratively approved for release. The discussion of such information, even between volunteers and employees, must be in the line of service, impersonal and discreet.

Youth Files (RE: GAP.380.9901; GAP.380.9909; GAP.380.9911)

Records and information concerning youth are confidential and may not be disclosed except as allowed by law. The youth's file, in its entirety, is a legal document marked "confidential" and kept in a secure location. Access to information in the youth's file is restricted in accordance with the Texas Open Records Act (Texas Public Information Act, Tex. Gov't. Code Ann. §§ 552.001- 552.353 (Vernon's 1994).

The Texas Open Records Act designates some information to be specifically public, yet prohibits the release of certain types of information, which requires a written request. All Open Records Requests are handled only by authorized personnel.

Furthermore, the Federal Confidentiality Law restricts the release of information regarding youth participating in TJJD's chemical dependency and substance abuse programs, including screening, assessment, diagnosis, treatment or referral of chemical dependency or substance abuse. The only TJJD staff, such as the case manager, clinical professionals, etc., involved with the youth's participation in the program, have a NEED to know this information.

Key persons, such as judges, probations officers, professional staff or consultants of the juvenile court – and even parents/legal guardians may NOT have access to this information unless the youth has signed the LS-023, Youth's Consent for Disclosures Upon Initial Assessment. It doesn't matter about the youth's age. Youth under the age of 18 have the "authority" to decide whether or not and to whom this type of information can be released.

This means that you, a volunteer of TJJD, **must not share** any information about a TJJD youth with anyone outside of TJJD. **Absolutely no one.** If you do, you will be violating federal law, in addition to state law. This is a legal issue, which is why ALL Open Records Requests are handled by **only authorized personnel.**

If you are ever asked anything about a youth, **ALWAYS** refer the person asking the questions to the **youth's case manager.** **Never give** any information about a TJJD youth.

No employee, agent, consultant, volunteer, or other Texas Juvenile Justice Department person may release or divulge confidential information about TJJD youth except as required or permitted by law. This also includes the federal law just discussed regarding the chemical dependency and substance abuse information about a youth.

Identifying pictures, appearances, films, or reports are not used without written consent of a youth and, if under age 18, of his or her parents, guardian, or managing conservator. **Volunteers are never permitted to bring a camera into a TJJD facility or take photographs of youth.**

Only initials or a case number may be used when referring to a youth. TJJD volunteers, consultants and others permitted access to confidential information or records shall sign a confidentiality agreement, agreeing not to disclose or divulge confidential information or records unless required or permitted to do so by law through the Texas Open Records Act.

Now that we have an understanding of confidentiality as it pertains to our youth entrusted in our care, let's go a little further and see how confidentiality applies to personnel files.

Personnel Files

Texas Juvenile Justice Department maintains a current and accurate personnel file for each volunteer. The file, in its entirety, is a legal document and access to information in the personnel file is restricted in accordance with the Texas Open Records Act.

The executive director is the records custodian and assigns responsibility for personnel records to the director of the human resources department. Access is restricted. All inactive personnel files and related records are maintained by fiscal year for a minimum period of five years.

Disciplinary actions may be taken against a volunteer for performance and/or behavior including the following actions:

- Violations of TJJD standards of conduct.
- Violating agency, state or federal rules, regulations or laws or failing to comply with established policy, procedure or reasonable, proper instructions or directions of a supervisor.
- Violating written/published sources on confidentiality and disclosure of information.

The **General Administrative Policy Manual** (GAP) and the **Personnel Policy Manual** (PRS) are written and published sources regarding TJJD's confidentiality policies and disclosure of information rules. You can locate these on TJJD's Intranet.



CHAPTER 8: GLOSSARY OF TERMS

Definitions for Common TJJD Terms and Acronyms

Abuse, Neglect, Exploitation (ANE) – investigations conducted by the Administrative Investigations Division when anyone (parents, youth, staff, volunteers) voices concern that there is reason to believe a youth is being abused, neglected, or exploited.

Adjudicated – equivalent to “convicted” and indicates that the court concluded the juvenile committed the act.

