

South Carolina Department of Juvenile Justice

Site Visit Report

Description of Training Organization

The South Carolina Department of Juvenile Justice (DJJ), a state cabinet agency, is responsible for providing rehabilitation and custodial care for the state's juveniles who are on probation, incarcerated, or on parole for a criminal or status offense. DJJ is organized within four divisions and two support offices. The following information highlights the agency's responsibilities and organizational structure.

DIVISION OF COMMUNITY SERVICES

The Division of Community Services is responsible for a wide range of programs and services to juveniles and their families. Direct services are provided to juveniles and their families in the community through 43 county offices, servicing all 46 counties in the state. Case managers are involved with juveniles from the moment they enter the system until they complete probation and/or parole. In addition, they conduct detention screenings and intake interviews, complete risk/needs assessments, and make recommendations to the family court judges regarding case disposition. They also coordinate case diversion and supervise juveniles on probation or parole.

Additional support services are available to the community through collaboration or partnership with the family court system, schools, and local organizations throughout South Carolina. The Juvenile Arbitration Program, for example, works through solicitors' offices in 13 judicial circuits to utilize community volunteers who, after being approved and trained by the Solicitors' Office, act as arbitrators in the resolution of cases involving non-violent first-time criminal offenders.

DJJ has also embraced the restorative justice model and established a Victim Services Program (VSP), which is responsible for contacting victims of juvenile crime prior to making disposition recommendations, informing victims of any post-adjudicatory hearing or juvenile release or transfer, referring victims to community resources, and advocating on behalf of victims.

DJJ also provides alternative treatment programs for nonviolent juvenile offenders, including:

- Family preservation programs - empower parents with skills and resources needed to raise their children.
- Interstate compact - arranges for supervision of delinquent youth who move to or from South Carolina.
- Therapeutic foster care - helps juveniles overcome a variety of emotional and behavioral problems within a family setting.
- Community Residence Programs - specialized programs that offer education, skill building, and residential services.

The Office of Consultation and Evaluation Services is responsible for conducting psychological evaluations and consulting with case managers about individual cases. The psychologists are also charged with performing pre-waiver (transfer) evaluations for those youths that are being considered for waiver to General Sessions Court (stand trial as an adult).

DJJ also operates an array of residential services for juveniles in the community, including three secure evaluation centers, several group homes, and a pretrial detention center. The evaluation centers provide court-ordered evaluations of adjudicated juveniles prior to final disposition of their cases. Each facility provides comprehensive psychological, social, and educational assessments to guide the court's disposition of cases. By law, the length of stay cannot exceed 45 days. DJJ also operates a pretrial Detention Center, which serves juveniles from 44 of South Carolina's 46 counties. (Richland and Charleston counties operate their own juvenile pretrial detention facilities). Some DJJ group homes also serve as alternative placement for nonviolent juvenile offenders.

DIVISION OF REHABILITATIVE SERVICES

The Division of Rehabilitative Services is made up of three campuses within the Broad River Road Complex (BRRC) that provide juveniles committed by the family courts with around-the-clock custodial care and individualized treatment and rehabilitation. Campuses provide on-site:

- Education services through an independent school district;
- Psychological and social work services by licensed clinical staff;
- Medical/dental and mental health care services through licensed practitioners and medical facilities;
- Psychiatric services provided by contracted licensed practitioners;
- Custodial care by certified correctional staff; -recreational activities by trained staff; and -religious services by certified clinical chaplains.

DIVISION OF EDUCATIONAL SERVICES

DJJ operates its own school district with academic programs that are fully accredited by the South Carolina Department of Education. The juveniles committed to DJJ can earn either a high school diploma or a GED. The agency's school district offers educational programs in Columbia at Birchwood High School, Birchwood Middle School, Willow Lane High School, and Willow Lane Middle School. Other satellite programs attached to these two schools are operated at DJJ's three regional evaluation centers, as well as the agency's Detention Center.

Private school programs are also available at community residence programs located throughout the state. Additionally, the district offers vocational courses, extensive special education services, and the nation's first Army JROTC and Communities in Schools (CIS) programs in a juvenile correctional facility setting.

