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2. Coping with Stress (CWS) Course (Clarke & Lewinsohn, 1995) is a promising practice, but limited on independent research to reach the classification as an evidence-based practice. CWS is a psychoeducational, cognitive-behavioral intervention for the prevention of unipolar depression in high school adolescents who have an increased risk of depression. The course consists of 15 sessions, including an overview of depression, its relationship to stressful situations, and cognitive-restructuring skills and techniques for modifying irrational or negative self-statements. The curriculum will be delivered one day per week, following the cycle completion of the Adolescent Coping with Depression Course.
3. The Council for Boys and Young Men/Boys Council: Previously described in Track 1
4. Pathways to Self-Discovery and Change: Previously described in Track 1
5. Anger Management and Addiction for Substance Abuse and Mental Health: Described in Track 1
6. Seeking Safety: Previously described in Track 1
7. Young Men's Work: Previously described in Track 1
8. Teen Relationships: Previously described in Track 1
9. SkillStreaming the Adolescent: Previously described in Track 1

Track #2 Co-Occurring Disorders Curriculum Delivery

Curriculum and Method of Delivery	Adolescent Coping With Depression	Adolescent Coping With Stress	Pathways to Self-Discovery and Change	Anger Mgmt for Substance Abuse and Mental Health	Seeking Safety
Frequency of group per week	One day per week	One day per week	Two days per week	One day per week	Two days per week
Group size	Up to 10 youth	Up to 10 youth	Up to 10 youth	Up to 10 youth	Up to 10 youth
Length of group	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
Group Delivery	16 sessions	15 sessions	32 sessions	12 sessions	25 lessons
Notes	Open Group <u>Evidence-based Practice for Depression</u> SAMHSA's National Registry of EVP. Treatment areas covered include relaxation, pleasant events, communication, negative thoughts, social skills and problem solving.	Open Group <u>Depression</u> A psycho-educational, cognitive-behavioral intervention for the prevention of unipolar depression and at increased risk of depression. Techniques for modifying irrational or negative self-statements.	Open Group <u>Specialty Substance Abuse Curricula</u> Developmentally appropriate treatment for substance abuse. Geared toward a range of reading and conceptual abilities, and guides through three discrete phases of resiliency and success.	Open Group <u>Anger Management</u> SAMHSA's National Registry of EBP. The group employs relaxation, cognitive and communication skills interventions, anger control plans.	Open Group <u>Substance Abuse and Trauma</u> SAMHSA's National Registry of Evidenced Based Programs and Practices. Lessons on interpersonal, behavioral, cognitive and combination topics for healthy success skills and healing techniques.



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Curriculum and Method of Delivery	Boys Council	Young Men's Work	Teen Relationships	SkillStreaming the Adolescent
Frequency of group per week	One day per week	One day per week	One day per week	One day per week
Group size	Up to 10 youth	Up to 10 youth	Up to 10 youth	Up to 10 youth
Length of group	120 minutes	60 minutes	60 minutes	60 minutes
Group Delivery	10 sessions (10-12 weeks)	26 sessions, 38 exercises	12 sessions (number of weeks and pace vary based on youth progression)	50 pro social skills with individual lessons (six blocks to be delivered within clinical plan)
Notes	<p><u>Closed Group</u> <u>Gender-specific</u></p> <p>Strengthens emotional, social and cultural literacy through activities, dialogue, and self-expression to explore healthy and unhealthy stereotypical concepts, inner conflict, and gender-identity development.</p>	<p><u>Open Group</u> <u>Gender-specific</u></p> <p>A program for age 14-19 males, teaching how to work together to solve problems without violence. This curriculum takes into consideration the male socialization process.</p>	<p><u>Open Group</u> <u>Gender-specific</u></p> <p>An activity-based curriculum designed to develop healthy, intimate relationships and prevent dating abuse and domestic violence. This offers both educational and experimental components pertaining to teen relationships.</p>	<p><u>Open Group</u> <u>Skills Development</u></p> <p>A four-part pro-social approach to skills-building through modeling, role playing, performance feedback and generalization.</p>

Treatment Counselors

Counseling or treatment services will be provided by fully licensed or certified professionals such as a licensed psychologist, licensed professional counselor, licensed clinical social worker, or licensed chemical dependency counselor. Masters level therapists will maintain less than the RFP required 24 youth caseload; thus, providing increased focus and attention on youth needs.

