

NIC  
Training for Trainers:  
Managing Youthful Offenders  
in Adult Institutions

PARTICIPANT GUIDE

SECTION 1

Introduction



TRAINING FOR TRAINERS: MANAGING YOUTHFUL  
OFFENDERS IN ADULT INSTITUTIONS

CURRICULUM CONTENTS

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ACKNOWLEDGEMENTS

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## *TRAINING FOR TRAINERS AGENDA*

### MONDAY

8:00-12:30 Section 1: Introductions

Includes Module One of Managing Youthful Offenders in Adult Institutions Curriculum (MYO)

1:30-5:00 Section 2: Foundations of Adolescent Development

Includes Module Two of MYO

### TUESDAY

8:00-12:00 Section 3: Curriculum Overview

1:00-5:00 Section 4: Tools and Techniques, Part I

### WEDNESDAY

8:00-12:00 Section 5: Tools and Techniques, Part II

1:00-5:00 Section 6: Student Presentations

Assignment and Preparation

### THURSDAY

8:00-12:00 Section 6: Student Presentations

1:00-5:00 Section 6: Student Presentations

### FRIDAY

8:00-10:30 Section 7: Implementation Planning

10:30-12:00 Evaluation and Graduation

The writers/editors of this Training for Trainers curriculum were Barry Glick, Nancy Shomaker, and Bill Sturgeon.

*LEARNING EXPERIENCE ACTIVITY WORKSHEET*

Describe a good planned learning experience you have had as an adult. It may have been on the job, in a school of some kind, in a community or religious organization, or in any other setting where the learning was intentional.

*SECTION ONE OBJECTIVES*

At the end of this module, you will be able to:

- Describe the content areas of the seminar
- Identify the problems relative to programming for and serving youthful offenders within your system
- Understand that perceptions of the world are limited by an individual's own thinking
- Explore ways of expanding paradigms
- Participate in the Adolescent Development module

*ISSUES ACTIVITY WORKSHEET*

What problems do youthful offenders pose for your:  
System?

Institution?

Staff?

Population?

Other?

What problems do youthful offenders pose for you professionally and/or personally?

## *EXECUTIVE SUMMARY*

### ***MANAGING YOUTHFUL OFFENDERS AN OVERVIEW AND EXECUTIVE SUMMARY***

#### **Introduction**

Aggression and violence among adolescents has been increasing within our communities since the 1970's (FBI Annual Uniform Crime Reports). The incidence and types of crimes committed by the under 24 year old population, especially those crimes perpetrated against people (e.g. murder, rape, aggravated assault) have presented considerable challenges for the juvenile and adult legal system throughout the nation.

In turn, the juvenile and adult criminal justice systems have been challenged to deal with these youthful offenders within their existing institutions and program structures. Yet, advances in technology coupled with innovative and creative interventions have provided a vast resource for practitioners who must deal with these youthful offenders. Researchers have collected data on program efficacy and now have a data bank which allows more deliberate decisions to be taken by policy makers with regard to programming for this population. More recently, as social policy has taken a more conservative approach to deal with the youthful offender, requiring their incarceration within the adult prison system rather than juvenile programs and services, there is a need to train individuals at every level within the justice system to manage this population.

#### **Project History and Background**

The National Institute of Corrections Academy is charged, in part, to design training and technical assistance by developing new skills and improving previously learned skills for practitioners within the criminal and juvenile justice systems. Toward that end, as the social policy to incarcerate youthful offenders (under age 24) in adult institutions became more prevalent, the need to provide information and training to those who work in these systems with this "new" population became more apparent.

In order to meet this need, the NIC embarked on an ambitious strategic plan along two parallel tracks: First to identify *Effective Interventions with Offenders* (i.e. What Works!). Second, to develop a curriculum that would: *assist agency/institutional staff to design and develop effective systems to manage young offenders in a constitutionally defensible, humane, adult correctional environment.* To implement the latter, the



Academy invited experts from around the country to design and develop a curriculum to manage youthful offenders.

The group adopted several principles to effect the task which included the decision that the curriculum should be:

- Skill based, practitioner oriented, and relevant.
- Flexible, allowing the receiving agency opportunity to design its own technical assistance package based on its own need.
- Portable, that is it could be delivered at any location, and not restricted to Longmont, at the NIC Training Academy.
- Fluid, easily updated, as new information was acquired.

The Planning Committee met for two days during July 1995, at which time Five Topical Areas were identified with specific modules within each. Curriculum specialists were also identified who provided NIC with the technical expertise to develop the package, and time lines for completion were set. By project end, twenty six unique sessions within five modules were designed and submitted to NIC for implementation.

### **Curriculum Description**

The curriculum may be designed to be delivered during a five-day period, up to a maximum of 36 hours. Within that time frame, only the first half-day is required of all participants. During the first four hours of the training session, a general overview which includes a module on adolescent development, and one on general legal issues designed to orient the participants to a better understanding of managing the youthful offender in an adult corrections system is provided. The purpose of this introduction is to set the tone of the training seminar, identify the learning objectives, and goals for the participants. After this initial session, the remainder of the seminar is specifically designed to meet the expressed needs of the contract agency, and is designed in consultation with the NIC Program Specialist and Consultant Trainers. Agencies will choose from among the following **five** content areas: Program Design, Development and Implementation; Adolescent Development; Organizational Administration and Management; and Special Needs Populations; and Health Issues.

## 0. OVERVIEW

### **Introduction**

The Introduction is a two-hour module that orients participants to different ways of thinking and viewing their world. It also includes a brief history and description of the project. It is followed by an introduction and summary of adolescent development.

**Target Audience:** Correctional Staff, Administrators, Managers, Line Staff  
(Teachers, Counselors, Correctional Officers, Trainers)

**Duration:** Two Hours

**Overview of Adolescent Development**-- This session discusses adolescence as a growth process which results in significant changes in physical, cognitive, emotional and social developmental areas. Normal stages of adolescent development will be identified as well as the accomplishment of tasks which is necessary for youth to move towards adulthood. Participants will learn about blocks to such development often experienced by youthful offenders--clusters of developmental troubles that have resulted finally in their incarceration in adult institutions.

**Target Audience:** Correctional Staff; Administrators, Managers, Line Staff  
(Teachers, Counselors, Correctional Officers; Trainers)

**Duration:** Two Hours

## 1. PROGRAM DESIGN, DEVELOPMENT & IMPLEMENTATION

**Gang Involvement** -- This session is designed to equip correctional staff and community officials with the skills necessary to identify gang involved youth within the correctional setting. Participants will comprehend and understand the dynamics that support or minimize gang involvement among young offenders. Participants will investigate strategies and programs that address correctional youth gang issues; and explore a planning process to address institutional security needs and appraise the effectiveness of their efforts.

**Target Audience:** Correctional Administrators; Supervisors; Security and  
Program Staff

**Duration:** Four Hours

**Taking Care--Parenting Curriculum** -- This module reviews the importance of family and parenting education for youthful offenders. Participants will discuss the implementation of the three versions of the Taking Care curriculum, designed specifically for incarcerated male youthful offenders and female youthful offenders. The third version, *Taking Care--Winning Families* is a combination of parenting training and Aggression Replacement Training. Taking Care is a scripted ten-week program which focuses on teaching basic parenting skills, presenting information on childcare and child development, as well as fostering universal values of parenting and family life. A significant amount of time is devoted to the effects of abuse and alcohol and other drugs on families, as well as the attitudes, beliefs, and behaviors involved in family violence. Participants will be exposed to lesson plans from all three training manuals as well as have an opportunity to "teach" sections of the curriculum.

**Target Audience:** Line Staff (Teachers, Counselors, Correctional Officers, Trainers)

**Duration:** Four Hours

**Educational Programming** -- This module provides a description of the essential components of and strategies for effective correctional educational programming including academic, vocational, and interpersonal skills development. Participants apply educational planning principles to case studies. Participants also analyze their own institution's level of service delivery and assess the appropriateness of its academic, vocational, and interpersonal skills education for youthful offenders.

**Target Audience:** Correctional administrators responsible for educational programs.

**Duration:** Four Hours

**Recreation Services** This module explores the domain of constructive use of leisure time, and the array of recreational services and activities available for the youthful offender incarcerated in adult correctional systems. Factors associated with the misuses and abuses of free time, which result in behavior as well as problems inmates face when dealing with leisure time will also be discussed. Participants will learn about the *LeisureScope* assessment instrument and be provided with tools to assess, plan and program for this population.

**Target Audience:** Correctional Staff, Recreation Coordinators,

	Administrators, & Supervisors
<b>Duration:</b>	Four Hours
	<p><b><u>Cultural Awareness</u></b> -- This module examines the effects of cultural identity upon individual perceptions and actions especially in relation to incarceration. <i>Culture</i> may be described as the "preferred ways of communicating, behaving, and thinking of a particular group of people". As such, culture defines who we are, and what is approved as "normal" behavior in given situations. Four, sometimes conflicting, circles of culture (mainstream, indigenous, minority, and delinquency) are described in the context of adolescent developmental needs for independence and identity. Participants will apply learned concepts to case studies of minority youth in a correctional setting, and analyze their own institution's program strengths and weaknesses with regard to cultural sensitivity to adolescent issues.</p> <p><b>Target Audience:</b> Correctional Staff -- Administrators, Managers, Line Staff (Teachers, Counselors, Correctional Officers; Trainers)</p>
<b>Duration:</b>	Three Hours
	<p><b><u>Community Re-Integration &amp; Aftercare</u></b> -- This module describes a phased community re-integration process culminating in an intensive aftercare program (IAP) model that offers guidance on how to transition and reintegrate identified high risk youthful offenders from secure confinement gradually back into the community. Basic fundamental principles which include youth preparation to progressively increase responsibility and freedom in the community; facilitating youth-community interaction; developing new resources and support; monitoring and testing are some of the issues discussed. Participants will apply the IAP theory and principles in developing an aftercare plan which will include organizational factors and the external environment; case management; and management of information and program evaluation.</p> <p><b>Target Audience:</b> Program Developers, Program Managers, and Operations staff.</p>
<b>Duration:</b>	Four Hours
	<p><b><u>Crises Prevention and Intervention</u></b> -- This module addresses strategies for safe and humane decision making in aggressive situations with adolescents. A number of critical factors are emphasized to determine appropriate interventions such as: staff awareness and early intervention into potential crises; accurate assessment of the immediate danger inherent in a situation;</p>

identification of the type of aggression evidenced (i.e. deliberate vs. impulsive); and effects of staff anger when confronting aggressive adolescent behavior. Participants will apply their knowledge and concepts to hypothetical situations that involve youthful offenders in adult correctional settings.

**Target Audience:** Correctional Staff -- Administrators, Managers, Line Staff (Teachers, Counselors, Correctional Officers; Trainers)

**Duration:** Four Hours

**Program Examples (Long Version)** -- Key elements of three programs specially designed to serve youthful offenders are described in this module. Participants will analyze how these programs evaluate offenders, provide interventions for them, coordinate services, and assist with their transition back to the youths' communities. Participants will then apply this knowledge and identify those elements that can be incorporated into their own programs and services.

**Target Audience:** Correctional Staff -- Administrators, Managers, Line staff (Teachers, Counselors, Correctional Officers, Community Corrections Personnel, Trainers)

**Duration:** Four Hours

**Program Examples (Short Version)** -- This module is similar to the long version, except less emphasis will be placed on small group interaction and process. Still, key elements of three programs specially designed to serve youthful offenders are described in this module. Participants will analyze how these programs evaluate offenders, provide interventions for them, coordinate services, and assists with their transition back to the youths' communities

**Target Audience:** Correctional Staff -- Administrators, Managers, Line Staff (Teachers, Counselors, Correctional Officers, Community Corrections Personnel, Trainers)

**Duration:** Two Hours

## 2. ADOLESCENT DEVELOPMENT

**Adolescent Development** -- In this area, participants will explore the nature of adolescence. Through large group discussions, small group interactions, and brief lectures, participants will learn about the chronological, physical,

social, emotional and cognitive development of young people in early, middle, and late adolescent stages. Specific emphasis will be devoted to the issues of the aggressive and adolescent behavior and the offender population both in the juvenile and adult criminal justice systems.

**Target Audience:** Correctional Staff -- Administrators, Managers, Line Staff (Teachers, Counselors, Correctional Officers, Community Corrections Personnel, Trainers)

**Duration:** Four Hours

### 3. ORGANIZATIONAL ADMINISTRATION AND MANAGEMENT

**Legal Issues** -- This module is required as part of the introductory four hour opening session. Participants will explore the juvenile court system, and the philosophical premise upon which it is based. After identifying the changing climate to sanction youthful offenders, participants will identify organizational alternatives to respond to this population in adult correctional systems.

**Target Audience:** Correctional Staff, Administrators, Managers, Line Staff (Teachers, Counselors, Correctional Officers; Trainers)

**Duration:** Two Hours

**Staff Selection, Training, and Supervision** -- This module provides participants with basic principles and criteria to recruit, assess, and select staff who can meet the unique needs of youthful offenders, incarcerated in adult institutions. Elements of a training curriculum will be presented which can be used as a core model for staff development. Essential characteristics of supervisors who must monitor staff who work with youthful offenders will be defined. Participants will have the opportunity to apply and process this knowledge in hypothetical practical situations.

**Target Audience:** Correctional Staff -- Administrators, Managers, Line Staff (Teachers, Counselors, Correctional Officers, Trainers)

**Duration:** Two Hours

**Classification and Needs Assessment** -- This module deals with those issues important to assess youthful offenders, both risk level and needs (skill deficits) for placement within the adult correctional system. Theoretical bases to identify criminogenic factors and needs are explored, along with examples of instruments used for assessment.

**Target Audience:** Correctional Administrators, Intake workers, Counselors and Program Developers.

**Duration:** Four Hours

**Housing and Physical Plant** -- Housing youthful offenders in adult facilities can present special challenges for security such as: barrier height/penetrability; vandalism and its repair; graffiti; quantity and deployment of staff; out of cell time; dormitory vs. cell living area issues; system's assessment; programs and recreation; visiting; safety of juveniles, among others. Participants will be asked to examine the security of their institutions from a juvenile's viewpoint. Attention to developing and implementing a physical plant safety plan will be identified.

**Target Audience:** Correctional Administrators, Managers, Architects, and Planners

**Duration:** Three Hours

**Policies and Procedures** -- This "roll up your sleeves" module will require participants to review their institutions' policies and procedures and assess the applicability of each to the youthful offender population. Participants will learn techniques to identify, design, and develop policies and procedures through didactic and small group experiences. Participants will develop an implementation action plan that details steps to develop policies and procedures, identifies approval processes, staff training, and implementation.

**Target Audience:** Correctional Policy Makers, Administrators, and Managers.

**Duration:** Four Hours

**Gang Issues** -- This module will assist agencies with practical issues that arise when dealing with incarcerated juvenile gang members. The module is designed to teach participants how to assess what to do within the institution, rather than teaching intervention techniques, whether they be for gang suppression or gang prevention (See ***Gang Involvement*** in Section 1). Specific topics such as the relationship between prison gangs and street gangs and staff selection to meet the needs of gang members will be presented. Participants will have an opportunity to assess their daily institutional operations and plan those interventions appropriate for their specific situation.