DIVISION OF ADMINISTRATIVE SERVICES

DJJ's Division of Administrative Services provides a broad array of services to department personnel that are the underpinning for the day-to-day operations of the agency. The division is comprised of the following offices: Fiscal Affairs, Human Resources, Information Technology, Medicaid Administration, Staff Development and Training, and Support Services.

OFFICE OF POLICY AND PLANNING

The Office of Policy and Planning provides support to the divisions through programs and grants development, research and statistics, and planning and evaluation. The office's mission is to develop departmental efforts to strategically plan for agency growth, as well as to provide necessary information to effectively manage the agency's resources for quality service delivery.

Essential functions of the office include the promotion of best practices as evidenced in research and evaluation; the continuous improvement of programs and services; the promotion of data-based decision making by DJJ staff and agency stakeholders through publication of statistical analysis and trends in juvenile crime; the development of tools and technologies to improve the department's performance and efficiency; and long-term, strategic planning.

OFFICE OF THE INSPECTOR GENERAL

DJJ's Inspector General ensures compliance with applicable state and federal laws, regulations, and policies and to promote professional accountability within the agency. Functions of the Office of Inspector General include public safety, internal affairs, internal audits, compliance and inspection, and juvenile and family relations.

The Event Reporting Management Information System (ERMIS), a state-of-the-art computer system managed by the Office of the Inspector General, ensures the comprehensive tracking, reporting, and managing of events occurring within the agency on a statewide basis 24 hours a day, 7 days a week. Monthly reports of specific events are reported to the State Law Enforcement Division.

In its juvenile and family relations function, the office advocates on behalf of DJJ juveniles and families by addressing juvenile and family concerns or questions, representing their rights, conducting disciplinary hearings and inviting family involvement throughout a juvenile's rehabilitative progress.

Source of Official Student Records

In order to award credit, colleges and universities require proof of completion of coursework issued by the training organization. A student who has completed training provided by the South Carolina Department of Juvenile Justice may obtain such records of this training by contacting:

Training Director
 South Carolina Department of Juvenile Justice Training Center
 1620 Shivers Road
 Columbia, SC 29210

Description of Training Programs

- Location:* South Carolina Department of Juvenile Justice Training Academy – Columbia, SC
- Length:* Community Services Basic Training (57 hours); Group Home Basic Training (52 hours); Juvenile Corrections Officer Basic Training - 4 weeks (123 hours); Supervisory Training and Leadership Development (106 hours) Training of Trainers (23.5 hours)
- Program Objective:* To provide participants with the knowledge, skills and abilities necessary to serve effectively as either a juvenile corrections officer, group home worker, or community corrections employee in the State of South Carolina.
- Learning Objective:* Upon successful completion of this program, the graduate will be able to perform all routine duties of a juvenile corrections officer, group home worker, or community corrections employee in the State of South Carolina.
- Instructional Methods:* A combination of lecture, discussion, practical exercise, and scenario.
- Learning Assessments:* Written and practical examinations are used.

Description of Team

Three assessment consultants were on the team. Below is a list of all participants; CJTA and Excelsior College has full curriculum vitae on file for each.

Sutham Cheurprakobkit, PhD Professor Kennesaw State University Kennesaw, Georgia	Brian F. Redmond, MA Independent Consultant Westport, New York
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Victor Herbert, MA, MS
 Supervising Superintendent (ret.)
 New York State Department of Corrections
 Bradenton, FL

Description of Visit

From April 19-20, 2006, three representatives of Criminal Justice Training Assessment conducted a site visit to the South Carolina Department of Juvenile Justice's Juvenile Correctional Officer Basic Training, Group Home Basic Training, Community Services Basic Training, and Supervisory Training and Leadership Development programs. On the first morning (Wednesday, April 19, 2006), the team assembled at the South Carolina Department of Juvenile Justice Training Academy. Following a brief organizational meeting and introductions to the academy staff, the assessment team was shown to the room with access all the necessary materials and to begin the assessment process.

The team determined that the morning of the first day would be spent organizing the various subject modules of the recruit training program into familiar college course content areas. By mid-morning the course areas were discussed and then assigned to a specific faculty member to begin reviewing. In the afternoon the team finished reviewing assigned materials.

