YOUTH SERVICES
POLICY

Title: Fast Track Program	**Type:** B. Classification, Sentencing and Service Functions **Sub Type:** 2. Classification **Number:** B.2.12
	Page 1 **of** 10
References: Louisiana Children's Code Article 897.1; ACA Standards 2-CO-1A-24 (Administration of Correctional Agencies), 4-JCF-3A-22, 4-JCF-3A-23 and 4-JCF-3A-24 (Performance-Based Standards for Juvenile Correctional Facilities); YS Policy Nos. A.1.1 “Policy and Correspondence Distribution”, A.2.24 "Staff Development and Training Plan”, B.2.2 "Youth Classification System and Treatment Procedures", B.2.7 "LAMOD Program and Youth Stage Procedures", B.2.16 “Assessment and Treatment of Youth Who Demonstrate Sexual Behavior Problems”, B.2.19 "Programs and Evidence-Based Practice", and B.2.21 “Behavioral Intervention Rooms”	
STATUS: Approved	
Approved By: *James Bueche, Ph.D., Deputy Secretary*	**Date of Approval:** 12/05/2019

I. AUTHORITY:

Deputy Secretary of Youth Services (YS) as contained in La. R.S. 36:405. Deviation from this policy must be approved by the Deputy Secretary.

II. PURPOSE:

To state the broad rules and other considerations that shall govern admission to, removal from, and extension of youth in the Fast Track Program located at the YS secure care facilities.

III. APPLICABILITY:

Deputy Secretary, Assistant Secretary, Chief of Operations, Executive Management Advisor, Director of Treatment and Rehabilitation, General Counsel, Regional Directors, Facility Directors, Facility Treatment Directors, Regional Managers, and the Contracted Health Care Provider (CHP).

Unit Heads are responsible for ensuring the procedures outlined in this policy are adhered to.

IV. DEFINITIONS:

Behavior and Accommodations Binder (BAB) – A binder containing the history of the youth requiring physical intervention, as well as the most current Unified Behavior Plan (UBP) for Youth with Special Needs. The BAB will contain these two (2) documents for youth residing in a particular housing area, and shall be maintained in a secured area readily accessible to staff at all times. Staff shall be advised of the location, content and purpose of the binder as it relates to this policy, and shall review the BAB at the beginning of every tour of duty, documenting their review in the unit's logbook.

Behavioral Intervention (BI) – Temporary assignment of a youth from general population to a self-contained unit when his continued presence in the general population poses a threat to staff or other youth, pending investigation of a potential threat, or when his activities are destabilizing or highly disruptive to programming. Behavioral Intervention provides a structured therapeutic environment that targets chronic, aggressive, intimidating, and sexual acting out behavior.

Behavior Management Binder – A binder containing all of the youth's daily point sheets and also his weekly point sheet review form.

Behavior Management System (BMS) - The Fast Track Behavior Management System is a multi-level system that is designed to increase desired behaviors through the use of positive reinforcements, and decrease unwanted behaviors through of appropriate sanctions. The system is designed around the principles of effective interventions and follows best practice guidelines of effective reinforcement and punishment of behavior.

Ch. C. Article 897.1 – Addresses the disposition after adjudication of a youth 14 years of age or older at the time of commission of R.S. 14:30 first degree murder, R.S. 14:30.1 second degree murder, R.S. 14:42 first degree rape (aggravated rape), R.S. 14:44 aggravated kidnapping, or R.S. 14:64 armed robbery.

Correctional Program Checklist (CPC) – An evidence-based tool developed to assess correctional intervention programs. The CPC is used to ascertain how closely correctional adhere to the known "Principles of Effective Intervention".

Due Process Hearing - The process allowed a youth when transferred from custody non-secure delinquent to custody secure delinquent without the benefit of a court hearing.

Facility Director - Administrator appointed by the Deputy Secretary to be responsible for the operations of a YS secure care facility.

Group Leader - The supervisor responsible for the management of the entire team in a specific housing unit.

Individualized Intervention Plan (IIP)—Initial and Formal – A statement of goals, objectives, and the methods used to obtain them that is created for each youth in secure care. The IIP is dynamic and is updated depending on the identified needs and specialized treatment required while in secure care. The IIP also identifies follow-up services needed by the youth on release and is coordinated with Community Based Services to provide the proper level of aftercare.

Phase System - A (3) phase system through which program participants must advance in order to complete the program. The FAST Track program is comprised of the following phases:

1. Orientation Phase
2. Treatment Phase
3. Transformation Phase

Thinking for a Change (T4C) - A standardized evidence based curriculum that encompasses three components presented to the youth using standard procedures for cognitive behavioral interventions. The three (3) components of T4C are: (1) Cognitive Self Change, (2) Social Skills, and (3) Problem Solving Skills. Thinking for a Change is the core group of the Fast Track Program.

Unified Behavior Plan (UBP) - A document developed by youth's Case Manager and maintained on youth designated by the contracted health care provider as having an individual developmental disability. This plan shall include any physical limitations and/or precautions that staff must be aware of in the event a physical intervention is necessary.

V. POLICY:

It is the Deputy Secretary's policy that qualifying youth shall be given the opportunity to complete the secure care treatment process in an accelerated manner.

Youth who successfully complete the Fast Track Program, in accordance with the attached "Fast Track Treatment Manual", shall receive a recommendation for release from secure care and reintegration into the community.

The goal of the Fast Track program is to identify the individual risk factors that are highly correlated with criminal behaviors in program participants and replace them with prosocial alternatives.

VI. GENERAL

Suggested revisions to this policy or the Fast Track Program description shall be submitted for discussion to the Regional Directors, the Director of Treatment and Rehabilitation, and the Chief of Operations for review.

Revisions shall be submitted pursuant to YS Policy No. A.1.1(c).

VII. PROCEDURES:

An initial IIP shall be completed and entered into JETS prior to a Fast Track Program admission.

A. Within seven (7) working days of admission, and prior to program completion, the multidisciplinary treatment team shall review and update the Individualized Intervention Plan (IIP). Other multidisciplinary treatment team staffings may be held as needed to address problems, extensions beyond 120 days, and removal.

B. All documentation shall be entered into JETS within seven (7) working days. Hard copy signature pages shall be filed in the youth's Master Record under Clip II.

C. Mandatory Admission Criteria

1. Has a recommendation from the court or case staffing for participation in the Fast Track Program.
2. Has no previous secure custody commitments.
3. Has a "Moderate" or 'High" summary risk rating on the most recent SAVRY.
4. Has a minimum of 120 days remaining on disposition upon FAST Track admission.
5. Is functionally stable (a youth who is not aggressive, not a threat to the safety of the unit, and is not experiencing active psychosis at the time of admission).
6. Is medically stable.
7. Has a Full Scale IQ of at least 70, unless functional adaptive behavior overrides intellectual deficits.

D. Exclusionary Criteria

1. Intensive sexual behavior problem(s) (treatment required).
2. Adjudicated under Louisiana Children's Code Article 897.1.

3. Has a current active detainer at intake.

4. Pending adult charges at intake.

5. Deemed, through assessment, to be inappropriate for the program.

E. Removal Criteria

1. Physical assault on staff or another youth with malicious intent to harm.

2. Possession of contraband that is a serious threat to youth or staff safety (i.e., knife, fashioned weapon, drugs, etc.).

3. Escape or attempted escape.

4. Commission of a misdemeanor or felony grade offense while in the program.

5. Failure to participate in the program after all attempts to engage the youth have been made.

6. In excess of 120 program days in the program without program completion, excluding youth who have received an extension for treatment purposes. (Program days do not include days spent outside the program i.e., BI, Infirmary, protective care, etc.)

7. Request by the youth for removal from the program that has been approved by the parent/guardian and multidisciplinary treatment team.

When a youth is being considered for removal, the multidisciplinary treatment team shall meet to review the removal criteria. If the multidisciplinary team determines that a youth meets one or more of the removal criteria, the youth shall be removed from the program.

Fast Track Program participants have the right to Due Process and may appeal removal from the Fast Track Program by completing the “Notice of Transfer” form provided by the Program Manager/Case Manager.

The Case Manager shall forward the youth’s appeal of removal to the Facility Director/designee upon receipt. The Facility Director/designee shall approve or deny the appeal within 48 hours.

If approval of the recommendation for removal is granted, the Case Manager shall send written notification to the court, the youth’s attorney of record, the youth's parent/guardian, and the originating Regional Office. A copy of the letter shall be placed in the Master Record, under Clip VIII.