Mental Health and Substance Abuse Screening and Assessment

Screening and Assessment: The purpose of screening is to identify mental health and substance abuse risk factors to determine if further evaluation or immediate attention is needed. Thorough screening will be conducted on each youth at admission. The screening process will include a review of the youth's prior documented history, administration of current screening tools, conducting of interviews, and assignment of the primary counselor to identify needs or risk factors for mental health and/or substance abuse inpatient or outpatient history; self-injurious



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behaviors; suicide attempt, behavior or risk; emergency room evaluations for mental health or substance abuse-related needs; significant trauma history; drug/alcohol use or possession; emotional instability; psychotropic medication treatment; and, history of family mental illness. Administration of the screening tool(s) will be conducted by a trained and licensed professional. Screening will be administered in a private and confidential manner to each admitted youth, minimizing his anxiety to the program.

Given the concern for the severe behavioral status of a youth resorting to suicidal behavior, he will be screened for potential suicide by the licensed professional. When a youth is identified as a suicide risk, this will trigger protocols to be followed that include notifications to program and treatment leaders, parents, staff, and TJJD, in addition to activating the program's alert system. Screening results will be discussed with Treatment Team members as a collaborated effort to ensure that potentially critical areas are addressed.

The licensed professional will be responsible for the gathering of information that provides a thorough description of each youth's mental health and substance abuse history, cultural background, and ethnic background through standardized screening and assessments, clinical interviews, file reviews, and information relayed by TJJD and other entities involved with the youth. G4S will assess using, at a minimum, the following tools (also addressed in Tab 8, H., Assessment Tools):

- Structured Assessment of Violence Risk in Youth
- Reynolds Adolescent Depression Scale
- Trauma Symptom Checklist for Children (TSCC) or Trauma Symptom Inventory
- Adolescent Substance Abuse Subtle Screening Instrument (SASSI)
- Assessment of Suicide Risk
- Skills Assessment (educational and vocational)



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- Comprehensive bio-psychosocial evaluation: The bio-psychosocial evaluation identifies physical health, mental health, substance abuse, academic, educational, or vocational problems that will be integrated into the treatment planning process.

Initial Treatment Planning Process: Following each youth's admission screening and assessment, results of findings will be processed by the multidisciplinary team to determine and formulate an initial mental health or initial substance abuse treatment plan to expedite services. This will identify preliminary goals and objectives and the initial course of treatment prior to the individualized, formal



plan being activated within 30 days of admission. The initial treatment plan will include at a minimum, the reason for the referral for mental health and/or substance abuse treatment; initial treatment methods; psychiatric services (if applicable), initial treatment goals and objectives and the initial DSM-IV-TR diagnosis or presenting symptoms.

Comprehensive Evaluation: A comprehensive mental health/substance abuse evaluation will be conducted by a licensed professional and will reflect on areas such as identifying information; reason for evaluation; relevant background information; behavioral observations/mental status examination; interview or procedures administered; discussion of findings; diagnostic impression/formulation; and recommendations that will guide treatment. This information will be derived from screening, assessment, review of risk and protective factors, interviews, prior history, and other sources to determine service levels needed for the youth's risk, needs and problems.

The comprehensive mental health and/or substance abuse evaluation will be completed within 30 days of admission or referral, and the licensed professional will review, sign and date within five days of its completion. To ensure timely completion, the Director of Clinical Services will monitor progress via daily tracker, review deadlines at daily Management Meetings, monthly coaching sessions with the Facility Administrator, weekly clinical supervision



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sessions, and weekly verification report submission to the Facility Administrator. The Director of Clinical Services will provide consistent communication to all licensed professionals.

Treatment Planning: Once all assessments and evaluations are completed, the multidisciplinary Treatment Team members will meet with the youth, his JSO and family, as available, to discuss the findings and to prioritize needs for the development of the individualized treatment plan. Special consideration will be given to his stage of development, gender, culture, family issues, mental health, and substance abuse treatment needs. The prioritized needs will form the basis for the development of his treatment plan and goals will be a result of the youth's problems/needs, strengths and preferences.

