



**OFFICE OF
JUVENILE JUSTICE
LAMOD
STAFF MANUAL
FOURTH EDITION**

2016

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INTRODUCTION

Welcome to the Office of Juvenile Justice. This Office is responsible for youth who have been committed to our care through the court system. We rely on the Vision and Mission of the agency to make centered, thoughtful decisions for our youth.

Mission

The Office of Juvenile Justice protects the public by providing safe and effective individualized services to youth, who will become productive, law-abiding citizens.

Vision

The Office of Juvenile Justice is a quality system of care that embraces partnerships with families, communities and stakeholders to assist youth in redirecting their lives toward responsible citizenship.

Guiding Principles

- | | |
|--------------------|--|
| Honesty | To be honest; do everything with integrity. |
| Achievement | To be outcome-oriented in achieving results consistent with our mission. |
| Versatility | To value, promote and support diversity and cultural competence. |
| Ethical | To be ethical; to do the right thing, both legally and morally. |
| Focused | To be focused on empowering people to succeed. |
| Accountable | To be accountable for the effective and efficient management of resources. |
| Informed | To be informed and guided in our decisions by appropriate and valid data. |
| Team Work | To be an effective and efficient team of professionals. |
| Harmonious | To be inclusive – involve all parties, both external and internal, who need to be part of the process. |

HAVE FAITH: Together we help change lives.

Each and every decision made by OJJ is based on our mission and guiding principles. Decisions are made in the best interest of the youth in our care. OJJ is dedicated to consistent provision of services to youth and families, assisting youth in setting goals, making healthy choices, building positive relationships and creating enrichment opportunities for self-growth. OJJ encourages and promotes a positive environment for youth to grow, learn, develop and become self-reliant.

We Value

- The commitment, expertise and professionalism of our staff.
- The continued safety and care of the youth and the public of Louisiana.
- The families, the community, and other partnerships that instill productive and positive changes in our youth.

We Believe

- All youth are unique, valuable individuals who are worthy of respect and kindness.
- All youth are capable of learning and making healthy decisions.
- All youth should have a safe environment in which to live, grow and learn.

Purpose of Staff Manual

What is this Manual?

- This manual is for OJJ Staff to read and use while working with the youth.
- This manual will help OJJ Staff succeed in establishing positive relationships with the youth as well as other staff.
- This manual has information about LAMOD, which is the therapeutic treatment model used at all OJJ secure care facilities.
- There is information in this manual to assist OJJ Staff in helping youth with their treatment and answering any questions they may have.

We Believe You Are...

- Capable of helping youth make positive change.
- Here because you have the heart and necessary skills to aid youth in their choices.
- Here to help youth find better ways to deal with issues in their lives, not to judge their past behavior.
- Here to give youth a safe place to learn and use new skills.

DEFINITIONS

504 Student – A student with a disability who has a mental or physical impairment that substantially limits one or more of their major life activities. Examples include caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, learning, and working. Special accommodations to the student's program are required. A 504 accommodation plan is designed for each student according to the individual need.

Affirmation – A positive statement used to empower.

Attention Deficit Hyperactivity Disorder (ADHD) – A biologically based condition which first appears in childhood and may continue into adolescence and adulthood. There are three types of ADHD (Inattentive, Hyperactive-Impulsive, and Combined). To be diagnosed with ADHD, a youth's symptoms must be out of the normal range for their age and development.

Check-In – A simple process that takes place several times a day. The staff uses a check-in to assess the well-being of youth and the climate on the dorm.

Circle-Up – A spontaneous event that is used on a regular basis that gives the group a safe way to have important discussions as the need arises. Either youth or staff can call a circle.

Commitment - The amount of motivation and or confidence the youth has to get the task accomplished.

Competence - Skills and job knowledge that a youth has in any given situation, or for any given task.

CORE Programs - Identified curricula that are used in secure care facilities that addresses interpersonal problems that have been identified based on a youth's history and needs.

Exceptional Student – Any child with physical, mental, emotional, social, or learning problems that requires special instruction to take full advantage of educational programs. Students identified as gifted or talented are also included within this definition.

Facility Case Manager – An identified staff member who will provide case management services to include completion of an updated IIP, monthly assessments, summary of staffing form, progress reports, determine custody level and the level of risk of the youth, and counsel the youth individually and in group. The facility case manager may represent the agency in court and provide any other services deemed necessary to meet the needs of the youth.

Genogram - A visual format for drawing a family tree that includes information about intergenerational relationships, complexities of family relationships in addition to information on psychosocial and health status of family members.

Group Leader – An identified staff member who will oversee the treatment process and the safety and security in the dorm, supervise staff assigned to the unit, participate in multidisciplinary staffings, facilitate groups, facilitate team meetings, and coordinate other services as deemed necessary to meet the needs of the youth.

Group Meeting – A key component of the LAMOD process that enables the youth and staff to come together in a safe and therapeutic environment. During this process, the youth will share information and address issues that are important to the group and assist them in making better decisions in the future.

Individualized Intervention Plan (IIP) - A plan of action that focuses on meeting a youth's assessed treatment needs. The IIP specifies core issues, goals and objectives, and the methods used to attain them, including the roles of the youth and staff.

Individualized Learning Plan (ILP) – A plan of action that focuses on meeting a youth's assessed treatment needs. The ILP specifies core issues, goals and objectives, and the methods used to attain them, including the roles of the youth and staff.

Juvenile Justice Specialists – Engages and supervises youth in all daily activities to ensure their safety and the safety of others; acts as a role model facilitating appropriate communication by helping youth to develop suitable problem solving and conflict resolution skills through role modeling and group processes.

LAMOD – A philosophical approach to how we engage, work with and treat youth, staff, families and communities. One of our core principles is the group treatment process.

LAMOD Youth Stages of Development - The four stages that a youth assigned to a secure care facility can advance through while in the custody of OJJ. These stages include: 1) Orientation-Learning and Safety, 2) Emerging-Self Awareness, 3) Adaptation-Applying Skills, and 4) Transformation-Role Model and Leadership.

Lifeline – A therapeutic tool used to map out significant events that occurred in a youth's life from birth to present.

Mentor - A person who speaks on behalf of a youth and looks out for his best interests. The purpose of the mentor is to provide a healthy positive relationship between a staff member and a youth.

Multidisciplinary Team – A team that consists of a group leader, assistant group leader, one of the youth’s teachers (who must be the special education teacher if the youth is receiving special education services), a mental health professional (contracted mental health provider) providing individualized services to the youth, a member of the medical staff who is familiar with the youth’s medical care if the youth is receiving on-going medical treatment (e.g., for chronic health care needs), designated Juvenile Justice Specialist, specialized program representative when appropriate, Service Coordinator, parent, mentor, probation officer, and any other discipline as deemed necessary.

School Building Level Committee (SBLC) – A decision making group that meets on a scheduled basis to problem solve concerns from teachers, parents, or other professionals on individual students who are experiencing difficulty in school due to academic and/or behavior problems.

Senior Team Meeting – A meeting conducted weekly by the facility administration to monitor the LAMOD group treatment process, to address staff issues and concerns, to assess the development of the treatment teams and to promote staff development.

Stage Reduction - Reduced to a previous stage because of consistent and repeated failure to abide by responsibilities of the stage. A reduction in a youth’s LAMOD Stage may only be considered after the youth has been found guilty of a Code of Conduct Violation or has been accepted into the Victory Treatment Unit (VTU).

Probation and Parole Officer/Juvenile (PPO/J) – A staff assigned to a youth both pre and post disposition. The Probation and Parole Officer will provide case management services in accordance with need assessments, as well as monitor, facilitate and participate in services provided by ancillary staff while the youth is in the custody or supervision of the Office of Juvenile Justice.

Special School District (SSD) – Established by the Louisiana State Legislature to provide education to students housed in state facilities and hospitals. SSD, under the direction of the Department of Education (DOE) and the Board of Elementary and Secondary Education (BESE) oversees the educational programs for eligible students at OJJ’s secure care facilities.

Supportive Behavior - Two-way communication, listens, provides support and encouragement, and involves youth in decision making.

Team Meeting – A meeting conducted weekly by the staff assigned to the unit to assess the development of the group and the individual youth, review a youth’s progress and readiness to advance in LAMOD, plan out treatment strategies for the week, and promote staff development and discuss staff issues.

Thinking for a Change (T4C) – An evidence based cognitive behavioral program that incorporates both cognitive restructuring and social skills interventions.

Time-Out – A designated space where a youth is allowed to “cool off” for a period of time not to exceed 59 minutes.

Values – A set of beliefs, ideas and attitudes of a person or social group.

Weekly LAMOD Assessment Meeting - Meeting facilitated by the LAMOD Coordinator to provide feedback to the Facility Director, Deputy Director, Group Leader, and Asst. Group Leader relative to the findings of his/her weekly assessment/audits of the LAMOD Processes for a particular housing unit.

LAMOD OVERVIEW

This manual is to assist you in implementing LAMOD for the youth placed in our care. It is a resource for you to either revisit information, answer questions, or to access materials you may wish to use or duplicate. LAMOD provides the structure and environment for programs to operate effectively. If you implement the programs as they are designed, you will find your job easier to accomplish, with more self-satisfaction and more productive interactions with the youth in both individual and group settings.

As staff of an OJJ youth facility, you need to reflect upon your own feelings, attitudes, and beliefs about the youth placed in our care. We believe that youth, even those who have committed serious crimes, are inherently good and capable of change.

This document will help you to understand the expectations that we have set for youth for various activities. It is important that the expectations for each activity are clearly defined and understood before the activity occurs.

You have the important responsibility of ensuring that we provide a safe and secure environment for youth to grow and develop. Your role is to provide supervision, guidance and direction to the youth. Your job is to learn the best practices available and implement these practices with the youth in your care.

Through the implementation of these practices, you will help the youth make a positive transition back into the community. LAMOD empowers you with effective strategies to intervene in the lives of youth. How you interact with youth will make a significant impact in their lives. As such, your ability to provide them with a caring, concerned, yet firm adult role model will go a long way to impact their attitudes, beliefs, and core values.

What is LAMOD? LAMOD is the catalyst that drives the therapeutic process in Louisiana's secure care facilities. LAMOD is a youth-centered treatment philosophy upon which the culture in OJJ secure care facilities is built, and in which staff provides a learning environment for the youth to grow and develop. The process has four stages that a youth can advance through while in the custody of OJJ. These stages include:

- 1) Orientation-Learning and Safety;
- 2) Emerging-Self Awareness;
- 3) Adaptation-Applying Skills; and
- 4) Transformation-Role Model and Leadership.

LAMOD Core Beliefs

Safe and structured environments are the basis of successful treatment

Youth should have a safe environment in which to live, grow and learn. Their basic needs as well as their physical and emotional safety must be provided for in order for treatment to be successful. A safe environment is created through staff supervision and positive, healthy relationships based on mutual respect with other youth as well as staff.

Services and supports are individualized

The LAMOD process emphasizes that all youth are unique, valuable individuals who are worthy of respect and kindness. Activities outlined in each youth's plan are individualized to cater to his/her level of development. Youth are challenged to reach their full potential, and are provided leadership skills to effect changes to assist them developing character, values, and personal responsibility.

Youth can change

Changes can be difficult but youth more readily embrace change when included in the LAMOD process. The process allows each youth to experience successes while learning from their mistakes. This assists youth in learning to let go of the negative experiences of the past while focusing on achieving new goals.

All youth have positive attributes

All youth have positive attributes. The LAMOD process emphasizes that these prosocial behaviors are positively reinforced. Positive reinforcement is a more powerful behavioral shaping tactic than negative reinforcement. This can be as simple as acknowledging a youth for doing more than required, or doing their part in cleaning the dorm or attending a scheduled treatment program.

Behavior is often a symptom of unmet need

Services are designed to help address behavioral and emotional needs and to assist youth in understanding their behavior as choosing healthy alternatives to negative behaviors. Youth are encouraged to commit to making positive choices, and holding each other accountable through the group process as well.

Youth need others

LAMOD is structured to assist youth in experiencing success through helping others and being helped. Building relationships give youth a better opportunity to belong and contribute to a group and make meaningful choices. Youth belonging to a larger peer group builds a sense of community as well as a sense of accountability.

Families are partners

The family is vital to the treatment process, and family input and participation is essential to the LAMOD process. Effectively engaging and supporting parents is pivotal to successful youth development and facilitating lasting change within the youth and their family.

We recognize that the stages, descriptions, and activities outlined in each youth's treatment plan will be individualized to his or her level of development. We will provide a safe learning environment that will assist the youth in managing their behavior. The LAMOD system will provide leadership skills to effect changes in youth by teaching them responsibility and commitment to make positive choices, which will lead to legitimate pathways in their progression to adulthood. The youth will learn how to use their past experiences as a way to achieve their goals. LAMOD will allow each youth to experience their successes while learning from their mistakes.



WHY WE PRACTICE UNIT MANAGEMENT

As an employee working in an OJJ facility, you will be assigned to work in a housing unit. Within this housing unit, you will be working with a team of individuals to promote the rehabilitative needs of the youth. You will also meet with other professionals at quarterly staff meetings or multidisciplinary staff meetings to discuss the progress of the youth to include medical, mental health, educators, and rehabilitation therapists.

You will be part of a team lead by a Group Leader or other supervisory staff in their absence. Once a week, you will attend a team meeting with your Group Leader and co-workers to discuss the youths' schedule and the progress of each youth in the unit. You will also discuss any other programmatic issues that the team needs to work through. You will prepare for this meeting by completing a Staff Input and Assessment Form prior to the meeting. Your Group Leader will also prepare for the meeting and will record minutes of every meeting.

Your Group Leader will report directly to the Deputy Director of the Facility or his/her designee. He/she in turn will meet with the Deputy Director weekly in a Senior Team meeting to pass along any concerns or issues that your team needs to have discussed.

Although you may rotate among other shifts, this rotation should occur within one unit. You should have an opportunity to meet with these other staff members during weekly team meetings. This will increase staff communication and help you pass on valuable information about youth to other team members. It is recommended that youth remain in one housing unit for their entire stay if possible.

The type of arrangement described above is called Unit Management. Unit Management incorporates the team approach to facility management and promotes cooperation that is more likely to occur in small groups. This type of management also helps to decentralize and delegate authority in a more effective manner. Unit Management relies on continuous communication among staff and between the staff and youth on the unit. The youth and staff follow all procedures dictated by policy and post orders, but also develop further agreed upon norms and expectations. The staff reinforces these policies, post orders, and expectations. As the youth group progresses in their development, the goal is for them to begin reinforcing these expectations amongst themselves under the direction of the staff. You will be learning about the stages of group development in the manual and in the LAMOD training you will receive during orientation. During your LAMOD training you will also have the opportunity to shadow other experienced staff in their jobs before you start working on your assigned housing unit.