Consultant Cheurprakobkit reviewed the Foundations in Juvenile Justice, Management of Juvenile Justice, Psychology in Juvenile Justice, and Lesson Plan Development. Consultant Herbert reviewed the Introduction to Community Services in the Juvenile Justice System, Core Practices, Policies and Procedures in Juvenile Justice Group Home Facilities, Introduction to Frontline Management, and Leadership Development blocks of instruction. Consultant Redmond managed the process and created the report.

The above list of courses was developed from a list of subjects mandated by South Carolina Criminal Justice Training Academy and from the supplemental subject areas included in the training programs by the South Carolina Department of Juvenile Justice.

The team began the second day by completing the assessment of materials and then reviewing the recommendations to ensure that everyone was in agreement. At midday, the team conducted an exit-interview/debrief with the staff and administration of the training academy.

Credit Recommendations

Summary of Credit Recommendations

<i>Program:</i> Community Services Basic Training Introduction to Community Services in the Juvenile Justice System	3 credits
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<i>Program:</i> Group Home Basic Training	
Core Practices, Policies and Procedures in Juvenile Justice Group Home Facilities	3 credits
<i>Program:</i> Juvenile Correctional Officer Basic Training	
Foundations in Juvenile Justice	1 credit
Management of Juvenile Justice	3 credits
Psychology in Juvenile Justice	1.5 credit
<i>Program:</i> Supervisory Training and Leadership Development	
Introduction to Frontline Management	3 credits
Leadership Development	3 credits
<i>Program:</i> Training of Trainers	
Lesson Plan Development	1.5 credits*

* indicates upper level credit

Course Descriptions

Core Practices, Policies and Procedures in Juvenile Justice Group Home Facilities (3 credits, lower division)

Program: South Carolina Department of Juvenile Justice – Group Home Basic Training

Location: South Carolina Department of Juvenile Justice Training Center

Length: 52 hours

Dates: May 2001 through June 2009

Objectives: Demonstrate proficiency in the delivery of First Aid to DJJ clients confined to group homes, including proper glove techniques, checking for unconsciousness in victims, choking victims and rescue breathing, CPR, control of external bleeding, head/neck and back immobilization. Review stages of dying/death and grief/loss. Explore methods of helping juveniles to cope with grief and loss; Define and identify Medicaid requirements for community residential programs in the DJJ. Complete a treatment plan which addresses therapeutic needs and goals of the residents. Understand Medicaid responsibilities for re-imbursment; Discuss and define progress summary notes and the requirement for a detailed, chronological overview of the juveniles participation in the group homes programs. Identify diagnostic criteria for ADHD and discuss the side effects of medication. Understand OSHA regulations in regard to air and bloodborne pathogens, including how infections occur and how they are spread. Gain knowledge of and be able to use personal protection equipment. Identify biological signs and labels. Identify and discuss abuse and neglect reporting, including applicable DJJ/State statutes and policy requirements. Define the waiver forms of abuse and neglect and what is to be considered to be inappropriate relationships with Juveniles. Review Fire/Safety procedures, including use and control of toxics, caustics and flammables. Describe the three steps of the ABC crisis intervention model and demonstrate effective crisis intervention skills. Discuss and provide detailed information on suicide prevention, including verbal, behavioral and structural warning signs. Identify special needs issues of juveniles confined to DJJ group homes. Discuss the concept of crisis intervention and the role of the National Crisis Prevention Institute.

Instruction: Student must complete fifty-two hours, to include: eight hours of “Standard First Aid,” three hours of “Grief and Loss Issues for Children,” three hours of “Community Residence Program- Medicaid,” three hours of “Medication Side Effects Due to Administration of ADHD Drugs,” three hours of “OSHA Air/Bloodborne Pathogens,” three hours of “Abuse/Neglect Reporting,” three hours of “Fire/Safety Policy, Procedures and Practice,” five hours of “Cultural Awareness,” three hours of “Crisis Intervention,” three hours of “Suicide Prevention Strategies,” six hours of “Working with Special Needs Juveniles in Group Homes,” and nine hours “Nonviolent Crisis Intervention.” Instructional Methods include classroom lecture; discussion; power point presentation and performance hands on practice. Evaluation methods include written tests; performance tests and assignments.