**Target Audience:** Correctional Staff -- Administrators, Managers, Line

	Staff (Teachers, Counselor, Correctional Officers; Trainers)
<b>Duration:</b>	One Hour

#### 4. SPECIAL NEEDS POPULATIONS

**Special Education Students** -- Participants will learn specific characteristics of three primary disabilities that affect the academic and social behavior of youthful offenders. Learning Disabilities, Mental Retardation, and Serious Emotional Disturbance may account for up to 40% of the youthful offender population in corrections. Participants will learn six components of effective correctional educational programming, and have an opportunity to apply this knowledge to case studies to analyze their own institution's program strengths and weaknesses.

**Target Audience:** Correctional Education Managers, Supervisors and Special Education Teachers

**Duration:** Four Hours

**Sex Offenders** -- Participants will gain an understanding of the nature and needs of the youthful sex offender within the adult corrections environment. With that background participants will identify components of an effective sex offender treatment program and how to design and implement a cognitive behavioral program. Specific techniques introduced in this seminar include: analyzing criminal thinking cycles; using reflection logs, teaching anger management and acquiring pro-social skills; as well as exploring the relapse prevention and victim awareness programming.

**Target Audience:** Correctional Staff -- Administrators, Managers, Line Staff (Teachers, Counselors, Correctional Officers, Community Corrections Personnel, Trainers)

**Duration:** Four Hours

**Substance Abusers** -- Participants will learn and appreciate the pervasive impact of substance abuse on the growth, development, and behavior of adolescents. This module provides a framework to combine corrections, classification, and treatment planning with appropriate substance abuse treatment interventions directed at reducing adolescent violence and other criminal behavior. Participants will gain an appreciation for the impact substance abuse has on this population as well as the available opportunities to prevent and treat youthful offenders to produce significant positive outcomes such as: reducing crime and violence; improving public



protection; and reducing costs to tax payers.

**Target Audience:** Correctional Administrators, Institution and Contractor  
Treatment Program Providers, Program Developers

**Duration:** Four Hours

**Neglected, Sexually & Physically Abused and Victimized Offenders** -- This module addresses the concerns of victims rather than predators. The behavioral and psychological effects of abuse are discussed as well as the abused and neglected youthful offender's potential reaction to incarceration. Techniques and strategies to deal with those who have been sexually molested, abused, or maltreated will be explored. Program strategies and interventions will be discussed.

**Target Audience:** Correctional Counselors, Clinicians, Program  
Developers, Line Staff (Teachers, Counselors,  
Correctional Officers, Community Corrections  
Personnel, Trainers)

**Duration:** Four Hours

**Suicide Prevention** -- This module provides essential information to identify and manage youthful offenders who are at risk of suicide within adult correctional facilities. There are five components which include: an introduction that provides basic facts regarding suicide as a national problem, and identifying key legal concepts; myths regarding suicide and suicide prevention; a conceptual model to understand suicide; a review of risk factors necessary to identify persons at risk of suicide; and key intervention techniques.

**Target Audience:** Correctional Program Administrators, Security Staff,  
Medical Staff, Mental Health Professionals

**Duration:** Four Hours

## 5. HEALTH ISSUES

**Nutrition** -- Adolescents in this society have poor eating habits, especially those who are left on their own. Fast food has become the norm (but far from healthy). Those adolescents confined to adult institutions join a system that plans meals to meet the needs of the working inmate in mind, generally high calorie, high-energy foods. Participants will learn about the specific nutritional needs of the young offender: those who are still developing mentally and physically; who usually have light work assignments (than

their adult counterparts); and may be more sedentary since they are required to attend school and may be confined to their cells for longer periods of time.

**Target Audience:** Correctional Administrators, Dieticians, Cooks

**Duration:** Two Hours

### **Mental Health**

**Target Audience:** This module explores the etiology of violence among youth today. Special emphasis is given to the sociological and environmental influences that impact those young offenders who have committed crimes. Many of these offenders have had serious psychological problems prior to their involvement with the criminal justice system. An overview of symptoms of the major psychiatric disorders will be presented, and treatment strategies discussed. Model programs will be described and participants will be encouraged to share their own experiences with each other.

**Target Audience:** Correctional Staff -- Administrators, Managers, Line Staff (Teachers, Counselors, Correctional Officers, Trainers)

**Duration:** Three Hours

**Communicable Diseases** -- Participants will learn about the various infectious diseases prone to correctional institutions, as well as methods to protect themselves from contracting and/or spreading these diseases. Through lecture, small group activity, and discussion, participants will review their own policies concerning infectious diseases and infection control in order to assess their own systems vulnerability. Suggested changes to ensure a healthy environment will be presented.

**Target Audience:** Correctional Staff, Security Officers, Medical Staff

**Duration:** Four Hours

## **Next Steps**

To request this training, the agency chief executive officer must submit a letter on official stationery which identifies the specific problem for which assistance is sought, suggests a plan or specific action to address the problem, explains why assistance must be obtained at the federal level, and states the anticipated number of days that assistance would be needed. In

addition, the letter should reference this program by title, "Managing Youthful Offenders in Adult Institutions", and must include the name and telephone number of an agency contact person who will assist NIC staff with details and logistics of the training. Send the request letter to:

Ms. Nancy Shomaker, Technical Assistance Manager  
NIC Academy  
1960 Industrial Circle, Suite A  
Longmont, Colorado 80501  
1-800- 995-6429.

## Resources

In order to help you develop your training seminar you may wish to review/research several resources. Please note that this program is designed to provide jurisdictions and their staff with a comprehensive, but *basic* overview of those content areas important to programs and services for the juvenile offender placed in adult correctional systems. If there is need for a more detailed or in-depth training in a particular subject area, the National Institute of Corrections offers a multitude of training seminars/curriculum, which are made available in a number of ways. The NIC Training Schedule lists the training seminars and initiatives for the current fiscal year, along with application requirements. The NIC Information Center has a listing of all past training seminars. The manuals and lesson plans for those programs can be accessed by calling 800-877-1461. Technical Assistance can also be obtained by an agency to request replication of an NIC training seminar as well as development of new training, by following the procedures listed above.

Some examples of more in depth, skill building NIC seminars include:

- **EFFECTIVE INTERVENTIONS WITH OFFENDERS (with Technical Assistance)** - is a 36-hour seminar on designing, implementing, and evaluating interventions for offenders. The seminar focuses on developing, implementing, and operating correctional programs specific to an agency's needs that use appropriate interventions for offenders, promote public safety, and reduce recidivism. Key topics include: assessment of offenders' needs and risk of recidivism; principles of effective program design; implementation strategies; and program monitoring and evaluation.

- **COGNITIVE APPROACHES TO CHANGING OFFENDER BEHAVIOR** - is a 36 hour seminar which covers cognitive interventions shown to have a positive effect on changing offender behavior. Topics include: cognitive self change processes; interpersonal communications; social skills training; problem solving; and program implementation.
- **A SYSTEMS APPROACH TO MANAGING SUBSTANCE ABUSING OFFENDERS** - is a 36 hour seminar which provides a system perspective and approach to work with substance abusing offenders. Strategies to provide continuity of care and develop linkages between critical stages of the correctional system are examined. Participant teams representing community corrections, prisons, and jails evaluate the effectiveness of their current substance abuse programs. The teams identify any deficiencies in their jurisdiction's system and develop a model program action plan and team implementation plan.
- **MANAGING CHANGE** - This 36-hour seminar presents a framework and strategies to develop, implement, manage, and evaluate the organizational change process. Key topics include: steps in the change process; functional areas to monitor or manage during the change process; impact of change on people; how organizational structures are changing; and how leadership demands will differ in future years. Participant teams will develop action plans and strategies to implement change in their own agencies, and jurisdictions. A second, 24-hour follow up seminar assists participants in analyzing how the change was effected and document lessons learned.
- **QUALITY IMPROVEMENT STRATEGIES IN CORRECTIONS** - is a 36 hour seminar which assists executive teams to assess their organizational culture and need for change. The teams develop strategies to implement quality improvement concepts and processes. Key topics include: rationale for change in the system; quality improvement philosophy; visioning, planning for short and long term impacts; measuring success; quality improvement management strategies; the role of leadership; benchmarking; and applying basic statistical tools, management and planning tools, and quality function deployment techniques.
- **STRATEGIES FOR BUILDING EFFECTIVE WORK TEAMS** - This 36-hour seminar presents strategies to develop, implement, manage, and evaluate work teams within discrete work units and agency-wide. Participants develop action plans to implement and/or enhance quality

work teams within their agencies. Key topics include: how organizational leadership demands are changing; situational leadership theory and applications; individual and group leadership dynamics; fundamentals of group dynamics; characteristics of work teams; maintaining quality improvement.

- **EVALUATION AND ACCOUNTABILITY STRATEGIES FOR CORRECTIONAL PROGRAMS** - is a 36 hour seminar in which participant teams analyze their program design, develop evaluation and accountability strategies, and design evaluation and accountability strategies. Teams will also develop evaluation implementation plans. Key topics include: the role and responsibilities of the program administrator and/or program evaluator; basic evaluation models and methodologies; various evaluation processes, their components, and uses; resources needed to conduct evaluations.
- **MANAGEMENT AND TREATMENT OF TUBERCULOSIS IN CORRECTIONAL SETTINGS** - This seminar is hosted by a correctional facility that provides comprehensive medical services for tuberculosis. It provides information on the prevention, assessment, treatment, and management of TB in a correctional setting. Key topics include: surveillance, assessment, and containment; facility design; legal issues; policies and procedures; staff training; community and agency linkages for continuity of care.
- **IDENTIFYING AND MANAGING GANGS** - Gangs are addressed through two separate 18-hour seminars, which can also be combined into one comprehensive presentation. Session 1, *Gang Identification* focuses on current trends in gang activity, the major deviant groups operating regionally and nationally, their characteristics and methods for identifying specific gangs and groups. Session 2, *Gang Management*, covers data management systems, intelligence-tracking models that can be adapted for use, and organizational and program structures for gang management.
- **SEX OFFENDER TREATMENT SKILLS** - This intensive, 36-hour seminar is designed for experienced clinicians. The seminar covers cognitive approaches to changing offender behavior and use of relapse prevention techniques in treating sex offenders. Key topics include developing a systems approach to treating sex offenders in a correctional setting, difficulties and common therapeutic problems in treating sex

offenders, risk assessment, legal issues, measuring treatment progress, and developing program models.

- **INTERNAL PRISON CLASSIFICATION SYSTEMS** - is a 16-hour seminar designed for two-person teams from state departments of corrections. Teams should consist of either a central office administrator or a prison warden with direct responsibility for prison management, and a director of classification, either system wide or for a specific prison. Participants will explore the concept of internal classification and its benefits. The seminar will present the experiences of prisons that have implemented this type of classification.
- **PRISON SECURITY/CONDUCTING SECURITY AUDITS**- is a 36-hour seminar which focuses on the development of sound management principles related to prison security. Integration of staffing, the physical plant and operations is stressed as a means of maintaining a safe and secure institution. Key topics include principles of security, physical plant security, staffing analysis, preparation for critical incidents, management of prison gangs, internal monitoring and auditing of security operations, and use of technology.
- **EMERGENCY PREPAREDNESS ASSESSMENT** - This 40-hour seminar focuses on assessing a correctional system's ability to maintain a safe and secure environment. It addresses emergency circumstances, ranging from internal disruptions to those arising from external factors, such as natural and environmental disaster, job actions, and other uncontrollable events. Key topics include emergency preparedness from a preventative perspective, identifying areas of potential vulnerability and liability, and evaluating the strengths and weaknesses of an emergency preparedness system.

## *CHANGING PARADIGMS*

### Key Points:

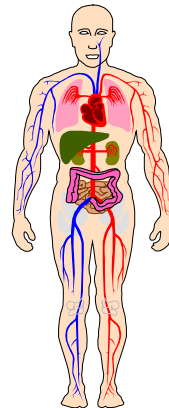
1. Our perceptions of the world are strongly influenced by our paradigms.
2. Because we get so good at using our paradigms, we resist changing them.
3. It is the outsider who usually creates new paradigms.
4. Practitioners of the old paradigm who choose to change to the new paradigm must do so as an act of faith rather than as the result of factual proof, because there will never be enough proof to be convincing in the early stages.
5. Those who change to a successful new paradigm gain new vision and new approaches for solving problems as a result of the shift to the new rules.
6. A new paradigm puts everyone back to zero, so practitioners of the old paradigm, who may have had great advantage, lose much or all of their leverage.

NIC  
Training for Trainers:  
Managing Youthful Offenders  
in Adult Institutions

PARTICIPANT GUIDE

SECTION 2

Foundations of Adolescent  
Development





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## *THE MANY FACETS OF ADOLESCENT GROWTH AND DEVELOPMENT*

### **A GUIDE FOR ADULT CORRECTIONS PERSONNEL**

by Juliana M. Taymans for the National Institute of Corrections,  
Longmont, Colorado, November, 1995

#### **HISTORY OF ADOLESCENCE AND SOCIETY**

The concept of a prolonged period of adolescent development is relatively new. In the United States, the experience of adolescence changed dramatically during the later half of 19th and early 20th centuries. This change was due to the following occurrences in American society:

- Jobs increasingly required more than an elementary education;
- Many parents had the economic ability to keep children out of the labor market to attend high school;
- Child labor laws restricted opportunities for children to work;
- Compulsory education laws were enacted;
- A separate justice system was developed for juveniles.

In 1871, 5% of American youth under 18 were in high school. By 1929, that percentage had grown to 33%. Increasingly, adolescence was recognized as a period of preparation for adulthood. It may be suggested that adolescence is a process of growth rather than a discrete developmental stage.

Adolescence was once considered a six-year period, from ages 13 to 18. Today, this period has doubled to twelve years, spanning ages 11 to extended adolescence up to age 23. This can be a long gray time of searching for an identity.

A number of physical, social and technological current trends have caused adolescence to begin earlier. Physically, children show the signs of puberty earlier than in the previous century due to less disease and better nutrition. In general girls develop before boys with the beginnings of puberty evident as early as age 10 for some girls. Culturally, parental and societal expectations are also lowering the age at which we think of a child as an adolescent. More and more households are the responsibility of working parents with no at-home parent. Therefore, greater maturity is often

expected of young adolescents; for example, they are required to handle being home alone or supervising younger siblings. In addition, school systems have developed separate middle or junior high schools for students aged 11 to 14. These schools expect more mature behavior and place greater academic demands on students than elementary schools.

On the other end of the adolescent continuum, the age at which we consider an individual to be an adult is increasing. Due to our increasingly complex society, the time needed to complete formal education is expanding into youths' early 20's. Faced with the costs and demands of schooling, many individuals in their late teens and early twenties cannot move out on their own and establish financially autonomous lives.

In early times, when the span of adolescence was shorter, human biological and social clocks were set at the same time. When teenagers were physically ready to reproduce, society was structured for them to be parents. Now there is about a 10-year gap between individuals' ability to reproduce and the prevailing society's wisdom of an appropriate time to marry and begin raising children. In fact the time of life when a woman produces her first child is often a function of economic and social factors. Women from lower socioeconomic families are tending to have their first child in their early teens while women pursuing professional careers are increasingly delaying child bearing until their 30's to early 40's.

The rites of passage from adolescence into adulthood in our society are confusing and conflicting. In traditional societies there were brief official rites of passage which were preceded by training which lasted from several weeks to months. Visible markings, such as adult garments, tattooing or scarring, and body piercing, denoted new status. Preparation for adulthood often meant that the young person would be separated from the family, while adult mentors would instruct them in the skills needed for adulthood.

In our society today, there are conflicting signs of adult status, as exemplified by the various ages in which adult rights are allowed. One can drive between the ages of 15 and 17, vote at 18, drink alcohol at 21, borrow money from a bank and rent a car at 23. The time when an individual actually reaches adult status has become variable.