F. Program Extension

When a youth is not making progress due to lack of motivation or behavior problems, and cannot complete the program within 120 days, the multidisciplinary treatment team may grant a program extension of no more than 30 days to allow the youth to complete the program. If the youth has not completed the program by the end of the extension period, the youth shall be removed from the program.

The assigned PPO/J shall notify the court of any program extension.

G. Completion Criteria

Program completion shall be defined as completion of the Transformation Phase (Phase III) of the Fast Track Program which includes:

1. Completion of the Thinking for a Change curriculum;
2. Active participation in skill streaming and advanced practice groups;
3. Active participation in individual counseling sessions;
4. Active participation in weekly mentoring sessions with the Group Leader or JJS staff;
5. Regular school attendance and appropriate behavior while in school;
6. Progress toward meeting IIP goals and objectives;
7. Active participation in reintegration planning; and
8. Meet Transformation Phase behavior management system goal.

H. Successful Completion Without Court Release

When a youth successfully completes the Fast Track program and the court denies a Modification of Disposition for release from secure care the multidisciplinary treatment team shall convene to determine the most appropriate course of continued treatment. The team shall consider reassignment to a non-secure residential facility.

An IIP “Summary of Staffing” form shall be completed in JETS within seven working (7) days to document the multidisciplinary treatment team staffing, including efforts made to place the youth in the most appropriate environment.

I. Program Modifications

Modifications to the FAST Track Program shall be formally piloted for a minimum of 30 days. The pilot will have a formal start and end date, include resident and staff feedback and data collection. The data collection will be overseen by the Program Manager and Director of Treatment and Rehabilitation. The pilot will

conclude with a thorough review of the program components, modifications, and relevant data before final implementation. Documentation from the pilot shall be maintained by the Program Manager and Director of Treatment and Rehabilitation. All appropriate staff shall receive training on program modifications prior to full implementation.

VIII. ACCESSIBILITY:

A. Youth assigned to the Fast Track Program shall have access to services available to other secure care youth, including but not limited to:

1. Medical;
2. Counseling;
3. Recreation;
4. Religious Services;
5. Educational;
6. Barber Services;
7. Mental Health;
8. Visitation;
9. Legal Services;
10. Access to Courts; and
11. Telecommunications.

IX. SPECIAL ACCOMMODATIONS:

Any specific accommodations a youth in the program may require due to special needs, such as diagnosis of mental health or medical concern requiring specific medication for treatment, shall be listed in the Behavior and Accommodations Binder (BAB) in the youth's assigned housing unit.

The BAB shall direct staff to adhere to the youth's needs. The accommodations may include a Unified Behavior Plan (UBP), developed by the CHP and YS staff in a multidisciplinary treatment team staffing for youth diagnosed with ID, which specifically lists needs and suggested staff interventions.

X. PROCEDURES FOR REINTEGRATION:

A. Upon successful completion of the Fast Track program, the youth shall be reassigned to the least restrictive setting available (preferably the family/home environment).

B. Youth who are reassigned to parole supervision following completion of the Fast Track program shall be referred to community services in accordance with the IIP.

XI. STAFF DEVELOPMENT

A. All secure care facility staff, including Fast Track staff, shall attend five (5) weeks of pre-service training. Following pre-service, new Juvenile Justice Specialist (JJS) staff shall also receive 80 hours of on the job training (OJT) in their assigned housing units during their assigned shift, pursuant to YS Policy No. A.2.24.

B. Newly hired staff who are to be assigned to Fast Track shall receive the initial two (2) day Core Correctional Practices (CCP) training following the five (5) week pre-service training required. The training shall be facilitated by the trained CCP instructors, and shall consist of the eight (8) Core Correctional Practices:

1. Effective Reinforcement;
2. Effective Disapproval;
3. Effective Use of Authority;
4. Quality Interpersonal Relationships;
5. Cognitive Restructuring;
6. Anti-Criminal Modeling;
7. Structured Learning/Skill Building; and
8. Problem Solving Techniques.

C. Training shall be hands-on and emphasize role playing and practicing the eight (8) Core Correctional Practices. Once staff is placed in a housing unit and able to work with the youth and apply what they have learned, a set of tools shall be used to monitor staff performance and ensure adequate coaching and support, as well as on the job training (OJT) is being provided.

D. CCP Trainers shall provide a CCP Manual to trainees in order for the materials furnished by the University of Cincinnati Corrections Institute (UCCI) to be utilized throughout the training.

E. Designated staff shall receive training from a certified trainer in T4C curriculums. Only trained staff shall be allowed to conduct T4C in the Fast Track Program.

F. All Fast Track Program staff shall attend thirty (30) hours of in-service training annually. This training shall focus on topics that help the staff better understand, redirect and respond to the youth to help them learn pro-social behavior and replace their antisocial behaviors. The training in-service hours shall include the following which may be inclusive of the OJJ required in-service training:

1. Ethics (1 hour);
2. Cultural Diversity (1 hour);
3. Safe Crisis Management theory (3 hours);
4. LAMOD (4.0 hours);

5. Mental Health;
6. Moving the Margins; and
7. Motivational Interviewing (7.5 hours).

G. CCP trainers shall also facilitate Training in Place (TIP) refresher courses during the weekly Team Meetings for a total of 13.5 hours of CCP TIP training.

The length of each CCP TIP training shall be twenty (20) minutes during every weekly Team Meeting and shall include the topics of the eight (8) Core Correctional Practices. Each of the eight (8) practices shall be covered in three (3) consecutive weekly Team Meetings. Once all eight (8) practices are covered, the CCP TIP training shall start over. However, based on the staff request and the Group Leader's recommendations, the eight (8) CCP practices may be covered in a different order.

H. Further, the Quality Assurance (QA) Coordinator shall provide coaching/ongoing training, and feedback to the Group Leader and the staff, based on their needs while monitoring the housing units as a part of the monitoring cycle, which shall consist of one (1) week with each housing unit during every monitoring cycle.

I. The staff shall sign a Training Roster to document all staff training conducted as part of the agency training transcript. The 11 p.m. to 7 a.m. shift staff shall receive less than the thirty (30) hours of annual in-service training due to their required attendance at only one (1) weekly Team Meeting per month.

J. The Regional Manager/designee shall be responsible for ongoing staff development of the non-secure FAST Track responsibilities stated in this policy.

XII. QUALITY ASSURANCE:

A. Facility Responsibility

1. The QA Coordinator and designated supervisors shall spend one (1) week per monitoring cycle in each housing unit, including the Fast Track Program, using the forms and protocol for group and unit observation in accordance with the "Fast Track Quality Assurance Manual".

   Feedback shall also be provided during the weekly Team Meeting and coaching shall be provided as needed.

2. Data collected shall be shared with the Group Leader and housing unit's management team. The collected data shall also be shared by the QA Coordinator with the assessment committee, which consists of the Facility Director or Deputy Director of Treatment, the Treatment Director, and the Group Leader assigned to the Fast Track Program housing unit during the assessment meeting, with a copy forwarded to the Director of Treatment and Rehabilitation.

3. Corrective actions in the form of an action plan shall be requested from the Group Leader with a deadline of two (2) weeks from the data collection meeting.

4. When the QA Coordinator returns to monitor the Fast Track Program, any deficiencies noted that were addressed in the action plan shall be reviewed to ensure they have been corrected.

5. Supervisors on the assessment team shall meet with their subordinates working in the Fast Track Program units, and address their needs to help develop them to improve and mitigate any deficiencies.

B. Central Office Responsibilities

1. Continuous Quality Improvement Services (CQIS) Program Specialists shall conduct periodic evaluations of the Fast Track Program utilizing the Corrections Program Checklist (CPC). CPC evaluations shall be conducted in accordance with YS Policy B.2.19 “Programs and Evidence Based Practices”.

2. The Director of Treatment and Rehabilitation shall meet regularly with Fast Track Program staff to discuss and resolve QA issues.

Previous Regulation/Policy Number: B.2.12
Previous Effective Date: 07/31/2018
Attachments/References: Fast Track Treatment Manual Revised July 2018

FAST Track

Treatment/Scheduling Manual

(Updated by Treatment in July 2018)

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Introduction

The FAST Track program manual outlines the treatment services /programming utilized to reduce the criminogenic risk factors that are highly correlated with criminal behavior in youth. A cognitive behavioral approach within a structured social learning model is employed to engender self-efficacy, challenge cognitive distortions, and assist youth in developing good problem solving and self-control skills. This model has been demonstrated to be effective in reducing recidivism. The program utilizes Core Correctional Practices, a structured treatment curriculum (*Thinking for a Change*), Skill Streaming, Advanced Practice, individual counseling, and mentoring to target specific criminogenic needs as well as general criminality, helping youth recognize anti social attitudes and behaviors in themselves and replace them with pro-social alternatives. Specifically, this manual will describe the treatment services/ programming offered in the Fast Track Program.

