



John Howard Association of Illinois

2015 recipient of MacArthur Award for Creative and Effective Institutions

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2018 Monitoring Report for IYC-Chicago

Illinois Youth Center-Chicago (IYC-Chicago) is a male medium-security Illinois Department of Juvenile Justice (IDJJ) youth facility located on west side of the city of Chicago.

Vital Statistics:

Population: 67

Average Age: 16

Population by race: White (7.5%), Black (75%), Hispanic (18%)

Committing offense: Murder 1.5%, Class X felonies 30%, Class 1 felonies 15%, Class 3 felonies 37.3%, Class 4 felonies 9%, Class 5 felonies 7.5%.



Key Observations:

- The long hiring process within IDJJ has left several educator positions unfilled. As a result, youth only receive a half-day's work of instruction instead of the required full-day, which coupled with a lack of programming during the day at the facility, leaves youth idle in their housing units or cells.
- Youth do not have consistent exposure to outside, which is limited to those well-behaved youth who go on visits outside of the facility.
- Youth are reported being held beyond their original release date in order to complete substance use treatment. The substance use treatment program has an extensive wait list, and JHA recommends programmatic changes to have youth complete the program in a timely fashion.
- IYC-Chicago has implemented restorative justice practices as a way to decrease time that a youth earns in the facility for offenses. These practices are intended to repair harm caused by their behavior and are determined by the institution's Adjustment Committee. Youth's participation in the practice is completely voluntary.

Executive Summary

The John Howard Association (JHA) conducted a full monitoring visit of Illinois Youth Center (IYC)-Chicago (Chicago) on April 11th, 2018. As the Illinois Department of Juvenile Justice continues to work towards compliance with the consent decree in the ongoing R.J. v. Mueller litigation, each facility faces its own unique set of challenges. For IYC Chicago, the challenges come in the form of staff deficits in the school and lack of daily programming to keep youth engaged. The physical plant at this facility continues to be a blessing and a curse; the location allows youth opportunities that are unavailable in any other IDJJ facility in terms of off-site activities and volunteers and individuals from the community being able to come into the facility more easily. The downside is that there is virtually no outdoor space for youth to recreate in, depriving them of much needed large motor activities, fresh air, and a chance to see blue sky, clouds and trees. While the facility has ongoing physical plant issues requiring repair and maintenance, one noteworthy difference about this facility is that it is a leased building so it is incumbent upon the land lord to address these problems. This has led to some problems for the facility, for example, the weekend prior to the JHA visit, the sprinklers were activated in the facility, and neither the staff nor did the Chicago Fire Department have easy access to the water pumps to stop the flow of water, leading to flooding in some areas. Another issue has been ability to repair and maintain the water heater in order to control the temperature of the showers, which JHA staff verified through their own testing as being very cold.

Administrative staff reported a recent wave of exhibitionistic behavior by approximately 15-20 youth in the facility, which involved the unsolicited exposure of their genitals to an unsuspecting staff member and in some cases, youth masturbating in front of staff. IYC-Chicago administrative staff have responded by temporarily disconnecting cable television throughout the institution, addressing the youth behavior on an individual level, and have implemented other facility-wide interventions. These interventions seem to have taken hold, it was reported that in the months following, the exhibitionistic behavior decreased in the facility. However, JHA staff also observed a surprisingly casual communication style between staff and youth in the facility, noting that youth openly insulted staff, which was often reciprocated with insults of the youth. These two sets of observations of staff/youth interactions generate concern about levels of respect, trust and effectiveness of communication between youth and staff, and the negative impact a lack of these things can have on behavior and facility operations.

JHA was pleased that youth are provided with ample opportunities to make phone calls and have family visits, given the importance of family engagement and support to a youth's success. However, JHA received two separate reports from youth that they were unable to speak with their Spanish-speaking mothers because IYC-Chicago staff could not monitor their phone calls due to the language barrier. It is unacceptable to deny youth the opportunity to speak with family because the facility lacks monitoring capacity in this regard. Youth who speak, or have families that speak,

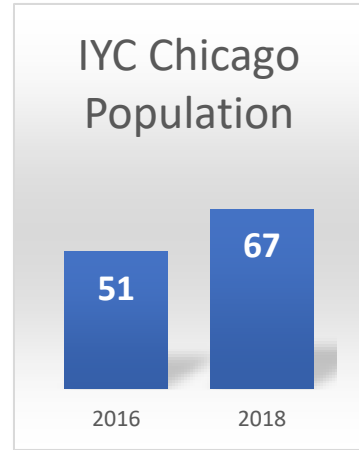
languages other than English should not be limited in calls because of this. IDJJ must either develop monitoring capacity for these calls or find a different way of listening to them for this purpose, not limit these youths ability to call home. JHA brought this to the attention of administrative staff, who reported that they are addressing the situation.

IYC-Chicago administrative staff are incorporating restorative justice practices as a way for youth to decrease time added to their sentence as “set time” which is time that is added due to behavioral infractions. Youth are also provided additional rewards through their “Chistubs” program, where youth are directly given a reward by staff members for positive behavior. Though JHA was impressed by IYC-Chicago’s attempts to encourage positive behavior in the institution, we found the extended wait list and overall length of the substance use program to be troubling. Youth are often held beyond their original release date because they wait to participate in substance use treatment, and when they do participate, much of the programming provided could be taught in a shortened, or separate, curriculum. As IYC-Chicago seeks to improve youth behavior and increase educational opportunities for youth, for best outcomes and use of resources, it is important to consider that the treatment provided to youth is necessary, effective, and concise.

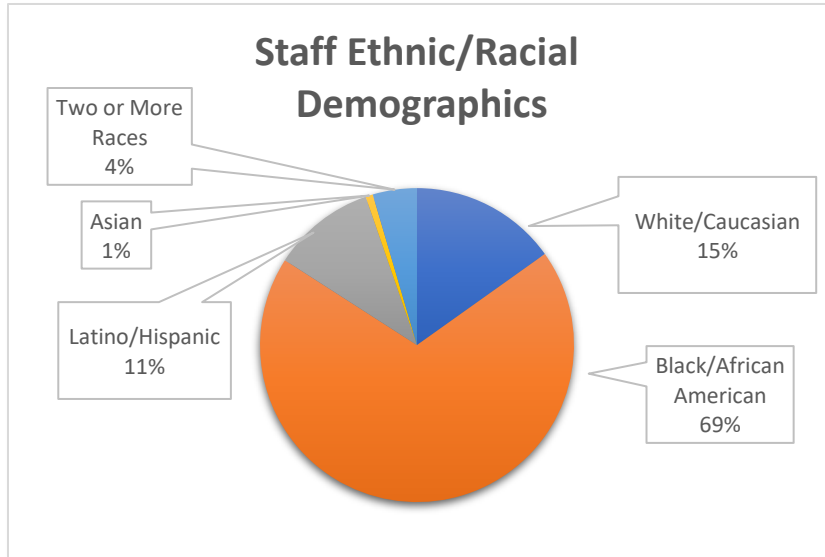
THE FACILITY

A. Population of Youth and Staff

IYC-Chicago has capacity to house 130 youth between the ages of 13 to 20 years. At the time of JHA’s 2018 visit, the facility held 67 youth, which is a 31% increase in population from JHA’s 2016 visit (where the population was 51 youth). The facility’s population of 67 youth indicates that the facility is at 51.5% capacity.