It is not only important for you to understand why we practice unit management, it is also important for you to understand that the youth under your care have certain rights. YOUTH RIGHTS are things that youth in our care are entitled to have. It is important that both staff and youth are aware of not only their rights, but also their responsibilities.

PRISON RAPE ELIMINATION ACT (PREA)



The Prison Rape Elimination Act of 2003 (PREA) is the first United States federal law passed dealing with the sexual assault of prisoners. The bill was signed into law on September 4, 2003. PREA defines "prison" quite broadly. Within the context of PREA, prison is defined as, "any federal, state, or local confinement facility, including local jails, police lockups, juvenile facilities, and state and federal prisons." These standards were published in June 2009, and then reviewed by the Department of Justice for approval and passage as a final rule. The National Standards to Prevent, Detect, and Respond to Prison Rape were adopted and became effective August 20, 2012.

The Office of Juvenile Justice is a state government that operates three facility programs and is required by law to adopt and comply with the PREA standards.

The Prison Rape Elimination Act (PREA) was signed into law in September 2003 by the President of the United States. PREA establishes a zero-tolerance standard against all forms of sexual abuse and sexual harassment of incarcerated persons of any age.

For more information please visit: <http://www.prearesourcecenter.org/about>

DID YOU KNOW THAT THE YOUTH HAVE RIGHTS?

In an effort to ensure that the youth's rights are not violated:

1. You shall provide **equal treatment** without discrimination because of race, sex, language, religion, sexual orientation, national origin, political views, and physical, mental, or other disability.
2. **You shall communicate openly, appropriately and respectfully with the youth as long as it does not interfere with the safety and operation of the facility;**
3. **You shall allow the youth to practice their faith** and participate in religious services and religious counseling on a voluntary basis unless a particular practice threatens the safety and order of the facility;
 - You will not REQUIRE youth to participate in any religious activity. These activities are voluntary.
4. **You shall NOT use any form of corporal punishment, physical or psychological abuse;**
 - The Investigative Service's hotline is available at all times for youth and staff to report any claims of abuse. Youth may also report claims of abuse to any staff member.
5. **You should be aware that** youth have the right to refuse to see visitors.
6. **You should NOT hinder the youth from sending and receiving mail or use of the telephone;**
7. **You shall NOT deny youth the access to medical, mental health and dental care;**
8. **You shall allow the youth to have due process in the Conduct Code and other proceedings;**
9. **Daily exercise and structured recreation shall be allowed;**
10. **Adequate food, clothing and shelter shall be made available to the youth;**
11. **You shall not deny youth the opportunity to talk to their lawyer in private at any reasonable time;**
12. **You shall be informed of the rules, procedures, and schedules of the facility in which they reside;**
13. **All youth shall be treated fairly** when decisions are made about them;
14. **You shall not deny youth the opportunity to file complaints** through the Administrative Remedy Process (ARP); to have their complaints answered in a fair and timely manner; and to be free from punishment or mistreatment for filing a complaint;
15. **Remember that the youth's records shall be kept confidential;**
16. **You shall allow youth the opportunity to earn the privilege of having limited personal possessions that are not dangerous to them or to others and do not disrupt programs or activities.**

17. You shall assist the youth in enrolling in one or more of the following programs:

- *Academic school/Hi-SET Preparation; and/or*
- *Vocational Education Classes*

Once youth have completed their Hi-SET or received a high school diploma, they may still be able to enroll in vocational education classes. In addition, youth may be able to enroll in college correspondence courses.

PHASES OF GROUP DEVELOPMENT

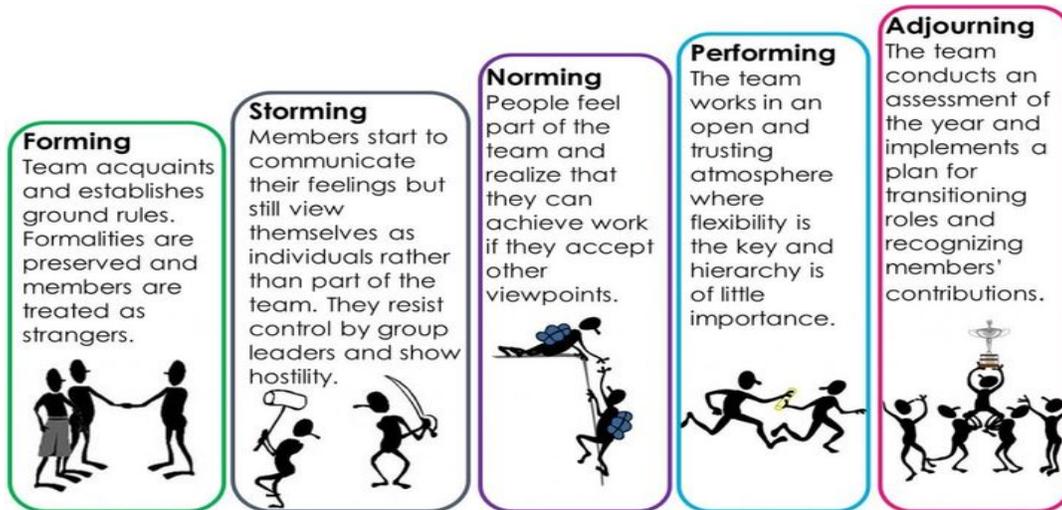
The following **phases of group development** and LAMOD youth stages are meant to be guidelines for behavior. In addition to these guidelines, you must take into account the cognitive, emotional, and behavioral abilities of the youth. These factors should be taken into consideration as the youth works toward stage advancement. In other words, some youth may not have the capacity to achieve behaviors as described and may require accommodations to earn advancement.

You should encourage your youth to join in productive, positive therapeutic groups as part of their stay with us. Their participation in a pro-social group is one of our greatest tools for helping them change their lives for the better. When the group of youth shares positive influence, direction, and encouragement with one another, the youth become a partner in the change process with staff.

As a therapeutic group is formed, each individual youth, as well as the dynamics of the entire group, will transition through phases with observable characteristics. As a staff member working with the youth, you will need to be aware of these naturally occurring phases and help the groups work through them safely. The strength and ability of the group will improve as the members advance in phases.

The phases of group development are Forming, Storming, Norming, Performing, and Adjourning. You will be trained in more detail about these phases, and you are expected to recognize them and adjust your leadership style to meet the needs of the group.

Skills learned at one phase need to be maintained as youth progress through all phases.



The FORMING phase of group development

As new groups are formed or members are added to existing groups, the FORMING phase occurs. As members are brought together there is understandable anxiety about fitting in and being able to work with the group. Many youth are shy, withdrawn, or put up a false front to protect themselves. Youth will often hold back until they know each other better. They are guarded with their comments. No one is exactly sure how he fits into the group. There will be over-dependence on the leader (staff or youth leader). Members of the group at this phase want to be given clear instructions, expectations, and rules.

When facilitating a new group, or adding a new member to the group, you need to be especially friendly, open, and optimistic to help ease anxiety. Make sure you are clear about instructions, expectations and rules, and help the group take part in owning the rules and expectations. Facilitate ice-breakers that create comfort and encourage disclosure. Be encouraging and empowering. Provide structure for the group to interact. Manage participation so that everyone is included. Teach decision-making and effective behaviors. You will need to be highly directive as the group facilitator during this phase.

The STORMING phase of group development

Storming is a normal and expected phase of group development. In this phase, group members experience a difference between their initial ideas about working together in a group, and the realities of working with others. Storming is increased by interpersonal conflict between two or more group members, ineffective leadership, problems understanding treatment goals, and problems with rules or expectations. During the storming phase it's common for group members to feel

dissatisfied with their dependence on someone else's authority, most often the group leaders. Don't take this personally, as it is normal. It is not unusual for members to challenge or even reject the leader, and the group at this phase. Power struggles may also take place among members who may be competing for authority.

Storming is the most difficult phase to facilitate because feelings and tensions are running high. Be careful in handling situations that may arise. Storming demands a high degree of assertiveness from staff. Stay calm! Create an environment in which people can safely express their feelings and concerns. Point out to the group that there is conflict that needs to be addressed, and CAN BE addressed. Help the members identify the issues and solve them together. Invite input and feedback. Intervene quickly to address aggressive, unsafe behavior. Assertively referee heated discussions. Train members in group skills (group problem solving vs. individual problem solving). Facilitate communication. **DO NOT IGNORE THE PROBLEMS THAT ARISE.** As the group facilitator you will still need to remain highly directive and also provide high support to the group during this phase.

The NORMING phase of group development

Norming is a transitional step toward the most productive step yet to come. The group is starting to look like a team. In norming, the group confronts its problems and resolves them. The agreed upon resolutions become the new norms (customs/standards) for the group. During norming, members of the group face their issues, accept feedback and take action. This results in improved group performance.

If you taught the group how to give and receive feedback in the storming phase, you will really enjoy the product of your hard work during these final phases. In the norming phase you can be much more neutral and rely mostly on your delegating and coaching skills from the sidelines. The group members are able to take much more responsibility at this point. You should continue to encourage problem identification and problem solving. Invite the group to give input and feedback. Offer skills training and support to group members. Support members while they make improvements (i.e. shaping). Share more of the "power" of leading the group with the youth. Mediate personal clashes as they arise. Coach and counsel individuals. Encourage others to take on specific leadership roles and tasks. During this phase the youth should be self-motivated and able to give themselves direction in following the expectations and rules, and you do not need to be as highly directive.

The PERFORMING phase of group development

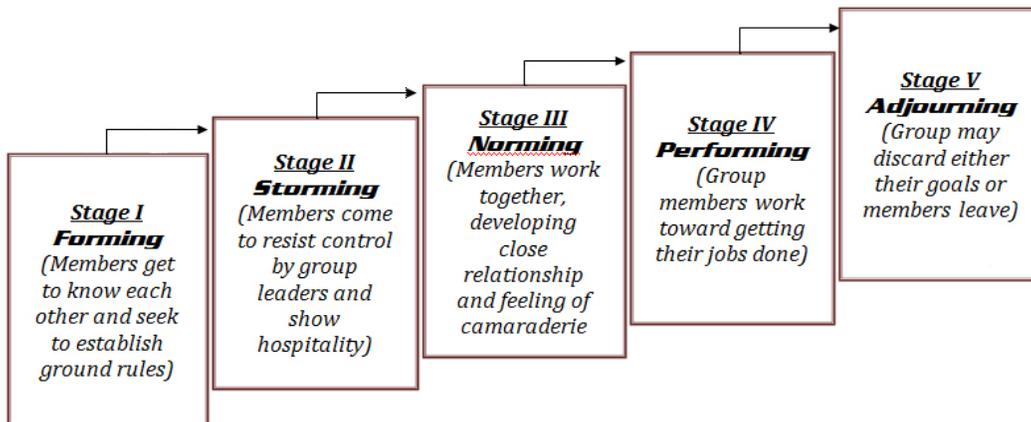
If NORMING was managed successfully, the group should enter into a period of improved performance. By this phase, conflicts have largely been resolved between group members. Group members are ready to focus on their work without distraction. Everyone wins here. Productivity increases and so does morale.

In **PERFORMING** groups everyone shares power by rotating leadership roles. The staff, as the “official leader” is treated as a valued member of the group. Everyone behaves in a supportive way. All members take turns facilitating. The group evaluates and corrects continuously. Members feel committed and bonded. Decisions made are typically high-quality. Time and resources are used efficiently. Conflicts are seen as constructive debates and opportunities to learn, rarely getting heated or aggressive.

The staff will find that the easiest group of youth to manage is a high-performance group because the members have learned to manage their own conflict, and have developed interpersonal skills. But that doesn’t mean your job is over. You will still need to collaborate with the group and get their input, share facilitation duties, offer expertise and skills to the team as needed, help the team reward and celebrate success, and offer to observe and give feedback to further improve the group and their teamwork!

The ADJOURNING phase of group development

This is a time of mixed emotions. Youth and staff are excited about the progress made both individually and as a group. They will also experience concern and anxiety about letting go and the changes to come. Many youth may even display problem behaviors described in earlier phases to try and communicate that they are not really ready to let go and move on from the group. The group and the staff should be supportive, and in a constant mode of reminding the youth of all the skills they have learned to help them succeed beyond the group. These reminders should be clearly communicated by the group as they discuss what has been learned and how to apply the skills in the “real world”. This is a time of support, maintenance, and planning for new opportunities to apply the skills learned from the group. The members who are departing, and the members who remain in the group will experience the stages of grief. It is critical that a sending off ceremony, celebration, or other ritual or rite of passage is completed by the group at this point for sending off the entire group or any of the individual members. You may even want to review the stages of grief to allow the youth to understand their feelings and possibly work through other grief issues they may be struggling with.



As the group goes through certain phases, the youth are individually expected to meet certain expectations in order to advance in the program through different stages. Each stage has its own set of expectations, and the youth group and the team will vote on whether a youth should advance. **The stages are as follows:**

LAMOD YOUTH STAGES OF DEVELOPMENT

Stage 1: Orientation-Learning and Safety

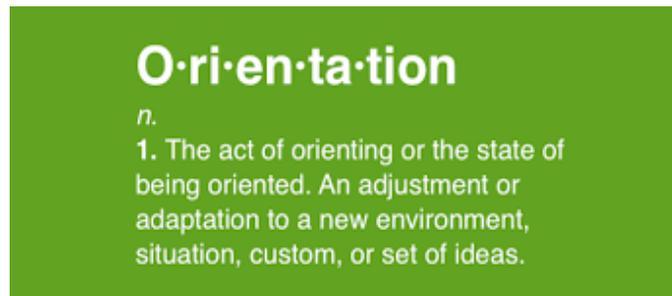
Stage 2: Emerging-Self Awareness

Stage 3: Adaptation – Applying Skills

Stage 4: Transformation – Role Model and Leadership

For each stage of development, you should have certain expectations that you expect your youth to meet. As the youth advances, the stage expectations cumulatively increase. For example: Whatever the youth must do in Stage 1, they must also do in Stage 2 plus additional expectations.

Stage 1: Orientation – Learning and Safety



In this stage you can help set the tone of how the youth's experiences will be in the program. They may need more attention and guidance until they become familiar with the program.

You must set clear expectations and assist the youth in following through with all program expectations. In this stage you should expect your youth to:

1. Attend group meetings, and participate when comfortable without being disruptive.
2. Attend school, show effort, and put into practice classroom expectations.

3. Follow directions of staff.
4. Get to know group members, staff, daily routine, and surroundings.
5. Maintain personal hygiene, and proper, neat appearance.
6. Get to know what is in the Youth Packet.
7. Get to know and accept what is expected of them for all activities, programs, and procedures.
8. Get to know their Rights and Responsibilities.
9. Show respect for staff and peers.
10. Write in their personal journal every day.
11. Begin participation in some Restorative Justice activities.
12. Be compliant with all medication prescribed.
13. Begin working with staff to develop an initial Reintegration Plan/Transition Plan.

