

A
HANDBOOK FOR
STUDENTS
AND
FAMILIES



IOWA
JUVENILE
HOME

* Toledo,
Iowa

A MESSAGE TO THE PARENTS

When a young person must be placed in an institution, it is a time for serious concern and realistic fears. The child, the family and social workers involved with the child must all confront the fact that very serious problems exist. No one likes to see children separated from their homes and communities. Yet, separation is now seen as necessary, or even as the only alternative.

In our experience, parents have many conflicting emotions at this time: anger toward probation, social workers, judges; fear for their child's well-being; anger toward their son or daughter's behavior; hopelessness that nothing they or others have tried has helped; hope that perhaps now something will change; guilt that they have failed.

No letter or booklet can resolve these complex feelings. But many parents simply find themselves fearful of the unknown or angry toward a remote and unknown institution which they think will be uncaring and irresponsible to them and their child.

This booklet attempts to help by answering some of the questions that parents have most frequently asked over the years about the Iowa Juvenile Home. The booklet also serves as an orientation handbook for new students. It is, most importantly, an invitation to become as actively involved in your child's program here as possible.

Scientific studies have shown that young people in residential programs have some success when their families are closely involved in treatment. Our repeated experience tells us that children are more likely to succeed when the key adults in their lives are in close support, all working together in the same direction. Children fail when key adults in their lives are in conflict, giving the child conflicting messages, pulling in different directions.

We need your help, if we are to help your son, your daughter. To begin, we need your time and assistance in completing and returning the simple forms being sent to you with this booklet. This information helps us to begin to plan treatment. Secondly, we need you to take time to attend the initial staffing held here at the Iowa Juvenile Home. In this meeting the family, child, community worker, and IJH staff all work together to establish the key goals for your son or daughter's treatment program. This meeting is an excellent time for you to meet our staff, see the facility, and have your questions answered about the program.

Finally, we encourage you to visit often, write your child frequently, and call your son or daughter's counselor any time you have questions or simply want an update on his or her progress.

On behalf of all of the staff here, we are looking forward to getting to know you and beginning to work together.

CLINICAL DIRECTOR
IOWA JUVENILE HOME

RON STEHL
BUREAU CHIEF
CHILDREN'S BUREAU

DEAN LUXFORD
SUPERINTENDENT
IOWA JUVENILE HOME

NANCY NORMAN
COMMISSIONER
IOWA DEPARTMENT OF
HUMAN SERVICES

TERRY BRANSTAD
GOVERNOR
STATE OF IOWA

INTRODUCTION TO STUDENTS

As a new student at the Iowa Juvenile Home, you will have many questions about the institution and about what the next six to twelve months will be like for you. Most* of these questions will be answered by the Youth Services Workers and the counselors in the cottage. This handbook will help answer some of your questions.

Since each student has an individual program and is treated as an individual, the following information must be general. Its purpose is to help you be successful during your stay at the Iowa Juvenile Home.

1. WHO DO PARENTS CALL WHEN THEY HAVE QUESTIONS?

In most cases, you will want to talk to the counselor assigned to your son or daughter. If you do not have the counselor's name, ask for our campus switchboard.

Our switchboard operates 24 hours each day, seven days a week. In an emergency, call at any time. However, counselors work on afternoons, evenings, and weekends. For this reason, calls placed to counselors in the morning hours will usually need to be returned at a later time.

The campus phone number is: 515-484-2560. When you call, please give the operator your name, your son's or daughter's name, and the reason you are calling. They will connect you to the correct person. (Students are employed to work the campus switchboard during day and evening hours).

2. WHO IS RESPONSIBLE FOR A STUDENT WHILE THEY ARE PLACED AT THE IOWA JUVENILE HOME?

Over thirty people may work directly with each student, including: child-care workers, teachers, recreation staff, psychologists, psychiatrists, nurses, administrators, work supervisors, security staff, and volunteers. The counselor assigned to each student has primary responsibility for coordinating all aspects of the student's individual programs. The counselor is the key person for parents and students to contact with their questions and concerns.