## ADOLESCENCE DEFINED

Adolescence is a time of transformation from childhood to adulthood. The major task of adolescence is the establishment of an adult identity which

is fostered through adolescent peer group affiliations and positive relationship with adults. One of the major outcomes of such affiliations is the development of ways of interacting with others which should lead to adult social competence. The tasks of an adolescent are to find out:

- Who he/she is,
- What he/she wants to be,
- What he/she looks like to others, and
- How to make good decisions.

Researchers tell us that the great majority of adolescents (80%) go through this phase of life relatively untroubled and emerge as productive and well-adjusted adults. There is much we can learn from this 80% to help us understand adolescents who are experiencing significant problems moving toward adulthood.

## NORMAL ADOLESCENT DEVELOPMENT

To understand normal adolescent development we must examine the physical, cognitive, emotional, and social changes that occur in the individual during this period, keeping in mind that growth and change in one of these areas has impact on all of the other areas.

### Physical Development

Physically adolescents go through many changes. It is a time of growth spurts and changes in body appearance, which are triggered by shifts in hormone levels. Hormone surges can cause moodiness. Uneven growth spurts can lead to preoccupation with physical appearance. Adolescents need privacy and time to come to terms with their changing bodies.

### Cognitive Development

Due to changes in the brain, adolescents experience an increased capacity to think - they learn how to think less concretely and more abstractly. During adolescence, youth learn how to see cause and effect relationships. This is evidenced by an increased ability to make and carry out plans, consider alternatives and to monitor one's performance on a task. Adolescent thinking is qualitatively different from children's thinking with increased capacity to remember, organize information, and make connections between information/ideas. This translates into an expanding ability to use self-talk. Self-talk is the internal language we use to reason through situations and to control impulses and emotion.

Adolescence is the time to develop a solid knowledge base and critical thinking skills in one or more of the traditional domains taught in school such as math, science, social studies, language arts, art, music and/or vocational areas. An increased knowledge base leads to improved thinking skills which will eventually support an adult occupation.

The educational transitions between elementary and middle/junior high school and junior high to high school can be very stressful. School becomes an important reference point of cliques and affiliation groups. Adolescent peer groups can be categorized by how closely they identify with school goals and values.

By the end of high school, most adolescents have a hazy idea of desirable and possible occupations. Most formal career and vocational preparation is offered through post secondary education.

### Emotional Development

The major task of adolescence is the development of an adult identity. Adolescents go through a stage of creating possible selves by exploring roles and watching others in their environment and in the media. It is a time to try out and take on different roles in the family, with friends and with different groups.

### Social Development

One of the major themes of adolescence is developing social relationships. These take the form of same sex friendships, belonging to groups or cliques, and dating. Social interactions should lead to the refinement of the affective domain including empathy and the ability to see situations from others' perspectives.

Although the role of the family changes during adolescence, it is still important to youths. It is a time to pull away from the family and affiliate more and more with peer groups. Although many adolescents do this without causing great family trauma, some conflict with the family does occur. The end result, however, should be the youth's reintegration into the family system as an adult.

### Stages of Adolescent Development

The changes described above are somewhat different during each of the following three stages of adolescent development.

#### **Stage 1 - Ages 11-14: Early Adolescence (Withdrawal From Adults - Particularly Parents)**

Early adolescence begins with body changes. Youth experience growth spurts and a change in body profile with puberty. This often results in some self-consciousness. Youth at this age engage in secretiveness, often wanting more privacy at home. This is a time when adolescents begin to pull away from the family and adults in general to identify with a peer group. Cognitive changes also occur as they learn to think in less concrete and more abstract ways. This is the beginning of their exploration of identity and sexuality. This stage ends the childish dependence on the family.

### **Stage 2 - Ages 14-16: Middle Adolescence (Isolation for Preparation)**

Middle adolescence is marked by continued interaction with peers such as belonging to cliques or established groups (such as sport teams). Youth benefit greatly by interacting with mentors who can model desirable adult behavior. This is also a time of developing introspection as youth seek to find a sense of self as a unified person. This stage is often characterized by lessened family role expectations (considered part of their isolation from the family) as youth explore roles outside the family. While becoming more removed from the family adolescents engage in activities which prepare them for adulthood. At this stage teens are quickly acquiring a range of skills needed for adulthood. They are learning what is good and not good in terms of adult behavior.

### **Stage 3 - Ages 17+: Late Adolescence (Reentry to Society as an Adult)**

Late adolescence is the time of entry into adulthood. At this stage individuals are shaping their talents, skills and experiences into an adult role. It is a time of tentative commitments to an occupation, life style, sexual orientation, political and religious beliefs. The importance of the peer group lessens, intimate relationships become important as youth become more comfortable with their individuality. Late adolescents will have difficulty entering adult society if they have not engaged in activities during early and middle adolescence which have laid the groundwork for adult life.

The end of this stage was once marked by the completion of high school combined with a first adult job. Presently, the end of this stage is indistinct as high school completion alone does not guarantee adequate preparation for skilled employment. Increasingly, skilled employment requires at least two years of formal post secondary education.

## TROUBLED ADOLESCENT DEVELOPMENT

Many factors lead to troubled adolescent development. These factors can be described on the individual, family, community, and societal levels.

### Individual Level

Many adolescents who commit serious crimes have some type of disability - intellectual disabilities, emotional disabilities, head injuries. These disabilities interfere with youths' ability to think abstractly, communicate acceptably and control their emotions. Other youth, although not disabled, have failed to develop a repertoire of socially acceptable responses to life's challenges. These youth are recognized as having one or more of the following characteristics: impulsive behavior, concrete thinking, and antisocial beliefs and attitudes. Youth who suffer from alcohol or drug addiction can experience developmental damage due to chemical insult to the brain.

### Family Level

Youth from families who offer erratic supervision, abusive relationships, and poor problem solving strategies are at-risk for violent crime. Teenage parenthood confers adult status on adolescents whose only readiness for adulthood may be physical. This can lead to lack of growth in psychological, social, familial and educational/vocational areas.

### Community Level

Adolescents from communities unable to provide prosocial role models and mentors, infrequent socially acceptable economic opportunities, and inadequate educational systems may not have the developmental experiences which are crucial for adult success. Youth who become gang members can become stuck in an early phase of adolescent development.

### Societal Level

Social policies which jeopardize programs for at-risk youth further limit these individuals' opportunities to develop socially acceptable paths to adulthood.

As our society has developed we are relying more and more on formal schooling to prepare youth for occupations. This puts adolescents who do not identify with our formal education system at great risk for marginal occupational status. In previous times there were multiple ways to enter the skilled labor market. Farming was a family occupation which children learned while they were growing up. Apprenticeships were common which

allowed a young person to work directly with a skilled worker to learn a craft or trade. It was also possible to enter a company as an unskilled or semiskilled worker and in time work up to a skilled position. Today we have much more of a separation between skilled and unskilled jobs. Most unskilled jobs represent a dead end and do not lead to skilled employment without formal education.

## SUMMARY

Miller Newton observed:

Most adolescents go through the adolescent passage in healthy ways. They reach adulthood prepared for intimacy and sexuality, economic autonomy, and adult participation in society. At the same time, a growing minority of teens find the passage a "perilous ordeal." They stumble developmentally along the way. Due to drugs and alcohol, sexual precocity, aggression and violence, eating disorders, distress, and other problems, they foreclose early on development in one or more major areas. They enter adulthood arrested in personal growth, troubled in behavior and unprepared for adult participation in society. (1990, p. 208)

Troubled adolescents who become part of the adult corrections systems often have turned to violence. Violence can be a response to perceived physical or psychological threats, an expression of personal power, or a result of impulsivity due to immature cognitive control over behavior.

Newton further observed that:

.... many troubled adolescents remain immaturely self-centered. They have not yet recognized the effect their behavior has on other people. They are still at the stage of obeying rules because of authority figures and from fear of punishment. Given the current climate of permissiveness in the school and criminal justice system, these young people quickly learn that they can break the rules, take other people's property, and harm other people physically, with little or no consequences. (1990, p. 90)

Youthful offenders sentenced as adults experience severe consequences for their behaviors. The challenge of adult corrections is to



offer interventions that teach alternatives to aggression and allow adolescents opportunities to engage in activities which can promote healthy adolescent development. The purpose of the following modules is to present information to help adult corrections personnel to address these issues for youth incarcerated as adults.

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*SECTION OBJECTIVES*

At the end of this section, participants will be able to:

- Describe the physical, cognitive, emotional, and social aspects of adolescent development
- Identify experiences that lead to normal adolescent development
- Describe factors which contribute to troubled adolescent development
- Identify indicators of normal and troubled adolescent development using a case study of a youthful offender incarcerated as an adult
- Apply basic information learned to simulated question/answer situations

*MY OWN ADOLESCENCE ACTIVITY*

\_\_\_\_ Early - 11-14  
(Blue)

\_\_\_\_ Middle - 15-17  
(Yellow)

\_\_\_\_ Late - 18-21  
(White)

Write a word or phrase that would describe you at this age in relationship to each developmental area:

Physical

Emotional

Cognitive

Social

*PHYSICAL DEVELOPMENT*

<u>THIS GROUP'S EXPERIENCES</u>	<u>WHAT RESEARCH TELLS US</u>
Early Adolescence	<ul style="list-style-type: none"><li>• Changing body appearance</li><li>• Hormone changes - moodiness</li><li>• Growth spurts</li><li>• Concern over physical appearance</li><li>• Need for privacy</li></ul>
Middle Adolescence	
Late Adolescence	

*COGNITIVE DEVELOPMENT*

<u>THIS GROUP'S EXPERIENCES</u>	<u>WHAT RESEARCH TELLS US</u>
Early Adolescence	<ul style="list-style-type: none"> <li>• Change from concrete to more abstract thinking               <ul style="list-style-type: none"> <li>➤ make plans</li> <li>➤ consider alternatives</li> <li>➤ monitor oneself</li> <li>➤ make inferences &amp; generalizations</li> </ul> </li> </ul>
Middle Adolescence	<ul style="list-style-type: none"> <li>• Metacognition (to think about one's thinking)               <ul style="list-style-type: none"> <li>➤ use self-talk</li> </ul> </li> <li>• Crucial time of career development               <ul style="list-style-type: none"> <li>➤ awareness</li> <li>➤ exploration</li> <li>➤ preparation</li> </ul> </li> </ul>
Late Adolescence	<ul style="list-style-type: none"> <li>• School transitions can be traumatic               <ul style="list-style-type: none"> <li>➤ elementary to middle school</li> <li>➤ middle school to high school</li> </ul> </li> <li>• Important time to develop knowledge &amp; skills</li> <li>• Need to develop skills needed for post secondary education or skilled employment</li> </ul>

*EMOTIONAL DEVELOPMENT*

• THIS GROUP'S EXPERIENCES	<u>WHAT RESEARCH TELLS US</u>
<ul style="list-style-type: none"><li>•</li><li>• Early Adolescence</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>• Middle Adolescence</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>• Late Adolescence</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Developing an identity--one of major tasks of adolescence</li><li>• Pulling away from family</li><li>• Finding role models<ul style="list-style-type: none"><li>Media</li><li>School</li><li>Community</li></ul></li><li>• Experimenting<ul style="list-style-type: none"><li>Hair</li><li>Clothes</li><li>Music</li><li>Interests</li></ul></li><li>• Peer influence lessens family role</li><li>• Reintegration in family as young adult</li></ul>

***SOCIAL DEVELOPMENT***

<u><b>THIS GROUP'S EXPERIENCES</b></u>	<u><b>WHAT RESEARCH TELLS US</b></u>
Early Adolescence	<ul style="list-style-type: none"><li>• Time to develop social relationships</li><li>• Same sex cliques &amp; social groups</li><li>• Dating</li><li>• Many experiment with drugs, alcohol, sex</li><li>• Develop ability for intimacy &amp; love relationships</li><li>• Develop empathy &amp; ability to see others' perspectives</li></ul>
Middle Adolescence	
Late Adolescence	

## *TROUBLED DEVELOPMENT*

### INDIVIDUAL LEVEL

- Disabilities - intellectual disabilities, emotional disabilities, head injuries  
Interfere with ability to think abstractly, communicate acceptably and control their emotions
- Failed to develop socially acceptable responses to life's challenges and have
  - Impulsive behavior
  - Concrete thinking
  - Antisocial beliefs and attitudes
- Alcohol or drug addiction - developmental damage to the brain

### FAMILY LEVEL

- Erratic supervision
- Abusive relationships
- Poor problem solving strategies
- Teenage parenthood - leads to lack of growth
  - Psychological
  - Social
  - Familial
  - Educational/Vocational

### COMMUNITY LEVEL

- Don't provide experience crucial to success
  - Few prosocial role models and mentors
  - Infrequent socially acceptable economic opportunities
  - Inadequate educational systems
- Gang members can become stuck in an early phase of adolescent development



## SOCIETAL LEVEL

- Social policies jeopardize programs for at-risk youth
- More and more reliance on formal schooling to prepare for occupations - adolescents who do not identify with formal education system at great risk for marginal occupational status
- More separation between skilled and unskilled (dead end) jobs

## *CASE STUDY OF HENRY*

### INTRODUCTION

Henry is a 24-year-old Caucasian male who was released from prison three years ago. At the age of 15 he was convicted as an adult of murder in the second degree and received a sentence of 20 years. He served 5 years in two different facilities (three years in a maximum and two years in a minimum security). Henry, although he has much family support after his incarceration, is experiencing difficulty in becoming a functional adult.

Henry faced many challenges prior to his conviction. His parents separated when he was nine years old. His mother retained custody of all the children until the following year when his father won custody of the two youngest children - Henry, the youngest, and one sister. His father subsequently married the woman whom Henry shot and killed six years later.

### DEVELOPMENT PRIOR TO THE CRIME

Henry had always been physically and emotionally immature as compared to his peers. He was small in size and very young looking. His mother became concerned about his development as early as his second birthday. He seemed overly active (hyperactive) and anxious. Throughout his childhood he had problems being separated from his mother. He displayed very impulsive behavior that caused him problems both at home and at school.

Henry did not succeed in school. During his initial school years, Henry's mother attributed this to the turmoil at home, prior to Henry's father separating from the family. Henry repeated the first grade. By third grade, Henry was diagnosed as having learning disabilities, which helped explain his attention problems, and difficulties in understanding information given to him orally. His mother and teacher arranged for him to receive special education services beginning in the fourth grade. Unfortunately, Henry never received these special services. Instead, his father demanded custody and placed Henry in a parochial school where he received no special services. Henry failed fourth grade and was transferred to a public school. His fourth grade teacher at the new school reaffirmed the earlier diagnosis of learning disabilities; neither his father nor the principal concurred with her observation.

Henry never experienced success in school or assistance with his learning problems. He did not act out in school but was visibly angry and violent at home beginning in the third grade. His father and stepmother were inconsistent in their interactions with Henry, at times being indulgent and at times being physically and emotionally abusive. Henry ran away from his father's home 10 times in six years. Visitations with his mother were carefully controlled by the father to minimize the mother's influence.

At the time of the crime, Henry reported feeling unsure of his place in either family. His stepmother had been physically and emotionally abusing him. His father, a Marine officer, left the home for extended trips abroad. When he was home, he had very little to do with Henry and drank heavily. Contact with his mother and with his sisters was limited. Henry was becoming increasingly confused about his relationships with family members. He expressed his feeling to a couple of teachers and friends, as he became progressively withdrawn and fearful of his father and stepmother. During this time he became a habitual liar, reporting that "telling the truth just doesn't do any good." He also began stealing liquor from his father and using marijuana.