Stage 2: Emerging–Self Awareness



Youth Expectations:

Self-awareness is a term used to describe a person's acknowledgement of his or her strengths and limitations. Self-awareness is a cognitive process requiring integration of information from both external reality and inner experience. It is having the capacity to perceive the self in relatively objective terms while maintaining a sense of subjectivity. Self-awareness involves an interaction between thoughts and feelings. It is this subjective or affective component that distinguishes self-awareness from self-knowledge. Self-awareness involves the ability to determine one's future state, or set realistic goals for the future. Self-awareness may also be called 'metacognition', which refers to a person's ability to be aware of his or her own cognitive functions, or 'knowing about knowing'. Metacognitive functions include the ability to self-monitor and self-correct behavior. Self-awareness relates not only to awareness of cognitive abilities, but physical, social, and communicative functions as well.

In this stage you should assist your youth in:

1. Beginning to identify their family's strengths, expectations, and problems they may have;
2. Being comfortable enough to talk about why they are here;

3. Feeling that they can talk openly and honestly with the group and staff about themselves and their feelings;
4. Learning about diversity. You should be teaching the youth to have tolerance of others by accepting staff and group member differences;
5. Show the youth how to be flexible by being willing to work with others in all areas.
6. Explain the importance of attending, participating in, and completing work in school.
7. You should be an example for your youth. You should expect the youth to respect and participate in group sessions, activities, and treatment.
8. It is imperative that you assist the youth in using appropriate communication skills in order to give and receive feedback.
9. Explain what an Individual Learning Plan (ILP) is. Assist your youth in learning and meeting their ILP goals.
10. During mentoring sessions you should help the youth to identify and prioritize Core Issues.
11. Assist your mentees in choosing, completing and presenting an activity to the group for at least one of their core issues.
12. Work with your mentees to finish their personal inventory, collage, lifeline, genogram, and critical life events.
13. Assist your youth with beginning and presenting their genogram and lifeline to group.
14. Help your youth to begin to give and accept support and positive recognition to and from others.
15. Assist with the continuance, expansion, and review of their Individual Reintegration/Transition Plan.
16. Teach your youth to begin facilitating circle ups.
17. You should always encourage your youth to continue to show improvement in school performance and maintain classroom expectations.

Stage 3: Adaptation-Applying Skills

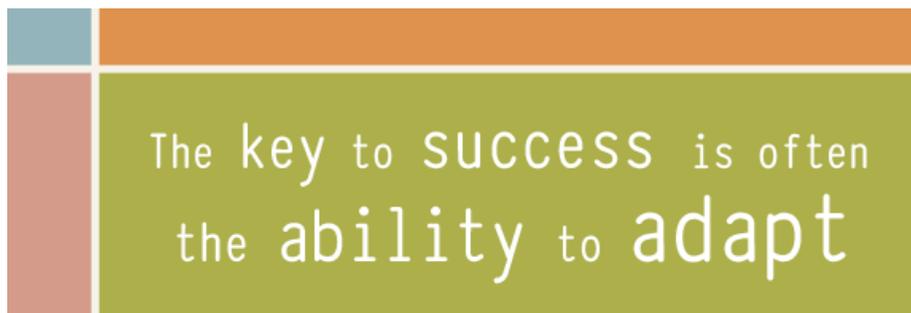


Adaptation is a term referring to the ability to adjust to new information and experiences. Learning is essentially adapting to our constantly changing

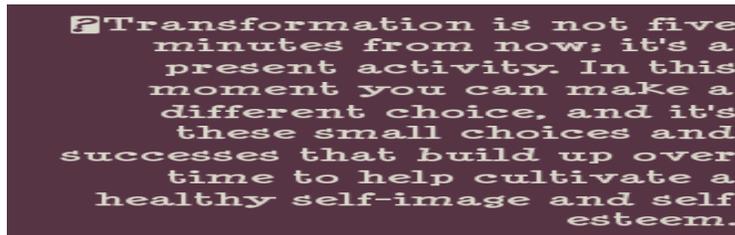
environment. Through adaptation, we are able to adopt new behaviors that allow us to cope with change.

In this stage you should assist youth by:

1. Continuing to conduct community or Restorative Justice Projects as assigned by group leader.
2. Talking about why they are here and how it affected others.
3. Identifying and sharing feelings. Youth should learn the difference between thoughts and opinions.
4. Teaching alternative ways for showing both positive and negative feelings.
5. Continuing to explore and develop their aftercare plan.
6. Encouraging youth to share with the group the information they have learned about themselves.
7. Helping group members meet expectations and responsibilities.
8. Being an example of good hygiene and encouraging them to do the same.
9. Teaching leadership and good behavioral skills.
10. Teaching the youth to hold group members accountable who do not show respect for staff and others.
11. Teach the youth to facilitate circle-ups, give others help, and accept help from others.
12. Teach the youth how to perform assigned tasks independently.
13. Recognizing mistakes and destructive patterns used as coping skills and correct them.
14. Be considerate of fellow group members' feelings, showing them you accept, respect, and value them as individuals.
15. Continuing to review and expand their Reintegration/Transition Plan, and present plan to family, staff, group leader and probation officer.
16. Assist the youth in writing a letter to a family member or parent (not to be mailed), consisting of appreciations, concerns, needs, and expectations, and process the letter with the group.
17. Teaching them to show a willingness to work on family issues while showing sensitivity to family members' feelings; accept, respect, and value each member as an individual.



Stage 4: Transformation – Role Model and Leadership



Transformation is not five minutes from now; it's a present activity. In this moment you can make a different choice, and it's these small choices and successes that build up over time to help cultivate a healthy self-image and self esteem.

Transformation refers to a fundamental change in the character or the life of an individual. It can be summed up as a change in form, appearance, nature, or character.

In this stage you should assist Youth by:

1. Teaching them to model responsibility, understanding, and concern for self and others.
2. Encouraging the youth to continue to discuss problem areas and feelings with their family/probation officer.
3. Teach the youth to know and follow expectations with little help from staff and peers.
4. Teaching them the skills needed to cope with change, failure, and disappointment.
5. Demonstrate leadership by being supportive of staff decisions.
6. Show the youth how to provide encouragement and positive recognition to others.
7. Assist the youth with evaluating and finalizing their Reintegration/Transition Plan, including plans for health care, mental health treatment, their education, vocational training, and employment upon release with their family and probation officer.
8. Help the youth to write a letter to themselves, to be delivered to them one month after being released, reminding them of the skills they have learned to deal with core issues.

STAGE REVIEW SCHEDULE

Staff will continually review the youth's progress while in our care. Upon the youth's arrival, he will be placed on the Orientation Stage. If a youth is transferred from one facility to another for non-disciplinary reasons, he shall remain on his current stage.

Prior to the Staff engaging in a formal review of a youth's stage, the following must occur:

1. The youth will initiate the process by completing a Youth Stage Petition Form.
2. The youth group in the unit will review the petition in one of the group meetings, in the Group Leader presence, by voting on whether this youth met all of the expectations of his/her current LAMOD stage. If the JJS/Staff was present during the youth group meeting, he/she should make sure that the Group Leader agrees with the decision, unless he/she is acting in this person's behalf in the case of an extended leave of absence.
3. If the Group Leader does not agree with a recommendation by the youth group to advance the youth's stage, the youth's petition is not brought before the staff team.
4. If the youth group votes to deny advancement, and the Group Leader does not agree with the youth group's denial of advancement, he/she can override the youth group's decision, and bring the youth's petition to the next available team meeting for consideration.
5. If the Group Leader agrees with or opposes the stage advancement, he/she will write the reason on the Youth Stage Petition Form, and a copy will be given to the youth and filed in the youth's hard copy master record in Clip II.
6. If the Group Leader agrees with a recommendation for advancement, the youth's stage petition is then brought to the next available team meeting for consideration by the staff team.
7. If the Group Leader agrees with a recommended stage advancement by the youth group, or overrides a youth group's decision to deny advancement, a Team Meeting Stage Consideration Worksheet is brought to the next available team meeting and the staff team will come to an agreement by majority as to whether the youth will advance.
8. If there is an even number of staff and there is a tie in the vote, the Group Leader will make the final decision.
9. If during the team meeting the majority of the team votes in opposition of the Group Leader's recommendation for advancement, the Group Leader can complete the section on the form that indicates that he/she wishes to override the team's

decision. The Team Meeting Stage Consideration Worksheet will be completed at the team meeting, and will still be reviewed at the next Senior Team Meeting despite any override recommendation made by the Group Leader.

10. At the next available Senior Team Meeting, the Facility Director will make the final decision and his/her decision will be documented on the Team Meeting Stage Consideration Worksheet and filed in the youth's chart in Clip II.

A stage reduction recommendation to the Facility Director is to be considered by the Group Leader and dorm team in the following circumstances:

1. A youth has been found guilty of a Code of Conduct Violation.
2. A youth has been accepted into the Victory Treatment Unit.

Instead of the Code of Conduct Committee, the dorm team will vote on a stage reduction, utilizing and completing the Team Meeting Stage Consideration Worksheet.

STAFF RESPONSIBILITIES BY STAGES

Review Schedule: Once the youth in the group have voted to accept a youth's stage petition and the group leader approves of the decision, schedules of upcoming reviews will be published and distributed to the appropriate staff for the upcoming team meeting. The group leader or designee will chair all review sessions during team meetings. Social Service Supervisors, assigned by the Facility Director or his/her designee at the facility, will conduct monthly audits to ensure that the stage advancement process occurs according to protocol. LAMOD Coordinators will also monitor stage reviews.

The Team May Consist Of:

1. Group Leader or designee
2. Teacher (one of the youth's teachers; Special Education teacher if youth is receiving these services)
3. Designated Juvenile Justice Specialist
4. Mental Health Contractor (if youth is receiving individualized mental health services)
5. Health Care staff (if youth is receiving on-going treatment for chronic health care needs)
6. Specialized Program Representative (if youth is assigned to a specialized program)
7. Youth's mentor
8. Youth's Case Manager
9. Any other program representative deemed appropriate

If a person from the above list is not physically present at the review, written comments or reports using the Staff Input and Assessment Form will be used in the review to ensure education, medical, mental health, recreation, and contract treatment provider or activities are considered. Telephone conferencing may also be used to facilitate participation.



INCENTIVES

If youth are able to advance in stages due to positive behavior, incentives can be given to them at the discretion of the Facility Director after consulting with the unit team.

Some incentives they may receive according to their stage are:

Orientation	Emerging	Adaptation	Transformation
Weekly Telephone Call (Speakerphone)	Weekly Telephone Call	Weekly Telephone Call	Weekly Telephone Call
	Magazine	Magazine	Magazine
	Art Activities	Art Activities	Art Activities
	Group Off-Campus Trip	Group Off Campus Trips	Group Off Campus Trips
	Pavilion/Game Room/Boys Club	Pavilion/Game Room/Boys Club	Pavilion/Game Room/Boys Club
		Personal Radio	Personal Radio
		Tennis Shoes	Tennis Shoes
		Off Campus Team Sports	Off Campus Team Sports
		Off Campus Choir	Off Campus Choir
		Furloughs	Furloughs
		Escorted Absences	Escorted Absences
		Snacks/Treats	Snacks/Treat
		Youth Ambassador	Youth Ambassador
		Fun Days	Fun Days/Family Picnic

CHECK-IN AND CIRCLE-UP

These activities provide staff the opportunity to see how each youth relates to the group. The Check-In and Circle-Up activities are methods to bond the group together, provide an opportunity for the youth to help and support each other, and for the youth to ask for help. Circle-Ups are an excellent way for youth to work through conflict in an appropriate manner, and practice healthy communication skills.

All of the processes elements that you engage in with the youth throughout the day need to be documented to allow your Group Leader, and team members, to have a picture of what was accomplished during the day, and what dynamics occurred on the unit.

CHECK-IN OVERVIEW

Overview

The check-in is a simple, important part of the LAMOD process that takes place several times over the course of the day. During a check-in, the staff inquires about the well-being of youth on the unit. This simple questioning process allows staff a brief glimpse into the emotional state of the youth. It will be important that staff maintain youth interest in checking-in by changing the questions they ask.

Purpose

- To monitor the emotional state of the youth and the group.
- To learn about recent events that may be affecting the youth and the group.
- To create opportunities for on-the-spot problem-solving.

Staff Responsibilities

The Group Leader or another staff member should facilitate the check-in conversation. Other staff that are present should participate in the check-in.

Check-in Facilitator

- Promote a positive, open, and supportive environment.
- Encourage all youth to participate.
- Help facilitate the process.
- Model the behavior you want youth to use (good listening, use of 'I' messages, etc.).
- Monitor youth behavior to be aware of energy levels, attitudes and body language.
- Make sure that any youth's issues are relayed to the youth's mentor.

All staff

- Promote a positive, open, and supportive environment.
- Use eyes-on, ears-on supervision.
- Model the behavior you want youth to use (good listening, use of 'I' messages, etc.).
- Monitor youth behavior to be aware of energy levels, attitudes and body language.
- Make sure that any youth's issues are relayed to the youth's mentor.

Norms

Youth Behavioral Norms/Expectations

- One person talks at a time while everyone listens.
- Everyone participates in the check-in.
- Be helpful, not hurtful.
- Use 'I' statements.
- Be respectful.

Check-in Procedural Norms

- Check-ins should always take place in a safe space.
- Check-ins should take place with the group together in a circle.
- Check-ins should occur during key points during the day (i.e. in the morning before school, after school, at the start of group meetings).



STEPS FOR A SUCCESSFUL CHECK-IN

Pre Check-in Work

Staff should establish regular times for when check-ins take place on the unit (i.e. in the morning before school, after school, at the start of group meetings).

Check-in

The Group Leader, other staff person, or youth will facilitate the check-in. Checking-in will provide all youth the opportunity to say how they are feeling at that time. During the check-in, all staff and youth should assemble in a circle. The meeting starts when the facilitator asks all the youth a check-in question.

Examples of check-in questions include:

- How are you all feeling today?
- How would you describe how you are feeling today based on an animal (i.e. 'I feel like a lion because...') or Television/Sports personality.
- Say how you are feeling today in three words or less.
- State how you are feeling today using only words that start with the letter 'D'.

Key points:

- Everyone will then take turns answering the check-in question. Everyone should participate, though answers will usually be brief.
- During this time, youth should share any major concerns or accomplishments relevant to the question.
- If there are any indications that a youth is upset, staff should always ask follow-up questions to determine why the youth is upset, and how the issue should be best addressed.
- The check-in should only last a few minutes, unless issues that deserve more attention come up. In those cases, the staff may decide to talk about the issues at that time and/or address them in a later meeting (i.e. group meeting).

Post Check-in

- Staff should follow-up on any major issues raised during the check-in.
- Staff should inform specific youths' mentors about any issues that the youth are facing.