Adjudication Hearing – a fact-finding hearing that determines whether or not a youth engaged in delinquent conduct or in conduct indicating a need for supervision.

Administrative, Review, and Dismissal (ARD) – committee responsible for making the educational decisions for students in special education. Parents, teachers, and other facility staff are members of the ARD committee. An ARD is needed for initial placement or any time the school staff or parents feel a change is needed in a student’s special education program.

Agency Performance Measures – an indicator of agency efforts and accomplishments. Measures indicate agency accomplishments already achieved, planned, or required by legislative directive.

Alcohol or Other drugs (AOD) – a compulsive use of alcohol or other drugs to the point that stopping is difficult and causes physical and mental reactions.

Alcohol or Other Drugs (AOD) Treatment – specialized treatment program for youth who are addicted to drugs or alcohol.

All Funds Budget – includes General Revenue Funds, General Revenue-Dedicated Funds, Federal Funds, and Other Funds.

Appropriations – refers to the dollars or associated full-time equivalent positions authorized for specific fiscal years, and to the provisions for spending authority.

Average Daily Population – daily average of the number of youth within a facility.

Biennium – a two-year period. In Texas, as used in fiscal terms, it is the two-year period beginning on September 1, and ending on August 31 of odd-numbered years, for which general state appropriations are made. A biennium is identified by the two fiscal years of which it consists, e.g., 2014 – 2015 biennium.

Bill – a proposed new law, or amendment to existing law, that is introduced for legislative consideration. A bill which is enrolled by the legislature and approved by the governor becomes a law.

Budgeted – refers to the planned level of expenditures, performance, or number of full-time equivalent positions for a particular fiscal year.

Capital Budget – portion of an agency’s appropriation that is restricted to expenditures for designated capital construction projects and certain Information Resource acquisitions.

Capital Offender – a youth committed to TJJD for an offense that would be punishable by death in the adult criminal justice system.

Capital and Serious Violent Offender Treatment Program (CSVOTP) – specialized treatment for youth who have committed a capital offense or a serious violent offense. This treatment is offered at the Giddings State School.

Career and Technology Education (CATE) – previously called vocational classes, a CATE class is a class or course where youth learn skills or trades and can earn professional certifications.

Case Manager – the primary contact between a youth’s parent or guardian and TJJD.

Certification – the waiver of juvenile court jurisdiction and the transfer of a youth to the appropriate criminal court for criminal proceedings as an adult.

Classification – process for determining the needs and requirements of youth who have been ordered to confinement in a juvenile justice facility and for assigning them to housing units and programs according to their needs and existing resources.

Classifying Offense – the offense for which a youth is classified at TJJD, and is the most serious offense of the relevant offenses documented in the youth’s record.

Clinical Services – health care services administered to offenders in a clinic setting by persons qualified to practice in one of the health care disciplines.

Committing Offense – the most serious of the offenses found true at the youth’s most recent judicial proceeding.

Conduct Indicating a Need for Supervision (CINS) Probation – defined by the Texas Family Code; covers certain non-criminal or status offenses and less serious law violations, including (1) three or more fineable misdemeanor offenses or ordinance violations, (2) truancy, (3) runaway, (4) the first or second DWI, and (5) violation of any city ordinance or state law prohibiting inhalant abuse.

Contract Care – facilities operated by private nonprofit or for-profit corporations or organizations in which the employees working daily in the facilities and directly with the residents are employees of the private corporation or organization.

Controlled Substances Dealer – a youth whose classifying offense is any felony grade offense defined as a manufacture or delivery offense under the Texas Controlled Substances Act, Chapter 481, Health and Safety Code.

Correctional Care Form (CCF) – CCF are the paper forms TJJD uses to document a variety of youth-related events and services.

Correctional Care System (CCS) – a mainframe database application used to store information on all youth committed to the Texas Juvenile Justice Department. Everything that happens to a youth in TJJD custody is reflected in the system, beginning at intake and continuing until discharge after completion of parole, or transfer to Texas Department of Criminal Justice. This information can only be accessed by authorized TJJD employees.