Although Henry planned his stepmother's murder, he reports never considering what would happen after the crime. He admits that he perceived this action as his only way out of a bad situation.

## INCARCERATION

Henry's early stages of incarceration were dominated by his adaptation to the environment of maximum security. He reports being focused solely on survival and intentionally did not make any friends. He did not trust anyone - staff or inmates.

During the second year at this facility, Henry earned a high school equivalency diploma, and he completed vocational courses in plumbing, masonry, and woodworking. No community-based education or actual work experiences were incorporated into the programs. His jobs at the facility included working in the library and janitorial tasks. He joined an alcohol and drug awareness group that was "invitation only" and consisted of long-timers. He reported that at these meetings he could confidentially express his feelings and emotions.

Henry perceived the prison staff as remote and authoritarian. Their job was to enforce the rules. He learned that "you can't trust anyone". His role model during this time was Mike Tyson. Henry developed one close

prison association. He was befriended by one of the social workers who helped him during intake. He was not assigned to her regular caseload, however he talked to her informally and learned to trust her. This individual also communicated with his mother and sisters about his progress. When she resigned her position, he was devastated.

Henry was assigned to a minimum security facility for the final two years of his incarceration. He did not receive any further academic or vocational instruction. He worked on a grounds-keeping crew but had no job experiences outside the facility. He was notified of his parole two days prior to his release.

## RELEASE AND REINTEGRATION INTO THE COMMUNITY

Henry was released from prison at the age of 21. His father had ceased all contact with him at the time of the crime. Ironically, however, his incarceration allowed him to reestablish his relationships with his mother and three sisters without his father's interference.

He went to live with one sister who helped him obtain employment in the construction field. He recalls feeling "truly institutionalized" and was completely overwhelmed with the details of life: transportation, shopping, budgeting money, interacting with people and society. Henry reports wishing he had preparation for his release. He needed someone to show him and tell him the way society does things. He was unsure of how to interview for jobs and in particular how to deal with his criminal history.

Living with his sister eased this difficult and uncertain transition. Henry reports that prior to release he was disgusted when inmates returned to prison. Now he says he understands how difficult it is to negotiate all the demands of adult life with little guidance after being locked up.

Henry performed well during his first year of freedom. He received no counseling. He did well at work and did not miss a day. He was cooperative and responsible in sharing a house with his sister. He was openly demonstrative with his family showing appreciation for their support. He had brief meetings with his parole officers (he had three different parole officers during this first year) to confirm his employment.

During the end of this first year, Henry began to change. He retreated to his room often - especially during the holidays and when groups were gathered in the house. He began drinking beer and then eventually began using marijuana. (He reports using marijuana during his incarceration). Henry started going to work late and was eventually fired.

While he had been responsible with his money during the first year, he eventually became extremely irresponsible. He began working a second job as a cook in a restaurant. This position exposed him to many different individuals whereas he had not previously made many friends. He soon began using cocaine as well as marijuana and alcohol. He was arrested for being drunk in public and received a speeding ticket. He ignored the ticket and eventually had to appear in court. (He later stated that he did not know how to deal with the court situation so he simply did nothing). His relationship with his sister deteriorated and he moved out. He continued to withdraw from his family and rejected any suggestions to seek professional help.

This is Henry's third year since his release. He lost his job at the restaurant after a series of drug-related problems. He experimented with LSD and suffered severe hallucinations about his crime and he has contacted his mother and sister and asked for help. He did not go to a treatment center but attended individual counseling for about six weeks and then refused to continue. He currently has moved in again with his sister and is employed in his third job as a cook in a restaurant. He uses marijuana and alcohol and does not believe that he will suffer any legal consequences. He sees a parole officer once every three months to confirm his employment.

Henry's family is worried about his growing irresponsibility and lack of communication. He has just been sentenced for 30 days at the local jail for drinking while using public transportation and resisting arrest.

*CASE STUDY DISCUSSION*

1. What developmental problems did Henry experience as a child and as an adolescent? Respond in terms of the categories of adolescent development we are using (listed below).

	CHILD	ADOLESCENT
Physical		
Cognitive ⇒ Educational History		
⇒ Vocational Experience		
Emotional ⇒ Identity		
⇒ Family Relationships		
Social		

2. Based on the three stages of adolescent development listed below, what factors may have negatively affected Henry in each developmental stage? What experiences did Henry have that may have helped him develop positively?

	<u>Positive</u>	<u>Negative</u>
Stage 1 Early Adolescence (Ages 11-14)		
Stage 2 Middle Adolescence (Ages 15-17)		
Stage 3 Late Adolescence (Ages 18-21)		

*GRAB BAG WORKSHEET*

Note primary topic and key points to remember for each question discussed.

1.	2.
3.	4.
5.	6.
7.	



*END OF DAY WRAP UP KEY POINTS*

What worked well for us today:

What did not work well for us today:

What we hope will be changed for tomorrow:

NIC  
Training for Trainers:  
Managing Youthful Offenders  
in Adult Institutions  
PARTICIPANT GUIDE

SECTION 3

Curriculum Overview



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	21. Substance Abusers	4	3
	22. Neglected, Abused & Victimized Offenders	4	3
	23. Suicide Prevention	4	3
V – Health Issues	24. Nutrition	2	3
	25. Mental Health	3	3
	26. Communicable Diseases	4	3

*SECTION OBJECTIVES*

At the end of this section, participants will be able to:

- Describe and differentiate between the different parts of a lesson plan
- Compare and contrast the major content areas covered in the six sections of the MYO curriculum

## *PARTS OF A LESSON PLAN*

### 1. ANTICIPATORY SET

- Focusing learner on objectives
- Creating a bridge to previously learned concepts
- Developing motivation

### 2. OBJECTIVES

- Informing learner of expected outcomes
- Giving specific direction to lesson

### 3. INSTRUCTIONAL INPUT

- Using most effective strategies to convey the knowledge, skills, attitudes, and processes to be learned

### 4. GUIDED PRACTICE

- Guiding initial attempts at using a skill, to assure success
- Giving trainer and participant feedback that insures understanding

### 5. INDEPENDENT PRACTICE

- Allowing participants to master a skill by practicing it
- May happen back at work site
- Relates to transfer of learning

### 6. EVALUATION

- Documenting how well the objectives were met
- Ideally, includes documenting changed performance on the job

### 7. CLOSURE

- Summarizing key points of what has been learned
- Encouraging transfer of the learning to other situations

*Adapted from the work of Dr. Madeline Hunter and her colleagues at UCLA*

## *BLOOM'S TAXONOMY*

### SIX SEQUENTIAL LEVELS OF OBJECTIVES

#### 1. KNOWLEDGE

- Most simple or basic learning
- To recognize, list, find, name, repeat

#### 2. COMPREHENSION

- Understanding in greater depth
- To classify, explain, summarize, give an example

\*

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#### 3. APPLICATION

- Requires doing something with the learning to solve a problem
- To compute, modify, discover, produce

#### 4. ANALYSIS

- Mandates breaking learning apart and identifying relationships between parts
- To compare, differentiate between, relate, distinguish

#### 5. SYNTHESIS

- Means to create something new out of the parts of the learning
- To invent, combine, compose, generate, plan, create

#### 6. EVALUATION

- Highest level of learning, requiring making quality judgments and giving valid reasons for them
- To appraise, criticize, justify, defend, judge

\*Live classroom training is an expensive use of resources and is generally reserved for objectives at level three or higher. Level 1 and 2 objectives can often be met by reading, observation on the job, or use of simple job aides.

*Based upon the work of cognitive psychologist Benjamin Bloom,  
in the late 1940's and early 1950's*

## *MULTIPLE INTELLIGENCES AND LEARNING STRATEGIES*

It is not a question of ‘if’ people are smart, but rather a question of ‘how’ people are smart. Individual adults in your group will be smart in different ways. To effectively reach more of them, the curriculum uses varied strategies.

### VERBAL/LINGUISTIC -

#### *Word Smart*

- Listening
- Reading
- Research
- Speaking
- Writing

### VISUAL/SPATIAL -

#### *Picture Smart*

- Charts and graphs
- Color
- Illustrations
- Photography
- Visualizing

### INTERPERSONAL -

#### *People Smart*

- Brainstorming
- Discussion
- Group work
- Peer Editing
- Social gathering

### LOGICAL/MATHEMATICAL -

#### *Number Smart*

- Classifying and coding
- Critical thinking
- Data collecting
- Problem solving
- Puzzles

### BODILY/KINESTHETIC –

#### *Body Smart*

- Body language
- Hands on experiments
- Physical skill demonstration and practice

### INTRAPERSONAL –

#### *Self Smart*

- Individual projects
- Individual reading and study
- Journal log keeping
- Personal goal setting

### MUSICAL/RHYTHMIC –

#### *Music Smart*

- Background music
- Patterns and rhythms
- Singing

*Based upon Howard Gardner’s seven intelligences*



*CURRICULUM OVERVIEW ACIVITY*

Assignment 1 – Section I, Modules 3, 4, 5, 6	(16 hrs.)
Assignment 2 – Section I, Modules 7, 8, 9, 10,11	(17 hrs.)
Assignment 3 – Sections II and V, Modules 12, 24, 25, 26	(13 hrs.)
Assignment 4 – Section III, Modules 13, 14, 15, 16, 17, 18	(16 hrs.)
Assignment 5 – Section IV, Modules 19, 20, 21, 22, 23	(20 hrs.)

Your group will be assigned 4-6 modules to review, representing 13-20 hours of classroom instruction. Starting with the “Module at a Glance” pages and going on to the actual lesson plans, read about your modules and become as familiar with them as time allows. Divide the work up among your group members. Prepare to report about your modules to the entire group. You will have approximately 1 hour to prepare and 15 minutes to walk the larger group through your assigned modules. You may want to include the following information in your ‘walk through’:

- Theme of the Section, or how the Modules relate to each other
- By Module -
  - Major topics/content areas covered
  - Length of time allotted (what is recommended and how realistic that looks to you)
  - Target Audience (who you believe would most benefit from the content)
  - Strategies most often used in the module and any strategy of special note (an activity that would take extra preparation, a video that needs to be acquired and reviewed, a guest speaker that needs to be arranged ahead of time)

## CURRICULUM OVERVIEW ACTIVITY WORKSHEET

Section number and name:

Theme of the Section, or how the Modules relate to each other:

Module number and name:

Major topics/content areas:

Length of time:

Target Audience:

Strategies:

## CURRICULUM OVERVIEW ACTIVITY WORKSHEET

Section number and name:

Theme of the Section, or how the Modules relate to each other:

Module number and name:

Major topics/content areas:

Length of time:

Target Audience:

Strategies:

## CURRICULUM OVERVIEW ACTIVITY WORKSHEET

Section number and name:

Theme of the Section, or how the Modules relate to each other:

Module number and name:

Major topics/content areas:

Length of time:

Target Audience:

Strategies:

## CURRICULUM OVERVIEW ACTIVITY WORKSHEET

Section number and name:

Theme of the Section, or how the Modules relate to each other:

Module number and name:

Major topics/content areas:

Length of time:

Target Audience:

Strategies:

*MODULES AT A GLANCE*

## SECT. 0 – OVERVIEW

**Module 1 – Introduction****Duration**

2 hours

**Target Audience**

Correctional Staff, Administrators,  
Managers, Line Staff (Teachers,  
Counselors, Correctional Officers,  
Trainers)

**Performance Objectives**

At the end of this module, participants will be able to:

1. Explore the content areas of the seminar as planned by their jurisdiction
2. Identify the problems they have relative to programming for and serving youthful offenders within their system
3. Understand that perceptions of their world are limited by their own thinking and explore ways of expanding their paradigms
4. Participate in the Adolescent Development module

**Description**

The overview is a two-hour module that orients participants to different ways of thinking and viewing the world. It also includes a brief history and description of the project. It is paired with an introduction and summary of adolescent development (see next page for description.)

Lecture, Video Tape (Barker's "The Business of Paradigms"),  
Small group discussion, Large group reporting and discussion

## SECT. 0 – OVERVIEW

**Module 2 – Overview of Adolescent Development****Duration**

2 hours

**Target Audience**

Correctional Staff; Administrators,  
Managers, Line Staff (Teachers,  
Counselors, Correctional Officers;  
Trainers)

**Performance Objectives**

At the end of this module, participants will be able to:

1. Describe the physical, cognitive, emotional, and social aspects of adolescent development
2. Identify experiences that lead to normal adolescent development
3. Describe factors which contribute to troubled adolescent development
4. Identify indicators of normal and troubled adolescent development using a case study of a youthful offender incarcerated as an adult

**Description**

This session discusses adolescence as a growth process which results in significant changes in physical, cognitive, emotional and social developmental areas. Normal stages of adolescent development will be identified as well as the accomplishment of tasks which is necessary for youth to move towards adulthood. Participants will learn about blocks to such development often experienced by youthful offenders-clusters of developmental troubles that have resulted finally in their incarceration in adult institutions.

Lecture, Discussion, Analysis of a case study

**SECT. 1 – PROGRAM DESIGN, DEVELOPMENT, IMPLEMENTATION****Module 3 – Gang Involvement****Duration**

4 hours

**Target Audience**Correctional Administrators;  
Supervisors; Security and Program  
Staff**Performance Objectives**

At the end of this module, participants will be able to:

1. Define gangs, how they form, types of gangs, what keeps them together, and why gang issues intensify in correctional settings
2. Identify signs of gang involvement and distinguish between gang and non-gang motivated incidents
3. Compare available strategies and programs to address gang issues in the correctional setting, and distinguish which strategies would best suit their institutions needs
4. Design an action plan to address institutional security needs as well as the developmental needs of gang-involved youth, including methods for evaluating effectiveness

**Description**

This session is designed to equip correctional staff and community officials with the skills necessary to identify gang involved youth within the correctional setting. Participants will comprehend and understand the dynamics that support or minimize gang involvement among young offenders. Participants will investigate strategies and programs that address correctional youth gang issues; and explore a planning process to address institutional security needs and appraise the effectiveness of their efforts.

Lecture, Discussion, Group activities



## SECT. 1 – PROGRAM DESIGN, DEVELOPMENT, IMPLEMENTATION

**Module 4 – Taking Care – Parenting/Winning Families****Duration**

4 hours

**Target Audience**Line Staff (Teachers, Counselors,  
Correctional Officers, Trainers)**Performance Objectives**

At the end of this module, participants will be able to:

1. Explain the premises, values and assumptions of the Taking Care curriculum
2. Explain the structure and format of the Taking Care curriculum
3. Conduct one component of an individual Taking Care session

**Description**

This module reviews the importance of family and parenting education for youthful offenders. Participants will discuss the implementation of the three versions of the Taking Care curriculum, designed specifically for incarcerated male youthful offenders and female youthful offenders. The third version, *Taking Care- Winning Families* is a combination of parenting training and Aggression Replacement Training. Taking Care is a scripted ten-week program which focuses on teaching basic parenting skills, presenting information on childcare and child development, as well as fostering universal values of parenting and family life. A significant amount of time is devoted to the effects of abuse and alcohol and other drugs on families, as well as the attitudes, beliefs, and behaviors involved in family violence. Participants will be exposed to lesson plans from all three training manuals as well as have an opportunity to “teach” sections of the curriculum.