FAST Track Programming

Thinking for a Change (T4C)

Thinking for a Change is an evidence-based curriculum comprised of three components: 1) Cognitive; 2) Self change, Social Skills, and; 3) Problem Solving Skills. Cognitive Self Change teaches a concrete process for self-reflection aimed at uncovering antisocial thoughts, feelings, attitudes and beliefs. Social Skills instruction prepares group members to engage in pro-social interactions based on self-understanding and consideration of the impact of their actions on others. Problem Solving Skills integrates the two interventions to provide an explicit step-by-step process to address challenging and stressful real life situations. Youth may enter T4C groups as indicated below:

- Lesson 1 begins the program with an overview and introduction (all youth must complete this lesson prior to starting to attend the Social Skills Groups).
- Lessons 2-5 and 11-15 teach Social Skills (open groups where youth can enter at any point and each youth must finish 9 Social Skills at minimum prior to completing the program),
- Lessons 6-10 teach the Cognitive Self Change process.
- Lessons 16-24 teach Problem Solving Skills.
- Lesson 25 provides a wrap up of the program.

Thinking for a Change groups are conducted by trained and qualified facilitators and group size will not exceed 8-12 participants.

Skill Streaming

Skill Streaming groups are designed to teach social skills to youth and train them in behavioral rehearsal techniques. Youth will learn to observe and anticipate problem/risky situations through facilitator modeling/demonstrations and plan and rehearse alternative pro-social responses through rehearsal/practice. Skill development is an integral part of treatment and is done routinely throughout all components of the program. The practicing of new social skills may take the form of role-playing, simulations, and/or homework. At the end of each Skill Streaming group, all youth are required to demonstrate the new social skill. These groups may be facilitated by social service counselors or trained JJS staff.

Advanced Practice

Advanced Practice groups are skill streaming groups in which youth practice previously learned social skills in increasingly difficult situations or during more difficult role play scenarios. Advanced Practice groups may be provided by the social services counselor or trained JJS staff.

Individual Counseling:

All youth will receive a minimum of one hour of *individual counseling* weekly. Individual counseling will be cognitive behavioral in nature and while focusing on the youth's individual need areas as identified in the assessment and in support of group counseling sessions. Individual counseling sessions are conducted by the assigned social services counselor.

Mentoring:

The group leader will provide ongoing mentoring services to all program youth as well as weekly individual mentoring sessions to reinforce pro-social behaviors and review behavior management goals.

Behavior Management System (BMS):

The Phase System

PHASE 1: Orientation Phase

Orientation Phase - Youth goals:

1) Review the Youth Handbook
2) Attend all activities on the Daily Schedule
3) Become familiar with other youth and program staff
4) Complete educational testing and begin attending school
5) Complete 5 *Thinking for a Change* social skills lessons
6) Participate in weekly individual counseling session with assigned social service counselor
7) Participate in Social Skills and Advanced Practice groups.
8) Meet Orientation Phase BMS goal

Orientation Phase - Staff goals:

1) Assess youth to determine *SAVRY* risk level
2) Refer youth to CHP for medical and psychiatric needs
3) Introduce youth to social skill learning techniques (modeling and role play)
4) Facilitate *Thinking for a Change*, *Skill Streaming* and *Advanced Practice* group counseling sessions.
5) Conduct weekly individual counseling sessions with youth.
6) Address issues regarding program adaptation.
7) Administer the *In-program Client assessment* and other pre- post tests
8) Engage in regular reinforcement of pro-social decisions through utilization of the BMS and behavior chains.
9) Review behavior management goals with youth
10) Conduct weekly individual mentoring sessions with the youth.
11) Engage youth and family in treatment.

PHASE 2: Treatment Phase

Treatment Phase - Youth goals:

1) Complete the *Thinking for a Change*, Cognitive Self-Change (lessons 6-10) and remaining social skills
2) Participate in weekly individual counseling sessions with assigned social services counselor.
3) Participate in Social Skills and Advanced Practice groups.
4) Participate in weekly individual mentoring sessions with group leader.
5) Attend school regularly
6) Display progress in meeting goals and objectives identified on the Individualized Intervention Plan.
7) Meet Treatment Phase BMS goal

Treatment Phase - Staff goals:

1) Facilitate *Thinking for a Change*, *Social Skills* and *Advanced Practice* groups.
2) Conduct weekly individual counseling sessions.
3) Conduct weekly individual mentoring sessions.
4) Work to engage family members in the youth's treatment process
8) Monitor youth progress in meeting goals outlined in the Reintegration Service Plan.
9) Engage in regular reinforcement of pro-social decisions through utilization of the behavior management system and behavior chains.
10) Review behavior management goals.
5) Administer In-program Client assessment prior to phase advancement

PHASE 3: Transformation Phase

Transformation Phase - Youth goals

1) Complete *Thinking 4 a Change* curriculum including, Problem Solving (Lessons 16-25)
2) Participate in weekly individual counseling sessions with assigned social services counselor.
3) Participate in Social Skills and Advanced Practice groups.
4) Participate in weekly individual mentoring sessions with the Group Leader.
5) Attend school regularly.

6) Display progress in meeting goals and objectives identified on the Individualized Intervention Plan.
7) Work with staff and family to prepare for reintegration.
8) Meet Transformation Phase BMS goal.

Transformation Phase - Staff goals

1) Facilitate *Thinking for a Change*, *Social Skills* and *Advanced Practice* groups.
2) Conduct weekly individual counseling sessions.
3) Conduct weekly individual mentoring sessions.
4) Engage family members in treatment.
5) Monitor youth progress in meeting goals outlined in the RSP.
6) Engage in regular reinforcement of pro-social decisions through utilization of the BMS and behavior chains.
7) Prepare youth and family for reintegration.
8) Administer the *In-Program Client Assessment* upon program completion.

Phase 3 residents will be eligible for escorted leave. Youth and parent/guardian must be actively engaged and progressing in treatment and meet the OJJ Escorted Leave Policy to be eligible. Escorted Leave will be awarded as an incentive in the Behavior Management Program.

Youth Progress Evaluation Forms

Thinking for a Change facilitators will use the *Thinking for a Change* Cognitive Self-Change, Problem Solving Skills and Social Skills Group Rosters (listed below) to ensure that youth complete all groups in the require sequence.

The Daily Group Assessment form (in JETS) will be utilized to monitor individual progress of individual youth in group counseling sessions. A Daily Group Assessment form will be completed for each youth following all group counseling sessions (*Thinking for a Change, Social Skills and Advanced Practice*).

Thinking for a Change

Cognitive Self-Change

Group Roster

Name	Start Date	Thinking Controls Our Behavior	Pay Attention to Our Thinking	Recognize Risk	Use New Thinking	Thinking Check-in	Comments

Thinking for a Change

Problem Solving Skills

Group Roster

Name	Start Date	Intro to Problem Solving	Stop & Think	State the Problem	Set a Goal and Gather Information	Practice PS Skills 1-3	Thinking of Choices & Consequences	Make a Plan	Do and Evaluate	PS – Application	Next Steps	Comme

Thinking for a Change

Social Skill

Group Roster

Name	Start Date	Active Listening	Asking Questions	Giving Feedback	Knowing Your Feelings	Understanding the Feelings of Others	Making a Complaint	Apologizing	Responding to Anger	Negotiating	Comments

DAILY GROUP ASSESSMENT FORM

YOUTH:_____ DORMITORY: _____

DATE: _____M/TU/W/TH/F/SA/SU FACILITATOR(S):_____

GROUP: _____ TOPIC/LESSON: _____

Level of Participation this session:

_____Stayed on subject/topic of group _____Inattentive, seemed distracted _____Disruptive

_____Generally positive _____Indifferent _____Generally negative

_____Provided useful feedback _____Minimal feedback _____No or hostile feedback

_____Active participation _____Attentive, but minimal participation _____No participation

_____Homework appropriately completed _____Homework attempted _____No homework

_____Understood/could demonstrate the skill _____Some difficulty with skill _____No skill practice

Interaction with Facilitators:

