

Chapter 10. Texas Dispositional Alternatives

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Introduction

Juvenile judges and district attorneys play an important role in determining appropriate and often-necessary sanctions for those youth deemed delinquent and incorrigible. In the late 1980s, there was a transitional period for the juvenile justice system, where state legislatures began to institute policies aimed at violent, serious, and chronic juvenile offenders (Snyder & Sickmund, 1995; TJPC, 2003). Texas was not immune to the dramatic policy shifts being initiated during the late 1980s and early 1990s that was due to an overwhelming increase in juvenile crime and public fear of habitual and violent youthful offenders. Cox, Conrad, Allen and Hanser (2007) present a plethora of programs and dispositional choices available to juvenile justice officials. This chapter presents dispositional programs available to Texas juvenile officials and the milieu of these dispositions.

Texas lawmakers developed policies that sought to decrease the non-adversarial nature of the juvenile court and replace them with increased procedural similarities to the adult criminal justice system. These legislative changes resulted in the creation of laws that significantly altered dispositions or adjudicatory outcomes in the juvenile justice system. Juvenile judges and prosecutors received increased authority and were provided with a wide range of dispositional alternatives which included placing a youth on probation to transferring the case to the adult system. Thus, the new goal was to focus more on providing tougher, offense based sanctions, while still retaining some of the safeguards provided in the juvenile justice system, which ultimately rely on the *parens patriae* doctrine of rehabilitation and focus on the best interests of the child. These new goals are met through community adjudication or custody programs.

Community Adjudication

Data on the relative success of community-based treatment programs versus institutional treatment programs is very limited and existing studies conflict with each other (Lecroy, Ashford, Krysik, & Milligan, 1997), but many researchers argue for treatment in community settings rather than institutions in the effort to reduce re-offending or recidivism (Lipsey, 1992; MacKenzie & Parent, 1992; Whitehead & Lab, 1989).

Probation and diversion are perhaps the most widely used dispositions in courts across this country because they are relatively inexpensive alternatives to incarceration and it is impractical to incarcerate all known offenders (Albanese, 2001). However, Lipsey (1992) discovered that “regular probation” efforts to supervise youth are ineffective in reducing recidivism and others imply that the probation departments lack significant resources, political and community support, and frequently confront increasing caseloads in their efforts to supervise offenders and curb re-offending (Dickey & Smith, 1998).

The enforcement of court orders in the field of community corrections has also created concern among practitioners and policymakers. The courts should share the authority to supervise court orders with probation and parole departments in such a way that the focus is on restructuring the community corrections model. This provides for a system of checks and balances, which promotes the court system to shift its objectives from dealing specifically with individual offenders to working in concert with community correction agencies. The recidivism rates of juveniles on probation, regardless of available dispositions such as out-of-home

placement or community corrections are staggering. Beto, Corbett, and Dilulio (2000) posit that most probationers recidivate within three years.

Probation is undeniably useful to judges needing formal dispositions for offenders who are not to be fined or imprisoned; and post confinement supervision has appeal for politically accountable officials, who are unlikely to commit to a public safety policy built on that offenders emerge from prison sufficiently corrected to be dumped, unsupervised in our midst (Dickey & Smith, 1998, p. 21). Probation and parole need to focus on delivering a specific service to the community, preferably one that can be beneficial to the probationer. Probation has taken on the task of objectifying too many goals, such as providing public safety, reducing recidivism, dealing with victims of crime, and providing rehabilitation services (Dickey & Smith, 1998).

Community Supervision in Harris County, Texas

Most juveniles who have cases disposed of in the juvenile court system in Harris County, Texas remain at home under probation supervision. The time period of supervision is usually 12 months and the court has jurisdiction until they reach age 18 (Harris County Juvenile Probation Department, 2003). Probation and rehabilitative services for juveniles and their families are provided from nine offices located throughout Harris County known as Community Unit Probation Services (CUPS). During 2002, 4,620 youth were supervised by juvenile probation officers from the Probation Services Division of the Harris County, Texas Juvenile Probation Department (Harris County Juvenile Probation Department, 2003).

When the court declares that a youth is delinquent, it sets the rules of probation, which may include: (1) paying monetary restitution to the victim or complainant (2) completing community service (3) attending school or securing employment (4) obeying curfew (5) attending mandatory counseling or rehabilitation programs and, most importantly, (6) reporting to a probation officer regularly and as a last resort (7) completing an indeterminate stay in a placement facility (Harris County Juvenile Probation Department, 2005).

