

NIC
Training for Trainers:
Managing Youthful Offenders
in Adult Institutions

LESSON PLANS

SECTION 1

Introduction



TRAINING FOR TRAINERS: MANAGING YOUTHFUL
OFFENDERS IN ADULT INSTITUTIONS

CURRICULUM CONTENTS

- SECTION 1: Introduction
- SECTION 2: Foundations of Adolescent Development
- SECTION 3: Curriculum Overview
- SECTION 4: Tools and Techniques, Part I
- SECTION 5: Tools and Techniques, Part II
- SECTION 6: Student Presentations
- SECTION 7: Implementation Planning

ACKNOWLEDGEMENTS

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Lesson Plan Cover Sheet

COURSE TITLE Training for Trainers: Managing Youthful Offenders in Adult Institutions SECTION TITLE #1: Introduction WRITERS/EDITORS Barry Glick, Ph.D., Nancy Shomaker, Bill Sturgeon DATE 5/15/99	
TIME FRAME Total <u> 4 </u> hours	PARAMETERS Audience: Corrections Trainers Number: 14-28 Space: Seminar Room large enough to hold whole group around tables plus break out room for half of the group
PERFORMANCE OBJECTIVE At the end of this section, participants will be able to: <ul style="list-style-type: none"> • Describe the content areas of the seminar • Identify the problems relative to programming for and serving youthful offenders within their 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 	EVALUATION TECHNIQUE <ul style="list-style-type: none"> • Large group discussion • Participation in the wrap up activity of Training for Trainers Section Two

<p>INSTRUCTOR MATERIALS</p> <ul style="list-style-type: none"> • Training for Trainers Lesson Plans • Training for Trainers overhead transparencies or electronic disk of slide presentations • Video - Barker's <i>The Business of Paradigms</i> 	<p>REFERENCES</p>																		
<p>EQUIPMENT AND SUPPLIES NEEDED</p> <table> <tr> <td><u> x </u> Flipcharts & easels</td><td><u> x </u> VCR</td></tr> <tr> <td><u> x </u> Flipchart markers</td><td><u> x </u> Monitor(s)</td></tr> <tr> <td><u> x </u> Easel pads</td><td></td></tr> <tr> <td><u> x </u> Masking tape</td><td>___ Slide Projector</td></tr> <tr> <td></td><td>___ Carousel</td></tr> <tr> <td><u> x </u> Overhead Projector or</td><td>___ Tray</td></tr> <tr> <td><u> x </u> Computer and</td><td>___ Sound-On-Slide</td></tr> <tr> <td><u> x </u> LCD Projection Unit</td><td></td></tr> <tr> <td><u> x </u> Screen</td><td><u> x </u> Name cards or tents</td></tr> </table>		<u> x </u> Flipcharts & easels	<u> x </u> VCR	<u> x </u> Flipchart markers	<u> x </u> Monitor(s)	<u> x </u> Easel pads		<u> x </u> Masking tape	___ Slide Projector		___ Carousel	<u> x </u> Overhead Projector or	___ Tray	<u> x </u> Computer and	___ Sound-On-Slide	<u> x </u> LCD Projection Unit		<u> x </u> Screen	<u> x </u> Name cards or tents
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<p>STUDENT MATERIALS OR HANDOUTS</p> <ul style="list-style-type: none"> • Training for Trainers Participant Guides • Comic strip frames - 7 frames from each of 4 different strips 																			
<p>METHODS/TECHNIQUES</p> <ul style="list-style-type: none"> • Lecture • Video Tapes • Small group discussion • Large group reporting and discussion 																			

OVERVIEW OF SECTION 1 ACTIVITIES/SCHEDULE

(breaks to be inserted within this schedule)

8:00-8:30 NIC Introduction

8:30-9:00 Course and Instructor Introductions

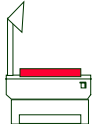
9:00-10:00 Participant Introductions and Learning Experience Activity

10:00-12:30 Module One of MYO modeled

12:30-1:30 Lunch

NIC Lesson Plan Presentation Guide

Topic and Materials	Trainer Instruction and Content Notes
ANTICIPATORY SET	<p>WELCOME participants to the course and set the stage for the importance of training staff about managing youthful offenders in adult institutions. You may want to use the narrative which follows to assist you in your presentation:</p> <p>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, have presented considerable challenges for the juvenile and adult legal system throughout the nation.</p> <p>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. As social policy has led to more and more youth being incarcerated within the adult prison system, there is a growing need to train individuals at every level within the adult corrections system to manage this population.</p> <p>EXPLAIN that the National Institute of Corrections developed the Managing Youthful Offenders curriculum in order to help institutions meet that need.</p> <p>NOTE that the 26 modules of this training curriculum can be mixed and matched to meet the needs of any institution's staff.</p> <p>EMPHASIZE that, by completing this Training for Trainers, participants will be able to conduct training as it is needed for the staff of their own and neighboring institutions.</p>

NIC INTRODUCTION

NIC Introduction

If this training is conducted at the Academy, ASK how many of the participants have been to the NIC Academy before.

SUGGEST that those who have not been to the Academy before identify those who have, and that they use the experienced participants as resources about logistics for the first few days.

PRESENT an introduction to the Academy.

AGENDA

PG 1.3: Training for Trainers Agenda

REVIEW the week's agenda with participants, noting starting and ending times and major topics.

GIVE any specific logistics information people need to be at ease in the session including:

- Frequency of breaks
- Location of restrooms, telephones, and refreshments
- Procedure for getting messages

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

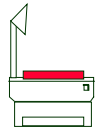
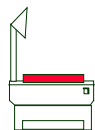
- 8:00-10:30 Section 7: Implementation Planning
- 10:30-12:00 Evaluation and Graduation

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

**TRAINER
INTRODUCTIONS**

ASK each trainer to introduce himself or herself and to tell enough about their work or area of expertise to help participants identify them as a resource.

KEEP it short – the participants will have a written ‘bio’ on each trainer in their materials for more information.

**PARTICIPANT
INTRODUCTIONS****OV 1.2: Participant
Introductions****LEARNING
EXPERIENCE
ACTIVITY****PG 1.4: Learning
Experience Activity
Worksheet****OV 1.3: Learning
Experience Activity**

ASK each participant to quickly tell their name, their position, and the location where they work, just to help get a sense of the diversity of the group.

INSTRUCT participants to open to the worksheet in their Participant’s Guide.

TELL them to think for a moment about a good planned learning experience they have had as an adult. It may have been on the job, in a school of some kind, in a religious organization, or in any other setting where the learning was intentional.

ASK participants to spend ten minutes writing a paragraph describing that experience and why it was such a good one for them.

GROUP participants by tables or by numbering off in a way that results in groups of 4 or 5 people each.

TELL people in each group to share their stories about learning and to identify any recurrent themes about what makes learning work for adults.

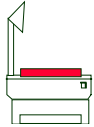
If time allows, ASK each group to share one or two of the recurring themes.

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**

PG 1.5: Section One
Objectives



OV 1.4: Section One
Objectives

REFER participants to their Participant's Guide and use the overhead transparency to introduce the Section One Objectives.

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

- Describe the content areas of the seminar
- Identify the problems relative to programming for and serving youthful offenders within their 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

NOTE that they include the objectives for Module One of the Managing Youthful Offenders (MYO) Curriculum.

EXPLAIN that you are now going to present that module and this afternoon you will present Module Two, before going on to other Training for Trainers topics.

EMPHASIZE that these two modules set the tone and develop the context for any of the other modules that will be taught in the Managing Youthful Offenders Curriculum.

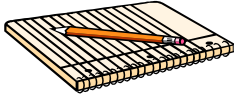
TELL participants that there is another reason to pay close attention to these modules. EXPLAIN that both are required on the first day of any presentation of the MYO curriculum, so they will need to become very comfortable with the content.

Trainer's Note: Approximately 2 hours is scheduled for this Module.

WELCOME participants to "Managing Youthful Offenders in Adult Institutions."

EXPLAIN that, for the next several days, they will be exploring various topics that impact the programs and services they provide to those youthful offenders adjudicated to their agency.

NOTE that, before reviewing those topics, however, you will first try to get a better understanding of the magnitude, scope, and breadth of what they are charged to do.

GROUP PARTICIPANTS

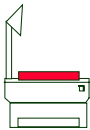
Additional Handouts -
Comic Strip Frames

DISTRIBUTE frames of cut up comic strips either randomly before class begins, or in a paper bag.