Objectives will be individualized, realistic to the youth's cognitive abilities, measurable, time specific, appropriate to the level of treatment, and clearly stated in behavioral terms. Targeted dates for treatment objectives to be completed will be closely monitored. Strategies will target the type and frequency of services and interventions and will be driven by the level of severity of need. The plan for services will be developed with the input of the Treatment Team members within 30 days of admission and will be signed by the youth and treatment team members within five days of admission. In the event parents are uninvolved in the development, documented efforts will be made to obtain signatures.

Monitoring Progress: At least monthly, the Director of Clinical Services will ensure that the youth's treatment team will evaluate the youth's progress toward treatment goals and objectives and determine whether modifications of services are necessary. Progress will be reported to TJJD every 90 days.

Psychotherapy or Professional Counseling

G4S is committed to providing quality, gender-specific treatment services to decrease future criminal acts; increase community safety; learn new coping skills to deal with stress and anxiety; show a decrease in criminal thinking and



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cognitive distortions; demonstrate an increase in ability to engage in healthy interpersonal relationships, social competencies and confidence; show an increase in assertive behaviors and ability to self-regulate negative emotions; and show an increase in empathy for the victims of past abusive acts. G4S will provide a high level of quality treatment services, including the following:

- **Individual Therapy:** Each youth will be provided individual therapy at a minimum of one session every other week. There are occasions that a youth may require additional time with his therapist as unexpected needs may arise. All individual therapy sessions are customized to meet the needs of the individual youth because their issues may vary. Sessions will address mental health as well as substance abuse needs of the youth as indicated.

- **Family Therapy:** Each youth will be offered family therapy at a minimum of one session per month. Since many the of problems that arise in the youth's life may, in part, be connected to an unstable family life, bringing the family together while the youth is in the program is important to the youth's progress and future. The parent or guardian are encouraged to come on-site to participate in family therapy. If the family is unable to participate in on-site sessions, teleconference family sessions are introduced. Issues that were present before the youth was placed at the program and/or issues that arise while in placement may be discussed during monthly meetings. Successful family therapy and participation by all parties increases the youth's probability for success following transition from the program.

- **Group Therapy:** Services will include five hours of group chemical dependency counseling per week and meet group requirements. The clinically focused groups will be meet the specialized needs including, but not limited to, alcohol and drug abuse, mental health and/or sex offending treatment. The licensed professionals will provide group therapy within the scope of their specific license, as discussed at the beginning of this section tab under Section B., "licensed and certification of program staff". The focus of group counseling will



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be to obtain relief from distressing symptoms, modify behaviors, and acquire new knowledge and skills that generalize from the group to the residential community and home environment. The program will use a variety of group counseling methods including process, didactic, psycho-educational, experiential and multi-sensory. The focus of group will be to obtain relief from distressing symptoms, modify behaviors, and acquire new knowledge and skills for targeted areas, including, but not limited to, chemical dependency, trauma, violence, delinquency, alcohol and drug abuse, anger, fear, frustration, self-destructive behaviors, and self-esteem.

Life Skills Training/Substance Abuse Education Program: Services will include ten (10) hours of alcohol and other drug (AOD) counseling per week within a life skills and substance abuse context. Groups will follow a written curriculum and meet all required guidelines. Youth will be expected to demonstrate proficiency in goal attainment by demonstrating the ability to learn cognitive restructuring techniques, develop problem-solving skills and enhance basic and critical social skills, all which are components of the practice model. Delinquency interventions will target anti-social behaviors and will be delivered in a culturally competent manner. This will include the use of active learning through demonstration, role-play and rehearsal, modeling of pro-social behaviors, guiding and re-directing toward pro-social and positive choices, and engaging in constructive dialogue to resolve conflict.