At the time of the visit, there were 134 staff (including state and contract positions) at Chicago. Of the 134, 20 (15%) were identified as White/Caucasian, 91 (68%) as Black/African American, 14 (10.4%) Latino/Hispanic, 1 (0.8%) as Asian, 6 (4.5%) as Two or more races, and 2 (1.5%) as Unknown/Other. The racial breakdown of staff mirrored the racial demographics of the youth population, making Chicago’s staff one of the most diverse JHA has observed in an IDJJ facility. At the time of the visit there were 75 security staff employed at the facility, and the security staff to youth ratio in the facility across all shifts was 8.6:1.



There are 15 staff vacancies in the facility, with five of those openings in teaching staff positions. According to IDJJ records, in August 2017 there were 10 teaching staff, which gradually was reduced over subsequent months to the current number. When asked about this change, the administrative staff reported that over the latter half of

2017, youth became increasingly disruptive towards staff. As a result, several teachers at IYC-Chicago left for other school districts. Several other teachers retired in 2017 which also decreased the teaching workforce at the institution. The administrative staff report that the hiring process for eligible teachers is long, approximately seven to eight months, and this has prevented qualified teachers from being hired in a timely manner to fill teaching staff vacancies¹.

Because of the shortage in teaching staff, youth attend school for half of the day instead of receiving a full day's instruction. As a result, youth spend a fair amount of time in their housing units, with few activities to engage them. In our tour of the facility, we observed youth sitting idly in their

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housing units or in their cells. Though board games and other activities were reportedly available to youth, none of the youth were playing with them at the time of our visit. In the Honors unit, where youth had access to a television and video games, only a few youth were in the common area. Many of the youth were voluntarily locked in their cells; however, these youths came out to speak with us during the visit. The youth reported that only one of the controllers on

the video game system was functioning, thereby preventing cooperative or competitive play. At the time of the visit, the cable television was recently disconnected throughout the facility because of an increase in exhibitionistic behavior (unsolicited exposure of one's genitals to an unsuspecting victim) by youth against staff in the facility. Reportedly, 15-20 youth across the institution, with the exception of the "Honors" housing unit, were engaging in exhibitionistic behavior. This behavior ranged from exposure of the young men's genitals to some cases involving youth masturbating in front of staff. In order to be placed in the Honors unit, youth had to exhibit good behavior for several weeks; therefore, the youth engaging in exhibitionism would not be placed in that unit. This was corroborated through our discussions with youth in the Honors unit, who reported that no exhibitionism occurred there or by those youth. JHA is both surprised and concerned that youth in an Honors unit were experiencing repercussions from youth behavior that had not occurred on their unit.

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After three weeks following the disconnection of cable television, a decrease of exhibitionism was observed, and cable television was restored with a restriction. The restriction entailed the option for staff to block certain channels for sexually explicit content or content which may incite youth misbehavior. If such programming is interpreted by staff members as being inappropriate, they contact supervisors who make the final decision. Channel bans are lifted once the offensive programming ends. In addition to cable television, the youth reported that they were able to go to the (indoor) gym for an hour each day.

As we toured the housing units, we noticed that the interactions between youth and staff were very informal. Youth openly insulted staff members, who responded in kind. Based on their demeanor, the staff and youth appeared to have a relationship that was more collegial than hierarchical. While JHA appreciates the open nature of youth and staff communication and recognizes that there may be benefit to this type of relationship in settings outside of a correctional institution, this could be problematic in a locked juvenile facility. Establishing boundaries and mutual respect are essential

for adult/teen relationships, in maintaining order in a locked facility, and also in the prevention of behavior where youth feel as though they can violate staff through sexually inappropriate behavior. Staff who are not able to set respected boundaries will not be able to provide effective redirection to

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youth's problematic or disruptive behavior. Staff may benefit from pairing their current friendly attitudes with staff trainings on assertive communication and boundary setting with youth to address the climate of disrespect among corrections officer staff and youth in the facilityⁱⁱ.

The increase of youth exhibitionistic behavior is understandably troubling to IYC-Chicago staff. As a result, they have addressed the behavior through several interventions. In addition to the withdrawal of cable television, IYC-Chicago staff have administered "time outs" to youth, they have terminated the youth's participation in

programming, they have removed property, and the youth's parents have been called. Administrative staff have developed a response plan to provide youth with immediate consequences, which is currently under review by IDJJ. The details of this IYC-Chicago response plan were not provided to JHA at the time of this report. Additionally, the Leisure Time Activity (LTA) staff have used this behavior as an opportunity to observe Sexual Assault and Sexual Harassment Prevention Month during the month of April (the month of JHA's visit), which involved youth watching videos relating to and having discussions about sexual harassment in the facility. These sessions are voluntary, and they provide youth with some activity to engage in aside from being in their housing unit. JHA observed one of these sessions during our visit, which was well attended, with approximately ten youth participating. The session we observed involved watching a video about sexual harassment by staff towards youth, and the reporting options that are available to youth in the facility. A discussion about the video followed but we were not able to observe the discussion due to time limitations.

Concerning other programming at the institution, the administrative staff stated that they make a concerted effort to take their youth, regardless of behavioral level, on field trips or to attend outside events. Many of the outside trips listed were for Storycatchers Theatre participants, an external program focused on helping youth transform their traumatic experiences into musical theatreⁱⁱⁱ. Youth who are on the highest behavioral "grade" levels are considered for many of the events and activities offered. Youth on the second-highest behavioral level, "B grade," are involved in interfacility events, such as events that are held at other neighboring institutions, such as IYC-Warrenville. The lowest-level behavioral level, "C grade" are included in facility-only events.

When asked about specific programs or protocols that are in place for addressing psychological secondary or "vicarious" trauma experienced by staff in the workplace, administrators reported that programs for staff self-care are in the beginning stages of development. Staff who have experienced

a traumatic event have the option of moving to a different post. Administrators have been in contact with the Alternative Schools Network, a local community-based organization, to provide stress management activities for staff in their facility. The Alternative Schools Network conducted a trial exercise with the staff, which involved discussing stress management techniques. This trial was well received by staff, and IYC-Chicago administrators are currently negotiating with the Alternative Schools Network to continue the stress management programming on an ongoing basis.

The problem of secondary trauma among frontline juvenile justice staff is a critical issue that is commonly overlooked and remains under addressed in juvenile justice. As an integral part of reforming juvenile justice facilities to make them safer, more effective, and rehabilitative, JHA advocates that IDJJ prioritize implementing self-care protocols to treat secondary trauma and stress among juvenile justice staff. It is recommended that self-care protocols include the following: referrals to referrals for individual psychotherapy, the creation of an on-site support groups, and classes for stress management and mindfulness practices^{iv}.

Recommendations

1. Continue in the attempts to hire competent teaching staff, ascertain whether teaching staff deficit is due to retention, quality of applicants, job qualifications, in addition to the time-consuming hiring process.
2. Increase available programming and activities for youth during the day while they are not in school. Idle time for youth often results in behavior deteriorating. The lack of stimulation paired with lack of programming and activities undermine rehabilitative efforts, also undermine the work and stated mission of IDJJ.
3. Support staff in maintaining friendly, non-threatening communications with youth, and provide communications trainings to staff to help them establish proper boundaries with youth.
4. In light of recent assaults on staff by youth, it is important that IYC Chicago develop self-care protocols for staff that experience assaults and trauma. This not only benefits the staff's emotional well-being, but it also is an integral part of reforming juvenile justice facilities to make them safer, more effective, and rehabilitative.
5. Continue to provide outside excursions for all youth in the facility. This provides youth with stimulating activities and exposes them to new opportunities and experiences. Excursions can also be used to incentivize positive behavior. IYC Chicago can take advantage of its urban location to provide youth with more opportunities for learning outside the facility.

