

PROGRAM INFORMATION July 2020



Sex Behavior Treatment Programs

Two facilities operate Residential Sex Behavior Treatment Programs in the Division of Juvenile Justice (DJJ). The locations are as follows:

<u>Facility</u>	<u>Location</u>	<u>Bed Capacity</u>
OH Close Youth Correctional Facility	Stockton	72
NA Chaderjian Youth Correctional Facility	Stockton	36

The Division of Juvenile Justice's Sex Behavior Treatment Programs (SBTP) are comprehensive programs to treat youth who sexually abuse and provides seamless delivery of services from custodial care to clinical services

Placement Process

A statewide sex offender database is maintained by Division of Juvenile Justice (DJJ) headquarters staff. This list contains all youth committed to DJJ for either 1) a sex-related offense, 2) who have such an offense in their history, or 3) who have been identified as having treatment needs related sexual behavior exhibited or disclosed during their term in DJJ. In addition to basic identifying information, the list includes their risk assessment score, Offense Code, description of the offense and whether or not the Welfare and Institutions Code 727.6 applies. The DJJ utilizes the Juvenile Sexual Offender Recidivism Risk Assessment Tool – II (JSORRAT-II), a nationally validated and state-mandated instrument for youth under 18 and the Static- 99, a nationally validated and state-mandated instrument for youth 18 and older to establish the risk for recidivism and treatment need of youth. Implementation of these two instruments puts DJJ in compliance with Senate Bill 1253 as well as DJJ Reform mandates.

Youth with mental health diagnoses or active symptoms that require a higher level of care may be placed into a residential Mental Health Program prior to the Sex Behavior Treatment Program (SBTP). Concurrent with the mental health treatment groups, these youth also receive SBTP treatment.

Staffing:

The Sexual Behavior Treatment Program has the following staff assigned with a maximum of 36 youth per living unit: a Program Administrator, a Sr. Psychologist, a Supervising Casework Specialist/Treatment Team Supervisor, 2 Psychologists, a Senior Youth Counselor, 6 Youth Correctional Counselors, 2 Parole Agent/Casework Specialist and a Youth Correctional Officer.

Program Components:

Orientation/Transition: Youth identified as being in need of SBTP treatment are initially placed on the SBTP Orientation/Transition Unit. The Orientation Phase is designed to be short-term, but actual length of stay will be individually determined based on treatment needs.

Upon arrival to the Orientation/Transition unit the youth will complete a Comprehensive SBTP assessment resulting in the development of the youth's initial Individualized Treatment Plan. The assessment will focus on outlining individual dynamic risks as well as treatment objectives for progress in the program and the objectives that should be accomplished for successful completion of the SBTP. The comprehensive SBTP assessment will include:

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Youth Version	Adult Version
Substance Abuse Subtle Screening Inventory – Adolescent 2 (SASSI-A2)	Substance Abuse Subtle Screening Inventory (SASSI 3)
Juvenile Sex Offender Assessment Protocol-II (J-SOAP II)	Care/Case Management Inventory (LS/Cml)
Juvenile Sexual Offense Recidivism Risk Assessment Tool-II (JSORRAT-II)	Static-99 R
Assessment of Functioning	Assessment of Functioning
Trauma Symptom Checklist for Children (TSCC) UCLA PTSD-RI	Trauma Symptom Inventory (TSI) UCLA PTSD-RI
CA-YASI	CA-YASI

Residential Treatment: The SBTP is a therapeutic community living unit totally devoted to the comprehensive treatment of the resident sex offender.

- **Group Therapy:** Group therapy is often considered the primary mode of therapy for sexual behavior treatment. The purpose of group therapy is to explore the youth's daily living and interaction with others by challenging the youth to reframe how they think about their behavior, problems and relationships. Group is a process and is the avenue for deeper treatment issues to be explored.
- **Individual Therapy:** The goal of individual therapy is to support the work being done in the group setting. Allows staff to work with youth on individual problems or issues and to work more closely on problem areas. It also provides an avenue to develop a positive rapport between staff and youth, which is a key component to helping a youth move forward in the treatment process.
- **Psycho Educational Resource Groups:** These groups are used as an ancillary treatment strategy to help support, enhance the youth's daily work, and provide a foundation of understanding of treatment concepts that they will use to address their deeper treatment goals in core group. These groups are psycho-educational in nature and are presented in a didactic format.
- **Journals/Homework:** Individual work done outside of the therapeutic session (group, individual, family) that help youth to develop the capacity for self-awareness and self-reflection. These assignments can be maintained throughout the day or can be time-limited exercises. Assignments are designed to help the youth work on their individual treatment objective.
- **Experiential Stage Group Therapeutic Exercises:** These are used to promote further therapeutic growth during a group session through the use of group guided exercise and to provide an alternate method for adolescent learning and growth.
- **Biblio-Therapy:** One of the major components of the SBTP and provides another method by which youth can learn and grow in the treatment program. It is directly incorporated with the SBTP group therapy to maximize therapeutic value. A series of questions are provided with each book to guide the facilitated discussion.