SUPPORT RESOURCES

- **Relapse Prevention Education** will be provided through relapse prevention planning, community volunteers and mentors, substance abuse groups, individual sessions, family therapy, speakers, and special events that address substance abuse.
- **Family Involvement:** G4S places emphasis on relationships between youth, family, staff and peers. This begins with honesty, authenticity, and respect for each other. G4S is successful in the ability to integrate parent-guardian connection during scheduled times that provide the greatest benefit to the youth. G4S will



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provide opportunities to teach families how to identify problems, communicate healthy resolution, and develop relationships. Parents will be integrated into the program, for their extent possible, from orientation through release. One of strengths of G4S is the ability to target family involvement as a priority of juvenile programming. Many families experience similar difficulty having their sons and daughters away from home. G4S approaches the "wholeness of family" that encompasses the family into all aspects of the treatment component, so there are continual opportunities to be involved in discussions, planning sessions, and activities. Embracing a family environment, G4S focuses on creating a setting that feels like a family unit, communicates in healthy manner, provides family activities, and engages all members to be part of the family nucleus.

- **Self Help Recovery Programming:** G4S will engage the community in activities that encourage, support, and teach accountability. These will include participation with volunteer organizations such as Alcoholics Anonymous (AA) and Narcotics Anonymous (NA) that will provide support and encouragement. G4S will provide opportunities for youth to build relationships of trust and interdependence with volunteers through special projects and events in partnership with the community.

- **Recreational and leisure activities** will contribute to the health, social skills development and mental health needs seven days a week. They will be challenging, educational and constructive, and promote health and social skills development conducive to interests, ages, and emotional, mental or physical abilities. Physical and mental wellness will increase the ability to think more constructively than pathological through balancing healthy cortisol levels to strengthen sleep and better manage weight control, stress management, and impulsive behavior, which are common problems with the population. Youths will be involved in suggestions for activity enhancement, and daily schedules will include physically challenging activities that teach healthy ways to maintain physical well-being, in addition to alternative, pro-social ways of spending leisure time.



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N. HANDLING YOUTH RIGHTS, COMPLAINTS AND RESOLUTION SYSTEM, AND PERSONAL FUNDS

G4S is committed to developing, implementing and managing services based on the highest ethical and performance standards to ensure a desirable quality environment for youth and staff. By maintaining high standards, staff and youth are more likely to contribute to achieving the goals of the therapeutic community in a genuine manner, and the safety of staff and youth is greatly enhanced. All residents under the care of the facility shall be granted personal, programmatic and environmental rights as mandated by TJJD standards, state and federal laws.

Residents and staff will become familiar with youth rights and complaints of abridgment shall be subject to the grievance process. These rights are not to be diminished or denied for any disciplinary reason. G4S will ensure that not only will each resident be afforded certain basic rights, residents will have unimpeded access to a confidential complaint with guarantees against reprisals.

Within 24 hours of admission, residents will be informed of their basic rights and the process to grieve concerning any complaint about their treatment and facility services. The system will be available to each youth and will serve as an administrative means for the expression and resolution of a youth's problems and concerns. There will be at least one staff designed as the Grievance Officer, with a backup staff in the event of absence. G4S will follow a thorough process that includes a system for collecting the grievances, logging the information in the grievance log, responding to the resident in a timely manner, providing written resolution to the resident, and forwarding all appeals to the administrative staff for determining the appeals.

All grievances will be reviewed daily by facility management, weekly by corporate personnel and responded to within 24 hours. Grievances not resolved at the first level will progress through a system of formal resolution, which allows for investigations and at least one level of appeal. The Facility Administrator/designee and program Management Team will review all grievances on a weekly basis for patterns and trends. G4S agrees to participate in the TJJD Youth Complaint automated system as described in TJJD General Administrative Policy.



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In 16 years of operating juvenile justice residential programs, we have never had a need to hold personal funds. It has always been an ACA Standard that has been found to be inapplicable in our ACA accredited programs. However, G4S will ensure that any funds and/or personal items in the youth's possession at admission that are not permitted in the program will be inventoried and returned to the youth's home.