3. HOW LONG DO STUDENTS USUALLY STAY AT THE IOWA JUVENILE HOME?

This depends completely on each individual student. Goals are established at each student's initial staffing. Placement dates will depend on how much progress the student makes toward his or her individualized goals.

The average length of stay is seven to nine months. Students sometimes stay as long as two years. Students must be placed when he or she reaches eighteen years of age even though they may not have yet completed their program. If a student is adjudicated as a Delinquent child, the court will set a fixed sentence, which could require their release prior to meeting program goals. However, this is the exception, not the rule.

4. WHO DECIDES WHEN A STUDENT IS READY TO LEAVE THE IOWA JUVENILE HOME?

Once again, the individual student really makes this decision - through his day - to-day behavior and progress.

Only the Juvenile Court has the authority to release a student from the Juvenile Home. A parent, child, Field Service Worker, or the institutional counselor have the right to petition the Court to consider this decision at any time.

Normally, parents, the child, the community worker (FSW), and the Iowa Juvenile Home staff begin planning around placement options at the very first staffing. Normally, we all work this decision out together and the FSW presents this joint plan to the Court. Usually, when there is this high level of agreement and cooperation, the Court will accept the plan.

However, if the student's behavior is not good or if there has been very little progress toward goals, the Court is very likely to not release the student. The work the family has done in cooperation with the institution is often one key factor the Court will consider in determining when a student leaves Toledo and where they will stay after their release.

5. WHERE DO STUDENTS GO WHEN THEY LEAVE IJH?

This, once again, is totally individualized and based on each student's needs and unique situation. This decision is one of the key topics discussed with the child and families at the initial staffing and frequently discussed throughout each student's stay with us.

In general, about one-third of all IJH students are placed at home; about one-third go to group homes; about one-third go to some other setting, such as foster homes, relatives, independent living, the Job Corps, or the Armed Services.

Many students have serious problems with drugs or alcohol and spend 30-90 days or longer in a residential chemical dependency treatment center before going to one of the living situations listed above.

Once again, all recommendations regarding this planning are submitted to the Juvenile Court who is authorized to make the final decision.

6. HOW DO PARENTS SEND MAIL OR PACKAGES TO THEIR SON AND DAUGHTER?

Students may receive mail from the first day they arrive. Address mail to your son or daughter in care of:

Iowa Juvenile Home
701 South Church Street
Toledo, Iowa 52342

Parents are asked to send checks for a student to the Iowa Juvenile Home Business Office, directly. This money is immediately placed in your son's or daughter's personal account. Sending cash through the mail is discouraged.

Incoming mail is not censored or read by IJH staff. Students may be asked to open mail while staff are observing in order to check for contraband. Contraband items include weapons, drugs, or pornography. Be aware that students fairly frequently will voluntarily share the contents of a letter from home with their counselor or counseling group.

The Superintendent, may, by law, discontinue mailing contact between a student and a parent or any other person. This would only occur if the content of letters or general communication was extremely damaging: physical threats toward the child, directly encouraging the student to break the law, etc. If this should occur, you would be notified in writing and all letters would be returned, unopened.

7. MAY PARENTS PREVENT THEIR SON OR DAUGHTER FROM RECEIVING MAIL FROM OTHER PEOPLE.

Sometimes parents request that IJH staff prevent exchange of mail between a student and their boyfriend, girlfriend, another family member, a friend at another state institution. Often, parents have good cause for this concern. However by law, we may not interfere with your child's civil rights in this manner.

Once again, the Superintendent may discontinue mailing contacts only when there is clear evidence that such communication is extremely damaging to the student or frankly dangerous in some way.

