

Addendum to Stanislaus County Probation Department's SYTF Proposal:

"Describe how the programming, treatment, and education offered and provided is appropriate to meet the treatment and security needs of the youth serving baseline and modified baseline terms under WIC Section 875"

Stanislaus County Behavioral Health and Recovery Services (BHRS) will initially be the primary provider of behavioral health services on-site. BHRS provides an array of evidence-based and best-practice group programs as well as individual therapeutic interventions, which include: suicide prevention, crisis intervention, mental health screening, assessment, individual and family interventions and participation in Multi-Disciplinary Team (MDT) meetings. Additionally, Wellpath, the facilities' current medical provider will have a Psychiatrist available for a minimum of sixteen hours per week and a Psychiatric Nurse available twenty-four hours per week. The dedicated psychiatrist will provide assessment, diagnosis and prescription recommendations as appropriate.

Stanislaus County Office of Education (SCOE) will operate the on-site educational program. Youth within the program will be educated in a self-contained classroom with a dedicated teacher. The curriculum is on-line and accredited through the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC). Courses offered include English Language Arts, Mathematics, Science, Social Studies, along with all other requirements and electives for graduation. Students will also have access to a career readiness program, Naviance, that provides opportunities for students to develop career-ready skills and explore possible career paths that target their interests and strengths.

Students who complete their high school education will have the opportunity to enroll in Modesto Junior College (MJC) either through MJC's vocational education program or begin general education courses. Students will receive support from a dedicated Stanislaus County Office of Education (SCOE) instructor and/or MJC Program Coordinator in applying for financial aid, entry into MJC and registering for classes.

Leaders in Community Alternatives (LCA) will be the primary provider of SYTF programming and rehabilitative services on-site. LCA provides an array of evidence-based and best-practice group programs as well as individual therapeutic interventions. Stanislaus County Office of Education (SCOE) oversees the education component of instructing youth with specific mental health needs. A dedicated SCOE staff has a caseload and will meet with youth, identified with serious mental health concerns, throughout the school day. SCOE also oversees the provision of Education Related Mental Health Services (ERMHS).

Psychological medication management will be done in coordination with Wellpath-contracted psychiatrists. Stanislaus County Behavioral Health and Recovery Services (BHRS) will assist in the transition from custody plans related to mental health services post-release, as most of these youth will be eligible for services under the Transitional Aged Youth (TAY) program and the adult system of care once out of custody.

Leaders in Community Alternatives (LCA):

LCA will provide the cognitive-based behavior change programming offered to SYTF youth. LCA incorporates evidence-based practices and curricula to create high quality programs providing the necessary tools and support for justice-involved youth to change behavior and permanently break the cycle of addiction, crime, and incarceration. LCA has significant experience working with the realignment and juvenile population and has created programs that both adhere to best practices and adapt to the individualized needs of the participants.

All LCA staff are trained in the theoretical foundations, specific Cognitive Behavioral Treatment (CBT) curricula, and are trained in using Motivational Interviewing (MI) skills. Group assignment is based on the risk/needs assessment and case plan and matched to address criminogenic needs and community functioning factors. All evidence-based groups have staff to participant ratio of no more than 1:12. All group participation is documented and reported consistent with contractual requirements and in the LCA database system. CBT is unlike other approaches to psychotherapy. CBT places responsibility in the hands of participants while supplying them with the tools to solve their problems. Youth taking part in CBT learn specific skills that can be used to solve the problems they confront as well as skills they can use to achieve legitimate goals and objectives. The programs, often offered in small group settings, incorporate lessons and exercises involving role play, modeling, or demonstrations. Individual counseling sessions are often part of CBT. Participants are given homework and conduct experiments between sessions.

Each youth will be provided a case manager, who, within the first seven days of engagement, will create an initial case plan with the participant. Participant engagement begins with personalized case management, assessment, and the additional development of an Individual Service Plan (ISP). LCA will include the following evidence-based curricula to incorporate the Trans-Theoretical Model of Behavior Change, Motivational Interviewing, CBT, and principles of adolescent learning. Each curriculum component will be the basis of group classes or individual training provided in our facilities.

