



JTC JUMP PROGRAM

Residential Day School Program



JTC JUMP Program (Juvenile Upward Movement)

JTC JUMP program combines our 24/7 residential treatment program with our non-public, special education therapeutic day school, JTC Academy, in order to provide a comprehensive approach for males from the ages of 12-19 who are displaying problematic behaviors that significantly interfere with academic, home and community life. Problematic behaviors exhibited include bullying or intimidation tactics, verbal and physical threats of violence against staff and peers, destruction of property and partaking or leading mob action and/or other overtly disruptive individual or group behavior. Sexually problematic behaviors, self-injurious behaviors, non-compliance and deliberate ousting of established rules and laws are other behaviors that our JUMP Program addresses.

The JTC JUMP program focuses on decreasing the frequency and intensity of the inappropriate and problematic behaviors, while increasing communication, coping, social and life skills, academic improvements and independence. Low staff to youth ratios at both the residential facility and the school offer structured and personalized learning opportunities. Continuity of care through the use of team-based approaches in the planning and implementing of individualized education programs (IEPs) and individualized behavioral/treatment plans (ITPs) provide consistency, carrying over across all environments while offering a comprehensive approach to residential day school treatment. JTC JUMP students also benefit from having their own bedrooms in the residential setting.

Persons Served

- Age: 12-19 Years
- Gender: Male Only
- Autism Spectrum Disorder, LD, OHI, ID, and ED Programming
- Youth currently struggling at home or in other placements and need intensive therapeutic, transitioning and academic services.
- Youth that have been suspended frequently, placed in juvenile detention centers or jail
- Specialty Population: Mental Health Treatment and Sexually Problematic Behaviors



Length of Stay

Placements can last anywhere from short periods of time (i.e. one semester), up to longer stretches (i.e. multiple years).



Residential Services

Location: Cahokia Heights

- A. Main Location: Has 4 Units/Wings/Teams Serving Male Youth 12-19.
 - Blues-10 Individual rooms w/restrooms
 - Grizzlies-10 Individual rooms w/restrooms
 - Billikens-10 Individual rooms w/restrooms
 - Cards-10 Individual rooms w/restrooms
- B. Cottage
 - 8 Bedroom House
 - Single rooms



Through milieu therapy, we promote a community-based, systematic approach that focuses on positive behavior interactions, interventions and supports within the parameters of a safe, secure and structured milieu environment. Within our milieu environment, our goal is to build self-esteem, teach individual accountability as well as appropriate coping, social and problem-solving skills so that our youth gain the tools necessary to interact appropriately with others in various social settings. Through Cognitive Behavioral Therapy (CBT), our clinicians take a goal-oriented approach at turning previously held maladaptive and distorted thoughts, undesirable feelings and responses, and inappropriate behaviors into those that are more befitting allowing our youth to successfully execute their environment now and in their future endeavors. Our adjunct therapies including ART (Aggression Replacement Training) and TF-CBT provide a complete yet systematic approach to treatment for youth having various treatment needs.



JUMP Program: Educational Services: JTC Academy (On-Site)

JTC Academy was developed out of an intense need for programming that combines academics with therapeutic programming for youth having mental and acute behavioral health challenges that have often manifested into unmanageable, destructive and highly inappropriate behaviors. As a result, youth are often suspended or expelled, inappropriately placed, or placed in programs that only meet part of the youth's needs. Research and statistics indicate that these types of experiences eventually culminate into a life of hopelessness, starting with drop out or falling through the cracks, and leading to a bleak future, a cycle of failure, homelessness and criminal behavior. JTC Academy provides an alternative placement to combat these statistics by providing academic, therapeutic and transitioning services in a nurturing and challenging environment in which all students achieve success, develop personal responsibility, and become lifelong learners.

Implementation of Services

Once a placement has been made, JTC Academy assumes responsibility to implement the entire IEP and collect/analyze data on progress. Although nonpublic schools like JTC Academy will provide the necessary special education services as dictated by the IEP, the placing school district is responsible for development, review, and revision of the IEP. Nonpublic schools and their professional and certified staff will provide educational, clinical, and when appropriate, vocational programming to students. JTC Academy is responsible for developing a curriculum appropriate to the needs of the enrolled students that teaches the branches of education taught to children of corresponding age and grade in the public schools. Transcript credits are agreed upon at the IEP meeting and are accepted by/awarded by the placing public school district. See jtcacademy.com for a thorough description of schools.