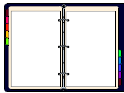
TELL participants that you are going to provide them with a frame from a popular comic strip. Their task is to find other members of this group who have the other frames from the same strip as you. Once they have found the others, they will form a small group.

EXPLAIN that there should be no more than eight of you in any one group.

Trainer's Note: You may divide group in any other manner that is comfortable (e.g. counting by 6's and then having all the same numbers sit together).

ISSUES ACTIVITY

OV 1.5: Issues Activity



PG 1.6: Issues Activity
Worksheet

TELL participants that they will have 15 minutes to respond to the following questions:

- 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?

ENCOURAGE them to use the worksheet in their Participant's Guide.

INSTRUCT participants to share some of their own ideas about these questions, and then to come to a group consensus.

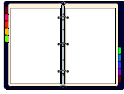
Once consensus is reached, **TELL** participants to write their responses on a piece of newsprint, and select someone from their group to report to the large group.

After 15 minutes **ASK** each group to report their answers to the larger group and to discuss themes/trends.

Trainers note: Be sure to add some of the following key concepts if they are not brought out by the groups:

Youthful Offenders are:

- Difficult to manage
- Disruptive to programs and services
- Impulsive and childlike
- Unpredictable
- Difficult to understand



PG 1.7-1.21: Executive Summary

- Intimidating and harassing

INTRODUCE the Executive Summary of the MYO Curriculum, using the narrative which follows to assist you in your presentation.

All of these issues, those that you have outlined in your small groups, as well as some of the others we have discussed now are critically important. It is always remarkable to me that even though you represent different levels of staff and are from different institutions, there is a vast similarity in the values, beliefs and attitudes you hold toward this most difficult population. There is a large degree of internal validity when we begin to compare how our individual thoughts are very similar to others in small groups, and even in a larger forum such as this.

The learning here is that we are dealing with a very difficult population that impacts significantly on our system; its administration, management, and routine daily operations.

Knowing that we are not alone in our thoughts, feelings, and behaviors may give us some consolation, but does little to resolve the basic issue: that is, how should we manage this population within our existing system?

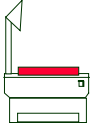
You now know that the National Institute of Corrections also shared your concern and took the leadership to develop a curriculum that would address these issues.

REFER participants to the executive summary in their Participant's Guide. NOTE that it describes the project history as well as the modules included in the curriculum.

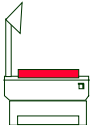
CONTINUE with your introduction, using the narrative below to assist you with your presentation.

They embarked on an ambitious strategic plan along two parallel tracks: first to identify *Effective Interventions with High Risk Offenders* (i.e. What Works!); and second, to develop a curriculum that would assist agency/institutional staff to design and develop effective systems to manage youthful offenders in a constitutionally defensible, humane,

PRINCIPLES OF CURRICULUM DEVELOPMENT



OV 1.6: Principles of Curriculum Development



OV 1.7: Managing Youthful Offenders in Adult Institutions

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 in July, 1995, at which time five topical areas were identified with specific modules within each:

1. Program Design, Development and Implementation
2. Adolescent Development
3. Organizational Administration and Management
4. Special Needs Populations
5. Health Issues

Within each learning area, specific modules were created by experts in the field.

Over 90 hours of course work was developed, from which individual jurisdictions could tailor an agenda for up to 36 hours of training.

MENTION the Executive Summary as good background reading, but do not spend much time walking through it here.

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
Duration:	Four Hours
<p><u>Cultural Awareness</u> -- 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>Target Audience: Correctional Staff -- Administrators, Managers, Line Staff (Teachers, Counselors, Correctional Officers; Trainers)</p> <p>Duration: Three Hours</p>	
<p><u>Community Re-Integration & Aftercare</u> -- 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>Target Audience: Program Developers, Program Managers, and Operations staff.</p> <p>Duration: Four Hours</p>	
<p><u>Crises Prevention and Intervention</u> -- 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)
Duration:	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.

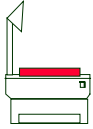
- **COGNITIVE APPROACHES TO CHANGING OFFENDER BEHAVIOR** - is a 36 hour seminar which covers cognitive interventions shown to have a positive effect on changing offender behavior. Topics include: cognitive self change processes; interpersonal communications; social skills training; problem solving; and 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.

**TECHNICAL
ASSISTANCE****OV 1.8: Next Steps in
Technical Assistance**

TELL participants that when there is a need for more detailed or in-depth training in a particular subject area after receiving this training, NIC offers a multitude of training seminars/curriculum.

EXPLAIN that, to request further technical assistance or information, they should contact:

Nancy Shomaker
Technical Assistance Manager
NIC Academy
1960 Industrial Circle, Suite A
Longmont, Colorado 80501
1-800-995-6429 ext. 120

NOTE that her address is also in the Executive Summary.

**PROCESSING
INFORMATION AS A
LEARNER**

EXPLAIN that, as you approach this week's material, they will be introduced to a variety of concepts.

NOTE that much of this information may already be familiar to them, while a great deal of it may be brand new.

EMPHASIZE that whether this information is new or old, familiar or foreign, whether they agree or not, is not as important as how they approach their task and responsibility as learner.

DEMONSTRATE what you mean.

ASK each of them to take out a piece of paper.

TELL them to, on their own and without consultation with anyone else and without discussion, please:

- Choose a number between one and ten
- Multiply the number they chose by nine
- Separate their answer into its digits (e.g. $6 \times 9 = 54$ --- 5 and 4)
- Add the digits together
- Subtract 5
- Correlate the answer to its alpha equivalent (i.e. a=1; b=2; c=3; and so forth)
- Think of a country that begins with that letter

- Think of the second letter in that country's name
- Think of an animal that begins with that letter
- Think of a color of that animal

GIVE these instructions one step at a time.

PREDICT that 90% of them chose the same answer.

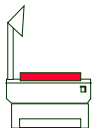
ASK how many chose a Gray Elephant from Denmark?

ASK for a show of hands.

EXPLAIN that you are not really a fortune teller or a wizard; but you understand how so many of them chose the same answer.

TELL participants that it has to do with how we think, process information, and set our rules about how we perceive, that is see, our world. Sometimes, the way we process information and set our rules, prevents us from "seeing" what really is there.

BLIND SPOTS



OV 1.9: Quote

GIVE them another example of what you mean.

TELL that that you are going to show them a phrase.

POST the overhead with the quote "The finished files are the result of years of scientific studies combined with the experience of many of the years to come."

EXPLAIN that you will give them a brief amount of time to read the sentence.

ASK them to count the number of "F's" in the sentence.

After about 30 seconds REMOVE the overhead transparency.

ASK the group to call out how many F's they saw and record the numbers on an easel chart.

SHOW the overhead transparency again for a longer period of time and ASK group to compare their answers.

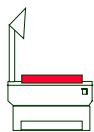
EXAGGERATE the discrepancies of what individuals reported. The correct response is seven. "The **f**inished **f**iles are the result of **f** years of **f** scientific studies combined with the experience of **f** many of **f** the years to come."

EXPLAIN that this is a *Scotoma*, a cognitive blind spot caused by locking things out through our senses.

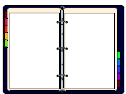
CHANGING PARADIGMS



Video: The Business of
Paradigms



OV 1.10-1.11: Major
Points of Paradigm Video



PG 1.22: Changing
Paradigms

These blind spots are caused by conditioning or prior expectations.

NOTE that our beliefs can cause us to lock out information that could help us. Our beliefs control the way we live our lives, and the way we work with the offenders in our care, and the way we will approach this whole area of Managing Youthful Offenders in adult corrections systems.

TELL participants that one of the giants in this area, an individual who works with major corporations in helping them enlarge their vision, is Joel Barker.

ASK them to watch this video and explain that you'll talk more afterward.

SHOW The Business of Paradigms videotape.

Afterward, ASK participants if they have any comments or observations about what they just watched.

ASK how they think what Barker suggests will influence some of their work together this week?

SOLICIT the group's impressions and thoughts about the video.

EMPHASIZE how our paradigms will influence not only what we think, but also how we will approach our learning tasks throughout the week.

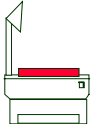
TELL participants that you will now summarize the major points of the video.

Using the overhead transparency and referring participants to their Participant's Guide, review the key points.

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.



OV 1.12: Section One
Objectives

ASK participants if they now feel they can:

- Describe the content areas of the seminar
- Identify the problems relative to programming for and serving youthful offenders within their 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

CLARIFY any concerns; answer any questions they may have.