_____Generally positive/supportive _____Indifferent _____Generally negative/unsupportive

_____Listened to facilitator _____Appeared distracted _____Argumentative/hostile

_____Appropriate interaction _____Indifferent _____Sarcastic/make fun of others

Interaction with Peers:

_____Generally positive/supportive _____Indifferent _____Generally negative/unsupportive

_____Listened to facilitator _____Appeared distracted _____Argumentative/hostile

_____Appropriate interaction _____Indifferent _____Sarcastic/made fun of others

Awareness of criminogenic needs/behaviors:

_____Can identify problem/risky situations related to criminality _____Unable to identify risky situations

_____Accepts responsibility for behaviors_____Accepts some responsibility_____Accepts no responsibility

_____Can apply what was learned to multiple situations _____Unable to generalize across other situations

General Comments/Overall Assessment:

_____

_____

_____

_____

GROUP FACILITATOR EVALUATION FORM

Class Name: _____	**Session Observed:** _____
Date of Session Observed: _____	**Length of Session:** _____
Number of Participants: _____	**Class Facilitator:** _____
Criminogenic Need Met (if applicable): _____	

***Exceeds Expectations**: Performance is better than expected for the task; **Meets Expectations**: Performance is expected for the task;*

***Below Expectations**: Performance is below the level expected for the task. Needs more training; **Not Applicable**: Skill not used during this session*

FACILITATION EVALUATION	Exceeds Expectations	Meets Expectations	Below Expectations	Not Applicable	COMMENTS
GROUP STRUCTURE/FORMAT					
Is prepared for the session (flip chart, handouts prepared, clear about session topic, etc.).					
Incorporates homework review (participants report out on homework verbally/in writing).					
Has and follows a group manual.					
Involves all participants in group discussion and activities.					
Makes good use of group time (i.e., meaningful activities/discussion, topics, good pacing, stays on task, etc.).					
The group session started on time (within five minutes of scheduled time).					
The facilitator utilized a sign-in sheet as proof of attendance.					
The facilitator created a safe environment for the youth to safely express their feelings, thoughts and concerns.					
The group reviewed the goals, norms and expectations for the group meeting with the youth.					
The facilitator maintained control of the session.					
The Group size was manageable (8-12 youth optimal)					

FACILITATOR KNOWLEDGE/MODELING					
Demonstrates an understanding of the cognitive-behavioral model.					
Displays pro-social thinking and behavior.					
Does not make or reinforce derogatory/antisocial comments, jokes or remarks (i.e. laugh or agree with antisocial comments).					
Attempts to address responsivity issues/participant barriers (e.g., language, comprehension level, culture, transportation problems).					
Generally uses a solution-focused or problem solving approach.					
TEACHING SKILLS					
***Teaches*--Introduces the skill and attempts to get participant buy-in on use of the skill.**					
***Models*—Facilitator demonstrates skill or skill steps to participants.**					
***Practices*--All participants involved in the practice/role play of the skill being taught.**					
***Feedback*--Provides constructive feedback to participants practicing the skill (facilitator and other participants provide feedback).**					
Assigns homework to allow for skill practice outside of group setting.					
Identifies and addresses participants' individual skill deficits using a structured learning approach (i.e., teach, model, practice, feedback).					
BEHAVIOR MANAGEMENT					
Recognizes anti-social thinking and behavior.					
Effectively addresses anti-social thinking and behavior.					
Able to redirect/correct behavior without alienating participants.					
Provides appropriate reinforcement of pro-social thinking and behavior.					
Verbal praise/reinforcement is used at a high frequency.					

Verbal praise is specific to the targeted behavior (i.e. facilitator explains the specific behavior being reinforced).					
Facilitator generally had good group management techniques.					
COMMUNICATION					
Communicates to the participants in a respectful manner.					
Provides information to the group in a clear and concise manner.					
Uses reflective listening and acknowledges participants' contribution to the group discussion.					
Uses open-ended questions to engage the group in discussion.					
INTERPERSONAL CHARACTERISTICS					
Has rapport with participants.					
The facilitator provided support and directions to the youth.					
Engaging with all participants (youth and staff) (i.e. shows enthusiasm, uses humor where appropriate).					
Accepts differing viewpoints (i.e. does not impose personal values on participants).					
Avoids argumentation.					
OVERALL GROUP RATING					

Areas of Strength: _____

_____

_____

Areas for training or growth: _____

_____

_____

Evaluator Signature: _____ **Review Date:** _____

Facilitator Signature: _____

Schedule for FAST Track inclusive of the treatment components

FAST Track Discovery Unit (Updated 10/02/2014)

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5:30-6:00AM	Wake/Hygiene/Detail	Wake Up/Hygiene/Detail	Wake Up/Hygiene/Detail	Wake Up/Hygiene/ Detail	Wake Up/Hygiene/Detail	Wake Up/Hygiene/ Detail	Wake Up/Hygiene/Detail
6:00-6:30 AM	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST
6:30-7:50 AM	**T4C Social Skills/ Prep School**	**T4C Social Skills/Prep School**	**T4C Social Skills/Prep School**	**T4C Social Skills/Prep School**	**T4C Social Skills/Prep School**	Social Skills/Advanced Practice Dorm Detail	Social Skills/Advanced Practice Dorm Detail
7:50-8:20 AM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Church	Unit Detain/Clean
8:20-9:20 AM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	**Church**	**Leisure Time**
9:20-10:50 AM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	**Structural Activity/TV**	**T4C Group /Make-Up**
10:50 12:20 PM	LUNCH/Counseling	LUNCH/Counseling	LUNCH/Counseling	LUNCH/Counseling	LUNCH/**Counseling**	LUNCH/Counseling	**LUNCH/Recreation**
12:20 -1:20	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	**Structural Activity/TV**	**Structural Activity/TV**
1:50-3:20 pm	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Process TV activity	T4C Group/Make-up
3:30-4:30 PM	**T4C groups**	**T4C Groups**	**T4C groups**	**T4C Group**	**T4C Group**	Recreation/Large Muscles Exercise	Recreation/Large Muscles Exercise
4:30-5:00 PM	**Structure Activity /Dinner/Med**	**T4C Groups**	**Structure Activity Dinner/Med**	**T4C Group** Dinner/ Med	**T4C GROUP/Dinner/Med**	DINNER/Med	DINNER/Med
5:00-5:30 PM	JJS Group	Structure Activity	JJS Group	Structure Activity	Structure Activity	Recreation	Recreation
5:30-6:30 PM	**Structure Activity**	**Structure Activity**	**Structure Activity**	**Structure Activity**	**Structure Activity**	**Challenge Course**	**Challenge Course**
6:30-7:00	**Leisure Time/Shower Prep**	**Leisure Time/Shower Prep**	**Leisure Time/ Shower/Prep**	**Leisure Time/Shower Prep**	**Leisure Time/Shower Prep**	**Leisure Time/Shower Prep**	**Counsel Meeting Weekend Review**
7:00-7:30 PM	Showers/Details/Journal	Showers/Details/Journal	Showers/Details	Showers/Details	Showers/Details	Showers/Details	Showers/Details
7:30-8:00 PM	Showers/Details	Showers/Details	Showers/Details	Showers/Details	Showers/Details	Showers/Details	Showers/Details
8:00-9:00 PM	Point System Review	Point System Review	Point System Review	Point System Review	Point System Review/TV	Point System Review/TV	Point System Review/TV
9:00-	Process structure	Process Structure	Process	Process	Process/Structure/	Process	Process

9:30 PM			Structure	Structure	TV/Day	Structure/TV/ Day	Structure TV/Day
9:30-10:00 PM	Bed Prep/Lights Out 9:30 PM	Bed Prep/Lights Out 9:30 PM	Bed Prep/Lights Out 9:30 PM	Bed Prep/Lights Out 9:30 PM	Bed Prep/Lights Out 10:00 PM	Bed Prep/Lights Out 10:00 PM	Bed Prep/Lights Out 9:30 PM