Individual activity, Lecture, Demonstration, Small group activity

**SECT. 1 – PROGRAM DESIGN, DEVELOPMENT, IMPLEMENTATION****Module 5 – Educational Programming****Duration**

4 hours

**Target Audience**

Correctional administrators  
responsible for educational  
programs.

**Performance Objectives**

At the end of this module, participants will be able to:

1. Describe the impact of adolescent developmental needs upon behavior in the correctional and educational setting
2. Describe five purposes of correctional education, given institutional needs for safety and security
3. Describe essential components of and strategies for effective correctional educational programming, including academic instruction, vocational training, and interpersonal skills training

**Description**

This module provides a description of the essential components of and strategies for effective correctional educational programming including academic, vocational, and interpersonal skills development. Participants apply educational planning principles to case studies. Participants also analyze their own institution's level of service delivery and assess the appropriateness of its academic, vocational, and interpersonal skills education for youthful offenders.

Lecture, Large group discussion, Pairs/dyads activity, Case studies

## SECT. 1 – PROGRAM DESIGN, DEVELOPMENT, IMPLEMENTATION

**Module 6 – Recreation Services****Duration**

4 hours

**Target Audience**Correctional Staff, Recreation  
Coordinators, Administrators, &  
Supervisors**Performance Objectives**

At the end of this module, participants will be able to:

1. Describe how aberrant behavior occurs within the context of leisure
2. Define characteristics of youthful offenders as they relate to leisure
3. Identify factors associated with the misuses and abuses of free time which result in violent behavior
4. Use LeisureScope assessment instrument and analyze the results
5. Identify the six components of a leisure education program
6. List the 11 activity categories in a comprehensive recreation program
7. Design a year-round recreation program for youthful offenders which includes the 11 activity categories and American Correctional Association's standards for recreation

**Description**

This module explores the domain of constructive use of leisure time, and the array of recreational services and activities available for the youthful offender incarcerated in adult correctional systems. Factors associated with the misuses and abuses of free time, which result in violent behavior as well as problems inmates face when dealing with leisure time will also be discussed. Participants will learn about the *LeisureScope* assessment instrument and be provided with tools to assess, plan and program for this population.

Lecture, Discussion, Questions and Answers, Slides (Teen Leisure Scope Plus), Video (Leisure Education in a Correctional Setting)

**SECT. 1 – PROGRAM DESIGN, DEVELOPMENT, IMPLEMENTATION****Module 7 – Cultural Awareness****Duration**

3 hours

**Target Audience**

Correctional Staff – Administrators,  
Managers, Line Staff (Teachers,  
Counselors, Officers, Trainers)

**Performance Objectives**

At the end of this module, participants will be able to:

1. Discuss their own views, perceptions, attitudes and values about culture, race and differences
2. Gain an understanding of the issue of cultural difference in the prison populations of America
3. Begin to develop better relationships with residents of different racial and cultural backgrounds
4. Define their own learning gaps or areas requiring further development and learning
5. Develop a personal plan to address their issues/concerns and to enable them to identify and alleviate barriers to effective intervention/supervision of residents/inmates

**Description**

This module examines the effects of cultural identity upon individual perception and actions especially in relation to incarceration. Culture may be described as the “preferred ways of communicating, behaving, and thinking of a particular group of people”. As such, culture defines who we are, and what is approved as “normal” behavior in given situations. Four, sometimes conflicting, circles of culture (mainstream, indigenous, minority, and delinquency) are described in the context of adolescent developmental needs for independence and identity. Participants will apply learned concepts to case studies of minority youth in a correctional setting, and analyze their institution’s related program strengths and weaknesses.

Lecture, Discussion, Small group activity, Token activity, Visioning

**SECT. 1 – PROGRAM DESIGN, DEVELOPMENT, IMPLEMENTATION****Module 8 – Community Reintegration and Aftercare****Duration**

4 hours

**Target Audience**Program Developers, Program  
Managers, Operations Staff**Performance Objectives**

At the end of this module, participants will be able to:

1. Discuss the three phases of an effective intervention program for youthful offenders
2. Review the theoretical framework for intensive aftercare programming
3. Identify the principles, program elements and service areas underlying an intensive aftercare program
4. Create an initial aftercare services plan, analyzing appropriate services and community resources

**Description**

This module describes a phased community reintegration process culminating in an intensive aftercare program (IAP) model that offers guidance on how to transition and reintegrate identified high risk youthful offenders from secure confinement gradually back into the community. Basic fundamental principles which include youth preparation to progressively increase responsibility and freedom in the community; facilitating youth-community interaction, developing new resources and support; monitoring and testing are some of the issues discussed. Participants will apply the IAP theory and principles in developing an aftercare plan which will include organizational factors and the external environment; case management; and management of information and program evaluation.

Lecture, group discussion

## SECT. 1 – PROGRAM DESIGN, DEVELOPMENT, IMPLEMENTATION

**Module 9 – Crisis Prevention and Intervention****Duration**

4 hours

**Target Audience**

Correctional Staff – Administrators,  
Managers, Line Staff (Teachers,  
Counselors, Officers, Trainers)

**Performance Objectives**

At the end of this module, participants will be able to:

1. Describe the developmental causes of violence/aggression and two types of aggressive behavior
2. Evaluate the value of relationships in managing the behavior of adolescent offenders
3. Describe four social needs which motivate human behavior as applied to youth aggression
4. Describe the elements of the Conflict Cycle as applied to youth aggression
5. Describe essential components of a decision making model which should guide humane interventions with aggressive youth
6. Describe the psychological interaction between staff and youth when confronting aggressive behavior, and five reasons for staff anger

**Description**

This module addresses strategies for safe and humane decision making in aggressive situations with adolescents. A number of critical factors are emphasized to determine appropriate interventions such as: staff awareness and early intervention; accurate assessment of the immediate danger; identification of the type of aggression; and effects of staff anger when confronting aggressive adolescent behavior. Participants will apply their knowledge and concepts to hypothetical situations which involve youthful offenders in adult correctional settings.

Lecture, Discussion, Scenarios

## SECT. 1 – PROGRAM DESIGN, DEVELOPMENT, IMPLEMENTATION

**Module 10 – Program Examples; Long Version****Duration**

4 hours

**Target Audience**

Administrators, Managers, Line staff (Teachers, Counselors, Correctional Officers, Community Corrections Personnel, Trainers)

**Performance Objectives**

At the end of this module, participants will be able to:

1. Review common youthful offender program components
2. Review case studies of sample programs
3. Examine youthful offender program components to develop recommendations suitable to the system in which they work

**Description**

Key elements of three programs specially designed to serve youthful offenders are described in this module. Participants will analyze how these programs evaluate offenders, provide interventions for them, coordinate services, and assist with their transition back to the youths' communities. Participants will then apply this knowledge and identify the elements that can be incorporated into their own programs and services.

Jigsaw group technique (cooperative learning)

## SECT. 1 – PROGRAM DESIGN, DEVELOPMENT, IMPLEMENTATION

**Module 11 – Program Examples; Short Version****Duration**

2 hours

**Target Audience**

Correctional Staff - Administrators,  
Managers, Line Staff (Teachers,  
Counselors, Correctional Officers,  
Community Corrections Personnel,  
Trainers)

**Performance Objectives**

At the end of this module, participants will be able to:

1. Describe factors leading to troubled adolescent development
2. Review principles of effective programs for juveniles
3. Recognize common components of youthful offender programs
4. Evaluate case studies for youthful offender program components

**Description**

This module is similar to the long version, except less emphasis is placed on small group interaction and process. Still, key elements of three programs especially designed to serve youthful offenders are described in this module. Participants will analyze how these programs evaluate offenders, provide interventions for them, coordinate services, and assist with their transition back to the youths' communities.

Lecture



## SECT. 2 – ADOLESCENT DEVELOPMENT

**Module 12 – Adolescent Development** (more in depth than Module 2)**Duration**

4 hours

**Target Audience**

Correctional Staff -- Administrators, Managers, Line Staff (Teachers, Counselors, Correctional Officers, Community Corrections Personnel, Trainers)

**Performance Objectives**

At the end of this module, participants will be able to:

1. Identify the nature of adolescence and apply this knowledge to adolescent stages of development
2. Classify adolescent development and differentiate among chronological, physical, cognitive, social, development of self-concept and interpersonal development
3. Identify the risk factors associated with causes of aggressive and anti-social behaviors in adolescents

**Description**

In this area, participants will explore the nature of adolescence. Through large group discussions, small group interactions, and brief lectures, participants will learn about the chronological physical, social, emotional and cognitive development of young people in early, middle, and late adolescent stages. Specific emphasis will be devoted to the issues of the aggressive and violent adolescent behavior and the violent offender population both in the juvenile and adult criminal justice systems.

Lecture, Large group discussion, Small group interaction

## SECT. 3 – ORGANIZATIONAL ADMINISTRATION &amp; MANAGEMENT

**Module 13 – Legal Issues****Duration**

2 hours

**Target Audience**

Correctional Staff, Administrators,  
Managers, Line Staff (Teachers,  
Counselors, Correctional Officers,  
Trainers)

**Performance Objectives**

At the end of this module, participants will be able to:

1. Describe the history of the juvenile court
2. Identify the three methods used to transfer juveniles to adult court
3. Discuss organizational alternatives for dealing with the youthful offenders in the adult system

**Description**

In this module participants will explore the juvenile court system, and the philosophic premise upon which it is based. After identifying the changing climate to sanction youthful offenders, participants will identify organizational alternatives to respond to this population in adult correctional systems.

Lecture, Discussion, Questions and Answers

**SECT. 3 – ORGANIZATIONAL ADMINISTRATION & MANAGEMENT****Module 14 – Staff Selection, Training, and Supervision****Duration**

2 hours

**Target Audience**

Correctional Staff – Administrators,  
Managers, Line Staff (Teachers,  
Counselors, Correctional Officers,  
Trainers)

**Performance Objectives**

At the end of this module, participants will be able to:

1. Identify criteria for recruitment, assessment, and selection of staff who can meet the unique needs of youthful offenders
2. Describe the elements of a core training curriculum for all staff working with youthful offenders
3. Define characteristics of supervisors who work effectively with youthful offender staff/models

**Description**

This module provides participants with basic principles and criteria to recruit, assess, and select staff who can meet the unique needs of youthful offenders incarcerated in adult institutions. Elements of a training curriculum will be presented which can be used as a core model for staff development. Essential characteristics of supervisors who must monitor staff who work with youthful offenders will be defined. Participants will have the opportunity to apply and process this knowledge in hypothetical, practical situations.

Lecture, Brainstorming, Pair/dyad interviews, Small group activity

## SECT. 3 – ORGANIZATIONAL ADMINISTRATION &amp; MANAGEMENT

**Module 15 – Classification and Needs Assessment****Duration**

4 hours

**Target Audience**

Correctional Staff – Administrators,  
Intake workers, Counselors,  
Program developers

**Performance Objectives**

At the end of this module, participants will be able to:

1. Describe and explain the elements of classification and assessment
2. Review the important factors in the classification and assessment of youthful offenders
3. Explore how to develop and implement classification and assessment processes for use with youthful offenders

**Description**

This module deals with those issues important to assess youthful offenders, both risk level and needs (skill deficits) for placement within the adult correctional system. Theoretical bases to identify criminogenic factors and needs are explored, along with examples of instruments used for assessment.

Lecture, Discussion, Small group activity

## SECT. 3 – ORGANIZATIONAL ADMINISTRATION &amp; MANAGEMENT

**Module 16 – Housing and Physical Plant****Duration**

3 hours

**Target Audience**Correctional Administrators,  
Managers, Architects, and  
"Planners"**Performance Objectives**

At the end of this module, participants will be able to:

1. Examine the security of their institution from a juvenile's viewpoint
2. Develop and implement a physical plant safety plan

**Description**

Housing youthful offenders in adult facilities can present special challenges for security such as: barrier height/penetrability; vandalism and its repair; graffiti; quantity and deployment of staff; out of cell time; dormitory vs. cell living area issues; system's assessment; programs and recreation; visiting; and safety of juveniles, among others. Participants will be asked to examine the security of their institution from a juvenile's viewpoint and give attention to developing and implementing a physical plant safety plan.

Lecture, Discussion, Group activities

**SECT. 3 – ORGANIZATIONAL ADMINISTRATION & MANAGEMENT****Module 17 – Policies and Procedures****Duration**

4 hours

**Target Audience**Correctional Policy Makers,  
Administrators, Managers**Performance Objectives**

At the end of this module, participants will be able to:

1. Give both the operational and legal definitions of policy and procedure
2. Identify current institutional policies that must be changed to accommodate youthful offenders
3. Design a realistic time line and action plan for youthful offender policy development, approval, staff training, and implementation in their own institution

**Description**

This "roll up your sleeves" module will require participants to review their institutions' policies and procedures and assess the applicability of each to the youthful offender population. Participants will learn techniques to identify, design, and develop policies and procedures through didactic and small group experiences. Participants will develop an implementation action plan that details steps to develop policies and procedures, identifies approval processes, staff training, and implementation.

Lecture, Small group activity, Action planning

## SECT. 3 – ORGANIZATIONAL ADMINISTRATION &amp; MANAGEMENT

**Module 18 – Gang Issues****Duration**

1 hours

**Target Audience**

Correctional Staff -- Administrators,  
Managers, Line Staff (Teachers,  
Counselor, Correctional Officers,  
Trainers)

**Performance Objectives**

At the end of this module, participants will be able to:

1. Develop an understanding of the ever changing gang dynamics
2. Expand the definition of gang member
3. Know the components of 'zero tolerance' gang policy within the facility

**Description**

This module will assist agencies with practical issues that arise when dealing with incarcerated juvenile gang members. The module is designed to teach participants how to assess what to do within the institution, rather than teaching intervention techniques, whether they be for gang suppression or gang prevention (See *Gang Involvement* in Section 1). Specific topics such as the relationship between prison gangs and street gangs and staff selection to meet the needs of gang members will be presented. Participants will have an opportunity to assess their daily institutional operations and plan those interventions appropriate for their specific situation.

Lecture, Discussion, Small group activity

## SECT. 4 – SPECIAL NEEDS POPULATIONS

**Module 19 – Special Education Students****Duration**

4 hours

**Target Audience**Correctional Education Managers,  
Supervisors and Special Education  
Teachers**Performance Objectives**

At the end of this module, participants will be able to:

1. Describe three categories of educational disabilities and the academic and social characteristics of each
2. Describe the legal rights of special education students to appropriate educational services
3. Describe six essential components of effective correctional special education programming

**Description**

Participants will learn specific characteristics of three primary disabilities that affect the academic and social behavior of youthful offenders. Learning Disabilities, Mental Retardation, and Serious Emotional Disturbance may account for up to 40% of the youthful offender population in corrections. Participants will learn six components of effective correctional educational programming, and have an opportunity to apply this knowledge to case studies to analyze their own institution's program strengths and weaknesses.

Lecture, Discussion, Word web, Small group activity, Case studies



## SECT. 4 – SPECIAL NEEDS POPULATIONS

**Module 20 – Sex Offenders****Duration**

4 hours

**Target Audience**

Correctional Staff – Administrators, Managers, Line Staff (Teachers, Counselors, Correctional Officers, Community Corrections Personnel, Trainers)

**Performance Objectives**

At the end of this module, participants will be able to:

1. Understand the definition and nature of the youthful sex offender
2. Understand the risks and security needs of youthful sex offenders
3. Describe effective intervention strategies in an adult correctional setting
4. Determine programs most appropriate for each participant's specific environment

**Description**

Participants will gain an understanding of the nature and needs of the youthful sex offender within the adult corrections environment. With that background participants will identify components of an effective sex offender treatment program and will learn how to design and implement a cognitive behavioral program. Specific techniques introduced in this seminar include: analyzing criminal thinking cycles; using reflection logs, teaching anger management and acquiring pro-social skills; as well as exploring the relapse prevention and victim awareness programming.