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- **Video-Therapy:** One of the major components of the SBTP and provides another method by which youth can learn and grow in the treatment program. It was developed to be utilized in a large group setting on a monthly basis.
- **Family/Support Counseling:** If deemed appropriate and the families/support member are willing and able to participate, the psychologist and/or Casework Specialist will provide counseling session to the family.
- **Family/Support Forums:** The purpose of the Family Forum is to promote engagement and participation of family members and/or supportive individuals throughout the residential placement, to aid in re-entry planning, and to promote support networks for families.
- **Plant/Pet Care:** In order to promote the development of new nurturing relationships, youth will be responsible for a plant's daily care once they reach the prescribed point in their curriculum. When appropriate, youth that demonstrate success with plant care may request pet care.
- **Therapeutic Recreation and Leisure Activities:** Therapeutic Recreation integrates program and treatment goals into recreational and leisure activities. These activities provide the arena to evaluate programmatic goals and objectives by encouraging, teaching and providing arenas to practice pro-social behavior and relationships. This allows the youth's time to be directed and monitored as he or she practices the implementation of coping skills.

Healthy Living: Healthy Living Treatment is a short-term psycho-education program designed to be the foundation for the SBTP, as well as provide treatment to those youth identified in the lowest risk category as well as youth who have no previous sexual behavior history, but have received documentation related to sexual behaviors. The Healthy Living Program provides didactic information/education and dynamic role-play opportunities, along with written and verbal exercises, to assist youth in reducing their risk of future sexual offenses.

SBTP Curriculum: The Treatment Stage work is developmentally designed with each stage building upon the one before. Throughout the stage work, youth and facilitators will be prompted to return to earlier assignments for either review or additional work. It is in this manner that the continuity of stage work is emphasized throughout the treatment process. In addition, the treatment stage work serves as the anchor for all other aspects of the Sexual Behavior Treatment Program reinforcing or referencing other aspects of treatment, used in decision making regarding adjunctive or specialized treatment needs, used to monitor overall treatment progress.

Each treatment stage was developed based upon concrete pre-defined learning objectives as well as clearly articulated evaluation criteria that will indicate progress or lack thereof within each stage. The evaluation criteria are based on objective criteria (i.e., measurable, observable).

In order to ensure that each youth's individual needs are addressed, the evaluation criteria for each stage will not constitute an all-or-nothing approach, but rather will take into account that whereas some youth may demonstrate a particular type of progress in an area, another youth may demonstrate progress in a different manner. In addition, lack of specific progress in one area of a treatment stage may not prohibit youth from progressing to the next level. Because of this, the evaluation criteria will have some degree of flexibility to account for youth that may reach their highest potential despite not having demonstrated the same level of progress as other youth.

Stages of the SBTP:

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Stage:	Major Goal:
Stage One: <i>Autobiography</i>	Explore your past and begin to understand how past events may have influenced your decision-making and behavior so that you can begin to plan to successfully move forward.
Stage Two: <i>Responsibility and Accountability</i>	Begin to take personal responsibility and become accountable for your past and current behaviors.
Stage Three: <i>Attachment, Loss & Early Connections</i>	Begin to understand the relationship between bad and sad things that have happened in your life and your thoughts, feelings and behavior. You will begin to heal from the past, and learn new healthy ways to manage your thoughts, feelings and behaviors.
Stage Four: <i>Behavior Patterns & Restorative Justice</i>	Learn more about the effects of your behaviors on yourself and on others and demonstrate progress in making positive behavioral changes.
Stage Five: <i>Effective Decision-Making</i>	Learn more about the way that you think and make decision and demonstrate healthy thinking and decision-making skills.
Stage Six: <i>Re-Entry Planning and Achieving My Good Life</i>	Demonstrate the ability to achieve your Re-Entry and Good Life goals, to demonstrate the ability to be a good citizen, and to learn new skills to help you to be successful in the community.
Stage Seven: <i>Moving On</i>	Continue to demonstrate all of the positive changes you have made, prepare for the end of your SBTP, and prepare for your future.

The updated SBTP curriculum was implemented on all SBTP units June 11th 2012. Through the implementation of the new curriculum, DJJ has implemented Quality Assurance measures that will be used to guide treatment planning and evaluate program effectiveness.

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