O. BEHAVIORAL MANAGEMENT – MOTIVATION SYSTEM

G4S has developed comprehensive, gender-specific, positive performance models that set us apart from other providers. The behavior management system will be referred to as the positive performance system (PPS). Our experience has resulted in youth responding well to our positive performance system in our low, moderate, high and maximum-risk programs. Our positive performance system was designed with careful attention to documented research in the area of operant conditioning. Motivating, engaging and sustaining adjudicated adolescent males in a positive change process can be one of the most daunting challenges. Although, to date, there is no documented research on a specific adolescent Behavior Modification System, the research of many Behavior Analysts, including B.F. Skinner, is very clear regarding the specific components, variety and delivery that are necessary to effect behavior change.

Evidence-based practices strongly indicate a responsivity approach is essential for success in both treatment practices and in increasing internally motivated behavior change. The G4S system is responsive to the unique needs, characteristics and motivations, and fosters accountability for behavior and compliance with the rules and expectations. Assessment of the motivational factors begins with the intake process and is re-evaluated during monthly treatment team meetings. An effective behavior modification system teaches self-control needed for future success; therefore, our goals for the population are to develop self-monitoring and self-regulation skills, improve emotional and behavioral functioning, address and eliminate criminogenic behaviors/risks, and promote pro-social behavior competencies.



Commitment to Innovative Programming

G4S espouses the Department's vision to reform the juvenile justice system by preventing youth from penetrating deeper into the juvenile justice system; but instead, providing the right treatment and intensity to positively impact the risk to offend. Further, we concur with the Department's goal to create a trauma-focused, restraint-free environment that is sensitive to past histories of abuse and trauma. We are continually exploring effective ways



to maximize the course of treatment and progress within the time limitations, and are committed to an innovative environment that focuses on behavior and accountability, such as:

- Pre-service training of all levels of staff for understanding how to use appropriate interventions and positive incentives to minimize potential triggering of abuse histories or victimization;
- Utilizing researched color combinations and posters that display themes of positive messages to increase responsiveness and decrease stress, anxiety and tension;
- Utilizing trained volunteers, mentors and other members from the community to provide positive modeling, experiences and relationships with the youth;
- Including youth input on rules governing community living, program design, implementation and evaluation;
- Providing opportunities to develop relationships of trust and interdependence with people already present in their lives (such as friends, relatives, and church members);
- Promoting cultural diversity and positive identity, self-esteem, self-respect and respect for others; and,
- Inclusion of the youth community meeting or "Let's Talk" meetings, which are innovative, yet proven process, where youth and staff can discuss any unresolved issues or potential conflict that can impact the community. This powerful communication style controls for defensiveness and strengthens problem-solving and team work skills.



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Behavior Modification/Motivation

Behavior modification (we prefer to refer to "motivation") is accomplished through the delivery of positive reinforcers (award of points and privileges). The PPS utilizes reinforcers that motivate males to achieve goals and accomplish tasks. Rewards that are both tangible and intangible are administered at scheduled, intermittent, and random intervals. A variety of reinforcers are provided based on input from the individual youth. Individual youth responsibility factors are considered in tailoring consequences and design to match appropriately with the level of severity of behavior displayed to modify or extinguish undesirable behavior. Providing continuity in structure, treatment, accountability and intermittent reinforcement increases probability of changing behavior, reducing recidivism and victimization.

Using Restorative Justice principles, consequences are intended to address the harm caused to victim(s) and other community members, and will provide boys the opportunity for reparations. Each staff is trained to understand that trauma may be the driving force of behavior and intensity of needs, rather than viewing behavior in an unacceptable manner. This understanding allows staff to effectively interrupt unacceptable behaviors, teach healthy alternatives for self-expression and getting needs met, while praising the youth to encourage appropriate decisions. The positive performance system includes fundamental gender-specific tenets that are linked to the treatment plan, such as:

- Trauma drives behavior; therefore, G4S focuses on the trauma first, before the behavior;
- Behavior is indicative of the intensity of needs for safety, structuring, and acceptance;
- Adolescents often use inappropriate actions to express their emotions and needs; therefore, G4S maintains a level of patience and encouragement to verbally self-express;
- Strong emotions and behaviors often mask the true pain, confusion, embarrassment and fear adolescents are feeling; therefore, G4S addresses the underlying feeling, rather than the behavior;
- G4S disciplines as a means of teaching healthier ways of self-expression when needs are not met; and,



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- Provision for positive reinforcements each day, following the G4S vision to provide four positive reinforcements to each one "redirection" given, consisting, but not limited to, verbal praises, positive write-ups, notes/awards of congratulations, and celebrations.