Lecture, Discussion

## SECT. 4 – SPECIAL NEEDS POPULATIONS

**Module 21 - Substance Abusers****Duration**

4 hours

**Target Audience**

Correctional Administrators,  
Institution and Contractor  
Treatment Program Providers,  
Program Developers

**Performance Objectives**

At the end of this module, participants will be able to:

1. Discuss the relationship between criminal behavior and substance abuse
2. Discuss risk control and risk reducing treatment activities as components of risk management
3. List five factors related to substance abuse treatment for incarcerated adolescents
4. Describe types and levels of care in pre treatment, outpatient, and residential substance abuse treatment models

**Description**

Participants will learn and appreciate the pervasive impact of substance abuse on the growth, development, and behavior of adolescents. This module provides a framework to combine corrections, classification, and treatment planning with appropriate substance abuse treatment interventions directed at reducing adolescent violence and other criminal behavior. Participants will gain an appreciation for the impact substance abuse has on this population as well as the available opportunities to prevent and treat youthful offenders to produce significant positive outcomes such as: reducing crime and violence; improving public protection: and reducing costs to taxpayers.

Lecture, Discussion, Question and answers

## SECT. 4 – SPECIAL NEEDS POPULATIONS

**Module 22 – Neglected, Sexually and Physically Abused and Victimized Offenders****Duration**

4 hours

**Target Audience**

Correctional Counselors, Clinicians,  
Program Developers, Line Staff  
(Teachers, Counselors, Correctional  
Officers, Community Corrections  
Personnel, Trainers)

**Performance Objectives**

At the end of this module, participants will be able to:

1. Discuss the relationship between abused/traumatized children and juvenile delinquency
2. Identify the behavioral and psychological effects of neglect, physical and sexual abuse
3. Identify the treatment issues for neglected, sexually and physically abused youthful offenders
4. Discuss the types of behaviors correctional professionals are apt to see in youthful offenders who have been sexually and physically abused

**Description**

This module addresses the concerns of victims rather than predators. The behavioral and psychological effects of abuse are discussed as well as the abused and neglected youthful offender's potential reaction to incarceration. Techniques and strategies to deal with those who have been sexually molested, abused, or maltreated will be explored. Program strategies and interventions will be discussed.

Lecture, Discussion, Small group activity

## SECTION 4 – SPECIAL NEEDS POPULATIONS

### **Module 23 – Suicide Prevention**

**Duration**

4 hours

**Target Audience**

Correctional Program  
Administrators, Security Staff,  
Medical Staff, Mental Health  
Professionals.

**Performance Objectives**

At the end of this module, participants will be able to:

1. Discuss the frequency of adolescent suicides in the community and in the incarcerated population
2. Discuss myths regarding suicide and suicide prevention
3. Describe a model for understanding suicide
4. Identify inmates at risk of suicide
5. Discuss suicide intervention techniques

**Description**

This module provides essential information to identify and manage youthful offenders who are at risk of suicide within adult correctional facilities. There are five components which include: 1) an introduction that provides basic facts regarding suicide as a national problem; 2) identifying key legal concepts, myths regarding suicide and suicide prevention; 3) a conceptual model to understand suicide; 4) a review of risk factors necessary to identify persons at risk of suicide; and 5) key intervention techniques.

Lecture, Small group activity, Quiz, Discussion

## SECT. 5 – HEALTH ISSUES

**Module 24 – Nutrition****Duration**

2 hours

**Target Audience**Correctional Administrators,  
Dieticians, Cooks**Performance Objectives**

At the end of this module, participants will be able to:

1. Discuss the impact of inadequate nutrition upon the physical and emotional growth processes of adolescents
2. Describe dietary requirement of adolescents and the different nutritional needs of girls and boys
3. Recognize the obstacles in providing adequate nutrition to juveniles in adult correctional facilities

**Description**

Adolescents in this society, especially those who are left on their own, have poor eating habits. Fast food has become the norm (but far from healthy). Those adolescents confined to adult institutions join a system that plans meals to meet the needs of the working inmate in mind, generally high calorie, high energy foods. Participants will learn about the specific nutritional needs of young offenders who: are still developing mentally and physically; usually have lighter work assignments (than their adult counterparts); and may be more sedentary since they are required to attend school and may be confined to their cells for longer periods of time.

Lecture, Discussion

## SECT. 5 – HEALTH ISSUES

**Module 25 – Mental Health****Duration**

3 hours

**Target Audience**

Correctional Staff - Administrators,  
Managers, Line Staff (Teachers,  
Counselors, Correctional Officers,  
Trainers)

**Performance Objectives**

At the end of this module, participants will be able to:

1. Identify those behaviors that may be symptoms of mental disorders
2. Identify the most prevalent mental disorders found among youthful offenders
3. Learn about treatment interventions that are useful in managing this population
4. Learn which treatment interventions are most effective for specific mental disorders
5. List and discuss the components of adequate mental health treatment programs

**Description**

This module explores the etiology of violence among youth today. Special emphasis is given to the sociological and environmental influences that impact those young offenders who have committed violent crimes. Many of these offenders have had serious psychological problems prior to their involvement with the criminal justice system. An overview of symptoms of the major psychiatric disorders will be presented, and treatment strategies discussed. Model programs will be described and participants will be encouraged to share their own experiences with each other.

Lecture, Discussion

## SECT. 5 – HEALTH ISSUES

**Module 26 – Communicable Diseases****Duration**

4 hours

**Target Audience**Correctional Staff, Security  
Officers, Medical Staff**Performance Objectives**

At the end of this module, participants will be able to:

1. Define contagious diseases
2. Articulate methods to reduce the spread of contagious diseases
3. List the most common Sexually Transmitted Diseases
4. Discuss the importance of personal hygiene

**Description**

Participants will learn about the various infectious diseases prone to correctional institutions, as well as methods to protect themselves from contracting and/or spreading diseases. Through lecture, small group activity, and discussion, participants will review their own policies concerning infectious diseases and infection control in order to assess their own system's vulnerability. Suggested changes to ensure a healthy environment will be presented.

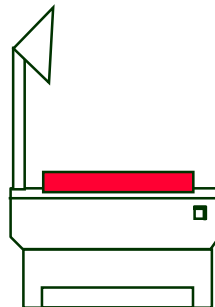
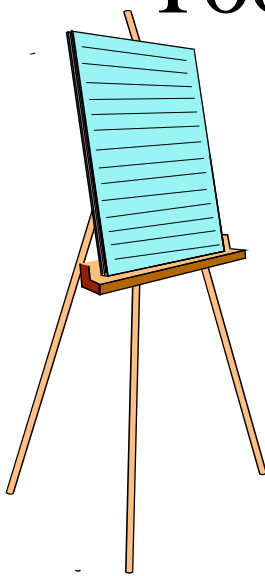
Lecture, Discussion, Small group activity

NIC  
Training for Trainers:  
Managing Youthful Offenders  
in Adult Institutions

PARTICIPANT GUIDE

SECTION 4

Tools and Techniques  
Part I





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*METHODS, TECHNIQUES, TOOLS***METHODS** - Broader approaches to instruction

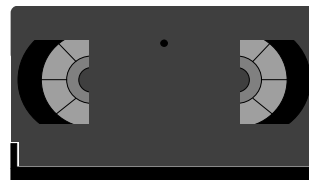
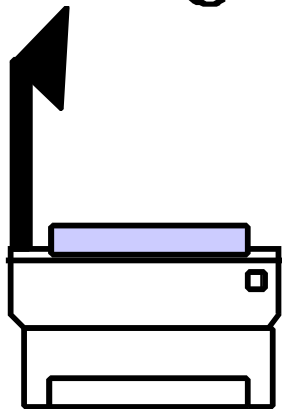
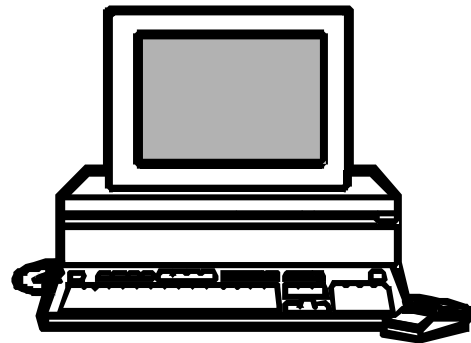
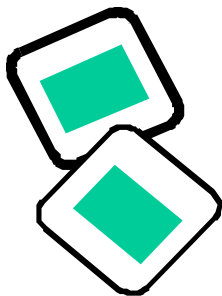
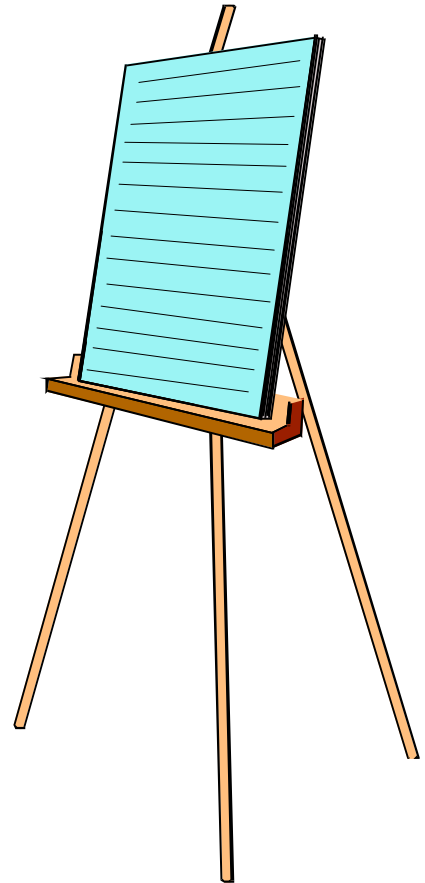
- Apprenticeship
- Classroom training
- Individual guided inquiry
- Internships
- Internet training
- Job Aides
- Mentoring
- Telecourses or teleconferences

**TECHNIQUES** - Instructional experiences in the classroom

- Brainstorming
- Case Study
- Demonstration
- Discussion
- Group activity
- Individual activity
- Lecture
- Panel
- Problem Solving
- Simulation

TOOLS - used to enhance techniques

- Books
- Chalkboards
- Compressed Video
- Computers
- Easels with easel charts
- Fax machines
- Microphones
- Microwave technology
- Projectors - LCD, Slide, and Overhead
- Satellites



## *SECTION OBJECTIVES*

At the end of this section, participants will be able to:

- Effectively use tools in instructional presentations:
  - Overhead transparencies
  - Slide shows (computer based and traditional)
  - Easel pads
  - Video
- Conduct a brainstorming session
- Conduct and process an individual activity
- Conduct and process a small group

Materials for this section were taken from the

- *Training for Trainers: Instructional Theory Into Practice (ITIP) Curriculum*, (1997) published by the National Institute of Corrections
- *Tools for Teaching* (1993) written by Barbara Gross Davis and published by Jossey-Bass
- *Creative Training Techniques*, (1993) written by Bob Pike and published by Lakewood Publications.
- Module 6 of *Managing Youthful Offenders in Adult Institutions* curriculum (1997) published by National Institute of Corrections Academy
- Module 14 of *Managing Youthful Offenders in Adult Institutions* (1997) curriculum published by National Institute of Corrections Academy

## *SELECTION OF TOOLS AND TECHNIQUES*

### FOUR STEP PROCESS

Step 1 - Learn about the Learners

Step 2 - Learn about the Techniques

Step 3 - Learn about the Tools

Step 4 - Match the best available tools to the techniques most appropriate to the learners

### TOOLS AND TECHNIQUES SELECTED FOR MANAGING YOUTHFUL OFFENDERS CURRICULUM:

- Overhead transparencies
- Slide shows – computer based and traditional
- Easel pad charts
- Video tapes
- Brainstorming
- Individual and small group activities

*COMPARISON OF TOOLS AND TECHNIQUES*

Technique and Tool	Advantages	Disadvantages
Lecture Overhead transparencies	<ul style="list-style-type: none"> <li>• Allows students to listen and read</li> <li>• Allows immediate two way communication</li> <li>• Structures delivery of content</li> <li>• Adds to consistency of repeated delivery</li> <li>• Facilitator faces participants</li> <li>• Works in large or small group</li> <li>• Moderate initial equipment cost</li> <li>• Requires limited instructor skill to update and use</li> </ul>	<ul style="list-style-type: none"> <li>• Projector noise</li> <li>• Limits facilitator movement around the room</li> <li>• Moderate effort to update</li> <li>• Moderate expense to update</li> <li>• Structures delivery of content – limits spontaneity</li> <li>• Sometimes requires reduced lighting</li> </ul>
Lecture Easel pads	<ul style="list-style-type: none"> <li>• Allows students to listen and read</li> <li>• Supports participatory learning</li> <li>• Allows immediate two way communication</li> <li>• Allows flexibility in structuring content</li> <li>• Can be used for prepared spontaneous visuals</li> <li>• Requires limited instructor skill to update and use</li> <li>• Low initial equipment cost</li> </ul>	<ul style="list-style-type: none"> <li>• Best suited for small groups</li> <li>• Limits facilitator movement around the room</li> <li>• Requires instructor to turn away from students to record</li> <li>• Not always easily read</li> <li>• Quality of graphics may be poor</li> </ul>

Lecture Slide shows (Computer based or Traditional)	<ul style="list-style-type: none"><li>• Allows students to listen and read</li><li>• Allows immediate two way communication</li><li>• Clear, crisp full-color images</li><li>• Computer based may include animation and sound</li><li>• Structures delivery of content</li><li>• Adds to consistency of repeated delivery</li><li>• Works in large or small group</li><li>• Low cost to update computer based</li><li>• Moderate cost to update traditional</li><li>• Computer projection can also be used to demonstrate completion of documentation and do real time computation</li></ul>	<ul style="list-style-type: none"><li>• Projector noise</li><li>• Significant initial equipment cost for computer based</li><li>• Moderate initial equipment cost for traditional</li><li>• Requires instructor skill to update and to use</li><li>• Structures delivery of content – limits spontaneity</li><li>• Requires reduced lighting</li></ul>
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Video	<ul style="list-style-type: none"> <li>• Allows students to listen and observe</li> <li>• High quality one-way communication - can demonstrate action, feature specialized expertise, show or simulate context</li> <li>• Can demonstrate processes in slow motion or at fast speed</li> <li>• Structures delivery of content</li> <li>• Adds to consistency of repeated delivery</li> <li>• Can be used with large or small group</li> <li>• Requires limited instructor skill to use</li> <li>• Moderate initial equipment cost to use with small or medium sized group</li> </ul>	<ul style="list-style-type: none"> <li>• Limits immediate two way communication</li> <li>• Limits flexibility in delivery of content</li> <li>• Usually expensive to initially develop or purchase</li> <li>• Expensive and requires advanced skill to update</li> <li>• Usually requires reduced lighting</li> <li>• Requires specialized understanding of copyright law</li> </ul>
Brainstorming Easel pads	<ul style="list-style-type: none"> <li>• Allows students to listen, read and participate</li> <li>• Effectively generates alternatives and can broaden perspectives</li> <li>• Structures participation</li> <li>• Moderate initial equipment cost</li> </ul>	<ul style="list-style-type: none"> <li>• Best in small to moderate size group</li> <li>• Cannot assure quality of content generated</li> <li>• Requires some instructor skill to link to other parts of the learning experience</li> </ul>



