

PROGRAM INFORMATION July 2020



Intervention Strategies

This information is accurate as of the date indicated however, daily populations fluctuate as do reform efforts and progress therefore this information may change.

Each youth qualifies for evidence-based interventions based on his/her California Youth Assessment & Screening Instrument (CA-YASI) risk level. Below is a description of intervention strategies offered at the Division of Juvenile Justice facilities.

Primary Interventions

Introduction to Treatment is a 6-session curriculum that includes foundational information and is designed to be delivered in a total of six, 1-1.5 hour-long sessions. All youth must attend each of the six treatment orientation sessions before attending other adopted intervention groups. These sessions are designed to introduce youth to basic treatment tools and concepts used in the treatment and interventions utilized by the DJJ. This is an open entry/exit intervention, meaning participants can enter at any point in time and exit the group upon completion of all sessions. This intervention is provided to youth during intake assignment.

Aggression Interruption Training (AIT) is a ten-week cognitive-behavioral intervention that teaches young people how to improve their social skills, consider other people's perspectives and control their anger. Youth participate in 30 1-hr sessions, 3-sessions per week, 1-each in Social Skills Training, Anger Control Training, and Moral Reasoning. AIT gives participants concrete tools that can help them think consequentially, techniques for emotional control, develop more mature perspectives and choose appropriate actions (positive and beneficial for themselves and others). Youth receive certificates of completion for each area of Social Skills Training, Anger Control Training, and Moral Reasoning after successfully completing all 10-sessions. This is a closed entry/exit intervention (participants must begin at session 1 and only exit the curriculum after successful completion of all sessions).

Aggression Replacement Training (ART) is a ten-week cognitive-behavioral intervention that teaches young people how to improve their social skills, consider other people's perspectives and control their anger. Youth participate in 30 1-hr sessions, 3-sessions per week, 1-each in Social Skills Training, Anger Control Training, and Moral Reasoning. ART gives participants concrete tools that can help them think consequentially, techniques for emotional control, develop more mature perspectives and choose appropriate actions (positive and beneficial for themselves and others). This is a closed entry/exit intervention. Youth receive certificates of completion for each area of Social Skills Training, Anger Control Training, and Moral Reasoning after successfully completing all 10-sessions.

*Note: While AIT and ART are very similar, there are changes to the skill-streaming technique, the anger control chain, and the facilitation method of moral reasoning.

Cognitive Behavioral Interventions for Substance Abuse (CBI-SA) is a 39-session curriculum designed for individuals who are moderate to high need in the area of substance abuse. CBI-SA is facilitated twice weekly, each session lasting 1-hr. This intervention relies on a cognitive behavioral approach to teach participants strategies for avoiding substance abuse. The program places heavy emphasis on skill-building activities to assist with cognitive, social, emotional, and coping skill development. The curriculum is structured into 6-modules, which include: Motivational Engagement, Cognitive Restructuring, Emotional Regulation, Social Skills, Problem Solving, and Success Planning. This is a closed entry/exit intervention.

CounterPoint™ is a 33-session cognitive behavioral intervention for male offenders assessed as presenting a greater likelihood of re-offending. Youth participate in CounterPoint™ twice per week, each session lasting 1.5-hrs. The goal of the program is to reduce the risk of re-offending by providing the participants with the social skills necessary to develop more pro-social attitudes. CounterPoint™ is based on social learning theory and applies cognitive behavioral principles to address anti-social attitudes and negative peer influence. Youth learn to develop self-monitoring and regulation skills and improve their ability to understand the perspectives of others. CounterPoint™ is structured into seven modules with a certificate of achievement awarded after participants have completed each module. Youth must complete all sessions of each module for completion. This is a closed entry/exit intervention.