B. Physical Plant

IYC-Chicago, which first opened in 1999, is housed on the third floor of a rehabilitated warehouse building. The facility floor plan is shaped like a box, with the gymnasium in the middle of the main floor. Chicago's facility has the benefit of being easily accessible to the family members of youth, the majority of whom come from the surrounding Chicago/Cook County area.

Though IYC-Chicago is a newer facility compared to other IYC's in Illinois, on our visit JHA was made aware of physical plant issues in the facility. Four days prior to the JHA visit, a youth unintentionally set off the sprinklers in the facility. As this was the first time that the sprinklers were activated, the staff were unsure on how to successfully stop the water flow. Reportedly, the Chicago Fire Department was called and could not turn off the sprinklers because they did not have access to the water pumps. Because IYC-Chicago leases the building, they do not have full access to the building. As a result, the facility operator, who resides in the Chicago suburbs, was called in (the incident occurred on a Sunday) to shut off the water. Several hours passed between the activation of the sprinkler and the water being shut off^v. During this time, large quantities of water accumulated in the facility. We did not see water damage, as the staff and youth did an excellent job in cleaning the physical space. However, we were informed that there was water damage to some of the overhead lights.

We applaud the efforts of staff and youth in cleaning the facility so quickly following the incident. During JHA's tour of the facility it was observed that many of the rooms do not have active sprinklers, including hallways, which appears to have minimized the damage. There is a negative corollary to this, however, which is the apparent absence of sprinklers in some of the rooms and the hallways, creating concerns about safety.

Unlike more traditional showers with two knobs or one knob where one can adjust the temperature, the showers at IYC-Chicago had a single button, that when pressed, would release water for a discrete period. According to youth, the button had to be pressed in excess of 130 times with a second delay between presses for the shower to produce warm water.

After receiving complaints about the temperature of the showers, JHA staff examined the showers in one unit. Unlike more traditional showers with two knobs or one knob where one can adjust the temperature, the showers at IYC-Chicago had a single button, that when pressed, would release water for a discrete period. Upon pressing the button, JHA staff noticed that the temperature was indeed cold, even after pressing the button multiple times. According to youth, the button had to be pressed in excess of 130 times with a second delay between presses for the shower to produce warm water. In speaking with administrative staff about the complaints about water temperature, we were informed that hot water travels through one corner of the facility and is dispersed

throughout in a linear fashion. The unit where we tested the water temperature is towards the end of the water's path, and as a result, the dispersed water in that unit is almost always cold. We were also told that water is the hottest in the beginning of the day throughout the facility, but because showers are not provided to youth in the morning, the youth do not have access to hot water^{vi}. A potential partial remedy to the problem of cold shower water could be achieved by changing the time of day showers are offered. The American Bar Association states that providing access to showers at an appropriate temperature is considered a minimum standard of care for prisoners.^{vii}

In addition to issues with water distribution in the case of a fire-related emergency, JHA staff also noted that youth in this facility do not have access to the outside. The building is entirely enclosed, including the gymnasium, with the exception of a sally port that is used for deliveries to the facility. Youth's only exposure to the outside world is through windows and during field trips or excursions outside the facility, which are rare for those youth below B level. In previous JHA reports, it was noted that youth could regularly enjoy a limited exposure to outside air through the sally port, a double-gated entryway to the facility. On our 2018 visit, neither the youth nor the administrative staff reported that youth used this space in order to get outside^{viii}. Youth expressed great concern to JHA about the lack of exposure to the outside and to fresh air. One youth, who had been previously housed in a facility where he was locked in his room for a majority of the day, reported that he actually preferred that facility over IYC-Chicago because at least he experienced outside air on his walks to school every day. According to administrative staff, youth do have access to outside-facing windows in their rooms, however these windows do not open. As was stated in JHA's 2012 report for IYC-Chicago^{ix}, research indicates that regular access to natural environments and outdoor play is essential to youth's mental, physical, and social development and wellbeing^x. The Juvenile Detention Alternatives Initiative (JDAI) emphasizes the importance of both indoor and outdoor recreation as a standard of care for incarcerated juveniles^{xi}.

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Recommendations

1. Ensure that staff have mastery over the physical plant and know how to respond during emergency situations to stop or start water as is called for, as well as to ensure that needed repairs that impact safety are addressed competently and completely.
2. Because it was observed that the temperature of the showers was very cold, it is recommended that IYC-Chicago staff work with building owners to remedy the cold water situation, and in the interim consider allowing youth to take showers in the morning when hot water is more readily available.
3. As IYC-Chicago is a closed facility, where all the programming occurs within the building, youth do not have access to outside except on outside visits. It is recommended that IYC-Chicago, consistent with best practices and minimum standards of care, work to provide youth with regular access to outdoor air and recreation, which is important for development and sensory stimulation.

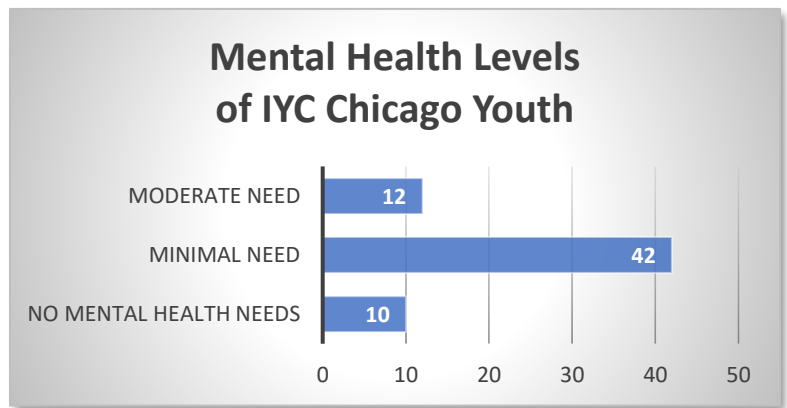
Health and Well-Being

A. Mental Health Treatment

IDJJ developed and implemented a mental health level (MHL) system whereby within one week of admission to a parent facility, a youth is placed in a mental health level which dictates the amount and frequency of mental health services. The levels are on a hierarchy ranging from 0 to 4 with “0” indicating no mental health needs to “4” requiring inpatient psychiatric hospitalization. Neither this hierarchy nor the recommendations made in the MHL system are based on requirements from professional manuals, codes or policies like those published by the American Psychological Association.

Of the youth in the facility on the day of JHA’s visit, 15% (10) youth were in level 0 which indicates no mental health needs, 65%(42) youth, were described as having Minimal need (level 1), which according to IDJJ definitions indicates that the youth are presenting with mild signs or symptoms of a DSM-5 diagnosis.

The DSM, or the Diagnostic and Statistical Manual of Mental Disorders, now in its fifth edition, is the text used by mental health providers to diagnose clients by providing criteria for a diagnosis. Nineteen percent, or 12 youth, were labeled as having Moderate need (level 2), which according to IDJJ definitions indicates that the youth were presenting with moderate signs or symptoms from the DSM-5. There were no youth in the higher behavioral levels, including Urgent (level 3), Critical (level 3.5), or Hospitalized (level 4).



According to IDJJ policy, the youth's level dictates the amount of services required per month. Youth who were in the Minimal need category required at least 90 minutes of mental health services a month, which may include group and/or family therapy. Youth labeled as having

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Moderate need required weekly mental health services (lasting 45 minutes in length) which may include family therapy sessions. Taken altogether, 84.4% of youth incarcerated in IYC-Chicago are at or above the minimal need of mental health services.