Credit Recommendation: In the lower division associate/baccalaureate degree category, three semester credits.

Foundations in Juvenile Justice (1 credit, lower division)

Program: South Carolina Department of Juvenile Justice – Juvenile Correctional Officer Basic Training

Location: South Carolina Department of Juvenile Justice Training Center

Length: 16.5 hours

Dates: May 2001 through June 2009

Objectives: Recognize what constitutes abuse and neglect and what is considered to be inappropriate relationships with juveniles and know how to report an incident regarding abuse and neglect. Describe the policy and procedure pertaining juvenile counts. Recall basic information on preventing sexual misconduct and inappropriate behaviors in the facilities. Define contraband and explain departmental policy on contraband and search procedures. Explain the safety, custody, and control procedures of transporting juveniles and demonstrate the use of handcuffs. Define professionalism and describe professional standards.

Instruction: Student must complete no fewer than sixteen and a half hours, to include: three hours of “Abuse and Neglect Reporting,” one and a half hours of “Juvenile Counts,” one and a half hours of “Addressing Sexual Misconduct and Inappropriate Behaviors in SCDJJ Facilities and Programs,” six hours of “Contraband Control and Search Procedures,” three hours of “Juvenile Transportation Procedures,” and one and a half hours of “Professionalism in Juvenile Justice.” Instructional methods include classroom lecture, power point presentations, and class discussion. Evaluation methods include written examination and performance test.

Credit Recommendation: In the lower division associate/baccalaureate degree category, one semester credit.

Introduction to Community Services in the Juvenile Justice System (3 credits, lower division)

Program: South Carolina Department of Juvenile Justice – Community Services Basic Training

Location: South Carolina Department of Juvenile Justice Training Center

Length: 57 hours

Dates: May 2001 through June 2009

Objectives: Describe and discuss the varied philosophical positions which have impacted the Juvenile Justice System in the United States. List and discuss three major historical events in the development of the juvenile justice system. Identify the major court cases that have impacted the juvenile justice system administration. Define the role of Juvenile Probation Officer and explore the balanced approach to good juvenile probation practice. Compare and contrast “normal” vs. delinquent adolescent behavior. Identify the intellectual, physical, and emotional changes which occur during adolescence. Identify and apply developmental concepts to probation responsibilities of decision making, communication, planning, goal setting and supervision. Define interpersonal and intrapersonal communications and relate the significance to juvenile probation. Discuss the importance of empathy and respect to client management. Describe and discuss the basic elements of verbal and non-verbal communication skills including, kinesics, proxemics, appearance, position, posture observation and listening. Define “managing behavior” and demonstrate skills in managing behavior such as, handling requests, making requests, and confrontation. Understand the sources of law, and knowledge of the juvenile justice process. Explain confidentiality requirements and the different sentencing options available to family court judges. Review time management tools. Discuss the policy and procedures related to victim services. Define the restorative justice model and explain its implementation. Examine different sensitivity levels and identify various

services available to victims. Review and discuss making effective court presentations including, how to properly prepare and present a case in court, developing credibility with judges, demonstrate court appearance in mock trial. Practice and demonstrate defensive driving skills. Review and demonstrate competence in entering, updating and managing case records of all juveniles confined to the South Carolina Department of Juvenile Justice. Identify the basic safety and crisis intervention skills necessary to become a juvenile probation officer serving in the community corrections division of the South Carolina Department of Juvenile Justice.

Instruction: Student must complete fifty-seven hours, to include: three hours of "History of the Juvenile Justice System," three hours of "Discussion of the Probation Profession," three hours of "Adolescence and Delinquency," three hours of "Interpersonal Communication Skills," three hours of "Legal issues," three hours of "Managing Resources and Time," six hours of "Victim Services Training," six hours of "Making Effective Court Presentations," eight hours of "Defensive Driving Skills and Techniques," four hours of "Introduction to the Computerized Records System of Case Management," and fifteen hours of "Basic Safety and Crisis Intervention Skills for Community-based Staff." Instructional methods include classroom lecture, power point presentation, scenarios, video role playing and feedback, practical exercises and discussion. Evaluation methods include written exams and assignments and performance tests.

Credit Recommendation: In the lower division associate/baccalaureate degree category, three semester credits.