Correctional Facility – houses incarcerated youth accused of or convicted of criminal activity.

Crisis Stabilization Unit (CSU) – specialized treatment unit at the McLennan County Residential Treatment Center for youth in need of intensive mental health services.

Delinquent Conduct – defined by the Juvenile Justice Code as conduct, other than a traffic offense, which violates a penal law of the state of Texas and is punishable by imprisonment or by confinement in jail; or a violation of a reasonable and lawful order which was entered by a juvenile court. In general, juvenile delinquency under Texas law results from either violation of the Texas Penal Code or violation of conditions of probation.

Determinate Sentenced Offender (DSO) – a youth committed to TJJD with a determinate sentence of up to 40 years for offenses specified in section 54.04(d)(3) or 54.05(f) of the Family Code. The sentence may be completed in the adult prison system depending on the youth's behavior while at TJJD.

Determinate Sentencing – a blended sentencing system for the most serious offenses that provides the possibility of juvenile court transfer of youth at age 16 from TJJD to the adult system to complete their sentence.

Director of Security (DOS) – TJJD staffer at a facility that oversees the security unit where youth are placed for aggressive behavior, serious rule violations, or when they need one-to-one supervision.

Disposition Hearing – a court hearing held subsequent to the adjudication hearing only if the youth is in need of rehabilitation or the protection of the public requires that disposition be made.

Expended – refers to the actual dollars or positions utilized by an agency or institution during a completed fiscal year; a goal or strategy; an object of expense; or an amount from a particular method of finance. Compare to "budgeted."

Faith-Based Initiatives – programs offered by congregations and faith-based organizations that address the issues of crime and violence, drug use, poor education and access to meaningful employment.

Federal Funds – funds received from the United States government by state agencies and institutions that are appropriated to those agencies for the purposes for which the federal grant, allocation, payment, or reimbursement was made.

Fiscal Notes on Pending Legislation – accompanies a bill and provides a synopsis of the estimated financial impact, including cost, revenue, and staffing impacts, enacting the bill will have. Required for every bill by senate rules; in the house, a fiscal note is required on the determination of the chair of the committee hearing a bill that the bill has fiscal implications.

Fiscal Year – the funding year for the State of Texas; runs from September 1 through August 31 of the following year, e.g., fiscal year 2015 runs from September 2014 through August 2015.

Full-Time Equivalent (FTEs) – units of measure that represent the monthly average number of state personnel working 40 hours a week.

General Administrative Policies (GAP) – administrative policies that detail expectations related to TJJJ staff and facilities.

General Appropriations Act – law that appropriates biennial funding to state agencies for specific fiscal years and sets provisions for spending authority.

General Educational Development (GED) – earned when a youth has completed all of the requirements as outlined by the Texas Education Agency. It is an alternate way of completing high school instead of earning a diploma.

Halfway House (HWH) – a community residential facility where usually less than 24 youth reside. Halfway houses are designed to serve some youth as initial placements, but the majority of youth at HWH go there as a “step-down” from a secure facility before going home or to live independently. At the HWH, youth receive education services appropriate to their needs and they attend independent living and skills building groups. They also receive any specialized treatment services or aftercare such as alcohol or other drug treatment, sex offender treatment or mental health services. The youth in the HWH have opportunities to participate in community activities and work programs which enhance their ability to return to their community as productive citizens. Because HWH’s are located in predominantly urban areas, oftentimes increased family involvement is possible.

Indeterminate Sentencing – commits a youth to TJJJ for an indefinite period of time, not to exceed his/her 19th birthday.

Individual Case Plan (ICP) – youth’s individualized plan for treatment and education, based on his or her specific strengths and risks.

Infirmary – TJJJ facility on-campus medical clinic.

Juvenile Correctional Officer (JCO) – TJJJ staff who receive special training and work in all areas of a campus to help TJJJ youth make positive changes in his or her behavior.