Probation services offer several specialized non-placement programs for youth identified to be in need of individual services. The Gang Supervision Caseload focuses on sharing information with numerous law enforcement agencies about gang member participation, activities, and intelligence. The Mental Health Unit partners probation officers with Mental Health Mental Retardation Association (MHMRA) counselors and therapists to supervise youth diagnosed with mental health needs. These youth are ordered by the court to attend family and individual counseling, if deemed appropriate by the program psychiatrist/psychologist (Harris County Juvenile Probation Department, 2005).

Intensive Supervision Probation (ISP) is intended to divert high-risk youth from incarceration to placement in out-of-home facilities, such as the Texas Youth Commission, which is the state correctional agency that provides services to help redirect negative youthful behavior before the youth is sentenced to the Institutional Division of the Texas Department of Criminal Justice, the adult correctional agency. The ISP program is the last attempt at redirection of the youth's negative behavior in the community before out-of-home placement is considered. In addition to completing the court ordered terms of their probation, youth must be adequately supervised by parents or guardians in the home and be willing to participate in a very strict regimen of contact with their assigned probation officer.

The In-Home-Services Program for girls allows them to remain in their homes, while under 24-hour supervision instead of being placed in a more costly out-of-home facility. The program has several different components such as a computer-generated infant "Baby, Think It Over" program, which attempts to simulate the realities of being a mother. Also, there is the "Super Saturday" program which allows parents and probationers to meet with various counselors, tutors, and other service providers for special services.

Custody Programs

The overall goal of the juvenile justice system is to reduce recidivism by adjudicated youth, regardless of whether the services used are residential or non-residential, and regardless of whether the services are aimed toward rehabilitation or punishment (Goodstein & Sondeimer, 1987). Thus, juvenile recidivism is an important measure of the effectiveness of the juvenile justice system. Recidivism is typically defined as the occurrence of an arrest or the time until rearrest after release to parole. Other definitions used by researchers include the occurrence time until conviction, incarceration, or parole revocation (Geerken, 1994).

As a first step in understanding the impact of programs, we need to delineate the types of custody programs to which delinquent youth are admitted. “These fall into two broad categories: traditional training schools and a heterogeneous category that we label ‘alternative’ programs” (Fendrich & Archer, 1998). There has been much speculation and debate as to whether alternative programs have beneficial consequences relative to traditional institutions, but few empirical studies have directly compared these basic program types (Geerken & Hayes, 1993).

Goodstein and Sondheimer (1987) concluded most individuals responsible for sending offenders to residential placement facilities believe, or at least hope, that the juvenile’s experience at the facility will reduce the likelihood of engaging in criminal behavior after release. Moreover in the choice of one placement over another for a particular offender, there is an implicit assumption that placements are differently effective in abilities to eliminate or reduce recidivism.

One of the main goals of juvenile residential institutions, as outlined in a report conducted by the Texas Youth Commission (TYC), is to help youth identify problems that have and currently cause them difficulties and to teach them ways to deal with these issues that may have predisposed them to criminal and delinquent activities (Fendrich & Archer, 1998). Most institutions utilize treatment strategies that are well grounded in social learning and behavioral theories. They also often seek to fulfill their goals of rehabilitation lifestyle adjustment in therapeutic environments in which youth are asked to monitor their behavior as well as the behavior of their peers. Program goals stress the importance of youth modeling positive behaviors and practicing new skills learned daily.

Juvenile facilities are usually classified as public or private (Snyder & Sickmund, 1995). Short-term facilities hold juvenile offenders awaiting adjudication, disposition, or out-of-home placement, and long-term facilities hold those youth who have been adjudicated and committed to the custody of the responsible agency (Feld, 1999). A facility may be classified as a detention center, reception or diagnostic center, boot camp, ranch or wilderness camp, training school, or halfway house or group home (Snyder & Sickmund, 1995).

The research on large training schools and traditional therapeutic programs, which house 100 to 500 youth, show significantly higher rates of recidivism whereby almost 50% to 70% of offenders are rearrested within one or two years of release (Fagan, 1996; Krisberg, 1997). As reported by Austin, Johnson, and Weitzer (2005) in an OJJDP report titled, *Alternatives to the Secure Detention and Confinement of Juvenile Offenders*, community based programs are used in many jurisdictions in an effort to curtail expenditures for large populations of adjudicated youth, thereby reducing overcrowding and detention spending.