Introduction to Frontline Management (3 credits, lower division)

Program: South Carolina Department of Juvenile Justice – Supervisory Training and Leadership Development

Location: South Carolina Department of Juvenile Justice Training Center

Length: 61.75 hours

Dates: May 2001 through June 2009

Objectives: Identify Human Resources Policies and Procedures of the South Carolina Department of Juvenile Justice. Explain where to obtain assistance in interpretation and administration of those policies. Identify employee issues and how they effect performance as well as where services can be obtained to address those issues. Discuss the performance evaluation system and the progressive employee discipline program. Review documentation principles and the employee grievance resolution program. Identify agency funding sources and the policy and procedure for obtaining goods and services. Focused learning on leadership development with emphasis on practical tools necessary to enhance performance on the job to include: core interpersonal skills, managing individual and team performance, making organizational impacts and problem solving, and managing change and innovations.

Instruction: Student must complete no fewer than fifty-eight hours, to include: four and three quarters hours of "Policy and Procedure for Supervisors," one hour of "Employee Retention Services," three hours of the "Employee Performance Management System," three hours of "Progressive Employee Discipline," two hours of "Fiscal Operations," four hours of "Leadership Roles and Principles," four hours of "Constructive Feedback," four hours of "Effective Presentation of Ideas," four hours of "Dealing with Emotional Behavior," four hours of "Recognition of Positive behavior," four hours of "Performance Expectations," four hours in "Development of Job Skills," four hours of "Taking Corrective Actions," four hours of "Coaching for Optimal Performance," and twelve hours of "Problem Solving for Teams and Individuals." Instructional methods include classroom lecture, power point presentation, scenarios, role playing, practical exercises and discussion. Evaluation methods include written exams and assignments.

Credit Recommendation: In the lower division associate/baccalaureate degree category, three semester credits.

Leadership Development (3 Credits, lower division)

Program: South Carolina Department of Juvenile Justice – Supervisory Training and Leadership Development

Location: South Carolina Department of Juvenile Justice Training Center

Length: 48 hours

Dates: May 2001 through June 2009

Objectives: Identify steps to enhance leadership skills and build trust within work teams in the Division of Juvenile Justice of South Carolina. Define team, their role, types of teams, the communication and the development of a shared vision. Identify the ten leadership priorities and explain their use and application in the DJJ environment. Assess staff leadership strengths and areas for improvement. Discuss employee retention issues and the "three Rs" of Retention: Respect, Recognition and Rewards. Review of Diversity in the Workplace including development of a personnel plan to embrace and utilize diversity in the workplace. Discuss and practice the steps involved in developing a presentation including, effective delivery techniques. Conduct a ten minute live presentation utilizing these techniques. Describe the communication process and evaluate the active listening process while developing interpersonal communication skills. Understand the process of solving job related problems and the tools and techniques identified to resolve these issues.

Instruction: Students must complete no fewer than forty-eight hours to include: three hours of "Team Trust Building," six hours of "Team Skills development," three hours of "Leadership Practices," three hours of "Employee Retention Practices," six hours of "Diversity Awareness," nine hours of "Developing and Giving Presentations," six hours of "Development of Interpersonal Communications Skills," and twelve hours of "Problem Solving for Teams and Individuals." Instructional methods include classroom lecture; power point presentations; discussion in class; role play and practical experiences. Evaluation methods include performance tests; written tests, assignments and a practical review of strategies in solving job related problems.

Credit Recommendation: In the lower division associate/baccalaureate degree category, three semester credits.

Lesson Plan Development (1.5 credits, upper division)

Program: South Carolina Department of Juvenile Justice – Training of Trainers

Location: South Carolina Department of Juvenile Justice Training Center

Length: 23.5 hours

Dates: May 2001 through June 2009

Objectives: Discuss the characteristics of adult learners and the differences between education and training. Recognize legal issues involved in staff training and describe how training can help to avoid legal problems. Define needs assessment and explain how to conduct a needs assessment. Identify potential training goals and write measurable learning objectives. Distinguish four learning styles and their impact on training design and discuss the advantages and disadvantages of various instructional strategies. Demonstrate an ability to write a lesson plan that incorporates adult learning strategies. Discuss and demonstrate effective presentation techniques. Explain strategies and skills needed to deal with disruptive behavior in the classroom. State the purpose of evaluation and discuss the advantages and disadvantages of the four levels of course evaluation.