8. WHAT IS THE POLICY GOVERNING STUDENTS SENDING MAIL?

There is generally no restriction on letters students mail out from Toledo. Indeed, we actively encourage students to write home and allow them four letters each week at the institution's expense. Outgoing mail is neither read by institutional staff nor censored. However, students sometimes share a letter they are writing with their counselor, voluntarily, for a variety of reasons. Any mail sent to adult correctional facilities is at the expense of the student. Students are not allowed to subscribe to magazines, record clubs, or purchase through catalogues while at the institution.

9. MAY PARENTS TALK TO THEIR SON'S OR DAUGHTER'S BY TELEPHONE?

Students may call only their parents. Exceptions may be approved by the counselor to call other persons for a specific purpose. Students may call their attorney or community social worker (FSW) at any reasonable time.

One in-state call from the student to their family is allowed each week at the institution's expense, and family contact is actively encouraged. Students may receive calls from parents. A call-back may be used to ensure the caller's identity.

Students and parents are requested to limit their calls to one incoming call and one outgoing call each week. Calls are also limited to five minute duration. This is simply a procedure to keep necessary phone lines open and to equalize access to the phones.

All phone calls are private.

Parents are encouraged, whenever possible, to place calls to their son or daughter during late afternoon and evening, or during weekend hours prior to 9:00 p.m. This will prevent distractions during school hours. Also, it provides for cottage staff to be available, if there should be upsetting news from home.

11. HOW SOON CAN PARENTS VISIT THEIR CHILDREN? WHO CAN VISIT?

PARENTAL VISITS: Visiting hours are from 10:00 a.m. - 4:30 p.m., all week long. Parents are encouraged to visit after school hours (3:30 p.m.) and on weekends so as not to interfere with school. Visits may be restricted to the cottage, grounds, or be allowed off grounds based on the student's behavior and the Step System. Parents must sign in at the Infirmary. Visits should be scheduled with the child's counselor to assure that staff are aware when visitors are to be expected. At times, students may be asked to participate in cottage activities, when visitors are present, depending upon program needs for the child. Friends or relatives may not visit without prior approval by the child's counselor.

If visits occur, parents must assume responsibility for supervision during the entire visit.

12. MAY STUDENTS VISIT HOME?

Home visits may occur after a student has reached Advanced Working Step in the IJH Privilege Step System. Emergency visits may be arranged in the case of marriage, serious illness, a death in the family, or other serious family situations. All visits must be approved by both the institutional counselor and the community social worker (FSW).

Visits will begin Friday at 3:00 p.m. and end by 8:00 p.m. on Sunday. In no case will a home visit exceed five nights. Home visits which include out-of-state travel require considerable advance planning to gain written approvals from the other state.

Generally, visits will not be more frequent than every two weeks. Parents are asked to provide transportation. The use of bus travel is possible, but discouraged. No institutional funds are available to assist in transportation expenses.

13. WHAT TYPE OF DISCIPLINE IS USED AT IJH?

Minor disciplines for negative behavior include: verbal reprimands, brief stays in cottage time out rooms, extra work assignments, going to bed early, sitting alone at a table. Physical punishment is not allowed. Depriving students of education, recreation, food or sleep is not allowed. Abusive discipline such as verbal abuse, humiliation, or abuse by peers is not allowed. Normally discipline is assigned in a progressive fashion. That is, less severe disciplines are attempted first, with gradually more severe disciplines following if the student does not respond.

Five classes of negative behavior will result in a student being placed on Special Treatment Status. These are: drug use, physical aggression, runaway, deliberate destruction of property, extensive defiance, or refusal to follow staff direction. Special Treatment Status severely limits privileges. Parents and the Courts are notified by writing at this time. Students may be placed in locked seclusion for serious misbehaviors for up to twenty-four hours.

IJH staff are certified and trained in non-violent physical management. These procedures amount to holding a student with his or her arms immobilized at their sides in response to physical aggression.

In extreme situations, students may be placed in mechanical restraint. This amounts to metal or leather wrist and ankle cuffs, which may be joined. This is not a routine procedure and is used only when there is substantial risk that an out-of-control resident will seriously harm himself or another person. It is normally used only when other procedures (talking, holding, the control room,) are clearly ineffective.