Furthermore, these alternatives to secure detention and confinement are intended to shield offenders from the stigma of institutionalization, help offenders avoid associating with youth who have more serious delinquent histories, and maintain positive ties between the juvenile and his or her family and community (Austin et al., 2005, p. 3). Several studies supported the notion that “nothing works” in reducing recidivism for both youthful and adult offenders. Critics contend that previous recidivism studies are methodologically flawed, and thus unable to make such generalized statements.

Texas Youth Commission Programs

Many young people with identified needs require more intensive and specialized treatment. Specialized residential treatment at the Texas Youth Commission includes programs designed specifically for the treatment of serious violent offenders, sex offenders, chemically dependent offenders, offenders with mental health impairments, and offenders with mental retardation. While TYC does not provide specialized residential treatment for all youths with identified specialized treatment needs, these issues are identified in their individual case plans. Adjunct clinical services are also available to youths who need it in order to participate successfully in the general treatment program. TYC's assessment and placement process is designed to ensure that those youths with the most severe need and/or high risk for violent re-offending are assigned to specialized residential treatment programs.

Capital and Serious Violent Offenders

The Giddings State School operates a Capital and Serious Violent Offender Treatment Program for youths that are adjudicated delinquent for murder, capital murder, and other serious felony offenses. The program helps these young people connect feelings associated with their violent behavior and to identify alternative ways to respond when faced with risky situations in the future. Participants in this program are required to reenact their crimes and to play the role of both perpetrator and victim. The Giddings Capital and Serious Violent Offender Program has gained worldwide attention and been featured on several national news programs. It is one of TYC's most promising specialized treatment programs. Research shows that participation in this program reduced the likelihood of being re-incarcerated for any offense by 55 percent, and for a felony offense, by 43 percent.

Sex Offenders

Specialized treatment for sex offenders is provided at three TYC institutions. (Prior to FY 2004, this treatment was also provided by specialized contract providers). The sex offender treatment program (SOTP) builds on the agency's treatment program using cognitive-behavioral strategies and a relapse prevention component. Youth in the program receive additional individual and group counseling interventions that focus on the youth's deviant sexuality, in particular, and on deviant arousal patterns and deviant sexual fantasies, which contribute to the youth's sexual abusiveness.

Additional program components include psychosexual education and, for those with histories of abuse, trauma resolution therapies. The latest research shows that participation in this program reduced the likelihood of being re-incarcerated for a felony offense by 50 percent, rearrested for a violent offense by 46 percent, re-arrested for a felony sex offense by 37 percent, re-arrested for a felony offense by 29 percent, and re-arrested for any offense by 28 percent.

Chemically Dependent Offenders

Chemical dependency treatment programs are offered at Giddings, Gainesville, Crockett, and San Saba state schools; Al Price, McLennan County Unit I, and Ron Jackson Unit II state

juvenile correctional facilities; Evins Regional Juvenile Center in Edinburgh and McFadden Ranch in Roanoke.

Program components include chemical dependency education, group and individual counseling, and living and social skills training. Participants examine their life stories, offense histories, and relapse cycles. The criminal behavior is addressed through linking the use of drugs to the youth's life story and offense. Research shows that chemical dependency treatment at McFadden Ranch was found to reduce the likelihood of re-arrest for a violent offense by 37 percent, re-arrest for a felony offense by 19 percent and re-incarceration for any offense by 13 percent.

Offenders with Mental Health Impairment

The number of youths committed to TYC with severe mental health problems has increased greatly in recent years. The severity of these problems also has increased. Youths who are diagnosed with severe mental health problems and/or illnesses may receive specialized treatment at Corsicana Residential Treatment Center and at Crockett State School. Those with unstable mental illnesses who are also dangerous to themselves or others receive care at the Corsicana Stabilization Unit.

The immediate goal for this group is treating the basic mental health problem or illness and allowing the youths to regain control over their behavior. Once this is accomplished, the young person is better prepared to benefit from treatment that focuses on changing the delinquent and criminal patterns of behavior. The final goal concerns reintegrating the young person with his or her family and community in a program that addresses his or her mental health and correctional therapy needs. Youth with mental health problems pose a particularly difficult problem for TYC, yet the specialized treatment is showing promise. Research showed that specialized treatment in a secure restriction program reduced the likelihood of being re-arrested and of being re-incarcerated for a felony offense by 13 percent.