Think Check...

At least twice a day on each shift the youth should be brought together and have a Think Check. Think Check-in is similar to a basic check in, but there are a few more details. Typically this can be done at the beginning of the shift and any other time that you deem it necessary. Think check can be done in the unit, in the bed area or even outside. It can be done anywhere and as needed. Below is an example of how this tool can be beneficial.

The youth stands up or steps out and says:

Peter Pan checking in.

My/The Situation is: _____

My Thoughts are: _____

My Risk Thoughts are: _____

My Feelings are: _____

New Way of Thinking is: _____

My expectations for the day: _____

It is the responsibility of the staff to ensure that the youth take this seriously. Youth should be taught that it is okay to express your feeling. They should be made to understand that it is okay not to be happy all of the time. Staff are also responsible for helping the youth expand their vocabulary so that they are able to express themselves.

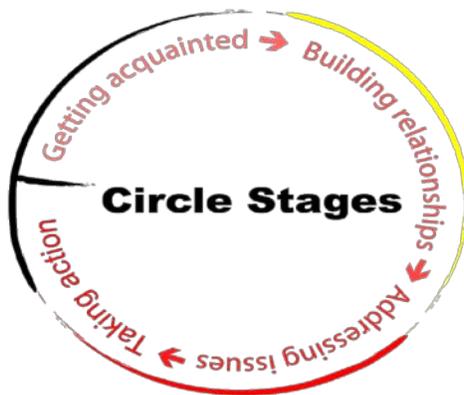
For a listing of “Feeling Words” please visit:

https://www.cnvc.org/sites/default/files/feelings_inventory_0.pdf and

<https://childrenscenter.sa.ucsb.edu/CMSMedia/Documents/ParentSupport/FeelingWords.pdf>



Circle-Up



The Circle-Up is an important part of the LAMOD problem-solving process. During a Circle-Up, the entire group—including staff—form a circle to talk openly and honestly about something that concerns the group. A Circle-Up is a spontaneous event and the process, when used on a regular basis, which gives the group a safe way to have important discussions as the need arises. Anyone in the group can call a circle-up and they may be called for various reasons: to address issues/conflict and to highlight good behavior.

Circles-ups are to be used as a problem-solving or helping tool that may be called during any activity or at any time during the day. Either the youth or staff can facilitate a circle-up. The facilitator opens and closes a session and corrects any group member who is engaging in inappropriate behavior during a session. Circle-ups are not for blaming, shaming, or get backs.

Purpose

- To have open and honest communication within the group.
- To provide a healthy outlet for youth to talk about needs and concerns.
- To highlight and celebrate group successes.

Staff Responsibilities

Though staff will not always be the ones to call a Circle-Up, they will be responsible for making sure that the circle runs smoothly. The Group Leader or another staff member should facilitate the Circle-Up conversation. In high-functioning groups, youth may even run the circle.

Circle-Up Facilitator should promote a positive, open, and supportive environment for the meeting.

- Help facilitate the process.
- Encourage all youth to participate.
- Ask open-ended questions.
- Model the behavior you want youth to use (good listening, use of ‘I’ messages, etc.).

- Monitor youth behavior to be aware of energy levels, attitudes and body language.
- Make sure that any youth's issues are relayed to the youth's mentor.

All Other Staff

- Promote a positive, open, and supportive environment for the meeting.
- Use eyes-on, ears-on supervision.
- Model the behavior you want youth to use (good listening, use of 'I' messages, etc.).
- Monitor youth behavior to be aware of energy levels, attitudes and body language.
- Make sure that any youth's issues are relayed to the youth's mentor.
- Read the observation logs to learn what happened during previous circles.
- Emphasize message that what happens in the circle, stays in the circle.

Circle-Up Expectations

Each housing unit should introduce the following list of expectations for Circle-Up in order to promote a safe, therapeutic environment. (They are the same expectations as those for the group meeting). Furthermore, the Group Leader should write these expectations on a poster to be posted in the group meeting room. Before the start of every group, the group will review these expectations.

The expectations for group are:

- Be helpful, not hurtful.
- Use "I" statements.
- Speak one-at-a-time, listen all-the-time.
- What is said in group meeting stays in group meeting.
- Refrain from feedback on feedback.

Each dorm should also have a list of the basic steps to get ready for Circle-Up posted for reference. Anytime a circle-up is called, the group will complete these steps:

- ***Stop*** what you are doing.
- ***Drop*** your hands.
- ***Circle-Up*** in a safe space.
- ***Participate*** in the circle.

Process Expectations

One major question regarding the Circle-Up is how long it should last. There is no single answer to this question: the length of a Circle-Up will vary, and how long a group spends in a circle will depend on the urgency of the event discussed. The Circle-Up Facilitator may choose to stop a circle and come back later, or end a circle after a certain amount of time, or allow the group to process the event until everyone has finished what they wanted to say.

Other key process expectations include:

- Any youth or staff member can call a circle.
 - Circles should always take place in a safe space.
 - Everyone must feel safe before they leave the circle.
 - Youth should not be allowed to call circles on staff.
1. Once a circle-up is called everyone gathers quietly and in a safe and roomy spot and forms a circle.
 2. The facilitator opens by stating “open up on _____ session”.
 3. Then the facilitator begins the process by announcing:
 - a. I called this circle for/to (state the person and/or problem). The solution to this is _____.
 - b. When you (state the name and problem) I feel _____.
 - c. I called this circle to process (the topic).
 - d. I called this circle to set expectations for (state task).
 4. After the facilitator speaks, other group members are allowed to speak one at a time. The facilitator then calls on staff. Once everyone has spoken and the issue has been resolved, the facilitator says circle out.
 5. Circle-ups should not become a bashing session.
 6. Circle-ups should be focused on one topic. In order to switch topics, the circle should be closed and new one opened.

Rules to remember:

- Be attentive. No speaking out of turn once a circle is called.
- Circles are for helping, not hurting.
- State the problem and a possible solution.
- No cursing, threatening, or any hurting behavior is allowed.

****If you have a problem with staff, you need to talk to them directly.**

STEPS FOR A SUCCESSFUL CIRCLE-UP...



Pre-circle-up Work

- Staff should practice the Circle-Up process in team meetings.
- Staff should practice Circle-Ups with the youth, especially when there are new youth in the unit.

Circle-up Details

There are generally three parts of the Circle-Up process: calling a circle, opening the circle, and closing the circle.

Facilitating a Circle-up

At the start of the Circle-Up, a youth or staff person should state the group's expectations and—"be respectful, use 'I' messages, speak one at a time, etc." Youth and staff may have to be reminded of the expectations during the general conversation as well.

After reviewing expectations, the group member who called the circle tells the rest of the group why they called a circle. **For example:**

- "We finally finished cleaning the unit, but I called this circle to find out what we could have done different that could have cut down on some of the chaos."
- "I called this circle because I just wanted to point out that I witnessed Dante and Steven work through a conflict over by the bookshelf, and I was impressed that they were able to address their issue in a healthy way."
- "I called this circle because John said something to Rob that was hurtful, and I thought it needed to be addressed."

After the reason for the circle is clear to the group, anyone in the circle has the chance to speak on the subject. The goal of the Circle-Up process is to address the question at hand, and come to an acceptable resolution. Everyone should have the opportunity to speak in turn and one-at-a-time. For discussions of issues or concerns, people should not try to 'blame' others. Instead, the discussion should be

about problem-solving and how to do better the next time. It may take time for everyone to come to agreement on the topic of discussion.

During the circle, it will be important for the Circle-Up Facilitator:

- To help direct and facilitate the process.
- To ask open-ended questions, and help move the group process to find its way to the resolution.
- To model the behavior you want youth to use (good listening, use of ‘I’ messages, etc.).
- To make sure that the process stays positive and focused on problem-solving.

Closing the Circle-up

The Circle-Up facilitator should take care to end the Circle-Up on a positive note. At the end of the circle the facilitator should:

- Restate the topic of conversation.
- Summarize what was said.
- Say the conclusion that the group agreed to.
- After staff talk, and a resolution to the problem has been agreed upon, the circle processor says “circle out.”

Finally, the facilitator should talk through some next steps for the group.

Examples include:

- “That was a good circle. You guys really came together to help Dante and Steven work through their issue. Is there anything else we need to discuss before we move on to our next tasks?”
- “Dante, I’m glad you brought those things to the group. We didn’t realize you were feeling that way. Is there anything you need from the group or anybody in the group?”
- “Thank you for pointing out what a good job the group did on their assignments for today. I think we learned that if we work together, we can get a lot of work done. Does anyone want to add any other closing thoughts?”

Post-Circle-up Work

- The Group Leader should be certain to follow-up on any next steps that were discussed during the Circle-Up.
- The Circle-Up Facilitator (and other staff) should make sure that any individual youth’s issues are relayed to the youth’s mentor.
- Mentors should talk about any unresolved issues with their youth.

GROUP MEETING PROCESS



Group meetings are a key part of LAMOD. During the meeting, youth and staff come together to discuss issues that are important to the group and will help the youth to make better decisions in the future. Group meetings should be the place where youth are comfortable sharing feelings and ideas that they would not usually express. Group meetings must: (1) be well-planned; (2) deal with topics of interest to the youth; and (3) be led by a person that helps everyone to participate. Group meetings should take place at least six times per week and should be held at the same time in a comfortable space. Overall, the group meeting is a very important part in helping our youth to succeed once they return to the community. Group should not be interrupted for any reason, unless it is an emergency.

Purpose

- To provide a safe space for youth to discuss issues that affect their lives.
- To address the therapeutic goals of the group process through sharing and support.
- To improve trust and bonding within the group.

Staff Responsibilities

The group facilitator will lead the pre-meeting planning, the meeting itself, and the post-meeting follow-up. All staff should know the meeting topic and support the group meeting goals. Usually the group meeting facilitator will be the Group Leader or the Counselor; however, any staff member can facilitate group. All staff share responsibility to make sure they can be as successful as possible.

During group staff should:

- Promote a positive, open, and supportive environment for the meeting.
- Use eyes-on, ears-on supervision.
- Ensure the group's personal and emotional safety at all times.

- Make sure the subject for the meeting always reflects three qualities: a clear therapeutic goal, strong preparation, and strong staff understanding of the material.
- Be aware of youth's energy levels, attitudes and body language.
- Ask open-ended questions.
- Engage as many youth as possible in the discussions.
- Keep youth interested and engaged in the topic. (If you have to go off-topic to keep them engaged, that is okay.)
- Participate as directed by the group facilitator.
- Use active listening skills.

Group Meeting Expectations:

Staff members should enforce the following list of expectations for group meetings in order to promote a safe, therapeutic environment. These expectations should be posted in the group meeting room. Before the start of every group meeting, the group should review these expectations. **The expectations for group meeting are:**

- Be helpful, not hurtful.
- Use "I" statements.
- Speak one-at-a-time, listen all-the-time.
- What is said in group meeting stays in group meeting.
- Everyone must pay attention. No sleeping or scribbling.
- Staff will provide the materials needed for the meeting. No books, magazines, papers, markers, and other items are allowed in group.

Process Expectations:

The following expectations are important to maintaining the structure and focus of the group meetings:

- The group meeting room (or area) will be a 'special place' that is free from environmental distractions—including phones calls, television, radio—where privacy, confidentiality, and safety can be established and maintained.
- The meeting will last at least 45 minutes (and preferably last around 60 minutes).
- The group will meet in a circle where all youth and staff can see each other.
- Group meetings will not be interrupted by any outside disturbances or responsibilities.
- Staff members outside of the dorm should not attend group meetings without prior approval from the dorm staff and youth.
- Staff will give assignments for group meeting ahead of time, and give a specific date by which the assignment should be completed.
- All assignments should be completed before the group meeting, unless instructed to complete an assignment in group by the group facilitator. Quiet time, free time, and mentor time can be used to complete assignments outside of group time.

- If group members are given an assignment, they must try to complete all assignments in the time allowed. The information should be completed to the best of youth's ability.



STEPS FOR A SUCCESSFUL GROUP MEETING

Pre-Group Meeting

Each week, the staff should take time during the team meeting to discuss the group meetings for the upcoming week. It is critical that all staff ahead of time know group meeting topics.

During the team meeting, staff should:

- Determine the group meeting topics for the next week.
- Discuss how staff will make the meetings engaging for youth, and what assignments youth may need to complete before the meeting.
- Develop a short list of open-ended questions staff will ask youth during the meeting.
- Determine staff responsibilities for the group meetings (i.e. who will run the meetings, who will ask questions, etc.).

The Group Leader should come to the meeting with a general plan for the following week. Initially, the Group Leader (in consultation with others) may simply share the schedule of activities for the upcoming week. Over time, they may give more of these responsibilities to the team.

While the topics of the group meetings will vary greatly from week to week, there are several things that should happen for each group meeting:

- The group meeting leader should assemble all the required materials before the meeting.
- The group meeting leader should be very comfortable with the material and should know ahead of time what types of questions they will ask.
- The group meeting leader should provide any assignments for youth in advance of the meeting.
- Staff should ensure that youth complete group meeting assignments prior to the meeting.
- Just before the group meeting starts, a staff person should place a “Do Not Disturb” sign outside the dorm.

Group Meeting

There are five key parts of the group meeting: (1) the expectations review and check-in, (2) the opening, (3) the topic discussion, (4) the closing, and (5) post-meeting quiet time. Below are descriptions of what the Facilitator will do during each part of the group meeting.

Checking-in

The first part of the group meeting is the check-in. Checking-in provides everyone the opportunity to say how they are feeling at that time and gets them ready to participate in the rest of the meeting.

- All staff and youth sit in a circle.
- The Facilitator should ask all participants a ‘check-in’ question and have youth state how they are doing. Examples of check-in questions include:
 - How are you all feeling today?
 - How would you describe how you are feeling today based on an animal (i.e. ‘I feel like a lion because....’)
 - Say how you are feeling today in three words or less.
 - State how you are feeling today using only words that start with the letter ‘D’.
- During this time, participants should share any major concerns or accomplishments.
- All the youth and staff should check-in.

Expectations/Opening

The purpose of the ‘opening’ is to help prepare everyone for the meeting.

- After the check-in, the facilitator will ask the group to briefly review the five core expectations for the group meeting (as posted in the group meeting room).
- The facilitator should then lead off with a brief statement of the topic for the day and a description of what the group will do.

- The opening may be creative, including a song, poem, short story, video, or various forms of relaxation exercises to help youth get in the right frame of mind for the meeting.
- In more developed groups, youth can participate in group meeting openings (reading a poem, introducing a song, etc.).
- The opening should be short and not take longer than 2-3 minutes.

Topic Discussion

The meeting can be about many different subjects, though it should always reflect three qualities: a clear treatment goal, strong preparation, and strong staff understanding of the material. Most importantly, the topic should be interesting and engaging for the youth.