Individual activity	<ul style="list-style-type: none"> <li>• Allows students to read and participate</li> <li>• Encourages participation by all students</li> <li>• Usually assists with the transfer of learning to on-the-job situations</li> <li>• Allows instructor to give one-on-one clarification and assistance</li> <li>• Structures learning</li> <li>• Works in small or large group</li> <li>• Little or no equipment cost</li> </ul>	<ul style="list-style-type: none"> <li>• Cost per copy for most validated instruments</li> <li>• Requires considerable instructor skill to process learning and link it to other parts of the learning experience</li> </ul>
Small group activity	<ul style="list-style-type: none"> <li>• Allows students to listen, read, and participate</li> <li>• Encourages participation by most students</li> <li>• Encourages development of new perspectives</li> <li>• Permits practicing of communication, problem solving, and interpretation skills</li> <li>• Allows peers to give each other clarification and assistance</li> <li>• Little or no equipment cost</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes a per copy charge for case studies, group problems or other instruments used</li> <li>• Requires considerable instructor skill to process learning and link it to other parts of the learning experience</li> <li>• Instructor cannot insure consistency in content delivery</li> <li>• Requires cooperation from participants to produce intended learning</li> </ul>

## *PRACTICE STATIONS ACTIVITY*

### STATIONS

1. Slide Shows
2. VCR with two monitors
3. Overhead projectors
4. Easel pads

## STATION ONE ASSIGNMENT



### PERSON #1

1. Connect the LCD Projection unit to the computer
2. Turn on the LCD Projection unit and then turn on the computer
3. Open the Corel Presentations program
4. Insert the floppy disk with slide presentation file
5. From Corel Presentations, open the file 'MYOOV2'
6. Select the slide sorter tab
7. Click on the title slide then select the Quick Play tab
8. If necessary, select the 'Function' and 'F5' keys simultaneously to switch the display to the external monitor
9. Adjust the focus
10. Click through the first three slides one by one
11. Right click and select the previous slide
12. Hold the mouse or trackball button down on the third slide and use the 'highlighter' option to circle a word on the screen
13. Select 'Escape' and go back to slide sorter view
14. Click on slide 4 then select the Quick Play tab
15. Click through the remaining slides until the end
16. Close the file

### PERSONS # 2, 3, 4 ETC.:

1. As time allows, take turns completing Steps 5-16
2. When not actually working with the slide show equipment, discuss the advantages and disadvantages of the use of slides, whether traditional or computer-based.

## HINTS FOR USING SLIDE SHOWS

- Practice using the equipment ahead of time, including how to change the light bulb (make sure you have a spare bulb)
- Practice going forward and reverse through the show and selecting slides out of sequence
- Focus the machine ahead of time and determine what lighting changes you will have to make, if any
- Turn the projector light off (standby mode) when you are not using it or when the time between slides is more than a moment
- If accompanying audio tape is used, perform a sound check ahead of time
- Face the participants, not the slide projection when you speak
- Store slides or disks with their related lesson plans
- Copy computer slide show files onto the hard drive if space allows

## *PREPARING TRADITIONAL SLIDES*

- Use strong color contrast for important images and words
- If using text, use key phrases and bullet items, not full sentences
- If using text, use upper and lower case letters, and mix type styles sparingly
- Select graphics that clearly make the point or tell the intended story
- Number slides

## *PREPARING COMPUTER SLIDES*

- Use dark colors for backgrounds and white or light colors for key points
- Use key phrases and bullet items, not full sentences
- Use upper and lower case letters, and mix type styles sparingly
- Use 32-44 point type for titles, 24-32 point type for other content
- Remember the 6x6x6 rule - no more than six words across or six lines down and readable without projection at a distance of six feet
- Use graphics, animation, and sound clips thoughtfully and only when they enhance the concept or clarify the intended point

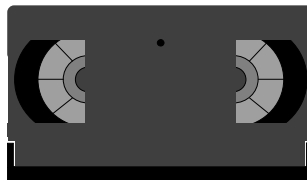
## STATION TWO ASSIGNMENT

Select one person to demonstrate the following steps and explain them to the rest of the group as he or she performs them:

1. Connect the VCR to the two monitors (video in and video out cables)
2. Turn on the monitors and the VCR
3. Insert the ITIP videotape in the VCR
4. Make sure the monitor is in the VCR mode rather than cable or other TV mode
5. Play a brief segment of the tape to adjust volume and tracking as needed
6. Rewind the tape and set the counter at 0
7. Fast forward to the start of the discussion on objectives and note the number on the counter, i.e. set up the tape to start with that discussion
8. Rewind and eject the tape
9. Turn off and disconnect the equipment

If anyone else in the group is unfamiliar with connecting cables for a two-monitor display, adjusting tracking or using the counter to set up a mid-program start, give them the opportunity to practice.

Discuss with your group the advantages and limitations of using video tape for instruction.

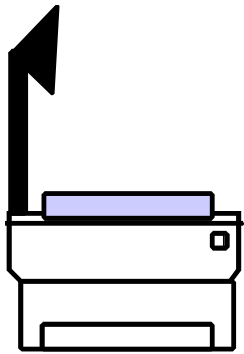


## HINTS FOR USING VIDEO TAPES

- Practice with the equipment ahead of time (always make sure you have grounded extension cords with you)
- Make sure the monitor is large enough to be viewed by all the participants or use more than one monitor
- Preview the video ahead of time and take notes about key points
- Avoid lengthy tapes - if you must use a tape longer than 15 minutes, plan a stopping point in the middle for a related discussion or activity
- Avoid showing video tapes right after lunch
- Avoid outdated tapes, tapes that do not reflect the diversity present in the community, and tapes produced by unknown or unreliable sources
- Watch the video with the class; do not leave the room
- Make sure participants know the purpose of the video and understand what you specifically intend for them to learn
- Do not make personal copies of commercial tapes or broadcast programs and use them in the classroom unless you know and are working within current copyright laws

### STATION THREE ASSIGNMENT

1. Prepare a transparency to enhance your introduction of yourself to a Managing Youthful Offenders training class.
2. Use words and/or graphics to make your points.
3. Project your slide for others in your group to see.
4. Discuss the strengths and limitations of each transparency projected.



## HINTS FOR USING OVERHEAD TRANSPARENCIES

- Practice using the machine ahead of time, including how to change the light bulb (make sure you have a spare bulb)
- Focus the machine ahead of time - closer to the screen = smaller image
- Plan for organizing transparencies as you use them - i.e. store them in a three ring binder in plastic sleeves and take them from the binder to the projector and back to the binder as you use them, or, have space on a work surface for a 'used' and 'to be used' stack of transparencies
- Use a pointer, pen or pencil on the projector to direct participant attention to an item rather than pointing at the screen
- Use a blank write-on transparency on top of the prepared transparency if you plan to embellish the image while it is projected
- Use a cover sheet and reveal parts of a multi-concept transparency as you get to the appropriate content (consider placing the 'cover' sheet under the transparency to keep it from sliding off the machine)
- Turn the projector off when you are not using it or when the time between transparencies is more than a moment
- Store transparencies with their related lesson plans
- Store transparencies in plastic sleeves or with blank sheets of paper between them

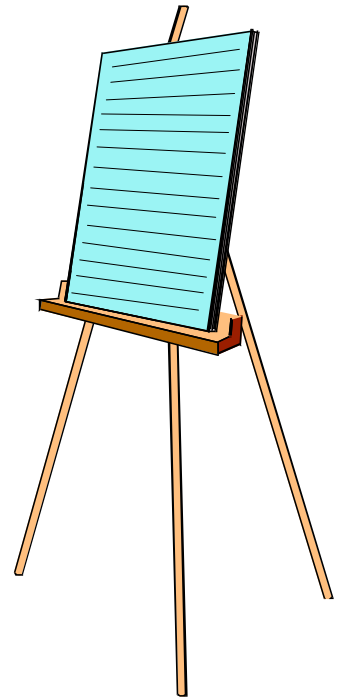
## *PREPARING TRANSPARENCIES*

- Use dark colors for key points, bright or light colors for emphasis or highlighting
- Use key phrases and bullet items, not full sentences
- Use upper and lower case letters, and mix type styles sparingly
- Use 32-44 point type for titles, 24-32 point type for other content
- Remember the 6x6x6 rule - no more than six words across or six lines down and readable without projection at a distance of six feet
- Use graphics only when they enhance the concept or make the desired point
- Number transparencies



## STATION FOUR ASSIGNMENT

1. In pairs, prepare an easel pad chart that describes the students in this Training for Trainers course.
2. Use words and/or graphics to get your points across.
3. Assume a class of 24 people will be viewing the chart.
4. Review the Hints for using Easel Pad Charts before preparing your chart.
5. Post all charts on the wall and discuss the strengths and limitations of each one.



## HINTS FOR USING EASEL PAD CHARTS

### *FOR ALL CHARTS:*

- Use blue or black as the colors for primary or main ideas, other colors for highlights or emphasis
- Print, using upper and lower case, and large bold letters (at least 2" high for small groups and 4" high for larger groups)
- Use key phrases and bullet items, not full sentences
- If a title is used, center it and box or underline it
- Remember the 6x6 rule - no more than six words across or six lines down

### *PRODUCING A CHART IN CLASS*

- Do not speak to participants while you are actually writing on the chart
- When recording student comments, ask someone else to write while you facilitate the discussion
- When posting sheets on a wall, make them high enough to be seen over people's heads and other obstructions
- When posting sheets on a wall while discussion continues, ask someone else to do the actual display
- Cut short pieces of masking tape ahead of time when many sheets will be produced and posted in a short period of time

### *PRODUCING A CHART AHEAD OF TIME*

- Create tabs using masking tape to help you find key pages
- Write on every other page to avoid 'bleeding through'
- Store in a dry place
- Roll sheets taken off a pad in tubes; lay in tact pads flat in a blueprint-type storage file or stand them up inside a easel pad shipping box

***BRAINSTORMING ACTIVITY*****STAFF SELECTION CRITERIA**

Supervisor	Correctional Officer	Teacher	Cook	Maintenance Staff

*INDIVIDUAL/SMALL GROUP ACTIVITY***LEISURESCOPE PLUS**

Three types of information are obtained from the assessments:

1. A client's areas of high leisure interest,
2. An emotional profile--what feelings an individual needs to achieve in a leisure experience to feel satisfied. In other words, what emotionally motivates participation in activities, and
3. A need for high arousal experiences.

Measures interests in the following areas:	Measures feelings which need to be achieved to feel satisfied in a leisure activity
<ol style="list-style-type: none"> <li>1. Games</li> <li>2. Sports</li> <li>3. Nature</li> <li>4. Collection</li> <li>5. Crafts</li> <li>6. Art &amp; Music</li> <li>7. Entertainment</li> <li>8. Helping Others/Volunteerism</li> <li>9. Social Affiliation</li> <li>10. Adventure</li> </ol>	<ol style="list-style-type: none"> <li>1. Relaxed</li> <li>2. Accomplishment/Satisfaction</li> <li>3. Fun</li> <li>4. Healthy</li> <li>5. Escape</li> <li>6. Contentment/Pleasure</li> <li>7. Rejuvenation</li> <li>8. Tension Reduction</li> <li>9. Companionship</li> <li>10. Excitement</li> </ol>

Administration of the instrument takes approximately 15-20 minutes. Pairs of photographic collages representing various categories of leisure are presented to the testers who choose which one appeals to them, compare each choice to every other category and then rate and categorize the activities' emotional appeal.

Our group's three primary interests	Feelings that relate to those interests
Possible recreational plans based upon those results	

*DAY TWO WRAP UP*

**COPY TO KEEP**

What worked well for me today:

What did not work well for me today:

What I hope will be changed for tomorrow:

**COPY TO HAND IN**

What worked well for me today:

What did not work well for me today:

What I hope will be changed for tomorrow:

NIC  
Training for Trainers:  
Managing Youthful Offenders  
in Adult Institutions

PARTICIPANT GUIDE

SECTION 5

Tools and Techniques  
Part II





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## *SECTION OBJECTIVES*

At the end of this section, participants will be able to:

- Describe the role of facilitator in adult learning experiences
- Conduct demonstrations, simulations, case study activities, and discussions
- Give and receive feedback
- Identify appropriate classroom norms
- Identify and describe their own learner type
- Deal with disruptive participants

Materials for this section were taken from the

- Keys to Adult Learning: Theory and Practical Strategies, by Patricia Lawler, (1991) published by Research for Better Schools, Philadelphia, PA
- Instructional Theory Into Practice Participant's Manual, (1997), published by National Institute of Corrections Academy, Longmont, CO

***ROLE OF THE FACILITATOR***

A facilitator is:

A facilitator is not:

An instructor will be a facilitator, although class participants may also act in the facilitator role when they are working in small groups. Facilitators move individuals and groups toward learning, and often toward completion of an assigned task. They manage the learning process, making it a smooth one.

To be effective, instructors/facilitators must know the content well enough to be able to be flexible with it. They must be able to evaluate where the participants are at - that is, do they understand the information, are they focused on the topic, and are they mastering the skills. If not, changes must be made to accommodate the students. Sometimes this means spending less time than was planned on one topic and more than was planned on another.

The term facilitator implies that the learning is interactive. To be effective, a GOOD facilitator will:

- State the learning objective
- Define the structure - time, process to be used, any recording mechanism
- Keep people on the topic, preventing wandering and repetition
- Make it safe to take part and to take risks by protecting members from criticism, attack, or embarrassment
- Encourage all to participate
- Keep one person from dominating a group
- Listen carefully
- Help clear up confusion
- Allow people time to pause silently and think
- Restate questions for others to answer rather than answering them himself or herself
- Compliment the group
- Bring one discussion or activity to a close and make a transition to the next

## *FACILITATED INTERACTIVE TECHNIQUES*

### SKILL DEMONSTRATIONS

Demonstrations introduce a skill or procedure by performing it correctly while participants observe.

Effective demonstrations:

- State the purpose of the demonstration
- Describe the steps to be taken, one by one
- Walk carefully through each step
- Show the finished product
- Provide for supervised practice of the skill by participants
- Break down complex skills into smaller steps that are practiced independently before being combined into the final process

Demonstrations would be effective ways to teach or facilitate:

## SIMULATIONS

Simulations are exercises where participants practice performing a set of skills in a pretend situation similar to those they might face on the job. In a simulation they 'play' themselves.

Sometimes people call simulations 'role plays' but there are some differences. Role Plays are exercises where participants practice performing a set of skills in a pretend situation similar to those they might face on the job. In a role play they 'play' the role of another person. Role plays are used to increase empathy or put the student in a position to understand how another person feels. Role plays can lead to emotional upheaval and are most often used by trained mental health professionals.

Effective simulations:

- State the purpose of the simulation
- Involve all participants (several simulations going on simultaneously) or ask for volunteers (when the simulation will be observed by others)
- Have specific instructions; give clear directions
- Define the structure -time, process to be used, recording mechanism
- Define the part of each participant or actor
- Structure the role of the observer if there are any
- Lead to the stated objective
- Are followed by discussion to process to what extent the intended learning took place

Simulations would be effective ways to teach or facilitate:

## CASE STUDIES

Case studies are written accounts of real or fictitious situations that are given to individuals or groups. Instructionally, case studies are used to pose a problem to be solved or apply skills previously taught.