TYC Traditional and Therapeutic Programs

The Marlin Orientation & Assessment Unit is the gateway facility for all youth - male and female - committed to the Texas Youth Commission by juvenile courts across the state of Texas. The facility's budgeted capacity is 436 students. The staff compliment is 404 employees and is comprised of clinicians, diagnosticians, educators, professional child-care and correctional staff, licensed counselors, medical staff, and administration and support staff.

Prior to August 1995, the receiving and intake of newly adjudicated youth took place at a statewide reception center in Brownwood, Texas. With the opening of the Marlin facility came a philosophical change in the direction and scope of how youth are oriented to TYC, as well as the agency's mission, goals, and expectations for all TYC youth. Youth can expect to be at Marlin for an average of 52 days. During that time, they will be treated with respect and provided a safe and secure environment. They are expected to participate in all program activities, which include assessment and medical screenings, educational programming and diagnostics, case management and recreational activities as a part of a structured 16-hour day. During this period, students are also exposed to the first phase of the agency's Resocialization program, where they will be introduced to the ABCs of Resocialization: Academic/Workforce Development, Behavior, and Correctional Therapy.

Visitation can begin their first weekend after arrival. Family members may visit any Saturday or Sunday between the hours of 9:00 a.m. and 4:00 p.m. Approved visitors are limited to

the student's parents or guardians, grandparents, stepparents, or siblings, and valid photo identification is required.

At the end of their stay at Marlin, youth are placed in various residential programs. TYC operates several secure residential programs, and contracts for placement at various privately-operated facilities. The Marlin facility enjoys a partnership with McLennan Community College in Waco, which offers criminal justice classes at the Marlin facility to TYC employees and students of McLennan Community College.

Other Residential Programs

Main Campus Residential Treatment Program

This program serves approximately 170 youth housed in eight separate cottages (three for girls and five for boys). These youth have shown evidence of significant emotional and psychological problems, but are capable of living in a dormitory-style environment where most of them share a bedroom with one other youth. Youth in this program move about the fenced campus under close supervision to attend educational classes, eat meals in the cafeteria, and participate in recreational activities.

The treatment program includes daily school attendance, recreation, group counseling, and weekly individual counseling. Mental Health services are provided on-site by contract physicians and staff psychologists. Primary medical care is also provided on-site by contract physicians and 24-hour nursing personnel. Treatment of these youth is centered on the goal of stabilizing their emotional disorder through a combination of medication, counseling, and behavioral therapy. Once a youth's emotional disorder has stabilized, he or she typically is transferred to another TYC facility for completion of the required minimum length of stay in TYC. Some youth complete their entire TYC program within CRTC, and may then transfer directly to a less restrictive setting, such as a halfway house, or to parole in their home community.

Corsicana Stabilization Units

The Corsicana Stabilization Units (CSU) house up to 28 total youth in two separate units (one for girls and one for boys). The CSU provides intensive psychiatric care and treatment for the most seriously mentally ill youth in the TYC system. Youth are referred from other TYC facilities and must undergo evaluation and a mental health hearing within 96 hours of arrival to determine if they meet criteria to stay in this highly restrictive program. Only youth determined to be a danger to themselves, a danger to others, or to have seriously impaired daily functioning due to a primary psychiatric disorder are retained in the program.

Due to a high frequency of suicidal behavior, self-abuse, and psychotic disorders, these youth require very close monitoring, a high degree of program structure, and intensive treatment intervention. Their entire daily program - education services, recreation, meals, psychiatric treatment services and limited medical services - is conducted within their housing unit until they have stabilized sufficiently to begin transitioning to the main campus RTC or another TYC facility.

The CSU is an acute care program and youth are transitioned to a less restrictive setting as soon as they are no longer a danger to themselves or others and are capable of functioning in a less intensive treatment setting.

Corsicana Program for Offenders with Mental Retardation (POMR)

The Corsicana RTC also provides specialized programming for youth diagnosed with significant mental retardation. Placement is prioritized for youth whose cognitive handicaps have been identified as hindering their progress. These youth are integrated into the CRTC main campus program, including the main campus education program.

Programming in the POMR focuses on individualized educational services. Special assistance is provided and adaptation and modification of curriculum are made to compensate for identified cognitive limitations.