The use of restraints may only occur with approval by the Superintendent or Administrator acting as Superintendent in his absence. Students are released from restraint as soon as they can make a credible commitment to control their behavior and are promptly given a medical check to assure that they have not been physically harmed.

Students may appeal or grieve any decision affecting them. Appeal is to the Superintendent of the Institution. If this is not satisfactory, the student may appeal in writing, through an attorney or directly to the juvenile court or any other authority. At no time will institutional staff interfere with a child contacting his attorney, parent, or community social worker in order to formally exercise this right. It should be noted that students may not be able to immediately contact their attorney due to consequences or out of control behavior. In the case of attorney contact, each student's attorney specifies in writing how and when they may be contacted by the student.

14. ARE STUDENTS LOCKED UP AT THE IOWA JUVENILE HOME?

The Iowa Juvenile Home campus is non-secure. That is, the school and cottage doors are only locked to prevent unauthorized entrance from the outside. There are no fences. However, at the beginning of their stay, especially, staff supervise students very closely. Runaways result in staff and local authorities organizing a search, confronting the student, and returning the student to campus-physically, if necessary. As students progress in their programs and earn more trust, they earn the privilege of leaving grounds unsupervised and other activities where they have very limited staff supervision.

Students may be placed in locked seclusion under the approval of the Duty Superintendent for periods up to 24 hours in response to severe behavior problems. The use of seclusion is documented as part of the student's treatment plan and monitored closely by the IJH Administration. Generally speaking, the use of seclusion is the last step in a sequence of progressive consequences which are used to help a student control their behavior.

15. DOES THE IOWA JUVENILE HOME HELP STUDENTS WITH DRUG AND ALCOHOL PROBLEMS?

Yes. Although IJH is not a chemical dependency treatment center, this is a major program emphasis. Upon arrival, students are provided a detailed psychological assessment regarding drug-alcohol problems. Girls adjudicated Delinquent may be placed in Turner Cottage, a cottage program that works specifically with this problem area. IJH contracts with SATUCI (a community agency) to provide a full time, certified chemical dependency counselor. One staff psychologist is certified in chemical dependency counseling. Volunteers are utilized through our campus AA program. This allows IJH to provide a wide range of specialized group treatment experiences for students who are chemically dependent. In many cases, we recommend that students participate in residential or outpatient chemical dependency treatment, following their gains in this area at IJH.

16, DOES IJH PROVIDE MEDICAL SERVICES?

Yes. Students are served by the IJH nursing staff seven days each week. Nurses make rounds in the cottages at least twice, daily. Staff are trained in CPR. Emergency assistance is available in the local community. IJH contracts with a local physician and dentist who hold weekly clinics and are available more often, if needed. Major medical treatment is provided through the University of Iowa Hospital and Clinics. A student's family is always contacted as soon as possible by the RN in the case of a medical emergency or the need to treat a serious medical condition.

17. DO STUDENTS SEE A PSYCHIATRIST OR PSYCHOLOGIST?

Yes. EACH student is evaluated by both a psychologist and a psychiatrist during the first three weeks following admission. Students also undergo a complete medical examination and battery of psychological and educational testing. A psychologist is assigned to each cottage treatment team and reviews each student's program with the childcare, counseling, and educational staff on a monthly basis. The staff psychologist continues to see about 20% of IJH residents on a regular basis, to supervise their chemotherapy programs. If needed, students may be referred to the University Hospitals of Iowa City for more extensive psychiatric evaluation, observation, or treatment.

18. WHO PAYS THE COST OF MEDICAL TREATMENT?

In most cases, the State of Iowa pays for medical treatment. The following situations may require parent's involvement. If surgery is necessary, parents may be asked to file a claim with their insurance company. Dental work, such as fillings and root canals are provided, but parents may be asked to pay for caps, partial plates, or purely cosmetic procedures. Students who have sufficient funds such as Social Security are responsible to purchase their own eye glasses otherwise the State pays for a standard quality of eyeglass frames. More expensive frames must be paid for by the student or their family.