Instruction: Student must complete no fewer than twenty-three and a half hours, to include: three hours of "Adult Learning," one and a half hours of "Legally Defensible Training," one and a half hours of "Assessing Training Needs," three hours of "Writing Performance Objectives," three hours of "Learning Styles/Instructional Strategies," three hours of "Instructional Theory into Practice," two and a half hours of "Visual Aids," two hours of "Presentation and Delivery Skills," one hour of "Classroom Management," and three hours of "Evaluation Methods." Instructional methods include classroom lecture and power point presentations. Evaluation methods include performance test, development and presentation of a lesson plan.

Credit Recommendation: In the upper division baccalaureate degree category, one and a half semester credits.

Management of Juvenile Justice (3 credits, lower division)

Program: South Carolina Department of Juvenile Justice – Juvenile Correctional Officer Basic Training

Location: South Carolina Department of Juvenile Justice Training Center

Length: 58.5 hours

Dates: May 2001 through June 2009

Objectives: Recognize the key elements of behavior management, including the strategy and ways of increasing appropriate behavior and decreasing inappropriate behavior. Discuss strategies for handling juvenile behaviors and develop a team approach to behavior management. Memorize the concepts and principles of how to prevent and manage aggressive behavior. List characteristics and phases of a crisis and the steps in the ABC model of intervention and demonstrate effective crisis intervention skills. Define mediation, describe the mediation process, and identify communication skills and the qualities of a mediator. Explain policies related to use of force and physical contact with juveniles, recognize proper peer de-escalation and safety techniques, and then demonstrate the proper use of self-protection skills. Define stress, explain the causes of stress and its impact on performance, and illustrate how to cope with stress. Identify medical services available to juveniles and realize support roles of juvenile corrections officers in the delivery of health care. Recognize warning signs and symptoms of suicide and discuss protocol in reporting and responding to suicide threats and attempts. Memorize and apply basic care for injuries and sudden illnesses until advanced medical personnel arrive.

Instruction: Student must complete no fewer than fifty-eight and a half hours, to include: three hours of "Behavior Management," three hours of "Juvenile Management and Staff Decisions," six hours of "Prevention of Aggressive Behavior," six hours of "Crisis Intervention," nine hours of "Mediation Skills," fifteen hours of "Basic Self-Protection Skills," one and a half hours of "Stress Management," three hours of "Primary Medical Intervention," six hours of "Suicide Prevention," and six hours of "Standard First Aid." Instructional methods include classroom lecture, power point presentations, scenarios, discussion, and role play. Evaluation methods include written examination and performance test.

Credit Recommendation: In the lower division associate/baccalaureate degree category, three semester credits.

Psychology in Juvenile Justice (1.5 credits, lower division)

Program: South Carolina Department of Juvenile Justice – Juvenile Correctional Officer Basic Training

Location: South Carolina Department of Juvenile Justice Training Center

Length: 25.5 hours

Dates: May 2001 through June 2009

Objectives: Define mental disorder, identify common disorder in juvenile populations, and describe counseling skills and techniques for juveniles with mental health problems. Explain normal adolescent development, compare and contrast normal and delinquent behavior, and relate information to the rehabilitative process. Define diversity and cultural awareness and recognize the values and attitudes of teen culture. Explain the principles and some intervention techniques involved in working with substance abusing youth and their families. Define leadership and explain the leadership styles and duties and responsibilities of a leader. Define security threat group and gang and identify the characteristics of gang culture and the forms of gang communication.

Instruction: Student must complete no fewer than twenty-five and a half hours, to include: three hours of "Adolescent Mental Health," six hours of "Adolescent and Delinquency," four and a half hours of "Cultural Awareness," three hours of "Adolescent and Substance Abuse," six hours of "Leadership," and three hours of "Security Threat Groups." Instructional methods include classroom lecture, power point presentations, practical exercise, and discussion. Evaluation methods include written examination, performance test, and small group presentation.

Credit Recommendation: In the lower division associate/baccalaureate degree category, one and a half semester credits.