JUMP Program: Transitional Components



All students need guidance in order to make the leap from high school to the next step. However, students with various disabilities, need even more assistance because their leap is that much greater. The IEP transition plan is in place to ensure not only that youth will be able to function as adults in the real world but also to increase the likelihood they will pursue post-secondary education. While most schools have programs that address transitioning, the JTC JUMP program has an excellent program that addresses transitioning skills at a much more concentrated and intensive level. Our first step is to have a very thorough and complete transitioning plan individualized for each youth. This plan will start with assessments for job exploration leading to a step by step employment plan including college or other training leading to a career. In addition, youth will participate in other “life after high school” planning and preparation such as obtaining a driver’s license or learning how to use public transportation, planning for and/or securing housing and a plan for adult social/recreational activities all leading to youth advancing to a state of self-reliance, independence and an overall feeling of satisfaction and worthiness.

Component 1: Career/Job Programming/Post-Secondary Education Planning

Our young men will explore various potential career opportunities as well as the resources and requirements to make these careers a reality. Some of these careers may require post-secondary education and/or training that may include a 4-year degree, 2-year degree, certificate and/or licensure, vocational programs, military and basic skill training to prepare youth for these careers. Other career opportunities may only require on-the job training which will then require our vocational training specialists and job coaches to utilize the curriculum and training programs and other requirements of JTC Jump Program.

Component 2: Housing

All our young men will explore various housing options for after high school graduation. Some youth may want their choice to be “home”. However, through the JTC Jump program, youth will need to select one additional option for housing other than just “home” such as on campus housing, living alone, military housing or shared housing. We will investigate many options and also the means for getting housing based on various factors including income level, location and roommate possibilities.

Without housing, youth are less likely to complete their education, find employment, and gain access to health care, all of which jeopardize their ability to make a successful transition to adulthood (Project Discovery).

Component 3: Social/Independent Living and Life Skills Training

Various life skills will be addressed both through the curriculum modules as well as real life experiences. Some of the Life Skills Project Discovery Curriculum Modules Include: Basic First Aid, Showing Respect, Studying Skills, Work Place Bullying, Basic Hygiene, Dangers of Alcohol, Diversity Training, Sales Tax, Discounts and Tips, Self-Determination, and General Housekeeping Tips.

Social/Extra-curricular activities are also an important part of this transitioning component. The overall goal for this category is to keep youth on the correct path so that they have appropriate social lives that do not include crime and drug and alcohol abuse. Therefore, we assist in finding adult team sports, various activities and recreation. Life skills for the telephone, Internet Safety, Problem Solving, Conflict Resolution, Sex Education, Appropriate Boundaries, Healthy Relationships and many more training modules are included in Project Discovery and the JUMP social and life skills curriculum.

Component 4: Transportation

Various modes of transportation will be explored. Driver's education will be taught and youth will take the test at the DMV when ready. Public transportation will also be practiced so that youth understand the very basics of getting from one place to the next. Project Discovery topics that will be covered through the modules include buying a car, leasing a car, and purchasing insurance.

How does a student get enrolled in the JTC JUMP program?

ISBE Approved Nonpublic Special Education Programs such as the JTC JUMP Program are used when the IEP team from the public school has determined that the services the student needs can only be provided in a nonpublic setting. The public school or anyone on the IEP team can suggest various ISBE approved programs that have the potential to meet the needs of the student. However, it is up to the IEP team to make placement determinations and to ensure that the placement chosen is the least restrictive program based on the student's needs. The public school district then sends referral paperwork to the program and requests placement. Once placement is secured, the school district pays the tuition for all special education and related services provided by the nonpublic school program.

Transitional Residential Center and JTC Academy work together in order to provide continuity of care through our JTC JUMP Program. Transitional Center believes that in order to be THE TOP ILLINOIS PROVIDER of quality services and care, TCI needs to hold and maintain the highest expectations and standards of its staff, treatment, programming, care and services provided to youth. All staff, starting with the CEO and COO, to the TCI Admin team and then to direct care staff, frontline kitchen staff, custodial staff and everyone in between should be thoroughly trained in TCI policies and procedures, licensed or skilled in the position assigned to and last but certainly not least, must have a youth-centered approach at everything we do at TCI.

We are happy to answer any questions you may have about our program as well as our intake process. TCI's Clinical Director, Renata Caldwell, is available to answer calls and emails related to the JUMP program and can be reached by email at rcaldwell@jtc-academy.com or by phone at (618) 293-0084, extension 105. You can also contact me as well via email at amy.polt@jtc-academy.com or by phone at (618) 293-0084.

Thank you for considering TCI's JUMP program and we hope to work with you soon to best service youth.

Sincerely,

Amy Polt, TCI Chief of Operations



A licensed and accredited agency