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Girls Moving On (GMO™) is a 32-session gender-responsive cognitive behavioral intervention that is completed over a 27-week period, which is designed specifically for girls in the criminal justice system. **GMO™** is facilitated once per week, lasting 2-hrs per session. The overarching goal of this program is to assist participants in mobilizing and developing personal and social resources that mediate the impact of risk for future criminal behavior, including developing healthy relationships, identifying and regulating emotions, and overcoming personal histories. The program is based on an educational and cognitive skills-building approach, addressing major risk factors evident in youth served by the Department. The curriculum is structured into 7-modules, the 1st and 7th being completed on an individual basis with the facilitator while modules 2-6 are done in the group format. This is a closed entry/exit intervention.

Voices: A Program of Self-Discovery and Empowerment for Girls is an interactive intervention for female youth that advocates a strength-based approach that helps to identify and apply their power and voices as a group and individually, explore how influences in their lives have affected them, and learn skills and coping mechanisms through a variety of approaches (including psycho-educational, cognitive-behavioral, and body-oriented therapies), relational theory, expressive arts, and mindfulness. The group is facilitated over 18-sessions that last 1.5-hrs each and includes 4 modules: Self, Connecting with Others, Healthy Living, and The Journey Ahead. This is a closed entry/exit intervention.

Skill of the Week (SOTW) provides an opportunity for DJJ youth to practice fifty-two cognitive behavioral social skills. Skills practice includes pre and post discussion, role-playing by youth as well as modeling and reinforcement by staff. SOTW is conducted on all living units, Monday-Friday, in large group settings that last 20-minutes each. This is an ongoing, open entry/exit intervention.

Advanced Practice provides additional and more rigorous practice and development of social skills learned during participation in other primary interventions. Advanced Practice groups are facilitated in 1-hr sessions. Youth must have successfully completed at least one primary intervention (AIT, ART, CounterPoint™, GMO, Voices, or CBI-SA) in order to participate in Advanced Practice. Advanced Practice is an open entry/exit intervention, which is ongoing throughout the youth's stay in DJJ. All youth who've completed a primary intervention, but are not enrolled in a primary intervention, must be enrolled in Advanced Practice either once or twice per week based upon treatment need as determined by the CA-YASI.

Supplemental Interventions

Interactive Journals have been developed as a supplemental intervention to the primary interventions. They are designed to respond to individual treatment needs. Journals are assigned through the case conference and/or case planning process.

Mandatory Journals

What Got Me Here: This initial journal will address factors related to DJJ placement from committing offense, family, social peers, and other factors. This journal starts at intake, for use by the youth and treatment team.

Individual Change Plan focuses on those behaviors or circumstances that the youth believes he/she should change before they return to the community. The journal is assigned and completed at youth's assigned treatment program, for use by the youth and treatment team.

Re-Entry Planning: This journal covers a wide range of re-entry planning needs such as communication skills, how to dress, manners, budgeting, how to get car insurance, finding educational centers, housing, check writing, banking, etc. This journal is assigned approximately six months before a youths projected discharge hearing date. This journal is to be used by the youth, treatment team, and the re-entry coordinator.

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Victims Awareness: This journal helps youth begin to consider the idea of taking personal responsibility for their criminal behavior and ways to make amends for the harm they have caused. They consider the ripple effect of their behavior on themselves, their families and their communities. This journal is assigned and completed at youth's assigned treatment program for use by the youth and treatment team.

Additional Journals

Handling Difficult Feelings: This journal address how thinking influences the way youth feel. By changing the way they think, participants can learn to manage their difficult feelings, especially anger, in effective ways. Topics covered include facts about feelings, examining six specific feelings (shame, anger, fear, boredom, grief, and guilt) and how to identify and work through those difficult feelings.

Relationship and Communication Skills: This journal assists in building healthy relationships and learning effective communication skills. Youth will consider their past and present peer relationships, learn the differences between healthy and unhealthy relationships, practice handling social peer pressure, and learn how to build a positive support network. Youth will also consider different styles of communication and what it takes to be a good communicator.

Responsible Behavior: This journal addresses the influence of thinking on behavior. Participants will learn and practice effective strategies for making positive life changes by changing the way they think.

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