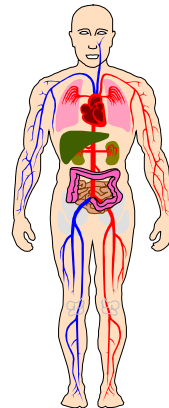
TELL participants that the next section will be about the Foundations of Adolescent Development.

NIC
Training for Trainers:
Managing Youthful Offenders
in Adult Institutions

LESSON PLANS

SECTION 2

Foundations of Adolescent
Development



National Institute of Corrections Academy

Lesson Plan Cover Sheet

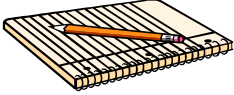
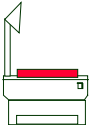
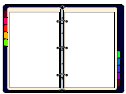
COURSE TITLE Training for Trainers: Managing Youthful Offenders in Adult Institutions SECTION TITLE #2: Foundations of Adolescent Development WRITERS/EDITORS Barry Glick, Ph.D., Nancy Shomaker, Bill Sturgeon DATE 5/15/99	
TIME FRAME Total <u> 3.5 </u> hours	PARAMETERS Audience: Corrections Trainers Number: 14-28 Space: Seminar Room large enough to hold whole group around tables plus break out room for half of the group
PERFORMANCE OBJECTIVES At the end of this section, participants will be able to: <ul style="list-style-type: none"> • 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 	EVALUATION TECHNIQUE <ul style="list-style-type: none"> • Discussion • Answers to case study questions • Simulated question/answer situations at the end of this section

<p>INSTRUCTOR MATERIALS</p> <ul style="list-style-type: none"> • Training for Trainers Lesson Plans • Training for Trainers Overhead Transparencies or electronic disk of slide presentations • Grab Bags, one per each set of seven participants – Zip lock bags or envelopes will work, each with the seven question/answer situations inside • Nine blue note cards, nine yellow note cards and ten white note cards 	<p>REFERENCES</p> <ul style="list-style-type: none"> • <u>At the Threshold: The Developing Adolescent</u> by S. Shirley Feldman & Glen R. Elliott, published by Harvard University Press, Cambridge, MA 																		
<p>EQUIPMENT AND SUPPLIES NEEDED</p> <table> <tr> <td><input checked="" type="checkbox"/> Flipcharts & easels</td><td><input type="checkbox"/> VCR</td></tr> <tr> <td><input checked="" type="checkbox"/> Flipchart markers</td><td><input type="checkbox"/> Monitor(s)</td></tr> <tr> <td><input checked="" type="checkbox"/> Easel pads</td><td></td></tr> <tr> <td><input checked="" type="checkbox"/> Masking tape</td><td><input type="checkbox"/> Slide Projector</td></tr> <tr> <td></td><td><input type="checkbox"/> Carousel</td></tr> <tr> <td><input checked="" type="checkbox"/> Overhead Projector or</td><td><input type="checkbox"/> Tray</td></tr> <tr> <td><input checked="" type="checkbox"/> Computer and</td><td><input type="checkbox"/> Sound-On-Slide</td></tr> <tr> <td><input checked="" type="checkbox"/> LCD Projection Unit</td><td></td></tr> <tr> <td><input checked="" type="checkbox"/> Screen</td><td><input checked="" type="checkbox"/> Name cards or tents</td></tr> </table>		<input checked="" type="checkbox"/> Flipcharts & easels	<input type="checkbox"/> VCR	<input checked="" type="checkbox"/> Flipchart markers	<input type="checkbox"/> Monitor(s)	<input checked="" type="checkbox"/> Easel pads		<input checked="" type="checkbox"/> Masking tape	<input type="checkbox"/> Slide Projector		<input type="checkbox"/> Carousel	<input checked="" type="checkbox"/> Overhead Projector or	<input type="checkbox"/> Tray	<input checked="" type="checkbox"/> Computer and	<input type="checkbox"/> Sound-On-Slide	<input checked="" type="checkbox"/> LCD Projection Unit		<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Name cards or tents
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<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Name cards or tents																		
<p>STUDENT MATERIALS OR HANDOUTS</p> <ul style="list-style-type: none"> • Training for Trainers Participant Guides 																			
<p>METHODS/TECHNIQUES</p> <ul style="list-style-type: none"> • Lecture, discussion, analysis of a case study 																			
<p>GENERAL COMMENTS</p> <p>Participants should have read <u>The Many Facets of Adolescent Growth and Development: A Guide for Adult Corrections Personnel</u> prior to this lesson.</p>																			

OVERVIEW OF SECTION 2 ACTIVITIES/SCHEDULE (breaks to be inserted within this schedule)
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1:30-4:00	Adolescent Overview, Module 2 of MYO, modeled
4:00-4:40	Grab Bag – Simulated Question/Answer activity
4:40-5:00	Evaluation of the day

NIC Lesson Plan Presentation Guide

Topic & Materials	Trainer Instruction and Content Notes
<p>BEFORE YOU START</p>  <p>Blue, Yellow and White Notecards</p> <p>RAGGEDY STARTUP</p>  <p>OV 2.1: Section Two Raggedy Startup</p>  <p>PG 2.2-2.2.9: Many Facets of Adolescent Growth and Development</p>	<p>PLACE colored note cards at participants' places prior to beginning the lesson. VARY the colors (blue, yellow, white) at each table.</p> <p>As participants arrive, ENCOURAGE them to spend ten or fifteen minutes reading through "The Many Facets of Adolescent Growth and Development: A Guide for Adult Correctional Personnel", an eight page article in their Participant's Guide in the front of the Section 2 Handouts.</p>

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 that 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 that 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 that 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 that 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.

REFERENCES

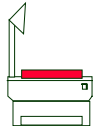
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ANTICIPATORY SET

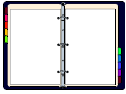
EMPHASIZE that as trainers, they are change agents. In Section One, they talked about paradigms and the process of change. And, they identified issues in their own facility.

EXPLAIN that no matter what the area – security, educational programming, facility or meal planning – the key to managing youthful offenders is understanding them as the adolescents they are. They may have committed crimes most often committed by adults and they may look physically like adults, but they are still adolescents and working effectively with them means understanding adolescent development.

NOTE that the next two hours will be spent presenting Module 2 of the MYO curriculum. This module is fundamental to the others that follow.

SECTION OBJECTIVES

OV 2.3: Section Two Objectives



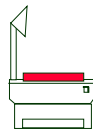
PG 2.10: Section Objectives

REFER participants to their Participant's Guide and use the overhead transparencies to introduce the objectives for this section.

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

**ADOLESCENT
OVERVIEW
INTRODUCTION**



OV 2.4: Major Task of Adolescence

EXPLAIN that adolescence is a process of transformation from childhood to adulthood.

NOTE that the major task of adolescence is the establishment of an adult identity which is fostered through adolescent peer group affiliations and positive relationships with adults.

TELL participants that 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 as they move toward adulthood.



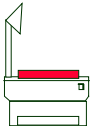
**YOUR OWN
ADOLESCENCE
ACTIVITY**

TELL participants to think back to their own adolescence, noting that most of us in this room experienced the normal joys and traumas of adolescence.

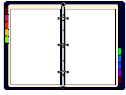
INSTRUCT participants to use their own experiences as a basis for charting normal adolescent development.

DISPLAY the overhead transparency with the four words - physical, cognitive, emotional and social.

TELL participant with blue note cards, to write a word or phrase which would describe themselves in reference to



OV 2.5: Your Own Adolescence Activity



PG 2.11: My Own Adolescence Activity

phrase which would describe themselves in reference to each of our categories (physical, cognitive, emotional, and social) during the ages of 11 to 14.

TELL participants with yellow note cards to write words or phrases which would describe themselves during the ages of 15 to 17.

TELL participants with white note cards to write words or phrases which would describe themselves during the ages of 18 to 21.

EXPLAIN that during adolescence an individual goes through many changes. We are going to look at those changes using four developmental areas described in your reading material:

- Physical
- Cognitive
- Emotional
- Social

Adolescence consists of three phases:

- Early adolescence - ages 11-14;
- Middle adolescence - ages 15-17; and
- Late adolescence - ages 18-early 20's.

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:

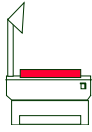
Physical

Emotional

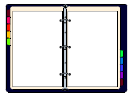
Cognitive

Social

PHYSICAL DEVELOPMENT



OV 2.6: Physical Development



PG 2.12: Physical Development

TELL participants that you will now explore how they saw themselves during these age periods and then use what research tells us to summarize and make general statements.