Level System

Upon program admission, each youth receives a Resident Handbook that describes the PPS and includes the program rules, expectations and consequences for both positive and negative behaviors. The handbook also provides a description of privileges according to the level/tier system. G4S uses a multi-level tier system with graduated responsibilities that result in privileges and rewards when a youth completes the level. As a youth meets requirements to request a level promotion, he will be provided a level/tier packet, specific to each level, that contains assignments that describe and discuss concepts he will be expected to learn, as it relates to the philosophy of restorative justice, victim impact, acceptance of responsibility, and identifying how delinquent behaviors have resulted in harm to victims. Once the packet is completed, the youth will present it to the treatment team to determine if he earns advancement to the next level. As the youth increases in level, he can earn opportunities for special projects that are meaningful to repairing damage caused by criminal behavior, while constantly building on daily life and social skills.

Behavioral Accountability

The PPS fosters accountability for behavior and compliance within the residential community's rules and expectations. Standards for behavior are reasonable and developmentally appropriate. Infractions are designed to model society's rules and the youth are expected to reside in an environment that is safe and free of victimization. The Treatment Team determines consequences for violations of community rules, taking into account motivational factors, determined by assessment, and the severity of the infraction. Each youth will be notified of reasons for disciplinary action prior to implementing the specific action, and will be permitted to explain the behavior leading up to the disciplinary action.



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Youth will not be violated for an event that is a potential crisis resulting in subsequent placement on Precautionary Observation or Mental Health Status. G4S will not allow any type of discipline that violates youth rights, which includes corporal and physical punishment; cruel, severe, or humiliating actions; discipline of one child by another child; denial of food, sleep, clothing, shelter, healthcare, accommodation of religious needs, or staff assistance; denial of family contact; assignment of extremely strenuous exercise or work; verbal abuse or ridicule; mechanical restraints; a drug or chemical agent used as a restraint; seclusion or isolation time-out; and, behavior management unit or use controlled observation.

Youth in Crisis

Research has shown that many juvenile offenders have been exposed to traumatic events, either as victims or witnesses, often developing into Post-Traumatic Stress Disorder (PTSD) or trauma-related symptoms. The goal is to maintain a safe and non-violent trauma-informed culture that is sensitive to youth needs. At the first signs of a potential crisis, residents will be encouraged to use the "Let's Talk" process, which is an informal process of encouraging him to communicate feelings and thoughts. As another layer of support, G4S will pursue a voluntary Chaplaincy Program that can be notified if requested by the youth. Further, G4S will operate its residential community on the principles of the Therapeutic Community (TC), where each youth is encouraged to lean on peers as a support system and to work together to resolve conflict.

G4S has established a Crisis Prevention / Intervention Plan that prepares youth and staff for situations that can evolve into a crisis. Training provides prevention strategies and intervention techniques by recognizing the signs of potential crisis, applying response techniques, and refocusing the youth. Quality monitoring of the crisis prevention ensures consequences are not because of a potential crisis event; rather, staff understand the reason for the crisis, and make a referral to master's degree clinicians for further assessment. The assessment will be reviewed and signed by the licensed professional. G4S will prepare for crisis prevention through the following measures:



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- Conduct risk assessments to identify youth with histories of trauma, violence and/or behavior management issues;
- Conduct mental health crisis assessments of youth when indicated;
- Employ crisis intervention techniques to resolve acute emotional or behavioral problems;
- Help youth identify precipitating events, learn how to alleviate distressing symptoms and regain normal functioning;
- Implement mental health alert status for one-to-one or constant supervision when indicated;
- Develop safety plans for youth with identified trauma, violence and/or behavior issues and include the youth's triggers, high-risk situations, coping skills and staff support strategies into treatment; and, share the safety plan with parent/guardian, JPO and external professionals when indicated;
- Develop a behavior management plan for youth with severe, chronic behavior problems;
- Utilize effective treatments of evidence-based, Trauma-Focused Cognitive Behavioral Therapy; and,
- Conduct community meetings to address and resolve problems within the residential community

Monitoring for Consistency

G4S operates effective behavior modification systems that have resulted in numerous programs receiving accolades for past Florida QA/QI reviews in the majority of our programs. The Facility Administrator serves as the youth advocate and oversees the motivational system. Key management staff will conduct daily facility inspections to observe the treatment of residents. The Facility Administrator and management team maintain close communication with the youth at weekly community meetings, bi-weekly performance reviews, monthly Treatment Team meetings, and Youth Council meetings.