Families and staff must work very closely together, if the plan is for a student to receive inpatient chemical dependency treatment after completing the IJH program. Rules governing this funding are very complex and often based on such factors as parental insurance, as well as the child or parent's ability to pay.

19. CAN STUDENTS OR PARENTS SEE THE STUDENT'S RECORDS?

According to law, confidential records can be released only by order of the Juvenile Court. Reports and records are kept confidential. Students and parents may request to have records interpreted verbally to them, but may not read the records. Records may be sent to other state institutions or group homes if a student is later being considered for placement there. Documentation is routinely forwarded to the courts and the community field worker. Any other release of information will require written consent by the student and parents. Verbal communication also observes the student's rights to confidentiality.

20. DOES THE IOWA JUVENILE HOME OFFER RELIGIOUS TRAINING?

A Protestant and Catholic Chaplain each visit campus weekly and meet with students individually, by appointment. Protestant services are held each Sunday. At times, students attend local services with staff or community volunteers. Students, of course, are never forced to attend religious programs. Students are never coerced regarding any particular viewpoint or doctrine.

21. WHAT DOES THE FIELD SERVICE WORKER (FSW) DO?

The Field Service Worker (FSW) is the Department of Human Services worker who coordinates each student's institutional program with such important community agencies as: Juvenile Court, group homes, family therapy teams, school systems. The FSW is a key member of the institutional treatment team and no major decisions are made without the FSW's involvement. The FSW has primary responsibility in determining where a student will be placed upon leaving IJH, since the FSW will supervise that placement.

22. WHAT DOES A TYPICAL COTTAGE LOOK LIKE?

Each cottage attempts to provide a home-like atmosphere and surroundings. Between 12 and 22 students live in each cottage. Counselors have their offices in the cottage and take part in daily life, with a counselor on duty each day until 9:00 p.m.

Students are encouraged to individualize their rooms and personal areas with posters, pictures, and other decorations. Each cottage has its own dining room where meals are served. Although food is prepared by dietary staff in the main kitchen, each cottage has kitchen facilities where students can prepare snacks and learn independent living skills. There is a living room with a television set, and comfortable sofas and chairs. Cottages are equipped with recreational facilities such as: outside playing field, pool tables, woodshop areas, arts and craft rooms.

Laundry facilities are in the cottage and personal clothing is laundered there. Showers, tubs, sinks and restroom facilities are provided. Students are assigned locked cupboards to store money and valuables. Cottages are regularly inspected to assure that high standards for sanitation, cleanliness, fire, health, and safety are maintained!!

23. WHAT IS A TYPICAL STUDENT'S DAY LIKE?

Students begin their weekday at 6:30 with breakfast, general cottage cleanup, and preparation for school!! From 7:45 to 3:15 students attend school or their pre-vocational work-study programs, with an hour off for lunch and noon break. Supper is served between 4:30 and 6:00 p.m. Afternoon, evening, and weekend activities are varied. Individual cottages provide special off campus activities such as movies, picnics, camping, fishing, service projects at local nursing homes and special events on campus in which the total group is involved!!

Assigned work tasks are viewed as one means of helping students develop personal responsibility as well as a feeling of pride in themselves, their efforts, and "their" cottage group!!

Counseling is scheduled during evenings and on weekends to avoid conflicts with school. Counseling sessions include small and large group and individual formats. Counseling occurs also in one-to-one or peer counseling sessions based on specific incidents. During these times workers also conduct educational groups in such areas as independent living, social skills, and abuse Sex education is instructed by nursing staff with follow up discussion in the cottages.

Bedtime is governed by the Step System and ranges from 9:00 p.m. to 1:00 a.m. Generally bedtime is 10:00 on weekdays and 12:00 on weekends.

Family counseling is available through most local district offices in the state. For many families this is a useful resource in preparing for a student's rejoining his or her family after a stay at the Iowa Juvenile Home.