APPENDIX A

***Thinking for a Change*—Table of Contents, social skill lesson format, and lesson skills**

Thinking for a Change

Lesson 1:	Introduction
Lesson 2:	Active Listening
Lesson 3:	Asking Questions
Lesson 4:	Giving Feedback
Lesson 5:	Knowing Your Feelings
Lesson 6:	Thinking Controls Our Behavior
Lesson 7:	Pay Attention to Out Thinking
Lesson 8:	Recognize Risk
Lesson 9:	Use New Thinking
Lesson 10:	Thinking Check-in
Lesson 11:	Understanding the Feelings of Others
Lesson 12:	Making a Complaint
Lesson 13:	Apologizing
Lesson 14:	Responding to Anger
Lesson 15:	Negotiating
Lesson 16:	Introduction to Problem Solving
Lesson 17:	Stop and Think
Lesson 18:	State the Problem
Lesson 19:	Set a Goal and gather Information
Lesson 20:	Practice Problem Solving Skills 1-3
Lesson 21:	Think of Choices and Consequences
Lesson 22:	Make a Plan
Lesson 23:	Do and Evaluate
Lesson 24:	Problem Solving-Application
Lesson 25:	Next

APPENDIX B

T4C-Social Skills Lesson Format

1. Overview of the new skill
    a. Define the skill
    b. Post the skill steps
    c. Read, define and briefly discuss them
    d. Identify if it is a “thinking” or an “action” step
    e. Hand out skill cards
2. Facilitator models the skill
    a. The model should be **perfect**, so practice before you model
    b. Indicate which facilitator is doing the skill
    c. Assign skill steps for participants to watch for, reading the entire step each time
3. Discussion of the modeling display
    a. Ask a participant if they saw the first step, reading the entire step
    b. Ask them what the facilitator said
    c. Get an example from each participant of when they could use the skill (make sure that their example is specific so they can use it for their role play)
4. All participants practice the skill in a role play
    a. Get a volunteer to role play first (The person role playing the skill is doing the skill steps. This person is the main actor.)
    b. Allow the role player to **choose their own co-actor**
    c. Set up the scene (including the role player telling the co-actor how to act. During set up, **make sure you know what the main actor will say during each of the steps, so they perform a perfect role play**.)
    d. Assign all participants a step to watch for, reading each step as you assign it
    e. Monitor the role play and pause if it goes off track
    f. End the role play **as soon as** the role player **performs the last step**

5. Feedback protocol
    a. Ask each participant if the actor did the step the person was watching for, reading the entire step each time
    b. Ask co-actor, “How did that feel?”
    c. Ask the role player, “How was that for you?”
    d. Provide positive reinforcement to the main actor

SUPPLEMENTS:

Skill Cards- one for each group member
Slides- Skill steps for that skill (Options: PowerPoint, Overhead, Flip Chart)

Note: During the first social skill lesson, you will present the idea behind social skills, including a slide with the following information:

"Social Skills are the skills we use when we deal with other people. Good Social Skills get us what we want and maximize the positive response and minimize the negative response from other people."

LESSON CORE CONTENT

During the first social skills lesson you will introduce the concept in the following way,

Say: "Beginning with this session, we are going to identify and practice a way to learn and use techniques to better get along with others, both individually and in small groups. We will use these techniques to learn specific skills. What are skills anyway?"

Solicit group responses and write all of them on chart paper. Ensure that you reinforce those that support the definition of social skills.

Overview of Social Skills (General)

Say: "So what is a skill?"
Elicit possible answers from the group.

Say: "Is text messaging a skill? What about playing basketball? And how do people get good at these skills?"

Answer: They practice them!

Say: "That is what we are going to do with social skills. We are going to practice them. So, how do you think social skills are different from text messaging or playing a sport?"

Elicit answers from the group.

Say: "Social Skills are the skills we use when we deal with other people. Good Social Skills get us what we want and maximize the positive response and minimize the negative

response from other people. So what are some of the social skills you already use on a daily basis?"

"Now, let's say you were to have a conflict with someone and get really angry. What might you do to defend yourself?"

Get someone in the group to say you might punch the other person, or use a knife or a gun. So, let's say you have a fist or a weapon in one hand. Then pull a fist out of one of your pockets.

Say: "What do you have in your other pocket, though?"

Turn the other pocket inside-out.

Say: "Nothing. Social skills are a way to handle conflicts situations, so that you have more than one option. You can still use your fist if you decide to, and you have other options as well. Each social skill you learn gives you another option in case you decide not to use your fist. How do you feel when you have more choices?"

Solicit responses.

Social Skill Lesson

Overview of the social skill

Tell participants the name of the social skill for that day and hold a brief discussion about why it might be helpful to them. Hand out the skill steps cards (refer to participant manual) and make sure it is posted in the room (either in a slide or flip chart format.)

Identify Thinking Steps and Action Steps

Say: "Let's read through the steps for this social skill. Can I get a volunteer to read the first step?"

Ask for volunteers to read each of the steps. Always get volunteers to read, since sometimes individuals are not comfortable reading aloud.

Model the Skill

Say: "Before we model today's skill, I would like you to look at me (the person doing the skill steps) and make sure I do all of the steps. Will someone make sure I do the first step (and then read the entire step yourself out loud)?"

Continue around the room assigning participants to watch for each of the steps. Make sure to read the whole step out loud each time you refer to it!

Make sure you have practiced your model with your co-facilitator before group so that you perform it perfectly. If you make and error, stop the model, apologize to the group ("Everyone makes mistakes;" and then restart the model from the beginning.) Make sure you point to your head when you're modeling the thinking steps.

Perform your model. After the model, ask each person if they observed you doing each of the steps, reading the step aloud each time you refer to it.

Get Specific Examples from Each Participant

Say: "Tell me of a specific time when you think you could use this skill in your everyday life."

Go around the room and get a specific example from each person, remembering this will be the example they role play, so they need to identify a person to use it with and a time and place to use it. Once everyone has given a specific example, you will begin the role plays. If someone is struggling coming up with a specific example, ask them questions to help guide them.

For example, a participant says, "I could use this skill with a neighbor." You will want to help them decide <u>which</u> neighbor, and <u>what</u> is the exact situation. Also, <u>when</u> is an appropriate time for you to use the skill with the specific neighbor? The more closely their role plays match with their real life, the easier they will be able to transfer the skill to their daily interactions.

Participants Practice the Skill in a Role Play

Get a volunteer to role play first (The person role playing the skill is doing the skill steps. They are the <u>main actor</u>.)

Say: "Now that we all have identified an example of when we could use this social skill, let's try it out. Can I get a volunteer to do the first role play?"

If you are having a hard time getting a volunteer, ask, "Who's brave enough to go first?"

Allow the role player to **choose his/her own <u>co-actor</u>.**

Say: "Who reminds you of the person you're role playing using the skill with? Or is there someone in the room that you think would do a good job of acting like the other person in your scene?"

Set up the scene by asking the main actor to briefly describe what is going to happen (including the main actor telling the co-actor how to act and what to say. During set up, **make sure you know what the main actor will say during each of the steps, so they perform a perfect role play**.) You can set up the scene privately with only the actors or in front of the whole group. While you are setting up the scene, have your co-facilitator **Assign all participants a step** to watch for, reading each step aloud as it is assigned.

Monitor the role play and 'pause' if it goes off track. Finally, end the role play **as soon as** the main actor **performs the last step.**

*****Make sure the main actor points to their head when doing the thinking steps. If they forget, remind them by point to your own head so they can see you.

Feedback protocol

Ask each participant if the actor did the step they were watching for, reading the entire step each time. Then ask co-actor, "How did that feel?" After the co-actor gives positive feedback, ask the main actor, "How was that for you?" Finally, provide positive reinforcement to the main actor. Have everyone give the main actor a round of applause and invite them back to their seat.

Repeat the role play process until each participant has performed.

Practice Work

Commend the group for their participation and assign "Practice Work."

Say: "In order to get really good at this skill, you will want to try it out in your everyday lives. You have a practice work handout. Let's fill out the top half together, then after you try it out, fill out the bottom half and bring it to our next group meeting."

Go through the handout and make sure everyone understands the skill and assignment.

****

Lesson 2 Active Listening-

Active Listening Model Content:

The main actor is listening. The co-actor is telling a story about how they someone in the cafeteria drop and serving spoon and pick it back up, placing it back into the food.

Skills Steps for Active Listening:

1. Look at the person who is talking
2. Remember to sit or stand quietly
3. Think about what the other person is saying
4. Say 'yes" or nod your head
5. Once they have finished talking, ask a question about the topic to find out more.

****

Lesson 3 Asking Questions-

<u>Asking Questions</u> Model Content:

The main actor is about to be released from doing 12 years for drug possession and needs to find out about a treatment group close to home. They are asking their counselor where they can get this information.