The youth in this program exhibit the same delinquency and conduct concerns as youth in other CRTC programs. Some but not all of the youth in the POMR also exhibit characteristics of emotional disturbance in addition to their cognitive limitations. In this regard, they are provided the same mental health services as youth on the CRTC main campus program.

Al Price State Juvenile Correctional Facility

Youth at the Al Price facility receive case management services, education, psychological services, recreational programming, and health care services. The youth also have access to religious services and other programs delivered by volunteers. College courses are offered through an agreement with Lamar State College - Port Arthur, to youth that meet the appropriate criteria. Of the 312 beds on campus, 48 beds are reserved for a specialized treatment program for chemically dependent youth. The Al Price facility is an approved Texas Commission on Alcohol and Drug Abuse Practicum Provider and Training site.

Youth participate in a wide range of community service projects that include serving meals at a local homeless shelter, painting homes during the annual Beaumont Paint-a-Thon, speaking engagements at local schools and organizations, and car washes to benefit the projects of the Community Advisory Council. The facility has 310 employees in addition to contract medical staff and food service personnel. The economic impact in the surrounding communities is an annual budget of approximately \$13 million, with approximately \$10.2 million being payroll expenditure. The facility sits on 50 acres with 30 acres secured within a fence.

Harris County, Texas Juvenile Probation Placements

The Harris County, Texas Juvenile Probation Department presently operates a Juvenile Detention Center and three major out-of-home placement intervention modality types consisting of: (1) a non-secure short-term program (2) a secure residential assessment center and placement and (3) a secure juvenile boot camp. The Juvenile Detention Center services male and female offenders who are in need of secure detention prior to appearing in court for various felony or misdemeanor offenses, violations of probation, custody adjustments and other administrative actions (HCJPD, 2005). These are youth who are likely to present a risk to self or the community or likely to abscond from the jurisdiction of the court. In 2004, there were 6,616 admissions to the Juvenile Detention Center of which 1,095 were female offenders.

The Juvenile Detention Center also houses juveniles awaiting transfer to the Burnett Bayland Reception Center (BBRC), private placement, or the Texas Youth Commission (TYC). The Juvenile Detention Center features private sleeping quarters certified by the Texas Juvenile Probation Commission (TJPC) to hold 220 juvenile residents, multi-purpose activity rooms, indoor and outdoor recreational areas, visitation and counseling areas, medical, dental, and psychological facilities, a separate intake section, and a courtroom. During their stay juveniles are provided services to include physical and psychological assessments, counseling and

intervention. A recreational specialist provides daily physical education and numerous volunteers, and staff works with the youth to promote trust and teach proper social skills through interaction with others. The youth attend the Harris County Juvenile Justice Charter School inside the Juvenile Detention Center, which focuses on individualized academic instruction in the most common areas of academic deficiency such as reading, language, and math skills.

The department recently opened a placement specifically designed to address female offenders in need of out of home supervision. Prior to the opening of this facility, all female offenders in need out-of-home placement or institutional treatment were placed in private placements contracts all adjudicated females in need of out of home placement or institutional treatment to privately operated facilities. If a Juvenile Probation Officer decides that out-of-home placement for a female juvenile is warranted, then the officer prepares a packet and submits it to the Placement Unit. The case is assigned to a Placement Officer and a placement staffing is conducted. The case staffing is conducted in an effort to provide a multi-disciplinary approach to identifying the needs of the juvenile and to develop those recommendations that are most appropriate.

The Juvenile Probation Officer presents the case to the Placement Staffing Committee, which is composed of the Placement Administrator, a Field Services Administrator, a Court Services Administrator, a representative from the all female Mariposa Program, a representative from the Texas Council on Offenders with Mental Impairments (TCOMI), and a representative from the Harris County Advocate Program (HCAP). Once out-of-home placement appears to be the recommendation of the committee, the assessment process begins.

The cases most typically referred for out-of-placement are characterized by juveniles who lack supervision and structure at home; those who exhibit assaultive behaviors, emotional disturbances, poor school performance and/or attendance; and youth who have repeat referrals, and violations of probation. The referring Juvenile Probation Officer has the responsibility of providing case information and the Placement Officer is normally designated to investigate appropriate facilities and programs. The Placement Officer is also assigned the responsibility to visit the youth in the detention center in conjunction with the referring Probation Officer in order to ensure access and communication. Female juvenile offenders court ordered to out-of-home placements are typically in placement for 3 to 6 months depending on the youth's progress in the program.