24. DO STUDENTS HAVE TO DO CLEANING AND OTHER WORK IN THE COTTAGE?

Yes. Students are expected to keep their own rooms and personal areas clean and orderly at all times. Standards are high. In addition, students are assigned an area of the cottage to clean - usually with a group of peers. Students are also eligible for paid jobs within the living unit such as laundry or kitchen work.

Assigned work tasks are viewed as one means of helping students develop personal responsibility as well as a feeling of pride in themselves, their efforts, and their cottage group.

25. DO STUDENTS RECEIVE NUTRITIOUS MEALS?

Meals are prepared outside the cottage by dietary staff. Cottage staff work to assure that students maintain a balance in the food provided. When necessary, students are placed on special diets, monitored by medical staff, and participate in a general physical fitness program to maintain weight control and good health.

26. WHAT EDUCATIONAL OPPORTUNITIES ARE AVAILABLE AT THE IOWA JUVENILE HOME?

The educational department provides classes at junior and senior high levels in Math, Language Arts, Science, Social Studies, Art, Home Economics, Industrial Arts, Survival Skills, Typing, Physical Education and Shorthand. Classes are team taught based on ability groupings. There is an Area Education Agency satellite office on grounds which provides speci-

services such as: speech and hearing, psychological testing, and social work. For students with special needs, small group and one-to-one remedial classes are offered. Students may be considered for enrollment in the local public school based on academics and behaviors.

Driver's Education classes are part of the school program. When students receive their license, however, their license is held by the institution until they are ready for placement. Upon placement, permission to drive and to issue the license must come from the Field Service Worker

Iowa law requires that students have five 20 minute physical education classes every two weeks. Medical exceptions must be authorized by medical staff.

Students may take special preparation classes and pretest for the G.E.D. They may then be tested at IJH or in their home communities. Students at the institution may receive their G.E.D. at age sixteen.

The Iowa Juvenile Home employs a full time librarian and has a well equipped library in the school. Students may read in the library and may check books out to take back to the cottages. Cottages provide magazines, paper backs, and encyclopedias. Each day, students have structured quiet time in the cottages when reading, school work, or writing letters are encouraged.

Students may also be referred to on campus job sites for such duties as laundry, maintenance, kitchen or switchboard operator. Through Pre-Employment Training students can be placed in community jobs and receive certificates of competency.

27. GENERAL INFORMATION

NONDISCRIMINATION: Students or their families may not be discriminated against due to gender, ethnic origin, religion or physical handicap. This applies to every aspect of institutional living, including work experience, education, discipline, and the right to freedom from other derogatory comments from staff and other clients. The management team of the institution serves as a committee to assure nondiscrimination.

INDIVIDUAL PROGRAMS: Each student is placed on an individual program. This program and its goals are set at a meeting held within approximately thirty days after the student enters. Parents, counselors, community social workers, and the student meet together to establish this program. At this meeting, information is shared and goals are set in the areas of cottage living, recreation, education, and vocational preparation. This meeting is the time for everyone involved to clearly communicate what they hope can be accomplished during a student's stay and what each person must do to accomplish these goals. This individual plan is documented and reviewed each thirty days with the treatment teams who document progress and program changes to the juvenile court.

WEEKLY MEETINGS: Each student meets weekly with the cottage staff, school staff, and recreational staff to discuss problems and progress toward goals. This meeting evaluates the student's performance over the the preceeding week and decides if the week should or should not advance the student in the Privilege Step System.

PRIVILEGE STEP SYSTEM: This program individualizes each student's treatment by awarding increased privileges and increased freedom from direct supervision on the basis of positive behavior toward goals. There are five steps to the program. Privileges affected include: home visits, unsupervised access to grounds and local community, etc'. A student must be at on Advance Working Step to have home visits. He or she will be on Transition Step to be placed. In most cases, exceptions may, on occasion, be granted for earlier placement.