Skill Steps for Asking Questions:

1. Decide what you would like to know more about.
2. Decide whom to ask.
3. Think about different ways to ask your question and pick one way.
4. Pick the right time and place to ask your question.
5. Ask your question.

****

Lesson 4 Giving Feedback-

<u>Giving Feedback</u> Model Format:

One of the group members keeps on interrupting when others are talking and he doesn't realize that he is doing it. You need to provide him feedback about his behavior, and how inconsiderate it is to others.

Skill Steps for Giving Feedback:

1. Decide if you want to provide objective information to someone about their behavior, thoughts, or feelings.
2. Decide what kind of information you wish to provide.
3. Think about different ways to give the information and pick one way.
4. Pick the right time and place to give feedback.
5. Give the other person the information in an objective manner.

****

Lesson 10 Knowing Your Feelings-

<u>Knowing Your Feelings</u> Model Format:

My roommate just accused me of taking his/her stash of candy and I want to punch him/her in the mouth. I have a vague, intense emotion, which I need to identify. It is probably anger. My face is flushed and my fists are clenched. My stomach is jittery.

Skill Steps for Knowing Your Feelings:

1. Tune into what is going on in your body that helps you know what you're feeling.
2. Decide what happened to make you feel that way.
3. Decide what you could call the feeling.

****

Lesson 11 Understanding Your Feelings-

<u>Understanding Your Feelings</u> Model Format:

A member of the group is agitated because they just got a phone call from their girl/boy friend who said she/he was no longer interested in seeing him/her.

Skill Steps for Understanding Your Feelings:

1. Watch the other person.
2. Listen to what the other person is saying.
3. Figure out what the other person might be feeling.
4. Think about ways to show you understand what he/she is feeling.
5. Decide on the best way and do it.

****

Lesson 12 Responding to the Feelings of Others-

<u>Responding to the Feelings of Others</u> Model Format:

My girl/boyfriend is upset because s/he has been fired from his/her job for being late. S/he has been careless about getting to work on time and has been warned before about being late. S/he really needed the job in order to pay bills, a lot of which are past due. S/he came home

very angry, but now is just sitting there, watching television. S/he doesn't seem to be paying attention to the show. His/her fists are clenched and jaw is tight.

Skill Steps for Responding to the Feelings of Others:

1. Observe the other person's words and actions.
2. Decide what the other person might be feeling and how strong the feelings are.
3. Decide whether it would be helpful to let the other person know you understand his/her feelings.
4. Tell the other person, in a warm and sincere manner, how you think he/she is feeling.

****

Lesson 13 Preparing for a Stressful Conversation-

<u>Preparing for a Stressful Conversation</u> Model Format:

You have had a minor accident with the delivery truck that belongs to the company you work for. The accident was due to sliding on some oil that was spilled in a parking lot of one of your customers. You're sure it was not your fault, but you need to tell him about the truck.

Skill Steps for Preparing for a Difficult Conversation:

1. Imagine yourself in the stressful situation
2. Think about how you will feel and why you will feel that way.
3. Imagine the other person in the stressful situation. Think about how that person will feel and why.
4. Imagine yourself telling the other person what you want to say.
5. Imagine what s/he will say.
6. Repeat the above steps using as many approaches as you can think of
7. Pick the best approach and try it.

****

Lesson 14 Responding to Anger-

<u>Responding to Anger</u> Model Format:

The person who lives in the next apartment comes into your apartment and starts yelling about his wife. He is angry because she has taken the car, the kids and all his money. She left a note saying she has gone to visit her best friend in another state and won't be home for a week. You know this person only a little bit, but he has always been friendly to you. You are afraid that his yelling might bring the manager or might even escalate to violence.

*Note tell participants the anger should not be directed to the main actor, but rather toward someone not present.

Skill Steps for Responding to Anger:

1. Listen openly to what the other person has to say.
2. Show that you understand what the other person is feeling.
3. Ask the other person to explain anything you don't understand.
4. Show that you understand why the other person feels angry.
5. If it is appropriate, express your thoughts and feelings about the situation.

****

Lesson 15 Dealing with an Accusation-

<u>Dealing with an Accusation</u> Model Format:

Your girl/boyfriend accuses you of going out with another boy/girl. The person s/he accuses you of dating is someone you know from work, and in fact, you like. You have had coffee with him/her once or twice. You haven't asked him/her on a date, but you have been thinking about it.

Skill Steps for Dealing with an Accusation:

1. Think about what the other person accused you of.
2. Think about why the person might have accused you.
3. Think about ways to answer the accusation
4. Choose the best way and do it.

APPENDIX C

Fifty Social Skills

Group 1: Beginning Social Skills

Skill 1: Listening

SKILL STEPS

1. Look at the person who is talking.

2. Think about what is being said.

3. Wait your turn to talk.

4. Say what you want to say.

Skill 2: Starting a Conversation

SKILL STEPS

1. Greet the other person.

2. Make small talk.

3. Decide if the other person is listening.

4. Bring up the main topic.

Skill 3: Having a Conversation

SKILL STEPS

1. Say what you want to say.

2. Ask the other person what he/she thinks.

3. Listen to what the other person says.

4. Say what you think.

5. Make a closing remark.

Skill 4: Asking a Question

SKILL STEPS

1. Decide what you'd like to know more about.

2. Decide whom to ask.

3. Think about different ways to ask your question and pick one way.

4. Pick the right time and place to ask your question.

5. Ask your question.

Skill 5: Saying Thank You

SKILL STEPS

1. Decide if the other person said or did something that you want to thank him/her for.

2. Choose a good time and place to thank the other person.

3. Thank the other person in a friendly way.

4. Tell the other person why you are thanking him/her.

Skill 6: Introducing Yourself

SKILL STEPS

1. Choose the right time and place to introduce yourself.

2. Greet the other person and tell your name.

3. Ask the other person his/her name if you need to.

4. Tell or ask the other person something to help start your conversation.

Skill 7: Introducing Other People

SKILL STEPS

1. Name the first person and tell him/her the name of the second person.

2. Name the second person and tell him/her the name of the first person.

3. Say something that helps the two people gets to know each other.

Skill 8: Giving a Compliment

SKILL STEPS

1. Decide what you want to compliment about the other person.

2. Decide how to give the compliment.

3. Choose the right time and place to say it.

4. Give the compliment.

Group 2: Advanced Social Skills

Skill 9: Asking for Help

SKILL STEPS

1. Decide what the problem is.

2. Decide if you want help for the problem.

3. Think about different people who might help you and pick one.

4. Tell the person about the problem and ask that person to help you.

Skill 10: Joining In

SKILL STEPS

1. Decide if you want to join in an activity others are doing.

2. Decide the best way to join in.

3. Choose the best time to join in.

4. Join in the activity.

Skill 11: Giving Instructions

SKILL STEPS

1. Decide what needs to be done.

2. Think about the different people who could do it and choose one.

3. Ask that person to do what you want done.

4. Ask the other person if he/she understands what to do.

5. Change or repeat your instructions if you need to.

Skill 12: Following Instructions

SKILL STEPS

1. Listen carefully while you are being told what to do.

2. Ask questions about anything you don't understand.

3. Decide if you want to follow the instructions and let the other person know your decision. 4. Repeat the instructions to yourself.

5. Do what you have been asked to do.

Skill 13: Apologizing

SKILL STEPS

1. Decide if it would be best for you to apologize for something you did.

2. Think of the different ways you could apologize.

3. Choose the best time and place to apologize.

4. Make your apology.

Skill 14: Convincing Others

SKILL STEPS 1. Decide if you want to convince someone about something.