Youth at IYC-Chicago are administered the Massachusetts Youth Screening Instrument (MAYSI), which is used to identify potential mental health needs of adolescents in the juvenile justice system. In addition, the MAYSI provides information on a youth's history of experiencing trauma. Because of the high rates of trauma reported by IYC-Chicago youth, the mental health staff have invited all youth, regardless of mental health level, to participate in the SPARCS groups (Structured Psychotherapy for Adolescents Responding to Chronic Stress), which is a 16-session manual-based psychotherapy group. The mental health staff reported that they have 3 SPARCS groups running concurrently, and they also conduct one group for graduates of the SPARCS program. In addition, the staff reported that they are teaching and utilizing several components of the SPARCS curriculum throughout the facility. For example, they are utilizing "mini mindfulness" techniques, which entail slowing down one's thoughts by focusing on the present and engaging in a small activity but in a deliberate fashion. They also are utilizing an "SOS checklist," which asks youth to rate their level of stress and control over their emotions at different times of the day. JHA commends the staff of IYC-Chicago for utilizing a variety of modalities to address mental health concerns, and including these techniques into the daily activities of youth in the facility.

B. Substance Abuse Treatment

At IYC-Chicago, substance use programming is provided by Youth Outreach Services (YOS), which is a recent transition from services being provided by the Wells Center. YOS provides services for substance use treatment throughout IDJJ facilities. Youth who are in the Substance Abuse housing unit are enrolled in a 90-day program which utilizes an adapted version of the Forward Thinking curriculum. In 2017, sixty-nine youth from IYC Chicago graduated from the substance abuse program, 22 are currently enrolled in the program, and there is a wait list of 28 youth. According to administrative staff, a youth's enrollment is not prioritized based on the severity of their substance use, but rather on the youth's release date. The purpose of prioritizing the youth's release date is so youth

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do not stay beyond their release date solely to complete the program. However, in speaking with youth on several housing units, we were told that youth are routinely delayed in their release date because they need to complete the substance abuse program.

JHA opposes prolonging youth's incarceration. by requiring youth to complete substance abuse programming as a condition for release. To prolong incarceration on these grounds would be arbitrary, overly punitive and needlessly exposes youth to the trauma and harm of extended incarceration (separation from family, reduced educational opportunities, social, emotional and psychological deterioration), when community-based substance abuse programs are equally available to youth upon their release. Such a policy also would run contrary to Illinois law which provides that delinquent youth must be placed in the least-restrictive environment capable of meeting their needs and public safety^{xii}.

The Forward Thinking curriculum is a journal-based intervention which utilizes cognitive-behavioral techniques to assist youth in the juvenile justice system to make changes in their thoughts, feelings and behaviors. The curriculum involves nine journals which cover an array of topics related to justice-involved youth. In these journals, youth are provided information about the particular topic and are then asked questions to reflect on the material using cognitive-behavioral techniques. This program is commercially available through its developer, The Change Companies, there is limited information publicly available about the program, few details of it are provided on the company's website. A sales representative from the company informed JHA staff that the curriculum is considered modular in that most of the journals do not need to be completed or covered sequentially, rather they can be used in isolation depending on the needs of the youth being served. The first three journals, "What got me here," "Individual change plan," and "Responsible behavior" are strongly recommended to be covered for any youth using the program, as it introduces topics and techniques used later in other modules.

The administrative staff reported that the program utilizes four journals in their 90-day substance use program, which include the first three journals, as well as the journal for substance use.

According to The Change Companies representative and the materials provided, there is no



Figure 1: Image from Forward Thinking curriculum brochure. Source: www.changecompanies.net

required timeframe to cover each of the journals. The administrative staff at IYC-Chicago determined 90 days as the programming length based on their experience working with youth using this curriculum. In their discussion of the program, the administrative staff stated that this timeframe allowed for the youth to deeply explore material in the journals for the program, but this timeframe was not informed by The Change Companies, any other organization, best practice documentation, or research on the program.

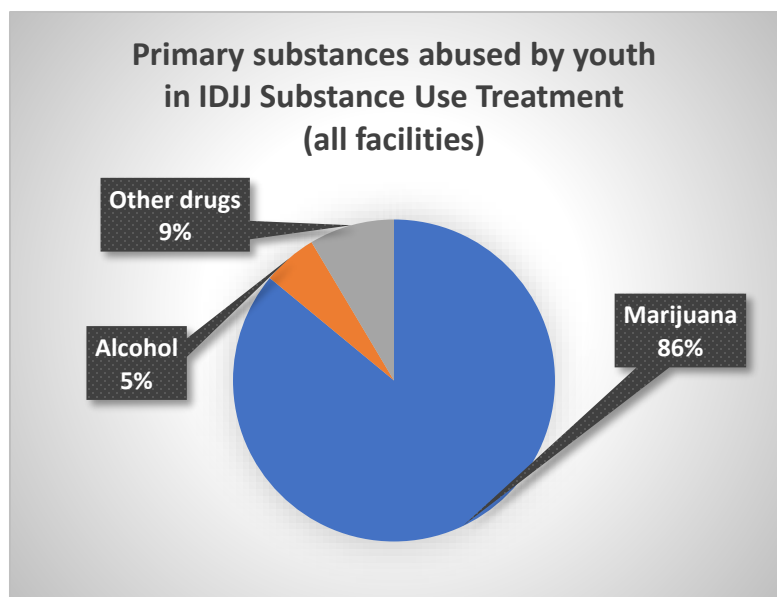
Administrative staff reported that enrollment criteria for the program are based on substance use information obtained from the GAIN (Global Appraisal of Individual Needs) assessment. Relating to substance use, the GAIN asks youth to provide information about the type of substances used, the frequency of use, and the social/psychological impact that substance use has on their life. The responses are scored into over 100 scales, which can be used for a DSM diagnosis, as well as placement into the American Society of Addiction Medicine's Patient Placement Criteria (ASAM PCC). The ASAM PCC assesses an individual on six dimensions, including readiness to change, intoxication, among others, to determine the intensity and frequency of services across the continuum of care. This continuum ranges from outpatient counseling to medically managed intensive inpatient services^{xiii}.

Because of the wait list for the substance use program, youth are reportedly being held in the facility beyond their original release date. When youth are sentenced to state custody they receive indeterminate sentences, release is contingent upon being deemed rehabilitated rather than completing a specific amount of time incarcerated, although target release dates are determined upon admission. JHA recommends changes be made to move youth through the program while retaining the programming's effectiveness, in order to avoid unnecessarily and unfairly extending youth's time inside a facility. In February 2018, IDJJ issued a directive to minimize the wait list for substance use programming by providing alternative programming for youth who fall into four different categories. The first includes youth who have violated Aftercare, who have previously completed the substance use curriculum and who would instead be offered an abbreviated 4-week substance use program. The second group is for youth whose GAIN assessment indicates that they qualify for relapse prevention, and youth in this category must complete 10 sessions of treatment. Third, youth in the Juvenile Sex Offender treatment program participate in a modified substance use treatment lasting 8 weeks. Finally, youth who are unable to participate in the standard substance

use treatment program due to mental health issues, severe learning disabilities, and concerns related to safety or security issues in the facility, among other reasons, are offered a 24 session program for 8 weeks.

JHA’s visit to IYC-Chicago occurred after the IDJJ directive was implemented, however there was a wait list at the time of the visit^{xiv}. In examining the criteria articulated in the directive, very few youth may meet criteria for an expedited program, which may explain the persistent wait list. As a result, JHA recommends that changes be made to the implementation of the entire curriculum across IDJJ. The first recommendation is to separate the IYC-Chicago’s implementation of the Forward Thinking curriculum into two separate curricula; the first covering the first three workbooks in the Forward Thinking curriculum, and the other covering the substance abuse workbook. The purpose of splitting the curriculum into two programs is two-fold. First, the first three workbooks in the Forward Thinking curriculum ask youth to reflect on those issues which led to their offense and incarceration. Discussing these issues right before a youth leaves a facility may not be as effective as addressing these issues when they are initially committed and proximate to their offense conduct. Further, the content in the three workbooks are relevant to all youth in the facility, as they are not specific to substance use. A separate group covering the three workbooks would benefit all youth in the facility, and would provide increased programming for youth who may otherwise be in their cells or idle. The second benefit of a split in the Forward Thinking curriculum is that the substance use program can be shortened as a result of the decreased content covered in the whole program. By decreasing the time in the substance use program, youth will not be held in the facility beyond their out date solely due to substance abuse treatment, and the wait list can be decreased significantly.