Effective case studies:

- State the purpose of the case study
- Are realistic situations
- Give enough information to complete the assigned task
- Have specific instructions; give clear directions
- Define the structure -time, process to be used, recording mechanism
- Lead to the stated objective
- Are followed by discussion to process to what extent the intended learning took place

Case studies would be effective ways to teach or facilitate:

## GROUP DISCUSSION

Discussion by a group asks for all participants to contribute their ideas and to listen to the ideas of others.

Effective group discussions:

- State the learning outcome or objective
- Are conducted in an atmosphere of respect and courtesy
- Define the structure -time, process to be used, recording mechanism
- Keep people on the topic; prevent wandering and repetition
- Are safe places to take risks - facilitators protect members from criticism, attack, or embarrassment
- Encourage all to participate and seek varied perspectives
- Break into sub groups when discussion as one larger group will limit participation or use more time than the topic warrants
- Use reporting mechanisms from small groups to the larger group only when it enhances the intended learning
- Keep one person from dominating
- Are brought to a close and summarized by the facilitator

Group discussions are effective ways to teach or facilitate:



## *TIPS ON FEEDBACK*

Practice using a new skill or applying new knowledge is an important part of the learning process. One crucial part of any practice is feedback on the demonstrated skill or mastery of knowledge. Feedback might include:

- Congratulations to the student on a skill well performed
- Correction of a misconception or improperly performed task
- Addition of information to improve clarity or understanding
- Suggestion of alternatives, improvements or enhancements

### In Giving Feedback:

- Make sure the student sought or is open to feedback
- Be context-specific
- Be descriptive
- Be non-judgmental; focus on the behavior not the person
- Be timely
- Suggest possible changes
- Make statements rather than ask questions

### In Receiving Feedback:

- Listen
- Strive to remain open, not defensive
- Clarify any suggestions not understood
- Remember it is the behavior, not the person, upon which feedback focuses

## *SETTING CLASS NORMS*

Norms prevent some disruptive behavior and give participants the security of knowing what is expected of them. To be upheld, norms must have the buy in of all the people involved. Normative statements might include:

- Supervisors will not call students out of class
- Students must retake any session where they missed 15 minutes or more
- beepers and cell phones are turned off at the start of class
- Messages can be left for participants and will be posted at break times
- No smoking in the building
- Breaks at least every 90 minutes
- Class will start and end on time

Other appropriate norms:

## *LEARNING TYPE MEASURE*

To complete the Excel Learning Type Measure you will use a supplemental handout. It asks that you:

1. Rank order the Part A answers to questions 1-15 on page 1, left side
2. Circle the best descriptor for Part B statements 1-11, also on page 1, right side
3. Transfer the rankings and circles to the scoring sheet on page 3
4. Convert Part A scores to the grid on page 4 (put all the circle column scores on circles, square column scores on squares, etc.)
5. Add total score for Part B
6. Plot the scores onto the diagram on page 6
7. Read about your dominant learner type on page 7

You will have 30-40 minutes to complete your personal assessment.

Upon completion, meet with two or three other people and discuss:

- How do you feel about your learner type?
- How might learner type impact upon classroom behavior of students?

## *WHEN DIFFERENCES LEAD TO DISRUPTION*

### HOSTILE OR NEGATIVE PARTICIPANTS

*When students are openly hostile or negative in the class:*

- Understand the context -
  1. Remind yourself that the hostile participant is often transferring to the instructor negative feelings from conditions on the job (too much to do in too little time, perceived lack of support from the policy makers, lack of recognition from peers, supervisors or the community, etc.)
  2. Understand that the philosophy of the course content may be different from the philosophy they hear or see implemented in their institution and this leads to some personal conflict for them
- Allow enough time, especially day two or three, for some venting to occur, but do not participate in it
- Use active listening skills
- Do not argue with them or confront their position
- Without validating specific positions, record key points or concerns on newsprint to let them know concerns were heard and allow them to go on
- Turn it around by telling trainees that they cannot deal with things beyond their control but they can improve their own knowledge and skills ("I understand that it is difficult. The tactics, strategies and skills we are giving here can help you when you work directly with the population. Your behavior will demonstrate that it can be done and perhaps others will notice and make some change. In any case, what's in it for you is the knowledge and power to make your job easier. When others notice that there are fewer problems and fewer incidents, it is possible that they will embrace the changes too.")

*When people are publicly cooperative but use informal power to negatively impact on group attitudes (comments over breaks, rolling their eyes in the back of the room, etc.)*

- Deal with them one-on-one during the next break
- Do not make them a martyr in front of the group
- When direct confrontation does not stop the behavior, speak to the supervisor

## *KEEPING DISCUSSION FOCUSED*

*When people wander off the topic:*

- Refocus a discussion taken off track with a question or statement
- Use the broken record strategy - repeat the same agenda-related comment over and over regardless of the tangents a participant may take

*When people are long-winded and monopolize the conversation:*

- Avoid eye contact with a long-winded participant
- Use a timekeeper to limit discussion on a given topic

*When people interrupt each other:*

- Set the norm of no interruptions at the beginning of the course or the day and review the ground rules as needed
- Use a talking piece - a feather (Native American tradition) or a foos ball, for example - allowing people to speak only when they hold the piece
- Vary the use of a talking piece by passing it in order from person to person one time and, another time, asking for it to come back to you after each speaker for you to select the next speaker.

*When some people don't participate, consider:*

- Do not discuss emotionally laden issues until the group has built a level of trust through some safer topics and activities
- Consistently make eye contact with those who do not participate
- Call on someone by name if it appears they might want to contribute but they are hesitating to jump in

*When people are conducting side conversations:*

- Set the norm of no side conversations at the beginning of the course or the day and review the ground rules as needed
- Say "I'd like to get everyone back to our subject . . ."
- Look directly at them and pause
- Tell repeaters, perhaps over a break or during a group exercise, that you find the side conversation distracting and ask them to stop

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SECTION 6



Student  
Presentations



## TABLE OF CONTENTS

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## *SECTION OBJECTIVES*

At the end of this section, participants will be able to:

- Prepare for and present a segment of the Managing Youthful Offenders in Adult Institutions curriculum
- Assess their own preparation and presentation skills
- Offer constructive feedback to their colleagues on their individual presentations

Materials for this section were taken from the

- Certification Program for Professional Development Centre Trainers, 1993, published by State of Florida Department of Health and Rehabilitative Services in Tallahassee, Florida
- Evaluating Instructors: In Search of the Perfect Method, a monograph prepared by David Jedrzejewski, and used at the 1995 National Society for Performance Improvement (NSPI) Conference in Atlanta, Georgia
- Managing Youthful Offenders in Adult Institutions curriculum, 1997, published by the National Institute of Corrections Academy in Longmont, Colorado



*PRESENTATIONS*

- Use this afternoon to prepare a 45-60 minute presentation from your assigned module
- Include at least one interactive facilitated technique – discussion, demonstration, simulation or case study (or a portion of one if time does not allow)
- Include at least one section of lecture (or a portion of one if time does not allow)
- Include the use of at least one audio visual tool - overhead transparency, computer based or traditional slide show, video, or easel pad chart
- Present your portion of the assigned module at your scheduled time tomorrow
- Participate in feedback about your presentation by assessing your own work and listening to the feedback of others
- Participate in feedback about other participants' presentations by giving feedback to them based upon the Trainer Assessment Tool

Sample Schedules follow on the next page. Schedules will vary by the number of people in your presentation/feedback group.

*SAMPLE SCHEDULES*

Five Per Group	Six Per Group	Seven Per Group
8:00-9:00 Present A	8:30-9:15 Present A	8:00-8:45 Present A
9:15-9:30 Feedback A	9:15-9:30 Feedback A	8:45-9:00 Feedback A
9:30-9:45 Break	9:30-9:45 Break	9:00-9:15 Break
9:45-10:45 Present B	9:45-10:30 Present B	9:15-10:00 Present B
10:45-11:00 Feedback B	10:30-10:45 Feedback B	10:00-10:15 Feedback B
11:00-11:15 Break	10:45-11:00 Break	10:15-10:30 Break
11:15-12:15 Present C	11:00-11:45 Present C	10:30-11:15 Present C
12:15-12:30 Feedback C	11:45-12:00 Feedback C	11:15-11:30 Feedback C
12:30-1:45 Lunch	12:00-1:00 Lunch	11:30-12:15 Present D
1:45-2:45 Present D	1:00-1:45 Present D	12:15-12:30 Feedback D
2:45-3:00 Feedback D	1:45-2:00 Feedback D	12:30-1:30 Lunch
3:00-3:15 Break	2:00-2:15 Break	1:30-2:15 Present E
3:15-4:15 Present E	2:15-3:00 Present E	2:15-2:30 Feedback E
4:15-4:30 Feedback E	3:00-3:15 Feedback E	2:30-2:45 Break
	3:15-3:30 Break	2:45-3:30 Present F
	3:30-4:15 Present F	3:30-3:45 Feedback F
	4:15-4:30 Feedback F	3:45-4:00 Break
		4:00-4:45 Present G
		4:45-5:00 Feedback G

*ASSIGNMENTS*

## PRIMARY ASSIGNMENT MODULES

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Section 0 – Overview

Module 1 – Introduction

Includes: Large Group Discussion, Written Activity – Individual, Video, Summarization By Facilitator, Overheads

Assigned to:

To be presented at:

Training for Trainers Instructor

Monday – 10:00-12:30

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Section 0 – Overview

Module 2 - Overview of Adolescent Development

Includes: Lecturettes, Overheads, Individual Exercises, Guided Group Discussion, Case Study

Assigned to:

To be presented at:

Training for Trainers Instructor

Monday – 1:30-4:00

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Section 1 – Program Design, Development, And Implementation

Module 5 - Educational Programming

Includes: Lecturette, Large Group Discussion, Small Group Interactions With Report Out, Easel Pad Work

Assigned to:

To be presented at:

Thursday –

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Section 2 – Adolescent Development

Module 12 – Adolescent Development

Includes: Pre and post test, Large group discussion, Small group interaction

Assigned to:

To be presented at:

Thursday –

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Section 3 – Organizational Administration and Management  
Module 17 - Policies and Procedures

Includes: Lecture, Group Discussion, Small Group Interaction,  
Brainstorming

Assigned to:

To be presented at:

Thursday –

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Section 4 – Special Needs Populations  
Module 23 – Suicide Prevention

Includes: Presentation Of Data, Quiz

Assigned to:

To be presented at:

Thursday –

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Section 5 – Health Issues  
Module 25 - Mental Health

Includes: Lecture, Large Group Discussion

Assigned to:

To be presented at:

Thursday –

ALTERNATIVE ASSIGNMENT MODULES

---

Section 1 – Program Design, Development, and Implementation  
Module 6 - Recreation Services

Includes: Handouts, Group Discussion, Brainstorming, Assessment Tool

Assigned to:

To be presented at:

Thursday –

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Section 1 – Program Design, Development, and Implementation  
Module 9 – Crisis Prevention and Intervention

Includes: Group Discussion, Case Study

Assigned to:

To be presented at:

Thursday –

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Section 1 – Program Design, Development, and Implementation  
Module 11 - Program Examples – short

Includes: Group Discussion, Case Studies

Assigned to:

To be presented at:

Thursday –

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Section 3 – Organizational Administration and Management  
Module 14 - Staff Selection, Training, and Supervision

Includes: Oral Pre And Post Test, Discussion, Action Plan, Brainstorming,  
Small Group Interaction

Assigned to:

To be presented at:

Thursday –

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Section 4 – Special Needs Populations  
Module 21 - Substance Abusers

Includes: Lecturette, Large Group Discussion, Small Group – Dyads –  
With Report Out, Process By Synthesizing Data Reported Out

Assigned to:

To be presented at:

Thursday –

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*TRAINER ASSESSMENT TOOL*

Assessment of \_\_\_\_\_ on \_\_\_\_\_

## Part I:

Did the trainer meet the minimums of the assignment:		
1. Prepare and present 45-60 minutes of material	Yes	No
2. Include at least one interactive facilitated technique	Yes	No
3. Include at least one section of lecture	Yes	No
4. Include the use of at least one audio visual tool	Yes	No

## Part II:

How well did the trainer:	Very well <i>excellent</i>	Pretty well <i>good</i>	To a limited degree <i>fair</i>	Not so well <i>poor</i>
5. Prepare for the presentation				
6. Present the learning objective				
7. Communicate the important concepts				
8. Facilitate discussion or other participant interaction				
9. Use any audiovisual tools				
10. Keep the class on task				
11. Demonstrate knowledge of the subject				
12. Relate the content to the job				
13. Personalize the content with his or her own experience				

Assessment of \_\_\_\_\_

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15.Handle disruptive behavior				
16.Answer relevant participant questions				
17.Correct incorrect participant statements about critical content				
18.Appear to be well groomed				
19.Project his or her voice				
20.Use appropriate body language				
21.Avoid distracting mannerisms				
22.Maintain eye contact				
23.Display confidence				
24.Project a positive attitude				
25.Treat participants with respect				

Suggestions:

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SECTION 7

Implementation Planning



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**PROGRAM PLANNING ACTIVITY ..... 3**

**WHAT NEXT..... 7**

*SECTION OBJECTIVES*

At the end of this section, participants will be able to:

- Plan an agenda for a week of training given a request from a specific facility
- Identify assistance available for additional help as needed

## *PROGRAM PLANNING ACTIVITY*

### The Request

You have been asked to schedule a week of training for a neighboring or sister facility that has only recently seen a significant increase in its youthful offender population. Your supervisor tells you that the training team at the other facility will take care of all the support you need – classroom set up, reproducing materials, providing audiovisual equipment and supplies, and registering students.

They want to start at 7:00 each day, and end at 3:00. Lunch will be served in the classroom from 11:30-12:00. You cannot run late because it will mandate overtime and they cannot afford it. No ‘homework’ assignments can be made. Friday afternoon must include a graduation of some kind for those who attend all the modules.

Some supervisors and administrators (13) have been told they must attend the top priority modules but, for them, the other modules are optional. A group of line staff (20) will be selected to attend based upon their identified interest and their potential to work directly with the youthful offender population.

You know you must start with the first two modules:

- Module 1 – Introduction – 2 hours
- Module 2 - Overview of Adolescent Development – 2 hours

The administration has asked for the following top priority modules for both line staff and administrators:

- Module 3 – Gang Involvement – 4 hours
- Module 8 – Community Reintegration and Aftercare – 4 hours
- Module 11 – Program Examples; Short Version – 2 hours
- Module 13 – Legal Issues – 2 hours
- Module 17 – Policies and Procedures – 4 hours
- Module 18 – Gang Issues – 1 hour
- Module 23 – Suicide Prevention – 4 hours

The training department has identified the following additional modules, particularly for the line staff, but knows you cannot do them all so says you can fit in as much as you can. Administrators may choose not to attend these modules:

- Module 6 – Recreation Services – 4 hours
- Module 7 – Cultural Awareness – 3 hours
- Module 9 – Crisis Prevention and Intervention – 4 hours
- Module 21 - Substance Abusers – 4 hours
- Module 25 – Mental Health – 3 hours

Plan two different schedules for this training and explain the advantages of each.

Note any special issues you will have to consider, or any additional preparation or adaptations you will have to make to accommodate each schedule.



## AGENDA ONE

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

Advantages of this schedule:

Special issues to consider; preparation or adaptations to make:

## AGENDA TWO

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

Advantages of this schedule:

Special issues to consider; preparation or adaptations to make:

*WHAT NEXT*

How well prepared are you to train this curriculum?

What additional help will you need to be successful?

Where can you find this help?