Specific details are listed below:

Thinking for a Change (T4C)

Thinking for a Change is a core group therapy. The theoretical and philosophical foundations of the program are delivered in such a way that each component is presented in a systematic, logical fashion using the standard procedures for cognitive behavioral interventions. The components of T4C are cognitive self-change, social skills, and problem-solving. Cognitive self-change teaches a concrete process for self-reflection aimed at uncovering antisocial thoughts, feelings, attitudes, and beliefs. Social skills instruction prepares youth to engage in prosocial interactions based on self-understanding and consideration of the impact of their actions on others. Problem

solving skills integrates the two previous interventions to provide youth with an explicit step-by-step process for addressing challenging and stressful real-life situations. The program is delivered twice a week and integrates these three types of interventions in the following way:

- Lesson 1 begins the program with an overview and introduction.
- Lessons 2-5 and 11-15 teach social skills.
- Lessons 6-10 teach the cognitive self-change process.
- Lessons 16-24 teach problem solving skills.

Delinquent Conduct and Substance Abuse Group

This is a core substance abuse intervention program and is provided in phases:

- Phase I builds knowledge and skills in several areas. It is the challenge phase of change and consists of 20 sessions.
- Phase II focuses on commitment to change, strengthening one's knowledge and skills bringing about changes that lead to a more responsible and fulfilling life. This phase also focuses on one's personal strengths and the problems identified in Phase I. Phase II consists of 22 sessions.
- Phase III moves into greater ownership of one's change. This is where one develops critical reasoning skills, learns how to resolve conflict, learns about lifestyles and activities to maintain change, examines work and job issues, and learns how to become a mentor for others.

The main targets of change in this curriculum are delinquent conduct and substance abuse. Other targets include improving relationships with others, managing emotions, and being more responsible to the community. This substance abuse treatment curriculum is facilitated by an LCA Case Manager who is a Certified Alcohol and Drug Counselor credentialed by the California Consortium of Addiction Programs and Professionals (CCAPP) and is trained and certified in the delivery of this curricula.

Aggression Replacement Training (ART)

Aggression Replacement Training (ART) is an evidence-based cognitive behavioral intervention for the reduction of aggressive and violent behavior. It is a multimodal program that has three components: Social skills, Anger Control Training, and Moral Reasoning.

Each of the three components use a process to ensure participants learn the skills in class and transfer such skills to new situations outside of the group. The model also focuses on the concept of peer learning. It has been shown that participants learn best from other participants. ART is a 10-week program, meeting three times a week for one hour for each of the components. The components can also be consolidated for a single facilitation per week, over a 10-week period of time. To have the best results it is facilitated by trained group facilitators. Room set up, introduction of materials, the number of youths, and the youth's history are all components that work towards having a group that produces measurable outcomes.

Strength Based Individual Plan (ISP)

Upon completion of appropriate behavior-change programming, barriers to employment, life skills and vocational goals will be addressed. As noted, LCA staff will work with each individual to assess their skills and interests, identifying participant strengths and goals including specific daily, weekly, and long-term activities required to attain the goals. Measurable concrete goals are established, and a timeline determined. At a minimum, the following areas will be addressed:

- Results of the Barriers to Employment Success Inventory (BESI) assessment
- Identified barriers-educational needs
- Employment goals
- Life skill needs
- Vocational goals

Barriers to employment are dealt with early to ensure each participant has everything they need to begin on the path to employment - from the proper clothes, tools, paperwork (social security card, resume, driver's license, birth certificate, diplomas, GED, etc.) to building confidence, customizing training, and helping with interviewing skills. Once the assessments have been made, the barriers removed, and an Individual Service Plan (ISP) is in place, participants are monitored as they:

- Complete services according to their ISP.
- Complete the Employment Readiness Group curricula.
- Enroll in job readiness and job search activities.
- Engage in vocational training.
- Engage in and complete the program.
- Maintain a successful reentry, while enrolled and after exiting each program.

Through the extensive assessment process and by developing an alliance with each participant, staff will seek to learn about each individual's existing and potential barriers and develop a strategy to overcome them. LCA indicates experience has shown ownership of one's ISP and assistance with barriers are the two most significant factors in participant engagement.

LCA uses evidence-based curriculum from The Change Companies™, including: Seeking Employment, Recreation and Leisure, and Taking Care of My Finances. The Change Companies founded the evidence-based practice of "Interactive Journaling", a structured and experiential writing process that motivates and guides participants toward positive life change.

LCA's staff maintains current training from The Change Companies on the deployment, assessment, and tracking of effectiveness of the curricula, to ensure use, evaluation and measurement meets the standards of continuing to build upon the evidence-based practices. The curriculum emphasizes skill building activities to assist with cognitive,

social, emotional, and coping skills development. Both LCA and PCO staff will work with youth in completing interactive journaling that coincides with their daily programming.