Another recommendation to improve the substance use program is to effectively triage youth into programming based on severity of substance use. In our discussion with administrative staff, they reported that though a majority of youth are using marijuana, an increasing amount of youth are reporting that they are using benzodiazepines and opiates. In examining the data across IDJJ facilities, the primary substance abused among youth who were engaged in substance use treatment has remained overall constant over the past year, with on average 83.4% using marijuana, 5.3% using alcohol, and 8.3% using “other drugs.” Though there are four other facilities included in the



statistic of “other drugs,” there were no notable increases over the past 12 months in this category. According to the Monitoring the Future study, the longest-running project examining substance use among adolescents, 45% of youth in the 12th grade in 2017 have reported using marijuana^{xv}, which is second to alcohol in abused substances.

Clearly, there is a difference between the primary substances used for those receiving substance use treatment in an IDJJ facility and the rate of substance use among non-incarcerated adolescents, but the frequency of use among both groups highlights the importance of triaging youth based on the severity of the substance use. This is possible to do using the instrument currently implemented by IDJJ he that is used to enroll youth into the substance use program. As mentioned earlier, the GAIN assessment can determine the severity of substance use and can be used to determine placement into substance use treatment. By scoring the GAIN to determine necessity of treatment, less youth who may not need treatment would be enrolled in the program. Substance use can, at times, be adaptive for youth who live in stressful or trauma-invoking situations. Though JHA does not condone the use of illegal substances among adolescents, we, as well as mental health providers, understand it’s role for youth who do not have ready access to mental health treatment or other means to escape toxic environments. If the split of the curriculum would occur as mentioned above, those youth who casually use substances as a means of coping but who may not meet criteria for the substance use would still be provided with alternative coping skills as covered in the first three workbooks of the Forward Thinking curriculum.

C. Case Management

Youth incarcerated at IYC-Chicago are assigned a Youth and Family Specialist (YFS), who initially orients the youth to what is required of them while in the facility, and assists in their transition back into the community along with the Aftercare Specialist. YFS staff are required to meet with their assigned youth on a weekly basis, where they go over the progress towards the youth’s Program Assessment Plan, a document which details the youth’s educational, programming, and behavioral goals while incarcerated. These plans are discussed and revised on a monthly basis during staffing meetings, which are coordinated by the YFS staff. In attendance to these meetings are the YFS counselor, the youth, their parent(s)/guardian(s), the youth’s teacher, the youth’s mental health provider, and the Aftercare Specialist. During these meetings, they discuss the youth’s behavior and set goals to be achieved during the youth’s stay and prior to release. JHA commends IYC-Chicago in recognizing the importance of holistic, individualized treatment and for their efforts to continually monitor the progress of all youth with involved stakeholders both inside and outside of the facility.

The Social Work Reform Board in the United Kingdom recommended that a caseload of 12 for all social workers is manageable, and caseloads above fifteen could lead to burnout.

IYC-Chicago currently has four YFS counselors on staff and would like to hire two more. The current caseload of a YFS counselor is about 16-18 youth, and when asked how many youth would be an ideal number, administrative staff reported that the number should be around 8-10 youth per YFS counselor^{xvi}. Given the amount of coordination required to hold the monthly staffings for all youth, the weekly meetings with the youth to discuss their Program Assessment Plan, and the paperwork required to be completed by the YFS counselor when youth complete a program, it is understandable that YFS counselors may be overwhelmed by the amount of work to complete. Though there was no evidence

at IYC-Chicago to support this notion, being overworked with a high caseload can contribute to burnout and may impact the quality of care provided to youth. Though there are no published recommendations for caseloads for case managers in correctional settings, the Social Work Reform Board in the United Kingdom recommended that a caseload of 12 for all social workers is manageable, and caseloads above fifteen could lead to burnout^{xvii}. They do note that caseloads need to be balanced by the amount of work involved for each case, the areas of intervention needed for the youth, and the other duties as required by the case worker. Consequently, given the complexity of the work conducted by YFS counselors, it is difficult to determine a specific number for a caseload; rather, it is recommended that IYC-Chicago increase the amount of YFS counselor staff to decrease the counselor to youth ratio to a level which is manageable.

D. Family Visits

At IYC-Chicago, on four days of the week, family visits can occur without any prior notice during designated windows of time^{xviii}. If families cannot meet during those times, they can schedule a visit with 24 hours notice and in coordination with staff. JHA commends the IYC-Chicago staff on their flexibility in providing families opportunities to visit with their kids. Administrative staff reported that youth are provided proper access to phone calls with their families, and that the availability and frequency of calls are not entirely contingent on good behavior or behavioral level. It was reported by staff that youth in the institution can make phone calls regardless of behavioral level based if requested, however, youth must pay approximately \$5 for each phone call.

Given the importance of family members not only in the treatment of mental health issues and behavioral concerns, but also in the successful transition back into the community, it is essential that youth are provided adequate family contact as is necessary for true rehabilitation. Prevailing best practice standards dictate that contact between youth and families should be maximized to the greatest extent possible, given the evidence that incarcerated youth who have contact with their families have better outcomes upon release.^{xix} We are pleased that IYC-Chicago prioritizes the availability of family contact for its youth.

During our visit, we spoke with two youth independently, who each stated that they could not make phone calls to their mothers, who only spoke Spanish, because reportedly there were no IYC-Chicago staff who spoke Spanish and who could monitor their phone calls. Following the visit we

No youth should be precluded from speaking with his parents because of the language they speak.

spoke with Administrative staff who stated that they do have bilingual staff who speak Spanish who could monitor the youth's calls, and they will work with the youth to make sure that they can talk to their mothers on the phone^{xx}. We look forward to confirming that those IYC-Chicago youth who have exclusively Spanish-speaking parents can make phone calls with their parents. It is of concern that at least two

youth raised this issue, either the youth were precluded from making calls to family due to a language barrier or believed they were precluded due to a language barrier, both situations speak to youth feeling discriminated against which is very troubling. No youth should be precluded from speaking with his parents because of the language they speak. It is up to IDJJ to ensure that compliance with internal administrative policies does not have the impact of treating youth unfairly or differently from each other.

Recommendations

1. Because youth are often kept beyond their release date in order to complete substance use treatment, it is recommended that IYC-Chicago separates the implementation of the Forward Thinking curriculum into two separate curricula; the first covering the first three workbooks in the Forward Thinking curriculum, and the other covering the substance use.
2. Additionally, to decrease the wait list for youth to complete the substance use program, it is recommended that IYC-Chicago triage youth into programming based on severity of substance use.
3. Because IYC-Chicago YFS counselors are reporting an unmanageably large caseload, it is recommended that IYC-Chicago increase the number of YFS counselor positions to ensure quality of care provided to all youth in the facility.