The department uses residential treatment centers that usually offer substance abuse and mental health treatment in facilities that are usually non-secure. These facilities must be licensed by either the Texas Department of Family and Protective Services or the Texas Council on Alcohol and Drug Abuse. Offenders placed in this type of facility may present serious psychiatric or substance abuse issues and are usually considered medium-to-high risk for re-offending. The average cost per day for services in this type of facility range from \$82 to \$204. This type of facility offers an array of services that include, but are not limited to psychoanalytic therapy, behavioral management counseling, family counseling, and drug treatment.

A group home is a residential placement that usually houses 5 to 15 youth in a house-like setting for varying periods of time. Youth are placed in this type of setting as a result of a court order; this placement is viewed as a last stop before secure detention or placement. Offenders placed here often exhibit serious behavior or mental health issues that prevent successful placement in non-secure residential settings. Group homes tend to have house-parents or regular rotating staff who function as guardians of the youth and assist in day to day life activities. This type of placement has an average cost of \$85 to \$220 per day depending on the services offered and the average length of stay is 6 to 9 months.

A correctional facility also recognized as a secure placement is any facility that seeks to limit the movements and activities of its population usually through hardware, construction design, or staffing levels. Common correctional facilities are boot camps, state schools, and large family group homes. Secure facilities must be certified by the Texas Juvenile Probation

Commission (TJPC). These programs serve youth who may have serious runaway histories, interpersonal problems, or unsuccessful participation in other programs. The average cost for this type of facility ranges from \$80 to \$115 per day and the average length of stay is four to six months.

Harris County Youth Village

The Harris County Youth Village is committed to the protection of the public and provision of services to youth referred for violations of the law. The campus provides the most cost effective services including treatment, training, incarceration and rehabilitation while emphasizing responsibility and accountability of both parent and child for the child's conduct and offering the most opportunities for those youth who demonstrate the greatest potential for a positive change.

The goal of the Youth Village is to successfully reintegrate youth into their homes and community. The program of the Youth Village is called Stars and Stripes, whose objective is to provide a natural environment to develop youth bonding with prosocial staff to in turn develop character, social skills, and a new healthy identity through natural process, thus becoming a stakeholder in the broader community.

Skills Programs

The hallmark of the Youth Village is the vocational program. A major focus is directed towards the educational and vocational programs. In conjunction with the Brown Schools this is implemented. The program offers several vocational skills for the youth to acquire: tile laying, electrical wiring, plumbing, and they recently added an auto shop. The youth are then placed in various positions following the completion of the programs and many are apprenticed following their release from the program. The program has formed several partnerships with the private industry.

Texas Youth Commission Boot Camp Program

The Texas Youth Commission was authorized to operate a boot camp facility by the Texas Legislature in 1995. The Sheffield Boot Camp, located in Sheffield, Texas, south of Midland-Odessa, opened on February 6, 1995. The facility was remodeled from what was formerly an elementary school in the Iraan Independent School District. Sheffield is not a typical boot camp. Unlike the "in-your-face" scenario displayed at some juvenile boot camps, the staff at Sheffield Boot Camp is expected to interact with the cadets in a firm, but non-abusive manner. For example, verbal abuse and corporal punishment are not tolerated. Mutual respect is expected among cadets and between cadets and staff.

The TYC boot camp is a 128-bed military-style training program for male juvenile offenders from 14 to 20 years of age committed to TYC for lesser-level violent offenses. The entire program is performance-based, and youth's progress through the phases based on performance level. Sheffield Boot Camp follows Resocialization, the TYC model for rehabilitation of delinquent youths. The program is based on elements of correctional therapy, education, work and discipline training.

The Texas Youth Commission boot camp program stresses self-esteem and self-worth, respect for others, personal accountability, physical fitness for self-improvement, constructive use of time, appropriate discipline, positive reinforcement, education, interpersonal skills, problem-

solving skills, job-training, victim empathy, and community re-integration. Boys with a high need for mental health services, those who are at high suicide risk, or those in need of sex offender treatment are not eligible. Some non-violent general offenders are allowed into the program. Cadets should be generally amenable to treatment and show no indication of physical problems that would prohibit their participation in the program's activities.