PERSONAL POSSESSIONS AND PRIVACY: Within the limits of a reasonable security, every effort is made to provide personal privacy. To protect against self-harm, students will be thoroughly searched if placed in locked seclusion. Students' belongings and clothing are searched upon their admission, following visits, and following runaway in order to check for contraband. Contraband includes: weapons, drugs, pornographic material, and drug paraphernalia. Similarly, room searches will be made periodically by staff to check for contraband. All searches are conducted with an attitude of respect for the student's person and belongings.

PERSONAL FUNDS: Students may earn money through a variety of in-cottage, on grounds and off campus work programs. We do require that students and their families provide for personal clothing needs whenever possible. When this is not possible, students are provided appropriate clothing. As a security measure, and to protect against theft, students are permitted to carry no more than \$5.00 on their person. Locked cabinets are provided in each cottage for students to store money and valuable items. Individual student accounts are kept in the Business Office. Students may make drafts on this account weekly, with their counselor's approval.

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WEEKLY MEETINGS: Each student meets weekly with the cottage staff, school staff, and recreational staff to discuss problems and progress toward goals. This meeting evaluates the student's performance over the the preceeding week and decides if the week should or should not advance the student in the Privilege Step System.

Parents, students and staff must cooperate that an ensure that an income is deposited first in the Business Office to assure that an accurate record is kept. Note that students with Social Security or other benefits will have funds shifted from parental control to the state.

RESTITUTION: If the student damages or destroys any student's property or state property, they will likely be held responsible to replace the item and reimburse the institution for staff time to repair any damage.

Students may participate in the statewide restitution program on campus with counselor and worker input in order to pay court ordered restitution.

GLOSSARY OF TERMS:

- AA **Alcoholics Anonymous.** An internationally organized self-help organization for chemically dependent people. IJH has AA and Alateen groups on campus.
- ADVISOR The Educational Advisor. Each teacher is assigned a caseload of students so the same teacher is present in staffings, mini-meetings, and other major decisions.
- ADVOCATE A Child Care Worker with a primary role of responsibility with a specific student. "Advocate" may also refer to a one-to-one counseling session or activity with that worker, as in, "I had an advocate with Mr. Smith yesterday."
- ASSESSMENT Usually refers to daily behavioral reports logged by school, cottage, or recreational staff, as in, "I have had good assessments in all areas except Math this week."
- AWOL **Absent Without Official Leave.** This is leaving campus without permission or failing to return from an authorized off campus trip. This is considered a serious rule violation. Planning or discussing AWOL may result in a major discipline.
- CHECK-OUT Weekly request for money from the funds kept in the student's Business Office account.
- CUBBIES Individual storage areas which are locked to protect students' money and valuables.

D. S.

Duty Superintendent.

Administrators who, on a rotating basis, are in charge of day-to-day campus operations in the Superintendent's absence.

F.S.W.

Field Service Workers.

The community social worker who coordinated the institutional program with community agencies, court, and supervised a student on placement.

GROUP

A group counseling session, as in "I need to hurry and be back on campus by two o'clock so I won't miss group."

GROUP PROCESS

A peer counseling program which puts primary responsibility on students to help, support, and confront each other in groups and in day-to-day life.

I.C.P.

Individual Case Plan.

The I.C.P. is a shorthand phrase for the student's individualized program, goals, and objectives in all areas.

I.D.P.

Individualized Disciplinary Plan

The written program for each student's discipline. One part of the I.C.P.

ICE

Isolation.

"Ice" is a student slang term, as in, "I went to ice for a runaway."

I.E.P.

Individualized Educational Plan:
The written school program for each resident. One part of the I.C.P.

I.M.P.

Individual Milieu Plan:
The written program for each student's day to day cottage life. One part of the I.C.P.

INFIRMARY

The building houses the clinical department administration, medical clinic, and psychology department. This building also houses the office and eight secure control center rooms. Most generally, "going to the Infirmary" means transfer to secure seclusion rooms following severe misbehavior in the cottage.