- The facilitator should ask open-ended questions throughout the session.
- The facilitator should also involve as many youth as possible (though youth will have different abilities based on their developmental levels.)
- The facilitator will maintain a respectful, therapeutic environment in which youth feel comfortable sharing details of their personal lives.
- The facilitator should make sure that all youth and staff are following the expectations for the meeting (use of “I” statements, no harm, etc.).
- While the facilitator tracks the ‘content’ of the discussion, other staff should be observing the ‘process’ and group dynamics—including the participation and interest levels, what support may be needed, etc.—and assisting the leader where necessary.

Closing

The facilitator will lead the closing at the end of the topic discussion.

- The facilitator should clearly review:
 - the topic of the meeting;
 - the challenges that the topics presented to the group;
 - the lessons that the group learned; and
 - how youth can use the lessons in daily life.
- The facilitator may want to have youth participate in the closing, as appropriate.

Post-meeting Quiet Time

Immediately after the closing, youth and staff should have quiet time to write in their journals and reflect on the group meeting. This may help youth feel more closure regarding the meeting and gives staff an opportunity to communicate through written Staff Logs the outcomes and focus areas resulting from the group meeting for incoming staff.

Post-Group Work

- At the weekly team meeting, staff should discuss what went well and what could have gone better at group meetings.

- All staff should talk about lessons learned from the group meeting when working with youth in other settings (other group meetings, activities, etc.).
- Mentors should talk about lessons learned from the group meeting when working with youth in other settings (weekly mentoring meetings, etc.).

Example of the: LAMOD WEEKLY GROUP ASSESSMENT FORM

LAMOD WEEKLY GROUP ASSESSMENT FORM

YOUTH: _____ HOUSING UNIT: _____
 MONDAY: _____ FACILITATOR(S): _____
 GROUP: _____ TOPIC: _____

Level of Participation in this Session		Interaction With Facilitator(s)	
Active participation with constructive feedback		Generally Positive	
Listened with minimal to no feedback		Disruptive	
Completed activity/assignment		Volunteered to assist	
Explain Other:			

Interaction(s) With Group Members		Awareness or Insight Into Situation	
Supportive		Provided useful feedback	
Hostile		Was able to help others understand	
Listens		Newly introduced to subject/idea	
Inattentive /Seemed Disinterested			
Makes fun of others		Makes Fun of Others	
Explain Other:		Explain Other:	

TUESDAY: _____ FACILITATOR(S): _____
 GROUP: _____ TOPIC: _____

Level of Participation in this Session		Interaction With Facilitator(s)	
Active participation with constructive feedback		Generally Positive	
Listened with minimal to no feedback		Disruptive	
Completed activity/assignment		Volunteered to assist	
Explain Other:			

Interaction(s) With Group Members		Awareness or Insight Into Situation	
Supportive		Provided useful feedback	
Hostile		Was able to help others understand	
Listens		Newly introduced to subject/idea	
Inattentive /Seemed Disinterested			
Makes fun of others		Makes Fun of Others	
Explain Other:		Explain Other:	

WEDNESDAY: _____ FACILITATOR(S): _____
 GROUP: _____ TOPIC: _____

Level of Participation in this Session		Interaction With Facilitator(s)	
Active participation with constructive feedback		Generally Positive	
Listened with minimal to no feedback		Disruptive	
Completed activity/assignment		Volunteered to assist	
Explain Other:			

Interaction(s) With Group Members		Awareness or Insight Into Situation	
Supportive		Provided useful feedback	
Hostile		Was able to help others understand	
Listens		Newly introduced to subject/idea	
Inattentive /Seemed Disinterested			
Makes fun of others		Makes Fun of Others	
Explain Other:		Explain Other:	

THURSDAY: _____ FACILITATOR(S): _____
 GROUP: _____ TOPIC: _____

Level of Participation in this Session		Interaction With Facilitator(s)	
Active participation with constructive feedback		Generally Positive	
Listened with minimal to no feedback		Disruptive	
Completed activity/assignment		Volunteered to assist	
Explain Other:			

Interaction(s) With Group Members		Awareness or Insight Into Situation	
Supportive		Provided useful feedback	
Hostile		Was able to help others understand	
Listens		Newly introduced to subject/idea	
Inattentive /Seemed Disinterested			
Makes fun of others		Makes Fun of Others	
Explain Other:		Explain Other:	

FRIDAY: _____ FACILITATOR(S): _____
 GROUP: _____ TOPIC: _____

Level of Participation in this Session		Interaction With Facilitator(s)	
Active participation with constructive feedback		Generally Positive	
Listened with minimal to no feedback		Disruptive	
Completed activity/assignment		Volunteered to assist	
Explain Other:			

Interaction(s) With Group Members		Awareness or Insight Into Situation	
Supportive		Provided useful feedback	
Hostile		Was able to help others understand	
Listens		Newly introduced to subject/idea	
Inattentive /Seemed Disinterested			
Makes fun of others		Makes Fun of Others	
Explain Other:		Explain Other:	

SATURDAY: _____ FACILITATOR(S): _____
 GROUP: _____ TOPIC: _____

Level of Participation in this Session		Interaction With Facilitator(s)	
Active participation with constructive feedback		Generally Positive	
Listened with minimal to no feedback		Disruptive	
Completed activity/assignment		Volunteered to assist	
Explain Other:			

Interaction(s) With Group Members		Awareness or Insight Into Situation	
Supportive		Provided useful feedback	
Hostile		Was able to help others understand	
Listens		Newly introduced to subject/idea	
Inattentive /Seemed Disinterested			
Makes fun of others		Makes Fun of Others	
Explain Other:		Explain Other:	

“I” messages



As important as it is to listen attentively to the youth and their feelings, there are times when it is helpful to share with the youth how you are feeling. It can be difficult to do this in a way that does not shame or blame them when you are frustrated or upset with them. Using an “I” Message is a way to express your own needs, expectations, problems, feelings or concerns to the youth in a respectful way that does not attack them.

Purposes of “I” Messages

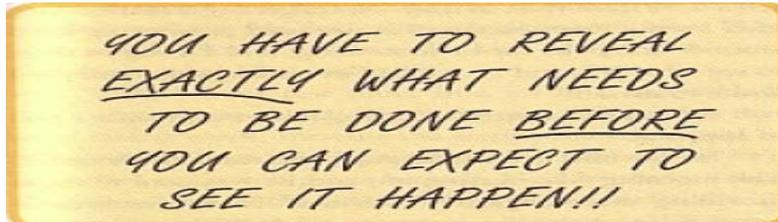
You can use an “I” message when you have strong feelings, especially when the youth’s behavior is not acceptable to you. The benefits of “I” Messages include:

- helping you to get clearer about your feelings as you communicate them to your youth
- modeling healthy ways of dealing with feelings
- providing a way for you to express anger without insulting the youth or diminishing their self-esteem
- informing the youth of your reaction to their behavior
- giving youth the opportunity to be responsive to your needs by acting differently, thus helping your youth to become less ego-centric as they consider the effect of their behavior on other people
- opening the doors to honest communication with the youth
- contributing to a healthy relationship, increase in trust and a sense of connection

How to Construct an “I” Message

- Describe the specific behavior: When I see/hear . . .
- Describe how you feel: I feel . . .
- Describe the tangible and specific effect of the behavior on you.

DAILY EXPECTATIONS FOR YOUTH



Line Expectations

Staff members are expected to move youth in lines when moving from place to place. This can either be single file or in rows of twos or threes. The purpose of moving in a line is to promote the safety and organization in the group. **While in the line the following expectations should be enforced:**

- Youth should be lined up by height.
- Staff should always be able to see all youth at all times.
- Expectations should be set prior to any movement.
- Youth should be properly dressed before movement.
- Talking should not be permitted to during line movement.
- Youth are to face forward at all times.
- Youth should not be allowed to communicate in any way with other groups, units, or staff.
- Youth are not to break from the line. The line should be kept tight at all times.
- Youth hands should be kept at their sides walking normally. Personal boundaries should be respected. While waiting to move, youth should not lean against the staff's desk, walls, or doorframes. There should be no skipping, hopping, dancing, or stomping.

Morning Expectations

- Youth are to be awakened at the scheduled time for that unit.
- Once lights are on, the entire group should get dressed, perform personal hygiene and make beds.
- The staff should require the youth to complete all assigned chores.
- There will be minimal talking unless it is related to the task, chore of cleanup, or hygiene.
- Youth should gather all materials needed for school when exiting the bed area.
- The youth and staff should transition from the bed area to the day area at the same time. The group should not be separated.

- The youth should not be allowed to lounge/lay on the furniture or on the floor.
- It is the responsibility of the overnight staff members to ensure that the youth are properly dressed.
- Youth should be seated in their designated area and quiet in preparation for shift change.
- Only one youth should be allowed in the restroom at a time.
- Staff should log the name and time any youth enters the restroom.
- Youth must be fully dressed upon exiting the restroom.

Clean-Up/Detail Expectations

- Youth should not be in possession of chemicals at any time.
- The staff should be in possession and control of all cleanup supplies.
- Staff members must supervise the youth to ensure safety, thoroughness and teamwork.
- Staff should set clear expectations of what needs to be done.
- Give feedback to the youth based upon their performance and assist the youth as needed.
- Be sure to check all jobs once completed.

Laundry Expectations

It is the responsibility of the staff to ensure that:

- The youth have removed all items from their pockets.
- The laundry is sorted properly
- The washer and dryer settings are correct
- The proper amount of detergent is added to the washer.
- The laundry is returned to its owner
- The washer/dryer is not overloaded
- Only one youth should be allowed in the laundry room at a time.
- Laundry should be completed every day.
- Laundry should be started immediately after showers and completed before shift change.

Shower Expectations

It is the responsibility of the staff to ensure that:

Restroom call must be done prior to showers starting.

- Everyone takes showers each night and has a maximum of 8 minutes in the restroom.
- Youth shower according to the shower schedule.

- Youth be prepared with shower shoes, shampoo, soap, toothpaste, toothbrush, and any other personal hygiene items.
- Youth are practicing safety while in the shower.
- No more than one youth are in the restroom at a time.
- Youth are properly dressed before exiting the shower area.
- If only female staff are present on the housing unit, only one male youth can shower at a time.
- The youth in the unit are quiet so that you hear if there is an issue in the restroom.
- Youth should be journaling during shower time. No TV, video games, or games of any sort should be allowed during shower time.

Meal Expectations

It is the responsibility of the staff to ensure that:

- The youth get their meal, condiments, napkins, utensils, and beverages before sitting down.
- The youth wait until everyone at the table is seated before beginning to eat.
- No talking is allowed in the dining hall. Use proper table manners.
- The youth are introduced to proper table manners.
- Youth are emptying and stacking their trays after eating.
- Youth are not sharing or trading food.
- All youth are required to get a tray.
- No food/snack is removed from the dining hall. Youth must eat their food in the dining hall
- Youth are not getting out of their seat without permission.
- Youth are not focused on other groups or talking to peers who are in other groups.
- Youth are not allowed to wear hats.
- Youth are required to walk around the perimeter of the dining hall. Youth should not be allowed to walk around or through other groups.
- Youth should be allowed a maximum of 20 minutes to eat.
- All youth should be searched prior to exiting the dining hall.

School Expectations

School is in session Monday through Friday year round. School is not in session on holidays that are observed by state employees. **It is the responsibility of the staff to ensure that:**

- The youth complete all assigned school work.
- The youth do not put their heads down or sleep in class.
- Ensure order and security in the school.

- A time is designated water/restroom breaks so that the youth are not walking during class.
- Youth are not mingling with other units while in school.
- The youth do their own work.
- The youth are attentive and participating in class.
- The youth ask for permission to move out of their seat.
- The youth do not remove any supplies from the classroom or the school.
- Staff members should be in the classroom with the youth at all times.
- No radios should be permitted in the school.

Quiet Time Expectations

Quiet time is a chance for the group members to relax after the day's activities and prepare for the night. Youth should take this time to write letters, finish mentor work, or to work on consequences. It is also a time to journal. Staff may also decide to use this time to meet with their mentee. **It is the responsibility of the staff to ensure that:**

- The youth are quiet.
- The youth stay in their own personal areas. Permission is needed from staff to leave their personal area.
- Group members are to respect others and not create distractions.
- If finished with all work, group members may relax but not sleep.
- Group members may not play cards, games, or watch movies during quiet time.
- The youth should not be allowed to lounge/lay on the furniture or on the floor.

**Quiet time may also be used to regain organization and safety.

Free Time Expectations

The purpose of Free Time is to allow the group to relax and not do anything program related. Youth will need to follow expectations during this time. It is the responsibility of the staff to ensure that:

- The youth spend their free time wisely and not aggravate others.
- The youth playing games, show good sportsmanship. Youth should not cheat. Youth should not trash talk. This often leads to problems.
- When free time is over all youth assist in putting the room in order.
- If youth do not have free time, they should work on program work or youth consequences.
- The youth should not be allowed to lounge/lay on the furniture or on the floor.

Sometimes all we need is some personal space and time to release, reflect, and focus on all the amazing things that we have been blessed with in life.

Personal Time Expectations

Personal time lasts 45 minutes and is usually pre-planned on the evening schedule before bedtime. Everyone is involved.

During personal time youth should:

- Be respectful of others' personal boundaries
- Use their time wisely to clean, straighten or organize personal items in their dresser or locker, journal, read, write letters, draw, and complete program assignments
- Speak quietly
- Stay in their own personal area

Journaling Expectations

The purpose of journaling is to record happenings in the youth's life. The Feelings Log is like a diary. Writing in a journal gives an individual the opportunity to express feelings, concerns, and experiences in healthy ways. Journals are personal, giving youth the chance to express themselves in their own way by writing or drawing. Journaling helps youth identify and get in touch with their feelings.

All youth are allowed and encouraged to journal.

Journaling time occurs at given times of the evening. Journaling should take place during quiet time, after group meeting, and during personal time. **Staff will not read youth journals unless warranted by their behavior.**

During journaling time it is the responsibility of the staff to ensure that:

- The youth's privacy is respected and the youth should respect the privacy of others.
- The youth are serious about journaling.

- The youth feel safe and comfortable enough to express themselves freely.
- The youth complete all journal assignments to the best of their ability.
- The youth are issued a new journal when theirs is full.
- The youth are allowed to keep all of their completed journals.
- The youth are reminded to date each entry
- The youth do not treat the journal as extra paper.
- The youth are not required to share their journal with others
- The journals are not left unprotected.