WRITE Physical Development across the top of the board or easel chart.

CREATE 2 columns on the next line, titled *Group's Experiences* and *Research*. You will not actually fill in the research column so you may keep it smaller in size.

ASK participants "Who would like to share with us how you would describe yourself physically from ages 11-14? From 15-17? From 18-20's?"

WRITE down what participants tell you in the first column. KEEP a lively pace.

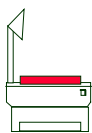
GET two examples from each age group.

ENCOURAGE participants to refer to the worksheets in their Participant's Guide for the 'what research tells us' information.

TELL participants that research helps us make the following general statements about physical development during adolescence:

- Puberty changes body appearance.
- Hormone surges can cause moodiness.
- Many adolescents experience growth spurts.
- Some adolescents can become preoccupied with physical appearance.
- Adolescents need privacy to learn about their changing body.

COGNITIVE DEVELOPMENT

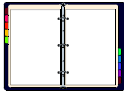


OV 2.7: Cognitive Development

TELL participants that you will now explore how they saw themselves during these age periods and then use what research tells us to summarize and make general statements.

WRITE Cognitive Development across the top of the board or easel chart.

CREATE 2 columns on the next line, titled *Group's Experiences* and *Research*. You will not actually fill in the research column so you may keep it smaller in size.



PG 2.13: Cognitive
Development

ASK participants "Who would like to share with us how you would describe yourself cognitively from ages 11-14? From 15-17? From 18-20's?"

WRITE down what participants tell you in the first column. KEEP a lively pace.

GET two examples from each age group.

ENCOURAGE participants to refer to the worksheets in their Participant's Guide for the 'what research tells us' information.

TELL participants that research helps us make the following general statements about cognitive development during adolescence:

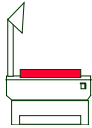
Research tells us that adolescence is a time of physical changes in the brain. These physical changes along with educational and social experiences help adolescents think differently from younger children.

Early adolescents tend to focus on the here and now. They can feel invulnerable which can lead them to take risks. They can still be quite concrete in their thinking. Transition to middle school can be difficult causing a drop in grades. Students are more aware of who is making good and poor grades. This is a time to become aware of careers and to fantasize about future occupations.

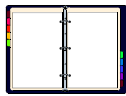
Middle adolescents develop the ability for abstract thinking. They are better able to consider possibilities, to think about the ideal (ideal mate, parent, and society) to think in terms of metaphors and similes; i.e., to consider what could be rather than what is. They have an increased capacity to remember and draw connections between ideas. They are able to think about their thinking (metacognition). They actively engage in self-talk, actively thinking through a situation in one's mind by engaging in an internal conversation. Why is this an example of growing maturity? It is an important cognitive skill in planning, considering consequences, and giving self-directions.

This is also a time when adolescents develop specific subject area competencies in school,

EMOTIONAL DEVELOPMENT



OV 2.8: Emotional Development



PG 2.14: Emotional Development

helping to define interests and skills.

Adolescents should be engaging in vocational exploration through interaction with adults, recreational activities, volunteer and work experiences and choosing courses in school. Significant others can be very influential during this period.

Late adolescents should have developed mature thought processes. These include making generalizations and inferring meaning; i.e., reading between the lines. This is a crucial period for making career and vocational decisions.

TELL participants that you will now explore how they saw themselves during these age periods and then use what research tells us to summarize and make general statements.

WRITE Emotional Development across the top of the board or easel chart.

CREATE 2 columns on the next line, titled *Group's Experiences* and *Research*. You will not actually fill in the research column so you may keep it smaller in size.

ASK participants "Who would like to share with us how you would describe yourself emotionally from ages 11-14? From 15-17? From 18-20's?"

WRITE down what participants tell you in the first column. KEEP a lively pace.

GET two examples from each age group.

ENCOURAGE participants to refer to the worksheets in their Participant's Guide for the 'what research tells us' information.

TELL participants that research helps us make the following general statements about emotional development during adolescence:

The major task of adolescence is the development of an adult identity.

Early adolescents tend to have a preoccupation with self. They tend to think that everyone is looking at them and thinking about them. They begin to pull away from the family and look to their peers for validation.

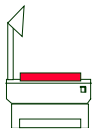
Middle adolescents tend to experiment with identity indicators - hair, makeup, clothes, music, interests. They continue to pull away from their families. They find figures to identify with (from media, from community, etc.).

Late adolescents are forming their own identity, choosing what fits them from the various facets of their lives.

Family is still the most important force in the emotional development of human beings. What happens within the family can build emotionally healthy adults or create blocks that are very difficult for individuals to overcome. In spite of the fact that during adolescence, family dynamics change, not only for the adolescent but for the rest of the family, adolescence does not have to be a stormy time for parents and teens.

In general, we can say that adolescence is a time to pull away from the family. Certainly the family dynamic has a great influence on how difficult this is but there does seem to be a predictable process as adolescents move toward adulthood. During early adolescence a growing friction between child and parent/s develops as the roles and expectations begin to change. During middle adolescence, teens want more privacy at home and develop an active social life with peers away from the family. As late adolescence approaches most young people begin to reintegrate with the family in a more adult role.

SOCIAL DEVELOPMENT



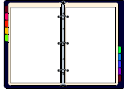
OV 2.9: Social Development

WRITE Social Development across the top of the board or easel chart.

CREATE 2 columns on the next line, titled *Group's Experiences* and *Research*. You will not actually fill in the research column so you may keep it smaller in size.

For a change of pace, let me first tell you what the research tells us about social development, then I will ask you to tell me experiences you had that either match or do not match.

ENCOURAGE participants to refer to the worksheets in their Participant's Guide for the 'what research tells us' information.



PG 2.15: Social
Development

TELL participants that research says:

Early adolescents spend approximately 52% of their time with peers and 15% time with parents. Belonging to a clique or group becomes very important. Popularity depends on fitting in through appearance or engaging in activities. Early adolescents tend to type each other based on superficial characteristics.

Middle adolescents usually engage in male-female activities - dating and sexual relationships. Friendships become more mature based on empathy, trust and self-disclosure. There is more tolerance of individual differences.

Late adolescents transition from group affiliation to more 1-to-1 relationships. By the end of high school most adolescents have experimented with drugs and/or alcohol and 50% are sexually active.

TELL participants that you will now explore how they saw themselves during these age periods.

ASK participants "Who would like to share with us how you would describe yourself socially from ages 11-14? From 15-17? From 18-20's?"

WRITE down what participants tell you in the first column. KEEP a lively pace.

GET two examples from each age group.

PHYSICAL DEVELOPMENT

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

EMOTIONAL DEVELOPMENT

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

SOCIAL DEVELOPMENT

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

**SUMMARY OF
NORMAL
DEVELOPMENT**

DISCUSS what they have seen as they built their lists and compared them to the research.

ASK, "Looking across the three stages, what are some major developments that should occur?"

EMPHASIZE

- Development of an identity,
- New role in family,
- Ability to engage in positive relationships, and
- A career direction.

TRAINER'S NOTE: If you are using any other summary handouts, this is the time to distribute them.

**TROUBLED
DEVELOPMENT**

EXPLAIN that youth who enter the adult correctional system are experiencing troubled development.

NOTE that we can look at factors that lead to troubled development on four levels - individual, family, community, and society.

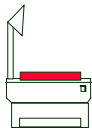
DESCRIBE the four levels, using the narrative which follows to assist you in your presentation:

Individual Level

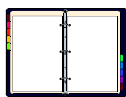
Many adolescents who commit serious crimes have some type of disability - intellectual disabilities, emotional disabilities, head injuries. These disabilities interfere with youths' ability to think abstractly, communicate acceptably and control their emotions. Other youth, although not disabled, have 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



OV 2.10: Troubled
Development



PG 2.16-2.17: Troubled
Development

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.

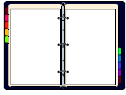
Community Level

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.

**CASE STUDY OF
HENRY ACTIVITY**

PG 2.18-2.21: Case Study
of Henry

PG 2.22-2.23: Case Study
Discussion

ASK participants to read the Case Study of Henry, a youth sentenced as an adult, as a way of applying the information we have been exploring.

DIVIDE participants into small groups to answer discussion questions on the last page of the Case Study.

ENCOURAGE participants to use the worksheets in their Participant's Guide.