Juvenile Probation – a mechanism used by juvenile justice agencies that serves as a sanction for juveniles adjudicated in court, and in many cases as a way of diverting status offenders or first-time juvenile offenders from the court system. Some communities may even use probation as a way of informally monitoring at-risk youth and preventing their progression into more serious problem behavior.

Key Performance Measure – a measure that indicates the extent to which an agency is achieving its goals or objectives and that is identified in the General Appropriations Act along with targeted performance objectives for each year of the biennium. These can be outcome, output, efficiency, or input/explanatory measures.

Legislative Appropriations Request (LAR) – a formal request for funding made by each state agency and institution. This request is in accordance with instructions developed by the Legislative Budget Board and Governor’s Office of Budget, Policy, and Planning. The agency request is prepared according to the approved strategic planning and budget structure for that agency.

Legislative Budget Board (LBB) – a legislative agency consisting of the lieutenant governor, speaker of the house, and eight members of the legislature who initiate state budget policy and who have specific charges to direct the expenditure and appropriation of state funds. Also refers to the staff members of the Legislative Budget Board.

Licensed Chemical Dependency Counselor (LCDC) – person licensed in Texas to provide specialized chemical dependency treatment.

Licensed Sex Offender Treatment Provider (LSOTP) – person licensed in Texas to provide specialized sexual behavior treatment to youth who have committed sex offenses.

Line-Item – an element of spending authority granted to an agency or institution in an appropriations bill. Literally, a line in the General Appropriations Act specifying an agency's appropriations for a specific designated use. In Texas, the governor may veto a line-item.

Manager of Institution Clinical Services (MOICS) – TJJD staff member who oversees treatment provided to TJJD youth.

Method of Finance – term usually appears as a heading for a table that lists the sources and amounts authorized for financing certain expenditures or appropriations made in the General Appropriations Act. A source is either a "fund" or "account" established by the comptroller, or a category of revenues or receipts (e.g. federal funds).

Minimum Length of Stay (MLOS) – minimum period of time an indeterminate sentenced youth must stay in TJJD. This is set by TJJD policy.

Minimum Period of Confinement (MPC) – minimum period of time a determinate sentenced youth must be held in a TJJD facility before being eligible for parole. This is set in state law.

Multi-Disciplinary Team (MDT) – team, consisting of staff members at TJJD facilities, that meets monthly to discuss the progress your child has made. Parents are valuable team members and are encouraged to participate in MDT meetings.

Office of Inspector General (OIG) – an independent law enforcement division of the Texas Juvenile Justice Department to investigate criminal allegations involving TJJD and TJJD interest. OIG was created in June 2007. OIG is staffed by law enforcement officers who investigate criminal acts committed by TJJD staff or youth and file criminal charges when appropriate.

Office of Independent Ombudsman (OIO) – a state agency established for the purpose of investigating, evaluating, and securing the rights of the children committed to the agency, including a child released under supervision before final discharge.

Outcome Measures – one of four types of performance measures used in strategic planning. An outcome measure indicates the actual effect upon a stated condition or problem. These measures are tools to assess the effectiveness of an agency's performance and the public benefit derived.

Output Measures – one of four types of performance measures used in strategic planning. An output measure is a tool or indicator used to count the services and accomplishments produced by an agency. The number of people receiving a service or the number of services delivered is often used as measures of output.

Positive Behavioral Interventions and Supports (PBIS) – is a decision-making framework that guides selection, integration and implementation of the best evidence-based behavioral practices for improving important behavioral outcomes for all youth. In general, PBIS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.

Parole – period of TJJJ supervision beginning after release from a residential program and ending with discharge, also aftercare.

Parole Officer (PO) – officer assigned to a youth while he or she is on parole.

Primary Service Worker (PSW) – TJJJ staff members who work closely with TJJJ youth – usually his or her caseworker or parole officer.

Probation – one of the dispositional options available to a juvenile court judge after a youth is adjudicated as delinquent; community-based corrections which presents the youth with a set of rules and regulations and addresses the needs of the youth and the family.