MINI MEETING

Weekly assessment meeting.
When the student meets with the treatment team to review behavior and progress.

NIGHTMAN/LADY

Youth Services Worker:
Who supervise students during the evening hours and wake-up routine when "day staff" are off duty.

PLACEMENT

Release from the Iowa Juvenile Home after completing the treatment program, as in, "I'll be ready for placement in six weeks."
Or a placement recourse; the various living arrangements possible after leaving the Iowa Juvenile Home, as in, "I'm considering 2 placements, the Newton Group Home or with my Uncle John."

QUIET ROOM

A seclusion room in the cottage. This room may be locked, when used for discipline. Or it may be unlocked for a brief "time out" period.

RESTRICTION

A loss of privileges used as a major discipline; as in, "I was placed on cottage restriction yesterday."

SECURITY

Youth Services Workers who monitor campus policy, student activities, and provide crisis intervention support in the case of emergencies or severe behavior problems.

STATUS

Shorthand for Special Treatment Status. The disciplinary step in the Privilege Step System that results from serious misbehaviors. As in, "I'll probably be on status for at least two weeks until I meet my goals."

STATUS A, B, C

Degrees of restriction once a student is placed in seclusion. This status controls such things as access to reading materials and frequency of staff observation.

STEP

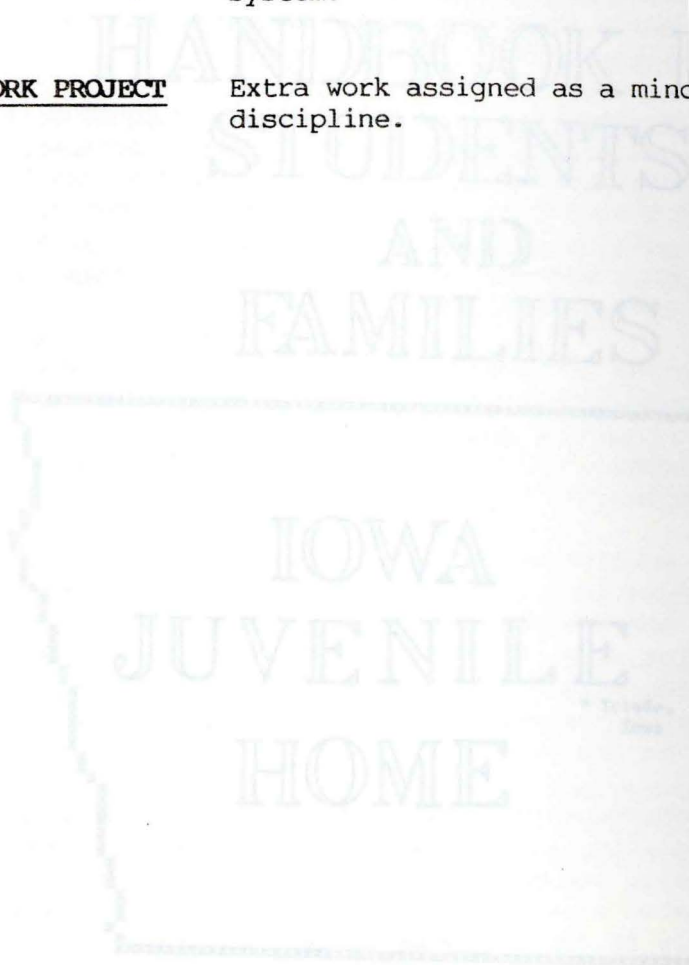
The student's position on the Privilege Step System. The five are Orientation, Working Step, Advanced Working Step, Transition Step, and Special Treatment Status. The terms "steps", "status" and "level" are interchangeable in this context.

T. H. V.

Trial Home Visit.
Weekend visits at home or group homes to maintain family relationships or prepare for placements. Visits are a privilege governed by the State System.

WORK PROJECT

Extra work assigned as a minor discipline.



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