Behavioral Management Reforms: Level System and PBIS

After observing positive results from the application of the Positive Behavioral Interventions & Supports (PBIS) program (see text box) in the school settings of both IYC Harrisburg and IYC St. Charles, IDJJ officially began the implementation of PBIS at all IYCs in 2014.^{xxi}

Though previously limited to the school settings in IYCs Harrisburg and St. Charles, IDJJ's implementation of PBIS in 2014 expanded to include all settings where youth interacted on a daily basis, which includes their housing units, vocational programming, and dietary, among others. According to IDJJ documentation on PBIS, each day is segmented into fourteen periods, and youth earn points throughout the day for good behavior. At the end of each of the fourteen hourly periods, staff are to notify the youth of the amount of points earned and the justifications for them. Youth may earn up to two points in each of these periods. During these discussions with staff and youth, it is intended that the staff focus on youth's positive behavior. The amount of points earned throughout the week determines a youth's behavioral level, which indicates differing levels of privileges in the housing unit.

Youth can be placed on one of four levels, with level 3 being the lowest level, which is the level of all incoming youth at the facility, to Honors level. A youth's points earned during the week determine their level for the subsequent week. Points dictate how many commissary items youth can purchase at the facility. Points earned through PBIS can also be redeemed at the PBIS store.

In theory, the model of PBIS, if adopted by staff, will change the culture of the institution whereby staff and youth care for one another, and staff focuses on a youth's strengths and positive behaviors. The documentation on PBIS does not address the use of restraints or solitary confinement, nor does it appropriately address problematic or disruptive behaviors that cannot be contained as a result of the loss of points. An additional policy of youth interventions has been enacted to address those youth who may need a coordinated team effort to manage behavior. Youth who are designated as requiring "targeted" or "intensive" interventions are discussed in multidisciplinary staffing meetings where an intervention plan is assigned for the specific youth and implemented. According to IDJJ policy, these interventions may include the following: specialized interventions for youth,

PBIS is a behavioral management strategy based on providing incentives for good behavior as opposed to concentrating efforts on negative consequences for bad behavior.

A key component of this program is offering incentives that are both achievable and desirable to the population to which they are offered.

individualized incentives and more individualized goals, the exploration of alternative responses to discipline, the creation of a behavior plan reflecting goals, strategies, staff responses to specific youth behavior, criteria for assessing progress, and placement in a specialized housing unit. A youth's progress during these interventions is discussed in the staffing meetings.

Concerning the implementation of PBIS at IYC-Chicago, the administrative staff report that they are following the protocols with fidelity to the model. They report that while staff are following the PBIS procedures, a "culture change" within the facility has not yet occurred. Administrators note that there are staff who maintain the previous mindset, focusing on problematic behavior and

To facilitate further change in the facility among staff and youth, administration has enacted the "Chi-stubs" program which enables staff to directly reward youth for good behavior with a token ("Chi-stub") in addition to the PBIS points earned throughout the day.

maintaining control and order. To facilitate further change in the facility among staff and youth, administration has enacted the "Chi-stubs" program which enables staff to directly reward youth for good behavior with a token ("Chi-stub") in addition to the PBIS points earned throughout the day. Youth can exchange Chi-stubs for tangible rewards, and the administrative staff are currently working on securing donations and funds for items to be used in the PBIS store. The administrative staff noted some bureaucratic difficulties in accessing the available funds through IDJJ to not only provide incentives to youth for positive behavior through PBIS, but also in hosting activities for youth in the facility. JHA recommends that administrative staff continue to work with IDJJ to remove any roadblocks to accessing the funds, as a

rewards-based system for managing behavior cannot work if desirable rewards are not provided. As Professor David Wexler stated in his research and evaluation of such programs, "for the token economy [such as PBIS] to succeed, it is necessary to insure that the items or events purchasable with the tokens are effective reinforcers – in lay terms, that they would be in fact be desired by the patients."^{xxii}

In addition to the PBIS and "Chi-stubs" program, IYC-Chicago is trying to implement restorative justice practices for those youth who engage in disruptive behavior. Restorative Justice is a theory of justice that emphasizes repairing the harm caused by criminal behavior^{xxiii}. Youth at IYC-Chicago earn tickets for offenses within the facility, with three ascending tiers indicating the offense's severity. The second and third tiered offenses involve physical violence directed towards staff, towards another youth, or to property. Sexual misconduct also qualifies as a more severe offense at the facility. With the more severe tiers, such as two and three, time is added to a youth's stay in the facility. Youth may choose to engage in a restorative justice practice to reduce the added time. During orientation, youth are told that a restorative justice practice may be available to them if they commit an offense which adds time to their stay. A restorative justice practice may involve repairing the physical damage to property that they have caused, or being financially accountable for damaged property. A youth who damaged a window, for example, was required to repair the

harm caused by working to pay for the window's replacement. A youth who vandalizes property with graffiti may clean off the graffiti. In the case of assaults, of staff and youth, restorative justice may entail writing an apology letter or undergoing mediation with the youth or staff involved. Community or healing circles, a common practice restorative justice, are not held at the facility as part of the restorative justice practices available to youth. When a youth commits an offense, the adjustment committee at the facility decides what restorative option is available to a youth following an offense. The adjustment committee includes members of the security staff, mental health staff, and teachers, and they decide which restorative practice a youth can complete to both reduce the added time, but also to repair the harm caused by the offense. The youth can then decide whether to participate in the restorative justice practice.

JHA appreciates the use of alternatives to confinement and restraints in the management of youth behavior. Restorative practices not only repair damage done by youth, but it also makes youth accountable for their own actions. However, in speaking with one youth who was engaged in restorative practices as a consequence of disruptive behavior, he felt that the restorative practice was too harsh and was not befitting of the initial offense.

JHA appreciates the use of alternatives to confinement and restraints in the management of youth behavior. Restorative practices not only repair damage done by youth, but it also makes youth accountable for their own actions.

The combination of PBIS, the Chi-stubs program, and restorative justice practices, has contributed to IYC-Chicago's distinction of having the 2nd lowest rate of assaults among the 5 IDJJ facilities. Room confinement is still used, but it must be justified by the youth's behavior according to administrative staff. Youth may be placed into room confinement for four reasons. First, youth may be placed on a "medical hold" to quarantine youth with a communicable infection, or to help youth adhere to a medical directive. For example, a youth who is diabetic may be placed on a medical hold to make them adhere to dietary restrictions. The second reason for room confinement is for youth who are on a crisis status, a status designated for youth who have expressed intentions on harming themselves. Youth on this status are checked every 10 minutes to ensure their safety, and are seen daily by a mental health provider to assess mental health status. The third reason for being held is for a "behavioral hold," which is for youth who are exhibiting uncontrolled and aggressive behavior. Other interventions detailed in the PBIS system must be enacted before initiating a behavioral hold. The behavioral hold lasts approximately four hours, but may end sooner if the youth's behavior stabilizes. The final reason youth may be confined in their room is if youth are placed on investigative status, a term used to describe youth who are under investigation for a significant disruptive event involving multiple youth in the facility. These holds last 24 hours, and if these need to be extended beyond that time frame approval must be sought by the Deputy Director of Operations in IDJJ. In addition, at IYC-Chicago if youth are held beyond 24 hours, a youth's parents are notified.

Recommendations

1. Continue to work with IDJJ in identifying and addressing any barriers to accessing funds within IDJJ to use for the PBIS store. Because research shows that a “token economy” can only be functional with desirable rewards, it is recommended that not only are there available rewards, but that they are desirable to the youth.
2. Ensure that Restorative Justice practices are fully explained to youth and connected to the behavior or issue that is being redressed. Enlist outside practitioners to foster a culture of restorative justice and to help youth become more involved in RJ circles and other meaningful RJ activities.