2. Tell the other person your idea.

3. Ask the other person what he/she thinks about it.

4. Tell why you think your idea is a good one.

5. Ask the other person to think about what you said before making up his/her mind.

Group 3: Skills for Dealing with Feelings

Skill 15: Knowing Your Feelings

SKILL STEPS

1. Tune in to what is going on in your body that helps you know what you are feeling.

2. Decide what happened to make you feel that way.

3. Decide what you could call the feeling.

Skill 16: Expressing Your Feelings

SKILL STEPS

1. Tune in to what is going on in your body.

2. Decide what happened to make you feel that way.

3. Decide what you are feeling.

4. Think about the different ways to express your feeling and pick one.

5. Express your feelings.

Skill 17: Understanding the Feelings of Others

SKILL STEPS

1. Watch the other person.

2. Listen to what the other person is saying.

3. Figure out what the person might be feeling.

4. Think about ways to show you understand what he/she is feeling.

5. Decide on the best way and do it.

Skill 18: Dealing with Someone Else's Anger

SKILL STEPS

1. Listen to the person who is angry.

2. Try to understand what the angry person is saying and feeling.

3. Decide if you can say or do something to deal with the situation.

4. If you can, deal with the other person's anger.

Skill 19: Expressing Affection

SKILL STEPS

1. Decide if you have good feelings about the other person.

2. Decide if the other person would like to know about your feelings.

3. Choose the best way to express your feelings.

4. Choose the best time and place to express your feelings.

5. Express your feelings in a friendly way.

Skill 20: Dealing with Fear

SKILL STEPS

1. Decide if you are feeling afraid.

2. Think about what you might be afraid of.

3. Figure out if the fear is realistic.

4. Take skill steps to reduce your fear.

Skill 21: Rewarding Yourself

SKILL STEPS

1. Decide if you have done something that deserves a reward.

2. Decide what you could say to reward yourself.

3. Decide what you could do to reward your- self.

4. Reward yourself.

Group 4: Skills Alternatives to Aggression

Skill 22: Asking Permission

SKILL STEPS

1. Decide what you would like to do for which you need permission.

2. Decide whom you have to ask for permission.

3. Decide how to ask for permission.

4. Pick the right time and place.

5. Ask for permission.

Skill 23: Sharing Something

SKILL STEPS

1. Decide if you might like to share some of what you have.

2. Think about how the other person might feel about your sharing.

3. Offer to share in a direct and friendly way.

Skill 24: Helping Others

SKILL STEPS

1. Decide if the other person might need and want your help.

2. Think of the ways you could be helpful.

3. Ask the other person if he/she needs and wants your help.

4. Help the other person.

Skill 25: Negotiating

SKILL STEPS

1. Decide if you and the other person are having a difference of opinion.

2. Tell the other person what you think about the problem.

3. Ask the other person what he/she thinks about the problem.

4. Listen openly to his/her answer.

5. Think about why the other person might feel this way.

6. Suggest a compromise.

Skill 26: Using Self-Control

SKILL STEPS

1. Tune in to what is going on in your body that helps you know you are about to lose control of yourself.

2. Decide what happened to make you feel this way.

3. Think about ways in which you might control yourself.

4. Choose the best way to control yourself and do it.

Skill 27: Standing Up for Your Rights

SKILL STEPS

1. Pay attention to what is going on in your body that helps you know that you are dissatisfied and would like to stand up for yourself.

2. Decide what happened to make you feel dissatisfied.

3. Think about ways in which you might stand up for yourself and choose one.

4. Stand up for yourself in a direct and reasonable way.

Skill 28: Responding to Teasing

SKILL STEPS

1. Decide if you are being teased.

2. Think about ways to deal with the teasing.

3. Choose the best way and do it.

Skill 29: Avoiding Trouble with Others

SKILL STEPS

1. Decide if you are in a situation that might get you into trouble.

2. Decide if you want to get out of the situation.

3. Tell the other people what you decided and why.

4. Suggest other things you might do.

5. Do what you think is best for you.

Skill 30: Keeping Out of Fights

SKILL STEPS

1. Stop and think about why you want to fight.

2. Decide what you want to happen in the long run.

3. Think about other ways to handle the situation besides fighting.

4. Decide on the best way to handle the situation and do it.

Group 5: Skills for Dealing with Stress

Skill 31: Making a Complaint

SKILL STEPS

1. Decide what your complaint is.

2. Decide whom to complain to.

3. Tell that person your complaint.

4. Tell that person what you would like done about the problem.

5. Ask how he/she feels about what you've said.

Skill 32: Answering a Complaint

SKILL STEPS

1. Listen to the complain

2. Ask the person to explain anything you don't understand.

3. Tell the person that you understand the complaint.

4. State your ideas about the complaint, accepting the blame if appropriate.

5. Suggest what each of you could do about the complaint.

Skill 33: Being a Good Sport

SKILL STEPS

1. Think about how you did and how the other person did in the game you played.

2. Think of a true compliment you could give the other person about his/her game.

3. Think about his/her reactions to what you might say.

4. Choose the compliment you think is best and say it.

Skill 34: Dealing with Embarrassment

SKILL STEPS

1. Decide if you are feeling embarrassed.

2. Decide what happened to make you feel embarrassed.

3. Decide on what will help you feel less embarrassed and do it.

Skill 35: Dealing with Being Left Out

SKILL STEPS

1. Decide if you are being left out.

2. Think about why the other people might be leaving you out of something.

3. Decide how you could deal with the problem.

4. Choose the best way and do it.

Skill 36: Standing up for a Friend

SKILL STEPS

1. Decide if your friend has not been treated fairly by others.

2. Decide if your friend wants you to stand up for him/her.

3. Decide how to stand up for your friend. 4. Stand up for your friend.

Skill 37: Responding to Persuasion

SKILL STEPS

1. Listen to the other person's ideas on the topic.

2. Decide what you think about the topic.

3. Compare what he/she said with what you think.

4. Decide which idea you like better and tell the other person about it.

Skill 38: Responding to Failure

SKILL STEPS

1. Decide if you have failed at something.

2. Think about why you failed.

3. Think about what you could do to keep from failing another time.

4. Decide if you want to try again.

5. Try again using your new idea.

Skill 39: Dealing with Contradictory Messages

SKILL STEPS

1. Decide if someone is telling you two opposite things at the same time.

2. Think of ways to tell the other person that you don't understand what he/she means.

3. Choose the best way to tell the person and do it.

Skill 40: Dealing with an Accusation

SKILL STEPS

1. Think about what the other person has accused you of.

2. Think about why the person might have accused you.

3. Think about ways to answer the person's accusation.

4. Choose the best way and do it.

Skill 41: Getting Ready for a Difficult Conversation

SKILL STEPS

1. Think about how you will feel during the conversation.

2. Think about how the other person will feel.

3. Think about different ways you could say what you want to say.

4. Think about what the other person might say back to you.

5. Think about any other things that might happen during the conversation.

6. Choose the best approach you can think of and try it.

Skill 42: Dealing with Group Pressure

SKILL STEPS

1. Think about what the group wants you to do and why.

2. Decide what you want to do.

3. Decide how to tell the group what you want to do.

4. Tell the group what you have decided.

Group 6: Planning Skills

Skill 43: Deciding on Something to Do

SKILL STEPS

1. Decide whether you are feeling bored or dissatisfied with what you are doing.

2. Think of things you have enjoyed doing in the past.

3. Decide which one you might be able to do now.

4. Start the activity.

Skill 44: Deciding What Caused a Problem

SKILL STEPS

1. Define what the problem is.

2. Think about possible causes of the problem.

3. Decide which are the most likely causes of the problem.

4. Check out what really caused the problem.

Skill 45: Setting a Goal

SKILL STEPS

1. Figure out what goal you want to reach.

2. Find out all the information you can about how to reach your goal.

3. Think about the skill steps you will need to take to reach your goal.

4. Take the first step toward your goal.

Skill 46: Deciding on Your Abilities

SKILL STEPS

1. Decide which abilities you might want to use.

2. Think about how you have done in the past when you have tried to use these abilities.

3. Get other people's opinions about your abilities.

4. Think about what you found out and decide how well you use these abilities.

Skill 47: Gathering Information

SKILL STEPS

1. Decide what information you need.

2. Decide how you can get the information.

3. Do things to get the information.

Skill 48: Arranging Problems by Importance

SKILL STEPS

1. Think about the problems that are bothering you.

2. List these problems from most to least important.

3. Do what you can to hold off on your less important problems.

4. Go to work on your most important problems.

Skill 49: Making a Decision

SKILL STEPS

1. Think about the problem that requires you to make a decision.

2. Think about possible decisions you could make.

3. Gather accurate information about these possible decisions.

4. Reconsider your possible decisions, using the information you have gathered.

5. Make the best decision.

Skill 50: Concentrating on a Task

SKILL STEPS

1. Decide what your task is.

2. Decide on a time to work on this task.

3. Gather the materials you need.

4. Decide on a place to work.

5. Decide if you are ready to concentrate.

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In-Program Behavioral Assessment

Offender's Name:_____ Case Number:_____ Date assessed:

Last First MI

Date assessed: _____/_____/_____

Month Day Year

In-program Behavior Ratings:

For each behavioral dimension below, mark the circle that best describes the offender's behavior ***Base the rating on the observations of team members as well any other available information about the offender's current behavior.*** *When offender behavior varies between descriptions, mark the less favorable description.*