Bedtime Expectations

During bed time it is the responsibility of the staff to ensure that:

- The youth are ready for bed at 9 o'clock Sunday – Thursday and 9:30 on Friday and Saturday.
- All personal hygiene is completed during personal time.
- Youth must ask for permission to get out of bed.
- Youth are not allowed to read after lights out.
- No playing or talking is allowed in the bedroom or after lights out.
- Youth do not have any personal items in their beds. (ex. clothes, books, belts)
- The youth learn to recite their values before lights out. This is a chance for youth to reflect on their day. Youth should not be allowed to interrupt others who are giving their values.
- Youth are not allowed to sit on other youth's beds, lockers, or areas near another youth bed/area.
- Youth should not be allowed to cover their faces while in the bed due to safety issues.
- Youth should be properly dressed in their pajamas at bedtime. Youth should not sleep in their uniforms.
- The radio volume should be minimal at bed time.

Weekly Wrap-Up Expectations

Weekly Wrap-Up should be done on Sunday, and is a chance to get feedback from the youth and the staff on youth behaviors for the past week. It allows group members to set goals and learn where improvement is needed, and where achievements have been made. It should be taken seriously, and not be used as a tool to aggravate or hurt the progress of others. All group members and staff who are on duty attend the wrap-up session each week. Everyone in the group offers a positive comment, and needs to be prepared with comments for each group member.

Weekly Wrap-Up should be treated as a group meeting. All group meeting expectations apply.

Visitation Expectations

Persons Allowed to Visit: Approved family members and caregivers are allowed to visit.

During visitation it is the responsibility of the staff to ensure that:

- All visitors sign the visitors' log.
- Visitors leave at the scheduled time.
- Youth and visitors follow all program policies and procedures during visits to ensure a safe, clean, and organized environment.
- Upon entering the unit from visitation staff should ensure that the youth process each visit.
- Youth must clean the room immediately after visitors depart.
- The youth must not save snacks purchased at visitation.
- All visitors must be searched, according to policy.
- The youth do not interfere with other's visitation.

Special visits approved by the Facility Director will be arranged as agreed to by the Group Leader and the visitors. To ensure the safety of group members, staff, and visitors, rules and expectations must be followed. **Rules and expectations are as follows:**

- Youth are allowed five visitors during visitation. Children under the age of five are not included in the total number; however, children under the age of five shall be kept to a maximum of two.
- Only approved persons on the visitors list will be allowed to visit (no exceptions).
- Once the visit has ended, visitors cannot return to visit a second time that day.

The above is NOT the entire visitation policy. For more details please request a copy of YS Policy C.2.8 "Youth Visitation in Secure Facilities".

Telephone Expectations

During telephone calls it is the responsibility of the staff to ensure that:

- Youth are monitored at all times.
- Youth in the orientation stage will have telephone calls on a speaker phone. Staff should inform the family member before beginning the conversation that they are on speaker phone, and told who is present in the room. Staff should get permission from the parent to continue the phone conversation on speaker phone before proceeding.
- Youth respect the youth that is on a call. It is recommended that the youth have either mentor work or program work to do while telephone calls are going on. No TV, video games, or cards may be used to occupy their time.
- Youth should only contact family members. The approved numbers should be listed in JETS.
- Youth are not to use three way calling. If this is attempted, the telephone call should be immediately ended.
- Special arrangements may be made for youth if their parents or family members are not home at the time that telephone calls are made.

Telephone calls are privileges youth earn that **may** be allowed once per week, for a maximum of ten (10) minutes, as determined by youth's participation in the treatment process. The ten (10) minutes starts when the youth reach their family member.

Mail Call Expectations

It is the responsibility of the staff to ensure that:

- Youth receive their mail. Incoming mail be distributed after the evening Check-in
- Only the designated staff member should be getting and checking the mail.
- Outgoing letters, cards and other items must remain unsealed and turned in to staff for mailing.
- Youth do not write on envelopes. This includes gang symbols, signs and sexual comments.
- Indigent youth receive envelopes and postage necessary to send out a minimum of three personal letters per week, postage necessary to send out approved legal mail on a reasonable basis, and basic supplies necessary to prepare legal documents.

See YS Policy No. C.2.9 "Correspondence and Packages" for all details.

Radio Usage Expectations

It is the responsibility of the staff to ensure that:

- Youth are allowed to possess a personal radio with headphones. This is a privilege that will be earned beginning with the adaptation stage. Some exceptions can be made in specialized housing units.
- Radios will only be allowed during **free time** or time designated by staff.
- Youth are not singing or clapping with the radio or it will be turned off.
- The volume of the radio be kept at a level that will not disrupt the group or other individuals.
- Youth are only allowed to have radio sets that are purchased from the canteen.

Television Expectations

It is the responsibility of the staff to ensure that:

- The television is **only** utilized for treatment, programmatic and educational purposes. However, the group leader may decide to use it for special events or free time activities that promote the treatment process.
- Television is restricted if the group is exhibiting inappropriate behavior.
- The remote is never in the possession of the youth
- The youth are not controlling the television
- Unless otherwise stated by a supervisor, television may be permitted Friday 7pm - Sunday 8pm.
- The youth should not be allowed to lounge/lay on the furniture or on the floor.

It is the responsibility of the staff to ensure that:

- Borrowing, gambling and lending is prohibited.
- Each youth is allowed to fill out a personal inventory of items upon arrival.

Clothing Expectations

- Only approved clothing items are allowed.
- Clothes and other items should fit in youth's assigned dresser or locker. Only one pair of personal shoes is allowed. Youth may earn the right to wear his own shoes after completing the Emerging Stage (maximum value of personal shoes will be ninety dollars (\$90.00)). The colors of the tennis shoes must be black, white, gray or a combination of those three colors.
- Inappropriate logos (sex, gangs, alcohol or drugs) are not allowed.
- Youth must wear uniforms at all times. Youth may be allowed to wear special weekend attire.
- Youth pants should not sag. Shirts will be tucked in, and belts will be worn.
- Tennis shoes should be properly laced and tied.
- Youth should not be allowed to wear clothing that is written on, torn, cut or altered. Youth should receive a Code of Conduct Violation for property destruction if clothing is altered/damaged by the youth.

Haircut Expectations

Youth will be given regular haircuts during their commitment. Their hair should be kept in a neat and clean manner at all times. No lines or designs may be cut into the hair or scalp. No dyes, tints, bleaching or coloring of hair is permitted. If the youth is in need of a haircut, the request should be given to the Group Leader so it can be scheduled.

Males:

- Hair may not be longer than ½ inch while you are housed at facility
- Hair may not touch your ears or your collar.
- Sideburns will be cut neatly along with your hair.
- No facial hair is allowed unless medically approved. If approved, it can be no longer than ¼ inch and neat.

Off Campus Trips

Off campus trips provide an opportunity to develop proper social skills, keep youth in touch with the community, and experience some independence to develop decision making skills, learn, and have FUN! This time will also provide an opportunity for restorative justice activities, including community service work and restitution.

When: When the group is functioning maturely.

Who: Those who are showing responsible behaviors that are not a threat to themselves, others, or the property of others. There should be a feeling of trust, safety, and belonging.

It is the responsibility of the staff to ensure that:

- Youth are aware of their surroundings and each other.
- Youth are aware of program expectations at all times.
- The youth are respectful to themselves and others.
- The youth are aware that off campus privileges can be a positive learning experience.
- The youth do not separate from the other youth and staff.
- The youth are not bothering the people who are working.
- The youth do not take any items that do not belong to them.
- The youth do not display immature behaviors.

Escorted Absences:

- Youth are not allowed to take pictures/photos while on escorted leave.
- Restraints should be carried with you for emergency purposes.
- Youth are not allowed to use cell phones, tablets, iPad etc. on escorts.
- Only two (2) approved family members/ parents or guardians are allowed to attend an escorted leave.

MENTORING

"A mentor is someone who allows you to see the hope inside yourself. A mentor is someone who allows you to know that no matter how dark the night, in the morning joy will come. A mentor is someone who allows you to see the higher part of yourself when sometimes it becomes hidden to your own view." Oprah Winfrey

Mentors are staff who interact with youth on a regular and consistent basis. Mentors are assigned to youth beginning at the Orientation Stage. When a youth is assigned to a group, he is paired with a mentor. The mentor works closely with that youth for the duration of that youth's placement in the facility. There is growing evidence that youth who are in juvenile justice systems respond well to caring adults who show concern.

Your role as a mentor is critically important to the success of the youth placed in the care of OJJ. As a mentor, you will work closely with the youth assigned to you. You may meet individually with your assigned youth in order to reinforce what he/she is learning in the program. You certainly will encourage and tutor the youth assigned to you with specific skills, and tasks he must acquire in order to advance through the stages. **Specifically, you will:**

1. Meet with the youth at least **once** a week for a minimum of **fifteen minutes**, or as indicated by the youth's needs, to review the youth's behavior (positive and negative).
2. Advise the youth's Group Leader and treatment team about the youth's progress.
3. Assist the youth to prepare for stage advancement.
4. Attend your youth's case reviews.
5. Keep the youth focused on the responsibilities and expectations he must demonstrate at each stage, and what is needed to progress to the next stage.
6. Support the youth as he progresses through the stages.
7. Interact with the youth if he requires special help with the treatment process.

*****For more information, see your Group Leader.***

MENTORING OVERVIEW

**A mentor empowers
a person to see a
possible future, and
believe it can be
obtained.**

- Shawn Hitchcock

Overview

Serving as a Mentor is one of the most important responsibilities of the Juvenile Justice Specialist. Every youth in every LAMOD dorm will be assigned a Juvenile Justice Specialist person to serve as their mentor (different people use different names for this role—we will be using ‘mentor’). Mentors will spend extra time with their youth, provide support and guidance, answer questions, assist on assignments, advocate on the youth’s behalf, and much more. Having a mentor helps youth feel more supported and connected to the staff they see on a daily basis.

Purpose

- To give guidance and support to youth.
- To coach youth through the LAMOD processes.
- To build strong, positive relationships between youth and staff.

Staff Responsibilities

Juvenile Justice Specialist

- Meet with youth at least once per week for at least 15 minutes per session.
- ‘Check-in’ with youth every shift.
- Pay extra attention to youth during group activities.
- Talk regularly with youth’s teachers.
- Advocate for youth and youth’s interests, especially as they relate to youth’s reintegration and release.
- Provide a complete report on youth progress in team meetings.
- Be able to speak about all the important things that have happened to youth in past week.

Group Leader

- Match youth with appropriate staff.
- Monitor the advocate-youth relationships.
- Make changes to mentor assignments when necessary.
- Discuss youth-mentor contact during team meetings.

Advocate Norms

Process Norms

- Only Juvenile Justice Specialists from the housing unit will serve as official mentors (though it is encouraged that youth have personal contact with other staff as well).
- Juvenile Justice Specialists from all shifts can serve as mentors.
- Juvenile Justice Specialists should be expected to mentor no more than 3 youth at any time.
- Group Leaders will limit the number of times that youth switch mentors.
- Meeting between youth and mentors should take place away from the group.
- Meetings can take place at various points during the day—except during school hours.



STEPS FOR A SUCCESSFUL YOUTH MENTOR RELATIONSHIP

Pre Youth Mentor Work

Assigning youth

Group Leaders will assign staff mentors to youth. At the start, pairings will be based on staff availability. Group Leaders should try to limit the number of times that youth switch mentors.

Talking with staff about responsibilities

Before starting the mentor program, the Group Leaders and facility management should hold a meeting to review the purpose, core responsibilities, and mentor details with Juvenile Justice Specialist. They should take time to answer any questions the youth have regarding being a mentor.

Review advocate program with youth

Before starting the mentor program, the Group Leaders should hold a meeting to review the purpose, core responsibilities, and mentor details with the youth. They should take time to answer any questions the youth have regarding the mentor program. Group Leaders may want to organize a mentor ‘icebreaker’ where youth can start to build a relationship with their assigned staff person.

Youth Mentor Details

It will be important that all mentors fulfill at least the basic requirements of a mentor. Over time, Juvenile Justice Specialist may find themselves going well beyond these basic requirements.

Advocates will:

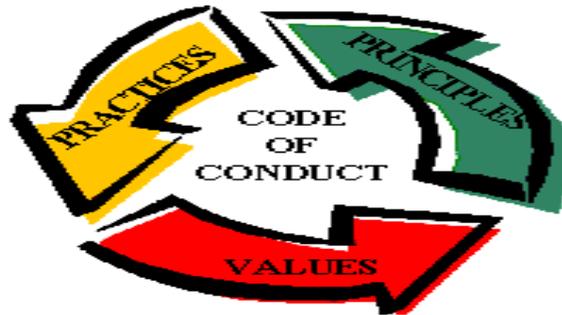
- Meet with youth at least once per week for at least 15 minutes per session.
- ‘Check-in’ with youth every shift.
- Pay extra attention to youth during group activities.
- Talk regularly with teachers and counseling staff of their assigned youth.
- Advocate for youth and youth’s interests, especially as they relate to youth’s reintegration and release.
- Read housing unit logs before each shift about what happened on the unit and, in particular, what happened with their assigned youth.
- Provide a complete report on youth progress in team meetings (strengths, issues, and events concerning their assigned youth; progress according to treatment plan, etc.).

Post-Youth Mentor Work

Switching mentors

It will be important to allow time for mentors and their assigned youth to develop a working relationship. However, the mentor relationships between some Juvenile Justice Specialists and their assigned youth may not progress in the way that everyone would like. In these cases, Group Leaders may need to switch the youth to new mentors. It is likely that as soon as a Group Leader starts switching youth mentors, others will want to follow. This may set a negative precedent for the dorm and should be avoided. Switches should take place as rarely as possible, and only after the youth has been with the mentor for *at least a month*.

YOUTH CODE OF CONDUCT



Staff members are encouraged to address behaviors utilizing the Informal Resolution Process, rather than a written report. The behavior described in the Violation Report should match the appropriate rule number(s) cited in the Code of Conduct. If the rule number(s) need to be changed for accuracy, any Code of Conduct staff / Committee Member shall make and initial the change or state the fact of change on the record. A change of this nature does not require a continuance of the proceedings.

Violations include:

1. Aggravated Unauthorized Area - A youth shall not be away from his assigned area causing disruption to the normal operations of the facility, such as being on the roof of a building, etc., and includes Attempted Escape.
2. Assault (Youth/Youth) - A youth shall not assault another youth through offensive, aggressive, intentional acts toward another youth.

Examples of assaultive behavior towards youth are:

- a) Fighting
- b) Hitting
- c) Spitting
- d) Throwing or projecting objects or other substances, including any bodily fluids or products.

3. Assault (Youth/Staff/Visitor/Volunteer/Contract Provider/Intern) - A youth shall not assault staff, visitors, volunteers, contract providers, or interns through offensive, aggressive, intentional acts.

Examples of assaultive behavior towards staff are:

- a) Fighting
- b) Hitting
- c) Spitting
- d) Throwing or projecting objects or other substances, including any bodily fluids or products.