Progressive Sanctions – a model to be used by the juvenile court to ensure that delinquent youth receive the punishment and treatment most appropriate to their crime; youth progress from less restrictive to more restrictive dispositions depending on offense history, type of offense, and previous sanction level.

Psychotropic Medication – prescription medications that affect the psychic function, behavior, or experience of the person for whom they are prescribed.

Quarterly/Annual Report on Performance (Performance Measures Report) – quarterly and annual reports submitted by state agencies showing planned and actual performance in terms of outcome and explanatory measures (reported annually) and output and efficiency measures (reported quarterly).

Redirect Program (RDP) – functions as a means for delivering intensive interventions in a structured environment for youth who have engaged in certain serious rule violations. The program is designed to promote violence reduction and skill building as a means of increasing safety on Texas Juvenile Justice Department (TJJJ) campuses.

Reentry – involves the use of programs targeted at promoting the effective reintegration of offenders back to communities upon release from prison and jail; involves a comprehensive case management approach to assist offenders in acquiring the life skills needed to succeed in the community and become law-abiding citizens. A variety of programs are used to assist offenders in the reentry process, including prerelease programs, drug rehabilitation and vocational training, and work programs.

Release Review Panel – group of TJJJ staff who determine whether release to the community is appropriate based on a youth's recent behavior, academic achievement, response to treatment and individual risk and protective factors.

Resolution – legislation that is used for matters of business within one house or between the two houses. For instance, rules are adopted and modified by resolutions.

Revocation Hearing – a hearing before the parole authority at which it is determined whether revocation of parole should be made final.

Rider – a legislative directive or appropriation inserted in the General Appropriations Act following appropriation line-items for an agency or in the special or general provisions of the act. A rider provides direction, expansion, restriction, legislative intent, or an appropriation. The term also applies to special provisions at the end of each article and general provisions in the General Appropriations Act. A rider appropriation is distinguished from a regular appropriation and a special appropriation.

Secure Facility – facility designed and operated to ensure that all entrances and exits are under the exclusive control of the facility’s staff, thereby not allowing a youth to leave the facility unsupervised or without permission.

Senate Bill 103 (SB 103) – enacted by the Texas Legislature in 2007 to define and guide major reforms for improving TJJD.

Sentenced Offender – a youth committed to TJJD with a determinate sentence of up to 40 years for offenses specified in section 54.04(d)(3) or 54.05(f) of the Family Code. The sentence may be completed in the adult prison system depending on the youth’s behavior while at TJJD.

Sex Offender Treatment Program (SOTP) – specialized treatment for youth who have committed sex offenses and who are in need of intensive services.

Special Prosecution Unit (SPU) – created by SB 103, to assist district attorney’s offices in the prosecution of criminal cases within the Texas Juvenile Justice Department. The SPU works in coordination with OIG in presenting and prosecuting investigations conducted by the OIG.

Special Services Committee (SSC) – committee at TJJD facilities that conducts entrance/exit assessments, release reviews, or discuss a request to seek a child’s transfer to the Texas Department of Criminal Justice. The Special Services Committee is usually led by the manager of institutional clinical services and includes the program supervisor, principal, assistant superintendent, and others.

Specialized Residential Treatment – programs designed specifically for the treatment of serious violent offenders, sex offenders, chemically dependent offenders, offenders with mental health impairments, and offenders with mental retardation.

Statute – a law enacted by the legislature. Statutes are generally placed in codes with other legislation on the same subject.

Strategic Plan – a formal document that communicates an agency’s mission, goals, objectives, strategies, and performance measures. Other elements of a strategic plan include an internal/external assessment and agency philosophy.

Strategies – formulated from goals and objectives, a strategy is the means for transforming inputs into outputs, and ultimately outcomes, employing the best use of resources. A strategy describes a method to achieve goals and objectives. The legislature typically appropriates money to strategy line items.

Youth Rights Specialist (YRS) – TJJD staff responsible for oversight of the youth grievance system. At institutions, this function is performed by a staff member employed as a YRS. At halfway houses, the assistant superintendent serves as the YRS. In parole offices, the parole supervisor serves as the YRS.