The management team reviews data correlated with the behavior motivation system. The Licensed Mental Health Professional/Director of Clinical Services observes the provision of clinical and delinquency intervention services and



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conducts weekly clinical supervision with the mental health counselors and delinquency intervention facilitators. The management team facilitates the monthly Scorecard process; mock QA audit and comprehensive reviews of management, operations, mental health, medical and case management practices, processes and services; sample chart reviews; youth and staff interviews and surveys; and conducts monthly campus-wide meetings for all staff members and teachers to disseminate information related to the positive performance system.

Behavior Modification / Motivation Training

G4S maintains a behavioral management and positive behavior reinforcement system that fosters accountability. G4S has developed a comprehensive pre-service training module on the implementation of the behavior modification system that is in accordance with Rule and will be provided to all staff, subcontractors, educators and volunteers during the first month of new employment or volunteering. It includes, but not limited to, introduction to the principles and philosophical orientation of the behavior motivation system, the use of rewards and consequences, verbal crisis intervention, de-escalation skills, appropriate use of physical restraint holds, monitoring of the youth's breathing and motor control, and the use of safety plans.

Continuous training on the positive performance system will be provided to all staff on a monthly basis, during campus-wide and departmental meetings. Additionally, G4S will continue to work collaboratively with the School District to provide joint training sessions to the educational and program staff that includes, but not limited to, classroom management, implementation and enforcement of the common discipline plan. Only staff who are certified in Handle With Care will restrain a youth and *only* as a last effort. On an annual basis, staff will complete required hours of annual behavior modification training that includes techniques for de-escalating problem behavior.

G4S will prepare the staff for crisis prevention through pre-service training to understand the development and emotion of adolescents, the role that past trauma plays in behavior, and proper response to crisis situations. Annual



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in-service training will reiterate technique and procedures to ensure each staff consistently supports a trauma-focused environment.

Inclusion of Education and Direct Care Staff

G4S takes seriously its role and responsibility in the classroom, regardless of whether the education program is provided by the School District or G4S. Youth care staff are assigned to classrooms to provide care, custody and supervision and respond to the everyday needs. In all G4S programs, we have been very successful in training youth care workers to become a member of the classroom team. In addition to supervision, youth care workers who are involved in the educational process, under the direction of the teacher, have proven that they provide better supervision. G4S and School District staff are most effective when they participate in joint trainings that emphasize the behavior management and motivation system mutually agreed upon by G4S and the School District. Disruptive youth will be immediately removed from the classroom and counseled by the youth care worker. When he accepts accountability for behavior and commits to remaining orderly, he will be allowed by the teacher to return to the classroom. Either the teacher or the staff can prompt a youth, award reinforcement for good behavior, or sanction for negative behavior.

Plan to Promote Mentoring, Positive Role-Modeling and Staff-to-Youth Interactions

The foundation of a successful program lies with a gender specific culture that celebrates and values males. G4S promotes dynamic interaction between staff and residents, fostering appropriate healthy relationships that lay a foundation for positive future interactions. Regardless of past experiences, youth need to feel a sense of belonging to a family environment, which G4S will provide. The environment will be one that is safe and respectful. Posters and artwork will represent male artists, role models, G4S leaders, quotes, G4S success posters, career postings, food pyramid posters, youth artwork, in addition to other ways to promote gender-specific role-models and cultural diversity. G4S staff will serve as role models to teach the importance of respect, and the program will hold special activities to celebrate and honor successes. Social and life skills will promote positive identity, self-esteem and



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respect for self and others. Our team will be involved in teaching appropriate ways to resolve conflict, and promote cultural values. Further, trained volunteers, mentors and other members from the community will be utilized to provide positive modeling and experiences with the youth.