Like all other TYC facilities, Sheffield Boot Camp is a confinement-plus-accountability program that rejects the notion that a crime is "paid for" merely with time served. The boot camp program includes both basic and advanced military-style training. Cadets move in a military manner, marching in formation to all scheduled activities.

The organization of the Sheffield Boot Camp is streamlined and succinct. It is based on a military model with a commandant who has military experience. The boot camp is managed with a military-style, chain-of-command supervision of cadet activities.

The Sheffield Boot Camp program focuses on teaching leadership skills, physical training, family development, and the agency's Resocialization Program.

Important boot camp program components include:

The Duty Day consists of 16 hours of programmed activity and eight hours of sleep. A lack of idle time helps prevent unacceptable behavior. Clear rules and regulations leave no ambiguity as to what is expected of each cadet. This supports a secure environment and promotes fair and consistent discipline. Teamwork is encouraged through the Platoon organization. Each platoon is housed in an open-bay dorm. The platoon consists of 16 cadets assigned to teams of four. The Leadership Model stresses general parameters of acceptable leadership skills. These skills are expected of staff members, as they serve not only as role models, but also as guides to the cadet.

The Sheffield Boot Camp relationship with the Iraan-Sheffield Independent School District provides educational services for cadets. Teachers at Sheffield Boot Camp are employees of the Iraan Independent School District. The TYC Resocialization correctional therapy curriculum used at the boot camp focuses on behavior management, treatment intervention, and rehabilitation and skills training.

Group counseling and individual counseling sessions are included to help the cadet reach program goals. Specifically targeted values are included in the program and are a focus for counseling sessions. Values include self-discipline; trust in relationships and self-worth, which will enable youths to function independently as well as cooperatively. Physical training is emphasized for a variety of reasons. Many of the cadets have a history of poor diet and sleep habits, a lack of exercise and substance use/abuse. Good physical conditioning improves self-worth by improving their overall health.

Harris County Delta Boot Camp

The boot camp concept was first introduced in Harris County, Texas in December 1993 with 12 residents who were deemed to be the "worst kids" in residential facilities. The program was not very successful in reducing recidivism due to several restrictions placed on the county and its staff by the local government. The current boot camp program for Harris County juvenile offenders is known as the Delta Boot Camp and it is located in Katy, Texas. The term DELTA is an acronym, which stands for Discipline Education Leadership Training Achievement. The facility is certified by the Texas Juvenile Probation Commission to hold up to 156 youth. The facility has an actual bed count of 144, but 12 additional beds is provided for those youth placed in Temporary Confinement (TC).

The following are criteria for placement in the Delta Boot Camp: males 14-17, violent/aggressive, no medical impairments, needs substance abuse treatment, benefits from a strict disciplinary/structured program, second language capability, victims of physical abuse,

history of absconding, advanced academics possible, poor adjustment potential, offenses of drug dealing, first time offenders, and learning disabilities. There are also certain specific criteria for youth that cannot be placed in the Boot Camp: the youth cannot be actively psychotic, suicidal, prior history of suicide, functioning IQ less than 70, on psychotropic medications, failed boot camp physical, under 14 years of age, youth diagnosed as major depressed, bipolar or Schizoaffective disorder as well as posttraumatic stress disorder.

The mission of the Delta 3 Boot Camp is to provide a highly structured environment using military methodologies to teach discipline, enhance academics and build self-esteem. The focus of the program is to redirect the thinking and behavior patterns of juveniles by instilling in them a sound foundation that embraces a healthy self-concept, respect for others and for authority as well as personal accountability.

The Boot Camp's primary goal is to divert the targeted 144-bed non-violent/violent offender population from the Texas Youth Commission (TYC). Long-range goals are to teach the fundamentals of life from a military style protocol. The objectives focus on the overall, successful re-integration of the juvenile client into the community and the family unit. Therefore, emphasis is placed on responsibility, self-control and a supportive family structure.

The youth arrive at the boot camp and are processed at intake. Upon arrival at the boot camp, the youth are required to learn the basic military style rules of courtesy and display them immediately. The youth are required to stand at attention when being addressed or when someone walks in the room. The boot camp rules are then read and explained and the youth is asked to sign the document acknowledging that he understands them.