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1. Pro-social relationships

Models and promotes pro-social relationships with peers. 0

Establishes and maintains pro-social relationships with peers. 1

Attempts to establish pro-social relationships with peers. 2

Avoids peers who engage in anti-social behaviors. 3

Does not avoid anti-social behavior or seeks out peers who engage in such behavior. 4

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2. Personal shortcomings and mistakes

Assists others to identify and correct personal shortcomings and mistakes. 0

Identifies personal shortcomings and mistakes and takes own corrective action. 1

Identifies personal shortcomings and mistakes and accepts staff suggestions for corrective action. 2

Acknowledges personal shortcomings and mistakes when pointed out by staff. 3

Does not acknowledge personal shortcomings and mistakes when pointed out by staff. 4

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3. Consideration of Others' Feelings

Accepts the importance of others' needs and feelings and consistently reflects them in daily interactions. 0

Accepts that others have different needs and feelings and sometimes reflects this in his/her behavior. 1

Acknowledges as important only the needs and feelings of others close to him/her. 2

Understands that others have needs and feelings, but own feelings take precedence. 3

Ignores the needs and feelings of others. 4

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4. Non-violent alternatives

Models and promotes the use of non-violent alternatives for resolving conflicts. 0

Uses non-violent alternatives to resolve conflicts. 1

Uses non-violent alternatives to resolve conflicts with staff support. 2

Can describe non-violent alternatives for resolving conflicts but requires staff direction to use them. 3

Cannot describe non-violent alternatives for resolving conflicts or does not use such alternatives. 4

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5. Handling frustration

Models and encourages others to use acceptable methods for handling frustration. 0

Uses acceptable methods for handling frustration. 1

Uses acceptable methods for handling frustration with staff support. 2

Can describe acceptable methods for handling frustration but requires staff direction to use them. 3

Cannot describe acceptable methods for handling frustration or does not use such methods. 4

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6. Controlling impulsive behavior

Models and encourages others to use acceptable methods for controlling impulsive behavior. 0

Uses acceptable methods for controlling impulsive behavior. 1

Uses acceptable methods for controlling impulsive behavior with staff support. 2

Can describe acceptable methods for controlling impulsive behavior but requires staff direction to use them. 3

Cannot describe acceptable methods for controlling impulsive behavior or does not generally use such methods. 4

7. Responsibility for past behavior

Encourages others to take responsibility for past illegal behavior. 0

Expresses genuine remorse and can discuss impact of past illegal behavior on self and community. 1

Expresses genuine remorse for illegal behavior. 2

Accepts placement, but does not express genuine remorse. 3

Does not accept reasons for placement or projects blame. 4

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8. Empathic Behavior

Accurately assesses the feelings of others and consistently adapts behavior accordingly. 0

Generally adapts behavior to feelings of others. 1

Adapts behavior to feelings of others when coached. 2

Considers the feelings of others, but needs staff direction to adapt behavior. 3

Acts without considering the feelings of others. 4

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9. Fairness

Consistently maintains the principle of fairness even when personal interests must be set aside. 0

Generally demonstrates fairness in interpersonal relationships. 1

Uses the concept of fairness in interpersonal relationships with staff support. 2

Uses the concept of fairness in interpersonal relationships with staff direction. 3

Does not demonstrate an understanding of fairness or use it in interpersonal relations. 4

10. ***Obeying laws/complying with facility rules***

Can describe the reasons for laws and rules; Obeys laws; Consistently complies with

facility rules and promotes compliance by peers. 0

Consistently obeys laws and complies with facility rules. 1

Obeys laws and complies with facility rules with staff support. 2

Obeys laws and complies with facility rules with staff direction. 3

Does not obey laws or comply with facility rules. 4

11. Sensitivity

Avoids offending others and sincerely apologizes if an offense inadvertently occurs. 0

Rarely engages in offensive behavior and when it occurs, makes an appropriate apology. 1 Identifies behavior that is offensive and apologies with staff support. 2 Accepts that certain behaviors are offensive and corrects them with staff direction. 3

Cannot identify behavior that is offensive or refuses to apologize. 4

12. Goal Setting

Evaluates and modifies goals independently, when appropriate. 0

Develops realistic goals and plans, and then actively works to achieve them. 1

Develops realistic goals and plans with staff support. 2

Can describe goal setting and short and long term planning. 3

Does not plan or set goals. 4

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13. Relationships

Models positive, mutually supportive relationships with peers and appropriate relationships with adults. 0

Establishes and maintains positive relationships with peers and adults. 1

Has established some positive interpersonal relationships with peers and adults. 2

Can describe the importance of establishing positive interpersonal relationships. 3

Does not understand or establish positive interpersonal relationships with peers. 4

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14. Conflict resolution

Models skills and encourages others to appropriately resolve conflicts. 0

Uses skills to appropriately resolve conflicts. 1

Uses conflict resolution skills with staff support. 2

Can describe methods for conflict resolution and uses them with staff direction. 3

Cannot describe or use skills for conflict resolution. 4

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15. Consequences for behavior

Assists peers in understanding the consequences of their behavior for themselves and others. 0

Can describe how personal behavior has consequences for others in addition to family and friends. 1

Can describe how own behavior has consequences for self and others close to him/her (e.g. family, friends). 2

Can describe how own behavior has consequences for self. 3
Cannot describe or demonstrate how behavior has consequences. 4

16. Negative peer pressure

Models skills to deal with negative peer pressure. 0

Uses skills to deal with negative peer pressure. 1

Uses skills to deal with negative peer pressure with staff support. 2

Can describe how to deal with negative peer pressure, but requires staff direction to do so. 3

Does not resist negative peer pressure. 4

17. Self-destructive behavior

Consistently avoids self-destructive behavior and encourages others to do the same. 0

Can describe how to avoid self-destructive behavior and avoids it. 1

Avoids self-destructive behavior with staff support and can identify own self-destructive behavior. 2

Avoids self-destructive behavior with staff direction, and can identify such behavior in others. 3

Cannot identify self-destructive behavior or engages in self-destructive behavior. 4

18. Recognizing the achievements of others

Finds ways to recognize the achievements of others. 0

Regularly acknowledges the achievements of others. 1

Occasionally identifies the achievements of others. 2

Recognizes the achievements of others when they are identified by staff. 3

Minimizes the achievements of others. 4

19. Re-offense risk

Assists others in avoiding situations likely to lead to re-offending. 0

Avoids situations likely to lead to re-offending. 1

Identifies situations that increase re-offense risk and avoids them with staff support. 2

Acknowledges that certain situations can increase re-offense risk and avoids them with staff direction. 3

Does not acknowledge situations that can increase re-offense risk or does not avoid such situations. 4

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20. Performance expectations

Consistently meets and often exceeds program performance expectations

and promotes active participation by peers. 0

Models consistent program performance expectations. 1

Consistently meets program performance expectations with staff support. 2

Meets program performance expectations with constant staff direction. 3

Rarely meets program performance expectations. 4

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21. Disciplinary action

Avoids rule violations most of the time and corrects behavior if they occur. 0

Acknowledges responsibility for rule violations and, without prompting routinely makes

efforts to correct behavior. 1

Acknowledges responsibility for rule violations and agrees that some disciplinary action is warranted. 2

Acknowledges rule violation but minimizes its importance. 3

Does not take responsibility for rule violations. 4

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22. Use of Property

Encourages others to care for property. 0

Takes care of all property. 1

Takes care of own and others' property, but damages State property. 2

Only takes care of own property. 3

Deliberately damages property. 4

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23. Regressive behavior

Assists others in recovering from regressive behaviors. 0

Recovers from regressive behaviors. 1

Recovers from regressive behaviors with staff support. 2

Recovers from regressive behaviors with staff direction. 3

Does not recover from regressive behavior without intense staff intervention. 4

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24. Seeking advice and feedback

Encourages others to seek feedback from staff about program expectations, problems and concerns. 0

Seeks and accepts advice and feedback from staff about program expectations, problems and concerns. 1

Accepts advice and feedback from staff about program expectations as well as problems and concerns. 2

Seeks clarification from staff about program expectations. 3

Does not seek clarification from staff about problems and concerns or program expectations. 4

Total Score: _____ Risk Level: _____

Risk Category

(0 – 24) Low risk

(25 – 38) Medium risk

(39 – 57) Medium/High risk

(58 – 96) High risk

Completed By:_____

Title:_____ Date Form Completed:___/____/____

Month Day Year

Facility:_____