P. PRIVILEGE SYSTEM

Positive Behavior Reinforcement- Motivational Factors

Exemplary behaviors are consistently reinforced when they exceed minimum compliance standards. The behavior modification system, positive performance system, is responsive to the unique needs, characteristics and motivations. G4S awards at least four positive reinforcements to each one "redirection" (4:1). Because immediacy is critical to feedback effectiveness, the G4S system provides multiple opportunities to receive performance feedback throughout the course of the day. A daily incentive activity can be earned by successfully maintaining appropriate pro-social behavior. To teach delayed gratification, the system also provides a weekly and monthly incentive for those earning an accumulation of positive days. Canteen purchasing privileges may be awarded for obtaining required points and may be increased in options, based on the level and standing of the youth. Further, celebrations acknowledge and award level advancement, honoring each youth's courage, resiliency and ability to grow and succeed.

A sample example of reinforcement of motivation toward improving performance and progress is as follows:

Pro-Social Behaviors	Daily Reinforcers	Weekly Reinforcers	Monthly Reinforcers
<ul style="list-style-type: none"> ▪ Comply with schedule ▪ Follow bedtime rules without prompts ▪ Participate in groups ▪ Participate in school ▪ Help peers with schoolwork ▪ Maintain a positive attitude ▪ Develop positive relationships with staff ▪ Develop positive relationships with peers ▪ Praise & compliment others ▪ Work on performance or 	<ul style="list-style-type: none"> ▪ Verbal praise ▪ Smiles ▪ Thumbs Up ▪ Pat on back ▪ Certificates ▪ Announcements ▪ Stars ▪ Stickers ▪ Unit jobs ▪ Points ▪ Level Privileges ▪ Photographs ▪ Morning 	<ul style="list-style-type: none"> ▪ Extra recreation time ▪ Extra phone call ▪ Arts and Crafts ▪ Music and Poetry Events ▪ Trivia Contests ▪ Spelling B's ▪ Points / token ▪ Level Privileges ▪ Pizza and Wings ▪ McDonalds ▪ Family Feud ▪ Video Game Night ▪ Chinese Food Night 	<ul style="list-style-type: none"> ▪ Resident Council ▪ Dorm of the Month Party ▪ Special Activity Day ▪ Unit Birthday Party ▪ Facility Activity Theme Day ▪ Points ▪ Level Advancement ▪ Monthly Treatment Team Meeting



Tab 8-Program Components and Narrative
 Texas Juvenile Justice Department
 Secure Residential Specialized Program Services

<p>treatment plan</p> <ul style="list-style-type: none"> ▪ Exemplify a pillar of character & leadership ▪ Follow directions without prompts ▪ Encourage a peer to follow directions ▪ Redirect bullying ▪ Maintain hygiene, dress code, clean room ▪ Walk away from a verbal or physical altercation ▪ Maintain line movement ▪ Display good manners 	<p>Expectations Groups</p> <ul style="list-style-type: none"> ▪ Evening Reflections Groups ▪ Special activities 	<ul style="list-style-type: none"> ▪ Bar-b-q ▪ Check-checker club ▪ Special sports activity ▪ Arts and crafts 	
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TEXAS JUVENILE JUSTICE DEPARTMENT

Statement of Work Narrative/Program Components

Service Provider certifies by his/her signature that all information in the SOW is complete and accurate and that the services described will be adhered to for the extent of the contract, unless amended with the agreement of both parties; and that he/she has full authority to sign and submit the Statement of Work Narrative/Program Components and Budget.

Service Provider:

Tyrene Allen 06/14/16
Signature and Date

Approved by Youth Services Contracts Manager:

U. Brownson
Signature and Date

TEXAS JUVENILE JUSTICE DEPARTMENT
STATEMENT OF WORK BUDGET

Name of Contract Provider: _____

Estimated Revenue from TJJD

Based on:

Proposed Daily Rate

162

Proposed Daily Pop. - TJJD Youth

60

Submitted by Service Provider:

Therese Heen

Signature

Approved by TJJD:

P. Newson

Youth Services Contracts Manager