GIVE the groups 15 minutes to work.

After small groups have answered the questions,
DISCUSS the questions as a whole group.

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)		

ASK participants "What would happen to Henry at your institution?"

GIVE participants 3 to 5 minutes to write down their answer.

ASK for volunteers to discuss what they wrote.

ASK, "If you had control over what happened to Henry while he was incarcerated, what two experiences would you ensure he had to promote normal adolescent development?"

Examples of responses might include improved decision making skills, identity formation, new family role, positive relationship building.

As time allows, ELICIT responses-- individual, family, community, and societal.

SUMMARY

REMIND participants that your discussion today has pointed out that adolescence is a growth process that results in significant changes in physical, cognitive, emotional and social developmental areas.

ASK, "What are some of the tasks adolescents must accomplish in each of these areas to move successfully toward adulthood?"

REAFFIRM that most adolescents move through this period and find their places in adulthood; however, youthful offenders have not accomplished the tasks necessary to become successful adults. These youths have often experienced a cluster of developmental troubles that have resulted finally in their incarceration in adult institutions.

ASK someone to share the four levels we can use to analyze those difficulties (individual, family, community, societal).

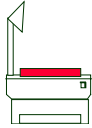
ASK, "What are some difficulties that may become evident within each of these levels?"

ASK how they might use some of the information shared with them today in their work with youthful offenders?

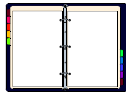
Some examples might be:

- Individual--intellectual and emotional disabilities, impulsive behavior, antisocial beliefs;

- Family--abusive relationships, erratic supervision, poor problem solving strategies;
- Community--few prosocial role models, limited socially acceptable economic opportunities, inadequate educational opportunities;
- Societal--limited unskilled job opportunities, limited social programs for at-risk youth.

**GRAB BAG ACTIVITY**

OV 2.11: Grab Bag

PG 2.24: Grab Bag
Worksheet

DIVIDE participants into groups of no more than seven each. **SEPARATE** participants from the same jurisdiction or facility.

EXPLAIN that this activity uses a Grab Bag, that is, a series of simulated question/answer situations.

TELL participants that there are seven situations in the grab bag.

INSTRUCT participants to have each person take a turn selecting a situation from the bag, reading it to the group, then answering it to the best of their ability.

TELL participants to wait until the speaker has finished and then to offer suggestions of alternative answers, or additional examples to use.

ENCOURAGE participants to refer back to the notes they have taken throughout the day to strengthen their answers.

If there are enough trainers, **ASSIGN** a trainer to facilitate each group.

If a breakout room is available, **SEND** one or two groups to the break out room.

After 30 minutes, **BRING** the groups back together.

PROCESS by asking them which questions were the hardest, and which questions were easily answered after today's instructional input.

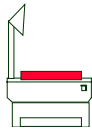
NOTE any areas of concern or topics that need further clarification.

TRAINER'S NOTE: You may want to change or add to the questions on the page that follows. Prepare a few blank cards so that you may add to them when topics of special interest appear during the day.

MASTER OF QUESTIONS FOR GRAB BAG

To be copied (one set per each seven participants), cut apart, and stapled or glued to index cards

1. How would you build a case with your co-worker that there is a difference between working with adult and youthful offenders?	2. You give an offender on your unit a three part direction (go to your cell, make your bed, pick up your clothes and report back here in ten minutes). All he does is report to his cell and pick up a piece of clothes. He only completes the first step. What do you do?
3. Your supervisor questions why this group of kids constantly convenes at 7:30 in the lounge. How do you explain this?	4. You have an 18 year old youthful offender who has been alienated from his family for 4 years and who has expressed a desire to call his mother and father on a weekly basis. What is going on here?
5. You have a 15-year-old, six foot two, 225-lb. male who has been confrontative all day. You find him in his cell at night crying. What has happened?	6. A group of 14-15 year olds has just been told that they will not go out for recreation. They ask why and become belligerent. Why is it important to explain in detail to an inmate why he must do something?
7. A barracks wins "Barracks of the Week" and should get to eat first. But, because the worker went out for a cigarette, another barracks got to eat in front of them. They got extraordinarily belligerent. Why?	



OV 2.12: Section Two Objectives

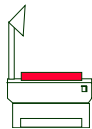
ASK participants if they now feel they can:

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
5. Apply basic information learned to simulated question/answer situations

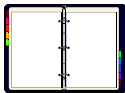
CLARIFY any concerns; answer any questions they may have.

TELL participants that the next section will be an overview of the curriculum.

DAY ONE WRAP UP



OV 2.13: Wrap Up Day One



PG 2.25: End of Day Wrap Up Key Points

ASK participants to meet again in their groups (no more than seven each)

If there are enough trainers, ASSIGN a trainer to each group. If not, ASSIGN a discussion leader for each group.

INVITE each group to give input about:

- What worked well for them today?
- What did not work well for them today?
- What do they hope will be changed for tomorrow?

ASK the discussion leader to record key points on the worksheet from the participant's guide.

COLLECT and review the worksheets with the other trainers.

DETERMINE how you will respond to any specific concerns and requests at the start of Day Two.

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

LESSON PLANS

SECTION 3

Curriculum Overview



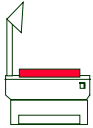
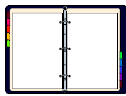
National Institute of Corrections Academy

Lesson Plan Cover Sheet

COURSE TITLE Training for Trainers: Managing Youthful Offenders in Adult Institutions SECTION TITLE #3: Curriculum Overview WRITERS/EDITORS Barry Glick, Ph.D., Nancy Shomaker, Bill Sturgeon DATE 5/15/99	
TIME FRAME Total <u>4</u> hrs	PARAMETERS Audience: Corrections Trainers Number: 14-28 Space: Seminar Room large enough to hold whole group around tables
PERFORMANCE OBJECTIVES At the end of this section, participants will be able to: <ul style="list-style-type: none"> • 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 	EVALUATION TECHNIQUE <ul style="list-style-type: none"> • Participation in the group presentations at the end of this section.
INSTRUCTOR MATERIALS <ul style="list-style-type: none"> • Lesson Plans • Overhead transparencies or electronic disk of slide presentations • Video: Instructional Theory into Practice (15 minutes) 	REFERENCES <ul style="list-style-type: none"> • Lazear, D. (1994) <u>Multiple Intelligence Approaches to Assessment</u>. Zephyr Press, built upon work of Howard Gardner at Harvard University • Bloom, B. (1956) <u>Taxonomy of Educational Objectives: The Classification of Educational Goals</u>. New York: McKay. • (1992) <u>Designing Training for the National Institute of Corrections Academy: Instructional Theory into Practice</u>. U.S. Department Justice:

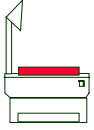
	Washington, D.C., based on the work of Madeline Hunter and her colleagues at the University of California at Los Angeles																		
<p style="text-align: center;">EQUIPMENT AND SUPPLIES NEEDED</p> <table border="0" style="width: 100%;"> <tr> <td><u> x </u> Flipcharts & easels</td><td><u> x </u> VCR</td></tr> <tr> <td><u> x </u> Flipchart markers</td><td><u> x </u> Monitor(s)</td></tr> <tr> <td><u> x </u> Easel pads</td><td></td></tr> <tr> <td><u> x </u> Masking tape</td><td>___ Slide Projector</td></tr> <tr> <td></td><td>___ Carousel</td></tr> <tr> <td><u> x </u> Overhead Projector or</td><td>___ Tray</td></tr> <tr> <td><u> x </u> Computer and</td><td>___ Sound-On-Slide</td></tr> <tr> <td><u> x </u> LCD Projection Unit</td><td></td></tr> <tr> <td><u> x </u> Screen</td><td><u> x </u> Name cards or tents</td></tr> </table>		<u> x </u> Flipcharts & easels	<u> x </u> VCR	<u> x </u> Flipchart markers	<u> x </u> Monitor(s)	<u> x </u> Easel pads		<u> x </u> Masking tape	___ Slide Projector		___ Carousel	<u> x </u> Overhead Projector or	___ Tray	<u> x </u> Computer and	___ Sound-On-Slide	<u> x </u> LCD Projection Unit		<u> x </u> Screen	<u> x </u> Name cards or tents
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<u> x </u> Screen	<u> x </u> Name cards or tents																		
<p style="text-align: center;">STUDENT MATERIALS OR HANDOUTS</p> <ul style="list-style-type: none"> • Participant Guides • Copies of the 14 secondary priority MYO curriculum modules to be used for the activity (participants will have received 12 top priority modules with their participant materials) 																			
<p style="text-align: center;">METHODS/TECHNIQUES</p> <p>Lecture, video, small group task, large group reporting</p>																			
<p style="text-align: center;">OVERVIEW OF SECTION 3 ACTIVITIES/SCHEDULE (breaks to be inserted within this schedule)</p>																			
<table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">8:00-8:20</td><td>Process Day One Evaluation</td></tr> <tr> <td>8:20-9:00</td><td>Parts of a Lesson Plan, Bloom's Taxonomy, and Multiple Intelligences</td></tr> <tr> <td>9:00-10:25</td><td>Introduction to Curriculum Overview Activity and Group Work</td></tr> <tr> <td>10:25-11:55</td><td>Reporting Portion of Curriculum Overview Activity</td></tr> <tr> <td>11:55-12:00</td><td>Transition</td></tr> <tr> <td>12:00-1:00</td><td>Lunch</td></tr> </table>		8:00-8:20	Process Day One Evaluation	8:20-9:00	Parts of a Lesson Plan, Bloom's Taxonomy, and Multiple Intelligences	9:00-10:25	Introduction to Curriculum Overview Activity and Group Work	10:25-11:55	Reporting Portion of Curriculum Overview Activity	11:55-12:00	Transition	12:00-1:00	Lunch						
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NIC Lesson Plan Presentation Guide