Once a counselor and medical staff have interviewed and evaluated the youth the boot camp, a drill instructor (DI) leads the youth in his first physical training and boot camp orientation. The youth is then instructed to the dayroom where he will shower and receive sheets, blankets, pillows, pants, shirts, and shoes. The boot camp uses a strict dress code where cadets are identified by their uniforms. During phase 1, the cadet wears a navy blue jumpsuit; phase 2, the cadet wears a green jumpsuit; phase 3, the cadet receives army green fatigues; and in the fourth and final phase the cadet is presented camouflage fatigues.

A typical day at the boot camp begins at 5:00 a.m. with reveille. The cadets take care of all their hygiene needs and proceed to physical training (PT) at 5:45 a.m. They then proceed to breakfast at 7:00 a.m., which concludes at 7:30 a.m. The cadets then clean their respective dayrooms or common areas until 8:00 a.m. when they then proceed to school until noon. At noon the cadets return to their respective units and have chow (lunch) until 1:00 p.m. The school program concludes at 3:00 p.m. and the cadets have drill and ceremony from 3:00 p.m. until 4:00 p.m. Dinner follows at 5:00 p.m. and the cadets go to their respective groups for counseling, educational tutorials, and or general programming.

The cadets are given thirty minutes each night for passive recreation, which includes writing letters, playing dominoes, or talking quietly in the dayrooms. Showers and final hygiene responsibilities begin at 7:30 p.m. with snacks to follow at 8:00 p.m. The day ends at 8:30 p.m. when all programming and communication cease as the residents prepare for bedtime.

Dart Program in the Boot Camp

The Delta Boot Camp utilizes the D.A.R.T. (Discipline Accountability Redirection Transition) Model for its residents. This system contains four phases:

Phase 1- This phase is referred to as the "Discipline Phase"; very structured orientation phase, which focuses on strict paramilitary discipline and learning placement rules, procedures and programs. Maximum time is spent learning rules, responsibilities, values clarification and

education. A merit system of earned achievement is utilized to measure each level of advancement. The only contact with the family at this phase is by writing and receiving mail.

Phase 2- This phase is referred to as the “Accountability Phase”; the youth will recognize and take responsibility for his actions, behavior and any areas identified in his personal accountability plan (PAP). The parent and youth are expected to begin participation in this phase. Therapeutic intervention is a key component. Casework duties and responsibilities will work congruently with the therapeutic process. The cadet can earn a monitored phone call and visit if all merit points are earned.

Phase 3- This is the “Re-Direction Phase”; the focus changes to a leadership model emphasizing achievement, appropriate decision-making skills and leadership behavior. Reunification of the family component with parent and training working together. Collaboration continues between therapist and casework duties. The cadet will be scheduled for one phone call per week as well as one family visits every other week or as scheduled.

Phase 4- This is the “Transition Phase”; emphasis is placed on reintegrating the trainee into the community beginning with the pre-release staffing. The cadet will receive a weekly phone call and visit. Graduation ceremony concludes Phase 4.

Summary

“The ultimate solution to juvenile crime lies in the strengthening of families and communities, and the implementation of prevention and intervention programs” (Minnesota, 1995). The Office of Juvenile Justice and Delinquency Prevention (1993) has suggested five key principles to address serious, violent, and chronic delinquency, and they represent a balance of prevention and responsive measures: (1) strengthen the family in its primary responsibility to instill moral values and provide guidance and support to children; (2) support core institutions- schools, religious institutions, and community organizations- in their roles of developing capable, mature, and responsible youth; (3) promote delinquency prevention as the most cost effective approach to dealing with juvenile delinquency; (4) intervene immediately and effectively when behavior occurs to successfully prevent delinquent offenders from becoming chronic offenders or progressively committing more serious and violent crimes; and (5) identify and control the small group of serious, violent, and chronic juvenile offenders who have committed felony offenses or have failed to respond to intervention and non secure community based treatment and rehabilitation services offered by the juvenile justice system.

Treatment programs for juveniles with a history of offending are as essential in this society as government aid is to those who lack adequate means to maintain their livelihood. Many juvenile programs have shown only moderate success because they often lack the theoretical training needed to balance their practical experience. There is a need to continue funding state agencies that are committed to juvenile delinquency research. More importantly, there is a need for a research entity to evaluate all juvenile programs in an effort to weed out those that are ineffective.

Critical Review Questions

1. What are the advantage of leaving a juvenile offender in the community? What are the disadvantages?
2. Why are boot camps so popular? Do they work?
3. Giddings State school looks like a college campus, is this the place where capital offenders should be placed?

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