4. Contraband – A youth shall not possess items that are detrimental to the security of the facility or prohibited by law or facility rules/policies. A youth shall not have a positive result on a drug screen or exhibit signs of intoxication. (Examples of contraband are drugs; medications without a prescription; alcoholic beverages; yeast; tattoo machines, syringes; weapons; nude pictures;

- money; cigarettes; computers; computer accessories, including thumb drives; telephones/cell phones, security radios (walkie-talkies); cameras, security screens, fire alarms, keys, and locks. Refusal of a drug test shall result in an automatic finding of “guilty” on a contraband write-up.)
5. Escape - A youth shall not depart from either the grounds of a secure facility, or from the custody and control of staff while off the grounds of the facility, or fail to return to the facility from a furlough.
 6. Gang/gang-like organization/activity - Youth may not create or join any group that has not been authorized by the Facility Director. No such group shall destroy property or violate the Code of Conduct rules. Youth shall not draw or otherwise display symbols associated with gang/gang-like activity.
 7. Property Destruction – A youth shall not damage or destroy property of the state or others.
 8. Sexual Misconduct – Youth shall not engage in sexual behavior with any other person or in front of any person, or threaten to conduct sexual acts with staff or youth.

Examples of this include, but are not limited to:

- Sexual intercourse or oral sex;
 - Exposing of genitals to others;
 - Masturbation;
 - Making sexually aggressive statements to staff or youth;
 - Groping, touching or fondling;
 - Sexual coercion, which is the use of debt, threats of physical harm, peer pressure, deceit, personal favors or positional authority to force or lure sexual favors from a person, including but not limited to, sexual fondling, oral sex and sexual intercourse; and
 - Solicitation of sexual favors from a youth or a YS staff member.
9. Tampering with Security Devices - Youth shall not touch, obstruct, activate or interfere with security devices in any manner. These devices include computers, telephones, radios, cameras, security screens, fire alarms, keys, locks, security log books, security paperwork, etc.
 10. Theft – Youth shall not steal from each other, staff, visitors, volunteers, interns or the state, or be in possession of stolen items.
 11. Threats and Intimidation – A physical threat or verbal assault on staff or another youth with intent to harm.

The following is a list of possible consequences that may be imposed when a guilty decision is rendered. Other consequences may be applicable depending on the individual needs of the youth.

1. Non-monetary restitution (chores/service work)
2. Community Service inside/outside (Restorative Justice)
3. Facilitate groups on relevant issues
4. Book reports
5. Meditation

6. Recommend LAMOD Stage reduction
7. Assignment to a specific skill development group that is not on the youth's treatment plan
8. Mandatory attendance in a specific core program
9. Loss of one (1) off-grounds recreational activity or restriction from activities, not to exceed one (1) occurrence
10. Recommend change in job, housing unit assignment or work status
11. Restriction to telephone use outside of minimum allowed, not to exceed one (1) week
12. Loss of visitation privilege(s) up to one (1) week if violation was associated with visitation
13. Revoke pending or upcoming approved furlough(s)

If a youth is found guilty of injuring someone, damaging or destroying property, escaping or attempting to escape, causing or attempting to cause injury to himself or others, theft or tampering with security devices, monetary restitution in a fixed amount may be ordered as an enhancement to the consequences imposed by implementing the "Notice of Restitution" process.

Consequences shall be imposed at the time of the Code of Conduct Hearing, and may only be suspended if a youth pleads guilty and requests an appeal prior to the end of the hearing process. There shall be no other suspension of sentences associated with the Code of Conduct.

Violations shall be reported in the youth's Progress Report to the Court and discussed during quarterly reclassification staffing.

Code of Conduct violations rising to the level of criminal conduct shall be referred to the District Attorney for possible prosecution.

**CONSEQUENCES FOR CONDUCT CODE VIOLATION
SHALL NOT INCLUDE:**

- Corporal (Physical) or Unusual Punishment
- Behavioral Management Unit or Time Out
- Denial of access to medical and dental care, courts, legal counsel, government officials, grievance procedures, personal legal papers and legal research materials
- Different meals than those provided to other youth in that facility or program or withholding of snacks
- Humiliation or mental abuse; or interference with the daily functions of living, such as eating or sleeping, for punitive purposes

SPECIAL NEEDS YOUTH

*"We have no special needs children.
Just children.. with special needs."
- Uwe Maurer*

Mental Health

Staff must ensure that youth diagnosed with special needs, such as mental illness or mental disabilities are able to navigate through the stages of the program to the best of their abilities, without being penalized for their disabilities. Mental Illness is one of the most common disabling conditions among incarcerated youth. In the application of LAMOD, particularly as it relates to discipline and/or behavior management, staff must make reasonable accommodations to help the youth succeed. This is supported and required by the American with Disabilities Act. Treatment staff should be actively involved in identifying what accommodations or exceptions might be made.

The focus of this program is to ensure that as youth progress through the stages they have developed skills that will assist them when they return to their communities. At juvenile justice facilities, these youth will most often be identified directly by mental health staff and appear on a list as Seriously Mentally Ill (SMI). It is important that treatment staff/social service staff collaborate with other staff that are knowledgeable of the youth's special needs. Mental Health Assessment and treatment information is shared with you as part of a multi-disciplinary treatment team and is confidential and should be treated as such. Remember, you are receiving this information to help you better understand why a youth is reacting in a manner that may be more disruptive than usual.

In addressing the needs of these youth, it is essential to the youth's success in the system that staff actively and specifically establish what might be an acceptable accommodation to help achieve a goal (e.g. advancement to the next stage or attainment of privileges). Every mentally disabled youth and many SMI youth have accommodation plans that staff will follow to ensure their success. Treatment staff can accomplish this by identifying specific, individualized goals within each level of the system for youth who need added assistance. Steps to achieve the goal and/or obtain stage completion should be clearly designated and offer the youth opportunities to succeed, provided he has completed the task within his capabilities.

Developmental or Other Disabilities

Nearly fifty (50%) percent of the youth who enter the juvenile justice system have been identified as exceptional students by the local school systems. Many of these youth have experienced significant academic and/or behavioral difficulties in the regular school systems that have significantly impacted their educational progress. A multidisciplinary team (pupil appraisal) in the local school system conducts individual evaluations on students who are suspected of having a disability. If a student is identified as having a disability according to state guidelines, the student is eligible to receive special education services. An Individualized Education Plan (IEP) is developed and services are provided in the school setting. Special School District provides pupil appraisal services and special education teachers at our three secure care facilities.

A youth may have a diagnosed impairment in cognitive and/or learning skills, communication, behavior, emotional well-being, and/or motor skills. The most common disabilities of youth who enter the juvenile justice system include: Emotional Disturbance, Specific Learning Disability, Mental Disability (mild), Other Health Impairments (significant Attention Deficit Disorder/Attention Deficit Hyperactive Disorder), or Traumatic Brain Injury.

In order to ensure that all youth understand LAMOD, it will be necessary for all level of staff to provide accommodations/modifications, especially for youth who have been identified as having a disability. This includes: youth who are receiving special education services in the school setting and have accommodations or modifications listed on their IEPs; youth who have been identified as 504 students and have a 504 plan where accommodations/modifications are listed; and youth who have been identified SMI by the contracted mental health provider, and have special needs that require specific treatment indicated on their Individualized Reintegration/Intervention Plan (IIRP).

A list of common accommodations/modifications, found to be effective with youth, is included for your review and consideration. This list is not exhaustive. Special School District will be able to provide a list of accommodations/modifications that are needed in the school setting. Additionally, the School Building Level Committee Chairperson (SBLC) will be able to provide a list of 504 students with their accommodations / modifications.

Suggested Accommodations:

- Provide special seating (near you or in front of the room).
- Alter physical environment (adjust lighting, remove over-stimulating items).
- Provide individualized or small group sessions/meetings.
- Assign a peer/buddy to help the youth for a period of time that is appropriate.
- Reduce or minimize distractions.
- Stand near the youth when giving direction, corrections, and instructions.
- Vary the length of the task and limit the steps in each task.

- Break tasks and procedures into sequential steps.
- Use strategies for mastery and over learning (practice makes perfect).
- Teach concrete concepts before teaching abstract concepts.
- Limit the number of concepts introduced at any one time.
- Utilize oral responses instead of written responses.
- Read material to youth.
- Provide practice activities.
- Use verbal and visual cues to reinforce rules and concepts.
- Alter format of materials on page (font, highlight, spacing, color code).
- Model directions.
- Increase the amount of time allowed for completing a task.
- Provide transition time when moving from one activity to the next.
- Reinforce appropriate behavior both orally and with incentives.
- Establish procedure and routines to assist youth in completing activities.
- Conduct problem-solving sessions with focus on specific issues.
- Use a structured individualized behavior management plan.
- Increase immediacy of rewards or consequences.
- Ignore minor inappropriate behavior.
- Praise compliant behavior.
- Post rules in conspicuous place.
- Have very few rules and make certain the rules are common rules throughout the program and reinforce consistently.
- Provide immediate feedback.
- Acknowledge good behavior of nearby youth.
- Prompt appropriate social behavior either verbally or with private signals.
- Avoid placing youth in a competitive setting/activity.
- Assign special place for the youth to organize thoughts, things, and materials.

TEAM MEETINGS TEMPLATE



Overview

One of the key components of the LAMOD process is the team meeting. Each week dorm staff will come together to discuss the progress of the group, to problem-solve various dorm issues, and to plan for the upcoming week. While the Group Leader will lead and facilitate the discussion, all staff members that come into contact with the youth on a regular basis will be expected to attend and participate.

Attendees for the meeting should include: Group Leader, Juvenile Justice Specialist, Social Service Counselor, Teacher(s), Mental Health Treatment Staff, LAMOD Coordinator, Facility Director (Discretionary), Deputy Director (Discretionary), and the Service Coordinator (Desired).

Purpose

Every team meeting should meet the following goals:

- In-depth information sharing among various staff.
- Progress reviews for each individual youth and for the group
- Made decisions on individual youth stage advancement considerations.
- Detailed discussion and problem-solving around dorm issues and concerns.
- Support and development for staff around moments of conflict and best practices.
- Comprehensive planning for the upcoming week.

Staff Responsibilities

Group Leader

- Communicate information about the meeting time, place, etc. to all relevant staff in advance.
- Organize and facilitate the team meeting.
- Promote a positive and supportive team environment for the meeting.
- Guide the team to delve deeply into the issues confronting the group and individual youth.
- Guide the problem-solving process, helping the group determine specific strategies that they will use to best support youth and each other in the LAMOD process.

- Consistently ask for specific descriptions of situations from staff and ask follow-up questions in a positive manner (‘what do you mean the group is doing ‘good’? or ‘What specific behaviors have you observed that show the youth is not achieving his treatment goals?’).
- Incorporate real-life experiences into development opportunities for the meeting.
- Appoint a staff member to take notes for the meeting and ensure that they are distributed after the meeting.
- Provide feedback as to why they are recommending a given youth for stage advancement.

All Other Staff

- Help promote a positive and supportive team environment for the meeting.
- Share observations of dorm/individual youth highlights and concerns.
- Offer advice and support to other staff.
- Participate in development opportunities during the meeting.
- Provide feedback about why they agree or disagree with the Group Leader’s recommendation for advancement.

Expectations and Norms

- All dorm staff—except for night shift staff—should attend the team meeting every week. Night shift staff should attend a team meeting at least once per quarter.
- The meeting should take place at the same time every week (preferably early in the week).
- Meetings will last approximately two hours.

Pre-Team Meeting Work

All staff has a responsibility to prepare for the team meeting in order to ensure a lively discussion that both stimulates questions and addresses concerns. In order to prepare, different staff have different responsibilities.

The Group Leader will:

- Complete the Group Leader Team Meeting Preparation Form.
- Review the Unit Log Book to familiarize themselves with unit events from the previous week.
- Brainstorm two or three issues that may need to be addressed during the meeting and how they will be handled
- Identify one or two incidents that occurred in the past week that can be used as ‘teaching moments’ to examine specific strategies to deal with youth that worked well in the past week, and strategies that could be used in the future to better serve youth.
- Develop an agenda for the week’s meeting.

- Bring any Youth Stage Petition Forms to the meeting that are being considered as well as the Team Meeting Stage Consideration Worksheet to be completed at the meeting.

The Juvenile Justice Specialist will:

- Complete the Staff Input and Assessment Form and give to Group leader in advance of the meeting.
- Prepare to speak about specific strengths, issues, and events concerning youth for whom they serve as mentors, and provide feedback concerning stage advancement considerations.
- Prepare to speak about specific strengths, issues, and events concerning the group.

The Teachers will:

- Prepare to speak about educational development of youth that they teach directly.
- Talk with other teachers to learn about educational development of youth they do not teach directly.
- Provide feedback on stage advancement considerations for individual youth.

The LAMOD Coordinator will:

- Prepare to speak about specific strengths, issues, and events concerning the group.
- Brainstorm areas of common concern in the facility's LAMOD housing units that should be addressed.

Team Meeting Process Details

There are four major parts of the team meeting: team update, unit review, individual youth review, and planning.

Team Update

At the start of each team meeting, the group Leader will provide a brief overview of events taking place at the facility that may affect the unit. The Group Leader will also discuss upcoming events (e.g. staff development) and review any disruptions to the work schedule in the coming weeks. The Group Leader should end this section of the meeting by asking if staff have any questions or concerns they want to share regarding relevant overview topics.

Group Review

At this stage of the meeting, the Group Leader assumes the role of facilitator. The Group Leader should try to engage as many staff as possible in the discussion while ensuring that the meeting remains productive. The Group Leader begins by posing questions to staff about group dynamics (see sample questions below). After talking more generally about group dynamics, the Group Leader will ask more specific questions to staff that work the different shifts. Once more, the Group

Leader should end this section of the meeting by asking if staff have any questions or concerns they want to share regarding relevant overview topics.

Sample questions:

1. Group Dynamics
 - a. How do you think the group is doing this week?
 - b. How are they functioning as a group together?
 - c. In what specific areas are they doing better? In what areas do they still need to improve?
 - d. Regarding issues that the group may be having, what are the surface issues? What may be the underlying issues?
2. School Shift (7am-3pm) Review
 - a. Is the group getting to school on time?
 - b. Are youth in the right classes?
 - c. How is the group doing at lunchtime?
3. Evening Shift (3pm-11pm) Review
 - a. Did they meet the goals of the meetings?
 - b. Were the youth involved?
 - c. How did you get them involved?
 - d. Were we prepared as staff? Have all materials?
 - e. Start on time and end on time?
 - f. Why did things go well?
 - g. What didn't things go well?
 - h. What worked, what didn't work?
4. Night Shift (11pm-7am) Review
 - a. How are things when you transition into the group? Organized?
 - b. How are youth sleeping/are youth getting up? Any issues?
 - c. How are you working with previous shift staff to transition?
5. Review staff performance (after first six months)
 - a. How is the staff working together?
 - b. Process for dealing with issues?
 - c. How is staff working with youth?
6. Staff questions or concerns regarding group?