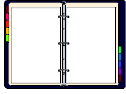
Topic & Materials	Trainer Instruction and Content Notes										
TRANSITION FROM DAY ONE	<p>SUMMARIZE relevant feedback from the end of the day evaluation of day one.</p> <p>THANK participants for their cooperation and their willingness to share their insight through the evaluation process.</p> <p>NOTIFY participants of any changes that will be made as a result of their evaluation input.</p>										
ANTICIPATORY SET  OV 3.2: Training Days  PG 3.2: MYO Table of Contents	<p>REMIND participants that the MYO curriculum is not meant to be taught from start to finish in one long training event.</p> <p>ASK participants to look at the Table of Contents in their Participant's Guide and to quickly add up the number of hours in the curriculum. (should be 86 hours)</p> <p>ESTIMATE the number of instructional hours in an 8:00-5:00 work day:</p> <table style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>Total hours</td><td>= 9.0</td></tr> <tr> <td>2 15-minute AM breaks</td><td>= .5</td></tr> <tr> <td>Lunch</td><td>= 1.0</td></tr> <tr> <td>2 15-minute PM breaks</td><td>= .5</td></tr> <tr> <td>Leaving a maximum of</td><td>= 7.0 hours</td></tr> </tbody> </table> <p>DIVIDE 86 by 7 and show that the full curriculum would take nearly 12.5 days to complete.</p> <p>REINFORCE that, as new trainers, participants will be responding to needs identified by the administrators in their facilities. Administrators are likely to make the final decision about which of the 26 modules will be presented.</p> <p>NOTE, however, that they must be prepared to explain to those administrators what content is in each module, who is the intended audience of each module, and what logistical support it will take to present each module.</p> <p>EXPLAIN that this section, therefore, is designed to familiarize them with the layout and content of the curriculum package itself.</p>	Total hours	= 9.0	2 15-minute AM breaks	= .5	Lunch	= 1.0	2 15-minute PM breaks	= .5	Leaving a maximum of	= 7.0 hours
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MYO TABLE OF CONTENTS

Section	Module	Hrs.	Bk.
0 - Overview	1. Introduction	2	1
	2. Overview of Adolescent Development	2	1
I - Program Design, Development and Implementation	3. Gang Involvement	4	1
	4. Taking Care – Parenting/Winning Families	4	1
	5. Educational Programming	4	1
	6. Recreation Services	4	1
	7. Cultural Awareness	3	2
	8. Community Reintegration & Aftercare	4	2
	9. Crisis Prevention & Intervention	4	2
	10. Program Examples, Long	4	2
	11. Program Examples, Short	2	2
II – Adol. Dev.	12. Adolescent Development	4	2
III – Organizational Administration and Management	13. Legal Issues	2	2
	14. Staff Selection, Training & Supervision	2	2
	15. Classification & Needs Assessment	4	2
	16. Housing & Physical Plant	3	2
	17. Policies & Procedures	4	3
	18. Gang Issues	1	3
IV - Special Needs Populations	19. Special Education Students	4	3
	20. Sex Offenders	4	3
	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
	Total (shown in Lesson Plan version only)	86	

SECTION OBJECTIVES

OV 3.3: Section Three
Objectives



PG 3.3: Section Objectives

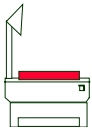
REFER participants to their Participant's Guide and use the overhead transparencies to introduce the objectives for this section.

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

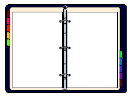
- Describe and differentiate between the different parts of a lesson plan
- Compare and contrast the major content areas covered in the six sections of the MYO curriculum

PARTS OF A LESSON PLAN

VIDEO: Instructional Theory Into Practice



OV 3.4: Parts of a Lesson Plan



PG 3.4: Parts of a Lesson Plan

EXPLAIN that the National Institute of Corrections Academy has adopted as its model a training design framework called ITIP – Instructional Theory into Practice.

NOTE that the Managing Youthful Offenders curriculum was written within this framework.

CONFIRM that participants in this program will not be designing training programs, but will be using materials that are already developed.

INTRODUCE the ITIP video by explaining that participants will be spending a short time in this section getting familiar with the ITIP process, however, to help them understand the lesson plan format and the basis upon which it was written.

PLAY the 15 minute video tape.

REFER participants to their Participant's Guide and use the overhead transparencies to introduce parts of the lesson plan.

WALK THROUGH each of the parts, using examples from your own experience.

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

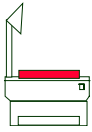
6. EVALUATION

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

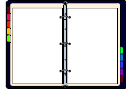
7. CLOSURE

- 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

OV 3.5: Bloom's
Taxonomy



PG 3.5: Bloom's
Taxonomy

INTRODUCE Bloom's Taxonomy using the overhead transparency and referring to the Participant's Guide.

WALK THROUGH each of the six levels, giving an example from your own experience if you wish.

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

*

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

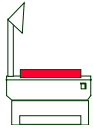
- Highest level of learning, requiring making quality judgments and giving valid reasons for them
- To appraise, criticize, justify, defend, judge

*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.

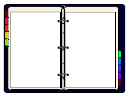
REINFORCE the priority as explained in the video, explaining that classroom training is very expensive. It uses facilities, equipment, and enormous amounts of staff

time. Less expensive alternatives for individual study (video, printed materials, job aides, on-the-job-observation) are good choices for learning aimed only at increasing knowledge or comprehension. Usually, classroom training, especially when it involves travel, will be reserved for application, analysis, synthesis and evaluation.

NOTE that the MYO curriculum features a blend of both lower and higher level objectives. EXPLAIN that, even when primarily knowledge and comprehension objectives are stated, there are activities and guided practice that encourage analysis and synthesis.

MULTIPLE INTELLIGENCES

OV 3.6-3.7: Multiple Intelligences



PG 3.6-3.7: Multiple Intelligences and Learning Strategies

INTRODUCE Multiple Intelligences using the overhead transparency and referring to the Participant's Guide.

EXPLAIN that the adult students they teach will be quite diverse in their educational backgrounds. Some will have stronger academic backgrounds than others.

EMPHASIZE that one key to helping adults learn is to recognize that traditional academic credentials usually recognize two kinds of intelligence.

EXPLAIN that, in the last decade, educators have become aware that all students are intelligent, just in different ways. Howard Gardner says the question is not "how intelligent are you?", but rather, "how are you intelligent?" Gardner has identified seven intelligences.

WALK THROUGH each of the seven, using the overhead transparency and referring to the Participant's Guide.

NOTE the examples of effective strategies for reaching people who possess each of the intelligences.

EXPLAIN that they will not be selecting strategies, that the strategies are spelled out in the curriculum. It is important, however, that they recognize why there are varied strategies and why it is important to use them all when delivering the curriculum.

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

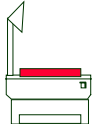
- Individual projects
- Individual reading and study
- Journal log keeping
- Personal goal setting

MUSICAL/RHYTHMIC –

Music Smart

- Background music
- Patterns and rhythms
- Singing

CURRICULUM OVERVIEW



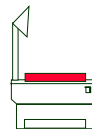
OV 3.8-3.15: MYO Curriculum

INTRODUCE the activity by explaining that there is too much content in the 26 modules for each person to review them all while at this training event. This activity is designed to help participants begin to become familiar with the content and with the format of the materials.