Education

The administrative staff report that in the 2016-2017 school year, IYC-Chicago had 19 high school graduates, and 9 youth passed their GED exam (General Education Development - a High School Equivalency Diploma program). Though this report was written in the middle of the 2017-2018 school year, the available data for this year indicates similar educational attainment. The consistency in educational progress is noteworthy particularly because IYC-Chicago reported several teacher staffing vacancies, as mentioned earlier in this report, which led to conducting school on a half-day basis at the facility. Because of these shortages, youth’s academic progress slowed significantly. They have five teachers currently employed at the facility, but need 10 to be fully functioning. It is concerning that youths’ educational attainment prospects are hindered by staffing levels. IDJJ is required by the Constitution to provide youth with an education. This is an area where the Department has fallen short for some time. Beyond meeting this requirement, studies show the importance of education in keeping youth from returning to the juvenile justice system and entering the adult correctional system^{xxiv,xxv}.

Studies show the importance of education in keeping youth from returning to the juvenile justice system and entering the adult correctional system.

A. Blended Learning Model

Despite the shortage and youth behavioral challenges, IYC-Chicago has a teacher contracted for each school subject, which enables each teacher to instruct students within their areas of expertise. As with all IDJJ facilities, IYC-Chicago uses a blended learning model for instruction, which entails online-based instruction coupled with teaching staff who provide academic support. IDJJ currently

It may be easier for teachers to instruct classrooms with students grouped by educational level rather than by housing unit.

uses the Pearson Connexus online learning program^{xxvi}, which is an accredited program for students to earn transferrable credits. Under this program, credits earned by youth in the facility go towards earning their high school diploma from schools in any Illinois public school district, including school district 428 which serves all of the IDJJ facilities. Because this program is primarily online-based, the instruction is tailored to the individual's academic progress within each subject area. As

a result, IYC-Chicago teachers may have a classroom of students in a subject area, but the individual students may be working at entirely different grade levels. As the teachers assist the students, they must tailor their support to these various grade levels which requires great intellectual dexterity and creativity by the teachers. It may be easier for teachers to instruct classrooms with students grouped by educational level rather than by housing unit.

To create diversity in instruction, every Wednesday teachers suspend the usage of Pearson Connexus in favor of small group and classroom activities. By engaging youth in small group and classroom activities related to educational content, the teachers are fostering collaborative learning, teamwork, goal-seeking behavior, and are making positive associations between their peers and academic achievement. Teachers also incorporate a larger educational theme for the month into not only their Wednesday activities but also throughout other academic work during the month.

At IYC-Chicago, educational attainment is seen as being linked to success when youth are released. This was best exemplified by the school principal, who stated "Education is the key. If you don't have a High School Diploma or a GED, your chances of getting a job are very low." The path to educational attainment, especially for justice-involved youth, requires overcoming delays and barriers. In one study examining 555 incarcerated male youth in a mid-Atlantic state, youth scored on average about four years below their age-equivalent peers on standardized tests in reading and math^{xxvii}. Additionally, researchers and practitioners have reported that there are disproportionately more students with learning disabilities among adjudicated youth compared to the average school-age population^{xxviii}. In many ways, educational attainment is delinquency prevention, and JHA appreciates IYC-Chicago's comprehensive focus on education for youth.

"Education is the key. If you don't have a High School Diploma or a GED, your chances of getting a job are very low."

IYC-Chicago School Principal

The emphasis on education at IYC-Chicago is also evident on the focus on youth who have not received their 8th grade diploma. Many youth are quite delayed in their academic progress and did not receive a basic elementary education. The educational staff have recognized this gap and have targeted their efforts on helping youth achieve education at an 8th grade level, so that when they leave the facility they can enroll in high school. In the 2016-2017 school year, four youth earned their high school diplomas.

B. School Counselor

IYC-Chicago recently hired a school counselor, whose purpose is to help obtain a youth's transcripts from their "home" school (the school that the youth attended prior to incarceration, which may include schools at juvenile detention facilities) for use in academic placement in the blended

IYC-Chicago does not track the success rate of placement of youth back into their home schools, so we cannot evaluate the effectiveness of the school counselor in the educational reintegration process.

learning program. Additionally, the school counselor assists youth when they are released by facilitating the educational transfer of youth records back to their home school. Students are also given the option of using Pearson Connexus independently when they are released to continue to earn high school credits towards their high school diploma, and the school counselor facilitates in this process for interested youth who have active internet connections at home. It was reported that many youth choose to complete their education online as they do not want to return to their home school, for fear of safety relating to specific enemies or to gang violence in the school.

For those youth who are interested in returning to their home school, the school counselor coordinates with the Aftercare specialist who facilitates the re-enrollment process with the youth and their parent(s)/guardian(s). IYC-Chicago does not track the success rate of placement of youth back into their home schools, so we cannot evaluate the effectiveness of the school counselor in the educational reintegration process.

C. Youth Attending College

Because IYC-Chicago staff have been successful in helping youth achieve their high school diplomas and their GED, they have many graduates who are requesting post-secondary education programs. IYC-Chicago previously had vocational programming, where youth could learn employable skills and trades, including home and boat restoration programs, but this program ended last year. They are also working with their current barber to start a vocational program in their barbershop, but no clear initiation date for this program has been identified.

In the absence of vocational programming, youth who graduate are not offered sufficient in-house training to obtain employment following release at IYC-Chicago. While other IDJJ facilities have partnerships with local colleges to provide on-site vocational programming, IYC-Chicago has instead partnered with a local community college to allow students to attend classes outside of the facility.

At the time of this report, one student completed one semester of instruction at a local college as part of a pilot partnership. In order to minimize distractions in the classroom, the youth dressed in civilian clothes, and one security staff was posted in the hallway to monitor him. The youth was provided with necessary textbooks, a notebook, and a pen. The pilot went well, the student completed his coursework, earned 3 A's and 1 C, and the administration learned valuable lessons on how to navigate issues for future students. One administrative staff likened the process to "building an airplane while flying an airplane." One issue that was identified concerned access to the internet both in and out of the classroom. The IYC-Chicago youth did not have access to a cellular phone, and in some classroom activities students were asked to conduct an online search using their mobile devices. Outside of the classroom, students were also instructed to complete assignments which required them to conduct online research. Administrators monitored access to the internet so that the student could complete and electronically submit his assignments. Based on the outcome of this pilot, 3 students attended classes for the summer session, HA looks forward to learning more about and seeing the expansion of this program on our next visit. JHA commends IYC-Chicago staff in their flexibility and openness in creating post-secondary educational opportunities for youth. This is a big step in the right direction for improving outcomes for youth by supporting truly meaningful educational enrichment and attainment. JHA hopes that other facilities are able to put a similar program in place to connect youth to post-high school educational programs.

JHA commends IYC-Chicago staff in their flexibility and openness in creating post-secondary educational opportunities for youth. This is a big step in the right direction for improving outcomes for youth by supporting truly meaningful educational enrichment and attainment.

Recommendations

1. Because of limited numbers of teaching staff and the benefits of teaching to the same level, it is recommended that to maximize educational impact students be grouped in classes based on educational level rather than by housing unit.
2. Continue to prioritize the educational needs of youth, including expanding and increasing vocational training as well as post-secondary education for all eligible students.

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This report was written by JHA staff. Media inquiries should be directed to JHA's Executive Director, Jennifer Vollen-Katz, at (312) 291-9555 – extension 205, or jvollen@thejha.org

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Since 1901, JHA has provided public oversight of Illinois' juvenile and adult correctional facilities. Every year, JHA staff and trained volunteers inspect prisons, jails, and detention centers throughout the state. Based on these inspections, JHA regularly issues reports that are instrumental in improving prison conditions.