During this discussion, the Group Leader should take the time, when necessary, to discuss more in-depth issues, questions, of best practices that arise. The Group Leader should utilize dynamic staff development strategies (e.g. role-playing) as much as possible to engage staff on such issues.

Individual Youth Progress Review

After discussing the status of the group, the Group Leader will focus conversation on the discussion of individual youth. For each youth, the Group Leader will ask the youth's mentor to give an update about how the youth is progressing. The mentor will discuss specific strengths and concerns that have arisen in the previous week, conversations they had with the youth, and assignments they gave to youth. The mentor and other staff will offer other observations about how the youth is

progressing according to treatment goals and how he is participating in the group process. At this time, any youth's petition for stage advancement the Group Leader would like to consider is presented at this time. The staff team will vote to deny or advance a youth's stage and the decision will be recorded on the Team Meeting Stage Consideration Worksheet. If the Group Leader is requesting an override of this decision, this is also recorded on the sheet.

The team will review the progress of all youth in the unit with the understanding that some reviews will take more time than others especially those coming up for stage advancement consideration. Inevitably, concerns about youth will arise. When they do, Group Leaders should engage the team to think about constructive ways to handle the youth and consider specific strategies that the team can use to support the youth.

Sample questions for individual youth progress review:

1. Youth update (Mentor and others)
 - a. How is the youth progressing?
 - b. What conversations did you have with the youth this week?
 - c. Review progress on individual goals.
 - i. What's the youth's developmental level?
 - ii. What is the youth's core issues underlying his behavior and what progress is he making in regards to these issues?
 - d. Review progress on treatment plan (i.e. what is the plan to support the Youth working through his core issues?)
 - e. Do you want to highlight any strengths or concerns regarding the youth?
 - f. Discuss school attendance and participation.
 - g. Did you bring any assignments the youth completed this week?
 - h. Discuss youth's contact with his family during the past or upcoming week.
 - i. How well is the youth meeting the expectation of his current youth stage?
2. Youth group participation (Mentor and others)
 - a. How did youth behave in the group this week?
 - b. What issues/challenges did the youth have in working with/in the group?
 - c. Did the youth have any learning moments during group, and try out any new decisions or behaviors?
 - d. What are the youth's strengths or potential strengths in the group?
 - e. Did youth actively engage and participate in group meetings?
 - f. Did youth actively engage and participate in circle-ups?
 - g. Did youth lead a group meeting during the week?
 - h. Did the youth share anything that the team should be aware of?

- i. How did the youth group respond to any individual youth's petition for stage advancement?
3. Educational development (Teachers)
 - a. Discuss school attendance and participation.
 - b. Discuss youth's academic development and development.
 - c. Identify specific strengths and areas of concern regarding the educational development of youth.
 - d. Discuss youth's output (papers, assignments, etc.).
 - e. Discuss youth's behavior in class.
4. Individual counseling update (Group Leaders)
 - a. Discuss youth's progress in individual counseling sessions (sharing appropriate information).
 - b. Share any observations or strategies that may be useful to support youth in the LAMOD process based on counseling sessions.
5. Release planning (Mentor and others)
 - a. Discuss youth's status with regard to release.
 - b. Discuss steps that can be taken to ensure earliest possible step-down from secure care.
6. Set goals for individual youth.

Team Development

Opportunities for development will happen throughout the team meeting. As questions arise, Group Leaders should not hesitate to set aside their agenda to address topical issues and concerns. Furthermore, Group Leaders should come to each meeting with at least two 'teaching moments' in mind that they would like to discuss with the team. 'Teaching moments' can stem from both problematic and positive incidents from the past week that a Group Leader would like to review with the team to see what they did well, what they could have done better, and how they will approach similar situations in the future. Group Leaders should seek to utilize dynamic staff development strategies (e.g. role-playing) to engage staff on such issues as much as possible.

Team Planning

At the end of the meeting, the team will focus on detailed planning for the upcoming week. The goal of the planning is to clarify the specific goals, treatment topics, and schedules for the next week. The Group Leader should come to the meeting with a strong sense of what the following week will look like. Initially, the Group Leader (in consultation with others) may simply share the schedule of activities for the upcoming week. Over time, they may delegate more of these responsibilities to the team.

The key tasks of the planning process includes:

1. Setting goals for the group for the upcoming week.
2. Setting treatment topics for group meetings.
3. Setting work schedule for staff.
4. Identifying youth and/or staff that deserve commendation (student of the month, youth of the month, etc.).

Post-Team Meeting Work

- The Group Leader should distribute minutes of the meeting to all unit staff—making sure that night staff that did not attend the meeting receive copies.
- The Group Leader should refer to discussions held during the team meetings during the course of the week.
- Juvenile Justice Specialist staff should attempt to employ the LAMOD strategies highlighted during the team meeting from the previous week as often as possible.



YOUTH ORIENTATION



Overview

Whenever a new youth enters a LAMOD housing unit, it is a significant event for the entire group and staff team. It is important for the unit to prepare for the new youth, ease the transition for the new youth, and minimize disruptions to the group's level of functioning. While circumstances around the introduction of the new youth to a housing unit may vary, there are some key actions that the LAMOD team can take in order to improve outcomes for everyone involved.

Purpose

- Prepare the unit for the arrival of a new youth.
- Prepare the staff team for the arrival of a new youth.
- Ease the transition of the new youth to the unit.
- Minimize the potential disruption and distractions of new youth to the functioning of the unit.

Staff Responsibilities

The Group Leader will be responsible for most of the planning and preparation activities regarding the introduction of new youth on the housing unit. Youth who are new and may not know how to perform a task have help – either from a staff member or from a peer. The model is:

- Day One - the staff or peer performs the task and the youth watches;
- Day Two - the youth tries it with help from the staff or peer; and
- Day Three - the youth perform the task and the staff or peer watches.

Obviously adherence to the model depends on the skill level and engagement of the youth. After the task is completed, the youth reflect as a group on their performance of the task, including assessing their peer's performance – this reflection is as constructive as possible. **Staff is never to assume a youth already knows how to do something.** For example, a youth may not know how to brush his teeth or clean the toilet correctly.

The Group Leader will:

- Set a time to talk with the group before the new youth arrives on the unit.
- Set a time to talk with the staff before the new youth arrives on the unit.
- Assign the new youth a staff mentor.
- Assign the new youth a partner who will shadow the youth during his first two weeks on the unit.

- Review housing unit rules and norms frequently to make sure that youth/staff are on the same page.
- Provide additional support and guidance to the new youth.
- Highlight good behaviors of the new youth; discourage undesirable behaviors, and explain why they are not acceptable.

The Juvenile Justice Specialist will:

- Review housing unit rules and norms frequently and make sure that all youth are on the same page.
- Provide additional support and guidance to the new youth.
- Highlight good behaviors of the new youth; discourage undesirable behaviors, and explain why they are not acceptable.

Norms

Youth behavioral norms

- All youth will be helpful to the new youth.
- Youth will talk to new youth about rules and norms.

STEPS FOR A SUCCESSFUL...



YOUTH ORIENTATION

Pre Youth Orientation Work

It will be very important that the Group Leader prepare staff and youth for the introduction of new youth to the housing unit. The Group Leader should meet with both the youth and the staff.

Meeting with staff

The Group Leader will lead a discussion with staff to help prepare for the new youth entering the unit. The staff team should discuss when other youth entered the unit in the past, and consider issues that may come up as the make-up of the unit changes.

Potential discussion questions include:

- When _____ (any specific youth) entered the unit, what did we do to prepare the staff and the unit?
- What did staff do in the past with new youth that worked well?
- What did staff do in the past with new youth that did not work well?
- How is the loss of _____ (youth leaving) likely to affect the unit?
- Who on the unit can be a positive influence on the new youth?

- Who might be a less positive influence?

Meeting with youth

The Group Leader should also lead a discussion with the group to help engage them in preparing for the new youth. In particular, the Group Leader should talk with the group about when they came onto the housing unit for the first time, and what they thought was helpful/hurtful, and how they can apply those experiences to helping the new youth. The discussion could easily take place during a group meeting.

Potential questions include:

- What was it like when you (the youth) came onto the unit?
- How did you feel?
- What was the most helpful to getting you accustomed to the unit?
- What help should the group give the youth?
- What would have been more helpful?
- How do you think the new youth is feeling now?
- What are the most important things we want the new youth to learn when they come on the unit?

Youth Orientation Details

As new youth arrive on housing units, they need as much support as possible to ease their transition to the unfamiliar environment of the LAMOD unit. A detailed youth orientation process will give youth the opportunity to review LAMOD policy and procedures, familiarize themselves with the language of the LAMOD process, and receive an initial overview of what will be expected of them while they stay at the LAMOD unit.

Introduction

When the new youth arrives on the housing unit, the Group Leader should take the time to introduce the new youth to the group. An icebreaker game might be a good way to let the youth learn the names of the other youth.

Overview

The Group Leader should lead an overview of the schedule, norms, and rules from the unit with all the youth. The staff should lead the discussion, but also let the other youth contribute as much as possible.

The staff should:

- Review in detail the daily schedule with the group.
- Discuss the expectations and norms for youth behavior on the unit.
- Talk about the goals and structure of the LAMOD group processes (group meetings, circle-ups, and check-ins).
- Ask the youth if he has any questions.

Reaffirmation

It will be critical that the staff and the youth provide a great deal of structure and support for the new youth. Because they don't know the rules and norms, they will need constant reaffirmation of the expectations of their behavior on the unit.

The staff should:

- Set expectations for all tasks and activities (or let the other youth do so).
- Highlight the good behaviors of youth (particularly the new youth).
- Deal quickly and appropriately with unacceptable behaviors of the new youth and tell him/her the right way to do things.
- Check-in with the new youth frequently.

Post-Youth Orientation Work

Even after the new youth has started to settle into the LAMOD unit lifestyle, it will be important for the housing unit staff to continue to do a good job setting expectations, highlighting good behaviors, and dealing with unacceptable behavior appropriately.

ORIENTATION
we'll help you find your way

SHADOWING PROGRAM



Overview

After completing the intensive classroom-based LAMOD training, and before starting full-time work on their assigned housing unit, new staff will have the opportunity to gain firsthand experience with LAMOD through the 'shadowing program.' In the shadowing program, new staff will closely observe experienced staff as they implement LAMOD processes on established LAMOD units. The experience will serve as an important transition for new staff to transfer what they have learned in LAMOD training to what they will be doing on the unit on a day-to-day basis.

Purpose

- To ease the transition of new staff from training to full-time unit work by giving them the opportunity to see how LAMOD works on established units.
- To give new staff the opportunity to ask practical questions of experienced LAMOD staff and trainers about LAMOD.
- To provide experienced staff the opportunity to serve as mentors and coaches for new LAMOD staff.

Staff Responsibilities

New LAMOD Staff

- Attend all shadowing sessions.
- Ask as many questions as possible.
- Process what they have learned in their daily journals.

LAMOD Staff & Facility Trainers

- Develop a basic training for the experienced LAMOD staff that will be shadowed, on how to serve as effective staff models for LAMOD implementation.
- Plan the shadowing program schedule and the content of daily briefing sessions.
- Meet with new LAMOD staff before and after shadowing sessions.

Experienced LAMOD Staff

- Model exemplary interaction with staff and youth.
- Talk about why you do the things you do.

Shadowing Program Norms

There are several critical components to the time that new staff spends shadowing existing staff.

- *New staff not expected to work.* New LAMOD staff in the shadowing program will not be expected to work the unit as regular staff. Depending on the new staff member's comfort in the unit, however, they may take a more involved role in the unit's day-to-day activities.
- *Working with strong, experienced staff.* New staff should be paired with the strongest LAMOD staff available so that they have the best examples of what the LAMOD practice should look like.
- *Meetings with trainers before/after shadowing sessions.* New staff will need assistance to process what they are experiencing on the housing units compared to what they learned about LAMOD in the training sessions. It is extremely important that new staff have the opportunity to talk through questions that they have with trainers and the LAMOD Coordinator (and other staff, if necessary).
- *Observing/identifying techniques.* New staff should spend time during their shadowing sessions looking for use of techniques that they learned during their training. Trainers may ask that new staff look for specific techniques during the course of a day.
- *Attend Team Meeting.* New staff should attend a Team Meeting to gain experience with how they work.
- *Exposure to different shifts.* Because staff may have to work different shifts during their time with OJJ, new staff should shadow different LAMOD veterans during the day, night, and morning shifts.

Pre-Shadowing Program Work

- LAMOD Coordinators (or other facility staff) match up new staff with existing staff.
- The staff who are to be shadowed should ensure that the work for the upcoming week is well-planned.
- Obtain journals for all new staff.

Shadowing Program Process

Immediately after completing the comprehensive 5-week LAMOD training program, new Juvenile Justice Specialist and Group Leaders should spend at least one week—and ideally two weeks—shadowing workers on existing LAMOD housing units.

Before each shadowing session, new staff will meet with a facility trainer and/or LAMOD Coordinator to talk about the upcoming shadowing session. During this

briefing session, the group should discuss what to look for on the unit that day, and allow time for the new staff to ask questions regarding the LAMOD process.

During the shadowing session, new LAMOD staff should 'shadow' their experienced staff person throughout the shift. The new LAMOD staff should not feel obliged to work the shift, though they may participate in group meetings and other group processes as they feel comfortable. During this time, they should observe closely how Group Leaders and Juvenile Justice Specialist interact with each other and with the youth on the unit.

After shadowing sessions, new staff will meet with a facility trainer or Facility Director to debrief the shadowing session they just completed. During the debriefing session, the group should discuss what they saw on the unit that day, discuss any questions that new staff may have regarding LAMOD, and process any issues that may have arisen during their day. Finally, new Juvenile Justice Specialist should finish their day with some time to reflect and write in their journals about what they learned during the course of the day.

Post-Shadowing Program Work

- Upon completion of the shadowing program, new staff should fill out a questionnaire that will ask how the program was helpful and how it could have been more helpful.

FINAL THOUGHTS

We believe that all youth are capable of growth. While some have committed serious crimes, each has the potential to become all that they are capable of being with guidance, support, and direction from care givers.

LAMOD serves as the foundation for staff to provide direction and leadership to youth placed in the care of OJJ within specific situations. The goal is to allow youth to take these skills and develop their own positive peer culture. Your job will be to provide the leadership they need throughout the group phases of development.

You have an opportunity to acquire and use a set of skills that will certainly make your job more effective. In addition, you may use all the skills and techniques you learn in LAMOD throughout your life.

Remember that children are our greatest resource and they represent our future.

You may be the one individual who may reach youth in ways no one else has before, to make a dramatic and significant positive change in their young lives.

That is our challenge...that is our hope...this is our mission.