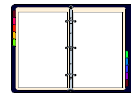
USE the overhead transparencies to quickly identify the six sections of the curriculum, noting the number of modules in each. Participants may want to follow along on the MYO Table of Contents sheet in their Participant's Guide.



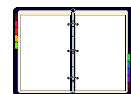
CURRICULUM OVERVIEW ACTIVITY



OV 3.16-3.17: Group Assignments and Activity Instructions



PG 3.7-3.11: Curriculum Overview Activity and Worksheets



PG 3.12 – 3.37: Modules at a Glance

REFER participants to their Participant's Guide and use the overhead transparencies to explain the activity.

DIVIDE participants into five groups and **GIVE** each group an assignment. Groups do not have to be the same size, but each should have at least 2 people. **NOTE** that Section 0 is not included in the assignments since both of its modules were presented in full on the first day of this training.

Assignment 1 – Section I, Modules 3, 4, 5, 6- (16 hrs.)

Assignment 2 – Section I, Modules 7, 8, 9, 10- (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.)

SUGGEST that they start with the “Module at a Glance” pages in their Participant's Guide and go on to the actual lesson plans, reading about their modules and becoming as familiar with them as time allows.

INSTRUCT participants to prepare to report about their modules to the entire group.

TELL participants to divide the work up within their group.

GIVE participants approximately 1 hour to prepare and tell them to plan for 15 minutes to walk the larger group

through their assigned modules.

SUGGEST that they may want to include the following information in their '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)

ENCOURAGE participants to use the worksheet in their Participant's Guide.

After one hour, CALL participants back together.

ASK each group to report in order (one group will present in two parts, reporting on both sections 2 and 5).

ASSIST in the presentations by watching the time, asking questions for clarification, and placing emphasis on key points.

TRAINER'S NOTE: This reporting process should take an hour and fifteen minutes. You may want to plan a break in the middle of the reporting.

TRAINER'S NOTE: The activity worksheets and the 26 Module at a Glance pages follow here for your convenience.

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:

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 AudienceCorrectional 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 AudienceLine 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 AudienceCorrectional 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 AudienceProgram 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 AudienceCorrectional 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 & 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 & 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 & MANAGEMENT**Module 16 – Housing and Physical Plant****Duration**

3 hours

Target AudienceCorrectional 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 AudienceCorrectional 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 & 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 AudienceCorrectional 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 AudienceCorrectional 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 AudienceCorrectional Staff, Security
Officers, Medical Staff**Performance Objectives**

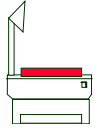
At the end of this module, participants will be able to:

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



OV 3.18: Section Three
Objectives

ASK participants if they now feel they can:

- 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

CLARIFY any concerns; answer any questions they may have.

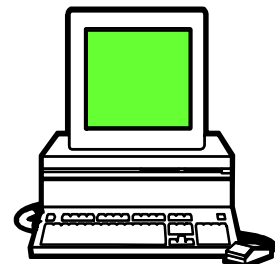
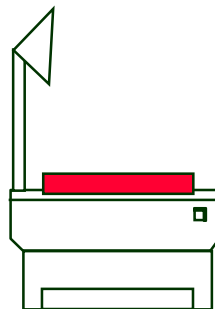
TELL participants that the next section will be the first of two on training tools and techniques.

NIC
Training for Trainers:
Managing Youthful Offenders
in Adult Institutions

LESSON PLANS

SECTION 4

Tools and Techniques
Part I



National Institute of Corrections Academy

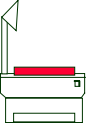
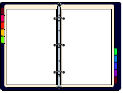
Lesson Plan Cover Sheet

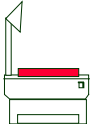
COURSE TITLE Training for Trainers: Managing Youthful Offenders in Adult Institutions SECTION TITLE #4: Tools and Techniques Part I WRITERS/EDITORS Barry Glick, Ph.D., Nancy Shomaker, Bill Sturgeon DATE 5/15/99	
TIME FRAME Total <u> 4 </u> hrs	PARAMETERS Audience: Corrections Trainers Number: 14-28 Space: Seminar Room large enough to hold whole group around tables – with LCD projection unit, computer and screen at one end of room and VCR and monitors at other end of room Break out room for half of the group – with overhead projector and screen at one end of room and two easel pads with markers at the other
PERFORMANCE OBJECTIVES At the end of this section, participants will be able to: <ul style="list-style-type: none"> • Effectively use tools in instructional presentations: <ul style="list-style-type: none"> ➤ 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 	EVALUATION TECHNIQUE <ul style="list-style-type: none"> • Completion of practice activities at each practice station • Participation in simulated brainstorming, individual and small group activities

<p>INSTRUCTOR MATERIALS</p> <ul style="list-style-type: none"> • Training for Trainers Lesson Plans • Training for Trainers Overhead Transparencies or electronic disk of slide presentations • LeisureScope Plus slide show and audio tape • LeisureScope Plus Administration and Interpretation Guide • Transparency markers • Easel pads and easels • Easel pad markers • Sample slide show presentation on disk (MYOOV2) • ITIP or another sample video (at station) 	<p>REFERENCES</p> <ul style="list-style-type: none"> • Module 6 of <u>Managing Youthful Offenders in Adult Institutions</u> curriculum (1997) NIC • Module 14 of <u>Managing Youthful Offenders in Adult Institutions</u> curriculum (1997) NIC • <u>Training for Trainers: Instructional Theory Into Practice (ITIP) Curriculum</u>, (1997) published by the National Institute of Corrections • <u>Tools for Teaching</u> (1993) written by Barbara Gross Davis and published by Jossey-Bass • <u>Creative Training Techniques</u>, (1993) written by Bob Pike and published by Lakewood Publications. 																		
<p>EQUIPMENT AND SUPPLIES NEEDED</p> <table> <tr> <td><u> x </u> Flipcharts & easels</td><td><u> x </u> VCR</td></tr> <tr> <td><u> x </u> Flipchart markers</td><td><u> x </u> Monitor(s)</td></tr> <tr> <td><u> x </u> Easel pads</td><td></td></tr> <tr> <td><u> x </u> Masking tape</td><td><u> x </u> Slide Projector</td></tr> <tr> <td></td><td><u> x </u> Carousel</td></tr> <tr> <td><u> x </u> Overhead Projector</td><td>___ Tray</td></tr> <tr> <td><u> x </u> Computer</td><td>___ Sound-On-Slide</td></tr> <tr> <td><u> x </u> LCD Projection Unit</td><td><u> x </u> Audio tape player loud enough for whole group to hear</td></tr> <tr> <td><u> x </u> Screen (2)</td><td><u> x </u> Name cards or tents</td></tr> </table>		<u> x </u> Flipcharts & easels	<u> x </u> VCR	<u> x </u> Flipchart markers	<u> x </u> Monitor(s)	<u> x </u> Easel pads		<u> x </u> Masking tape	<u> x </u> Slide Projector		<u> x </u> Carousel	<u> x </u> Overhead Projector	___ Tray	<u> x </u> Computer	___ Sound-On-Slide	<u> x </u> LCD Projection Unit	<u> x </u> Audio tape player loud enough for whole group to hear	<u> x </u> Screen (2)	<u> x </u> Name cards or tents
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<u> x </u> Screen (2)	<u> x </u> Name cards or tents																		
<p>STUDENT MATERIALS OR HANDOUTS</p> <ul style="list-style-type: none"> • Participant Guides • 2 blank 'write on' transparencies per person • LeisureScope Plus assessment instrument (Module 6 MYO) 																			

METHODS/TECHNIQUES Lecture, slide show with audio, individual activity, small group activity, hands on practice with presentation tools	
OVERVIEW OF SECTION 4 ACTIVITIES/SCHEDULE (breaks to be inserted within this schedule)	
1:20	Introduction to tools and techniques
1:20-3:00	Practice stations – LCD slides, overhead transparencies, easel pads, and video 4 stations of 20 minutes each
3:00-3:20	Brainstorming activity
3:30-4:40	Individual and small group activity (LeisureScope) and processing
4:40-5:00	Day Two Wrap Up