The preparation of this report was supported by the John D. and Catherine T. MacArthur Foundation

MacArthur Foundation

The John Howard Association was the proud recipient of the 2015
MacArthur Award for Creative and Effective Institutions

ⁱ During a review of this report with IDJJ administration on August 8, 2018, JHA was informed that since our visit, teachers have been hired and the institution hopes to launch a full-days' worth of classes in September 2018. We look forward to confirming the full school operation on our next visit.

ⁱⁱ During a review of this report with IDJJ administration on August 8, 2018, JHA was informed that since the visit, IDJJ administration is in discussions to address youth-staff interactions across all IDJJ institutions. We look forward to seeing the productive outcomes from these discussions on our visits.

ⁱⁱⁱ Learn more at: <http://www.storycatchertheatre.org/>

^{iv} We were informed that IDJJ is actively working to institute more programs to promote staff wellness and supports for staff who experience trauma, which include services provided by a meditation and mindfulness practitioner, and a peer-to-peer program support model where staff from other facilities provide support to staff members and also provide referrals to outside counseling and peer assistance programs. We look forward to seeing these procedures implemented.

^v During a review of this report with IDJJ administration on August 8, 2018, JHA was informed that since the visit, IYC-Chicago administrators worked with the landlord of the building and that the water pumps are now accessible to IYC-Chicago staff and the Chicago Fire Department.

^{vi} During a review of this report with IDJJ administration on August 8, 2018, JHA was informed that water temperature varies depending on the season, with an increase in colder water dispensed during winter months.

^{vii} American Bar Association, Standards on the Treatment of Prisoners, Standard 23-3.3 (c) “ (c) Correctional authorities should provide sufficient access to showers at an appropriate temperature to enable each prisoner to shower as frequently as necessary to maintain general hygiene.”
https://www.americanbar.org/publications/criminal_justice_section_archive/crimjust_standards_treatmentprisoners.html

^{viii} During a review of this report with IDJJ administration on August 8, 2018, JHA was informed that the sally port is routinely used for recreation.

^{ix}<http://www.thejha.org/sites/default/files/IYC%20Chicago%20Report%202012.pdf>

^xPeter H. Kahn and Stephen R. Kellert, *Children and Nature: Psychological, Sociocultural, and Evolutionary Investigations*, MIT Press, Cambridge, MA (2002); Joan Packer Isenberg and Nancy Quisenberry, Position Paper of the Association for Childhood Education International, *Play: Essential for All Children* (2002), available at: <http://www.ci.pleasanton.ca.us/services/recreation/gb/gb-playessentials.html>. See also Cecily Maller, Mardie Townsend, Anita Pryor, Peter Brown, and Lawrence Stegler, *Healthy Nature, Healthy People: 'Contact with Nature' as an Upstream Health Promotion Intervention for Populations*, *Health Promotion International*, Volume 21, No. 1, 45-54 (March, 2006) (marshaling evidence demonstrating that contact with nature and the outdoors positively impacts physical health, outlook on life, and stress-reduction), available at: <http://heapro.oxfordjournals.org/content/21/1/45.full.pdf+html>

^{xi} Annie E Casey Foundation, *Juvenile Detention Alternatives Initiative, A Practice Guide To Juvenile Detention Reform, Detention Facility Self-Assessment*, 1-34, 22, available at: <http://www.cclp.org/wp-content/uploads/2016/06/JDAI-Detention-Facility-Assessment-Guidelines.pdf>

^{xixii} 705 ILCS 405/5-750, available at: <http://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=070504050K5-750>

^{xiii} Learn more at: <https://www.asam.org/resources/the-asam-criteria/about>

^{xiv} Following a review of this report with IDJJ administration on August 8, 2018, JHA was provided with written documentation dated May 17th, 2018, which stated that IDJJ administration changed the criteria for enrollment for IYC-Chicago youth into the substance abuse program, as IYC-Chicago was not offering the modifications to the substance abuse program as mentioned in the IDJJ directive dated February 2018. Youth who had previously completed treatment and those youth with lower levels of abuse (as determined by the GAIN assessment) were required to complete treatment in the community. During the call reviewing this report on August 8, 2018, IDJJ administration reported that because of these changes, there is no wait list for the substance abuse program at IYC-Chicago. JHA looks forward to confirming this on our next visit.

^{xv} National Institute on Drug Abuse. "Monitoring the Future Study: Trends in Prevalence of Various Drugs." Retrieved from <https://www.drugabuse.gov/trends-statistics/monitoring-future/monitoring-future-study-trends-in-prevalence-various-drugs>

^{xvi} During a review of this report with IDJJ administration on August 8, 2018, JHA was informed that according to the remedial plan resulting from the consent decree from the RJ vs Mueller lawsuit, it is required that the maximum caseload for each YFS caseworker be no greater than 20 youth.

^{xvii} Learn more at: <https://fostercarerresources.files.wordpress.com/2015/12/cc-inform-workload-management-web-2.pdf>

^{xviii} Unscheduled family visits in IYC-Chicago can occur on the following days and times: Thursday and Friday from 6pm – 8pm, and on Saturday and Sunday from 10am – 4:30pm.

^{xix} Models for Change, "Family Involvement in Pennsylvania's Juvenile Justice System," (2009), available at: <http://www.pachiefprobationofficers.org/docs/Family%20Involvement%20Monograph.pdf>; Joan Pennell, Carol Shapiro, Carol Spigner, Center for Juvenile Justice Reform at Georgetown University, "Safety, Fairness, Stability: Repositioning Juvenile Justice and Child Welfare to Engage Families and Communities," available at: <http://cjr.georgetown.edu/pdfs/famengagement/FamilyEngagementPaper.pdf>; Vera Institute of Justice, "Setting an Agenda for Family-Focused Justice Reform," (2011), available at: <http://www.vera.org/files/FJP-advisory-board-report-v6.pdf>

^{xx} During a review of this report with IDJJ administration on August 8, 2018, JHA was informed that there are 8 security staff, 2 administrative assistants, and one educator who are proficient in both English and Spanish.

^{xxi} Illinois Department of Juvenile Justice, "Illinois Department of Juvenile Justice Annual Report," (2014), available at [https://www2.illinois.gov/idjj/Documents/2014_12_01_DJJAnnual%20Report_Final\(4\).pdf](https://www2.illinois.gov/idjj/Documents/2014_12_01_DJJAnnual%20Report_Final(4).pdf)

^{xxii} Wexler, David B (1973). "Token and taboo: Behavior modification, token economies, and the law," California Law review, 61(1) pp 81 – 109.

^{xxiii} <http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/lesson-1-what-is-restorative-justice/>

^{xxiv} Blomberg, Thomas G., William D. Bales, Karen Mann, Alex R. Piquero, and Richard A. Berk. "Incarceration, Education and Transition from Delinquency." *Journal of Criminal Justice*. 39.4 (2011): 355-365.

^{xxv} Bullis, M., Yovanoff, P., Mueller, G., & Havel, E. (2002). Life on the "outs" – examination of the facility-to-community transition of incarcerated youth. *Exceptional Children*, 69, 7-22

^{xxvi} Learn more at: <https://www.pearson.com/us/prek-12/products-services-teaching/online-blended-learning-solutions/pearson-connexus.html>

^{xxvii}Krezmien, M. P., C. A. Mulcahy, and P. E. Leone. 2008. Detained and committed youth: Examining differences in achievement, mental health needs, and special education status. *Education and Treatment of Children* 31 (4): 445–64.

^{xxviii}Murphy, D. M. 1986. The prevalence of handicapping conditions among juvenile delinquents. *Remedial and Special Education* 7 (3): 7–17.

^{xxix}Rutherford, R. B., C. M. Nelson, and B. I. Wolford. 1985. Special education in the most restrictive environment: Correctional/special education. *Journal of Special Education* 9: 59–71.