NIC Lesson Plan Presentation Guide

Topic & Materials	Trainer Instruction and Content Notes
ANTICIPATORY SET  OV 4.2: Methods and Techniques  PG 4.2: Methods, Techniques and Tools	<p>INTRODUCE the topic of tools and techniques.</p> <p>EXPLAIN that the definition of techniques varies from person to person and many people would describe techniques as instructional methods. For our purposes, methods are the broader approaches and techniques are instructional experiences in the classroom.</p> <p>USE the overhead transparency to illustrate your point, show methods of:</p> <ul style="list-style-type: none"> • Apprenticeship • Classroom training • Individual guided inquiry • Internships • Internet training • Job Aides • Mentoring • Telecourses or teleconferences <p>And techniques of:</p> <ul style="list-style-type: none"> • Brainstorming • Case Study • Demonstration • Discussion • Group activity • Individual activity • Lecture • Panel • Problem Solving • Simulation



OV 4.3: Enhanced by Use
of Tools

TOOLS - technology and other equipment that enhances the techniques

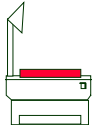
- Books
- Chalkboards
- Compressed Video
- Computers
- Easels with easel charts
- Fax machines
- Microphones
- Microwave technology
- Projectors - LCD, Slide, and Overhead
- Satellites

Tape Recorders

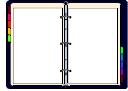
Telephones

VCRs and monitors

SECTION OBJECTIVES



OV 4.4: Section Four Objectives



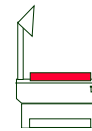
PG 4.3: Section Objectives

Refer participants to their Participant's Guide and use the overhead transparencies to introduce the purpose and the objectives for this section.

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

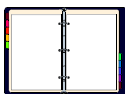
INTRODUCTION TO TOOLS AND TECHNIQUES



OV 4.5: Selection of Tools and Techniques

OV 4.6: Steps in the Selection Process

OV 4.7: Selected Tools and Techniques



PG 4.5: Selection of Tools and Techniques

EXPLAIN that the selection of tools and techniques is a four step process:

Step 1 - Learn about the Learners

Step 2 - Learn about the Techniques

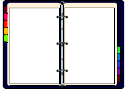
Step 3 - Learn about the Tools

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

EMPHASIZE that, for the MYO curriculum, all four steps were taken by the design team members who developed the materials.

TELL participants that the section objectives were developed to emphasize the specific tools and techniques they will use in carrying out the curriculum:

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



PG 4.6-4.9: Comparison
of Tools and Techniques

WALK THROUGH the advantages/disadvantages chart in the Participant's Guide, noting the key differences between the techniques and tools.

TRAINER'S NOTE: Encourage participants to read the material as you walk through it. Do not read it word for word. Remember that participants will have ample time to process the material as the afternoon goes on.

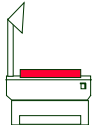
COMPARISON OF TOOLS AND TECHNIQUES

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

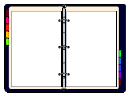
Lecture Slide shows (Computer based or Traditional)	<ul style="list-style-type: none">• Allows students to listen and read• Allows immediate two way communication• Clear, crisp full-color images• Computer based may include animation and sound• Structures delivery of content• Adds to consistency of repeated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

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

**PRACTICE STATIONS
ACTIVITY**

OV 4.8: Practice Stations
Activity



PG 4.10-4.18: Practice
Stations Activity and
Assignment Worksheets



Video: Instructional
Theory Into Practice (for
Station 2)

SET UP AND NUMBER the four practice stations prior to the start of this activity.

Main Room:

1. LCD projection unit, computer, screen, and sample slide show
2. VCR with two monitors and practice video

Break out Room

3. Overhead projector, screen, blank transparencies and transparency markers
4. Easel pads, markers, and tape

EXPLAIN that this activity is designed to give participants either a first time or a refresher overview of the four tools used most often in the MYO curriculum.

ACKNOWLEDGE that, as trainers, many of them may have these basic skills with training tools already.

DIVIDE participants into four groups and give each group a number.

If there are four facilitators, **ASSIGN** one to each station. The most important stations to staff are, in order, LCD unit, VCR, then overhead projector.

REFER participants to the station assignment sheets in their Participant's Guide and **EXPLAIN** the rotation from 1 to 2, 2 to 3, 3 to 4, 4 to 1.

EXPLAIN that participants will have 20 minutes at each location.

After the completion of all four sessions, **BRING** participants back together.

ASK if any of them feel the need to get more practice with any of the tools.

If so, **ENCOURAGE** participants to build it into their evening break time.

TRAINER'S NOTE: If the equipment is not available for any one station, reorganize the activity to make it three stations.

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

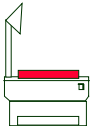
- Do not speak to participants while you are actually writing on the chart
- When recording student comments, ask someone else to write while you facilitate the discussion
- When posting sheets on a wall, make them high enough to be seen over people's heads and other obstructions
- When posting sheets 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

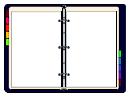
- Create tabs using masking tape to help you find key pages
- Write on every other page to avoid 'bleeding through'
- Store in a dry place
- Roll sheets taken off a pad in tubes; lay in tact pads flat in a blueprint-type storage file or stand them up inside a easel pad shipping box



BRAINSTORMING ACTIVITY



OV 4.9: Brainstorming
Activity



PG 4.19: Brainstorming
Activity

INSTRUCT staff to turn to the Brainstorming Activity page in their Participant's Guide.

EXPLAIN that you are using an activity from Module 14 of the MYO curriculum, *Selection, Training, and Supervision of Staff*.

PREPARE five easel pad sheets and post them on an easel or on the wall.

LABEL the sheets Supervisor, Correctional Officer, Teacher, Cook, and Maintenance Staff.

ASSIGN one person to record on each sheet.

ASK participants to start out by thinking about what criteria they would use to select staff to work with youthful offenders in their institution.

TELL participants that in brainstorming, there are no right or wrong answers, and that no one can criticize the suggestions of another participant.

ASK participants to brainstorm selection criteria for each of the positions.

EXPECT criteria such as physical fitness, education, experience, attitude, and interests.

After 5 minutes, STOP the input.

NOTE that there is much overlap. REINFORCE that staff must be recruited, assessed and selected specifically for working with young offenders, whether they function as line staff, administrator, or volunteer.

EXPLAIN to participants that this brainstorming activity is a starting activity for the module and that the next topic is generic standards mandated by the Commission on Accreditation Standards.

ASK participants if the brainstorming was an effective way to introduce the topic.

ASK participants if they feel they could conduct a brainstorming session.

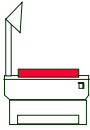
REFER participants to the advantages and disadvantages of brainstorming and to the Hints for Brainstorming which follows in their Participant's Guide.

BRAINSTORMING ACTIVITY**STAFF SELECTION CRITERIA**

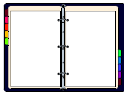
Supervisor	Correctional Officer	Teacher	Cook	Maintenance Staff



INDIVIDUAL/GROUP ACTIVITY - LEISURESCOPE



OV 4.10: Individual/
Group Activity



PG 4.20-4.21:
Individual/Small Group
Activity

TELL participants that the next example activity is taken from MYO Module 6, *Recreation*.

INTRODUCE the topic by explaining that part of the first step of planning a recreational program--*Analyzation*--is assessing the youthful offender and the leisure needs and interests. *LeisureScope Plus* is a tool you can use to do just that.

ASK participants why they participate in recreational activities.

After several diverse responses, NOTE that, as you can see there are psychological, social and emotional reasons for participating in recreation. We have an interest in pursuing a leisure activity because of the social and emotional attachments we have to that activity.

EXPLAIN that you are going to introduce a tool to assist staff to assess leisure interests.

USE the narrative below to assist in your introduction of the tool.

LeisureScope Plus for adults and *Teen LeisureScope Plus* for adolescents, photographic leisure interest assessments produced by Leisure Dynamics, not only measure leisure activity interest levels but the feelings attached to those activities. 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.

LeisureScope Plus measures interests in the following 10 areas:

1. Games
2. Sports
3. Nature
4. Collection
5. Crafts
6. Art & Music

7. Entertainment
8. Helping Others/Volunteerism
9. Social Affiliation
10. Adventure

Feelings which need to be achieved to feel satisfied in a leisure activity are measured and fall into the following categories:

1. Relaxed
2. Accomplishment/Satisfaction
3. Fun
4. Healthy
5. Escape
6. Contentment/Pleasure
7. Rejuvenation
8. Tension Reduction
9. Companionship
10. Excitement

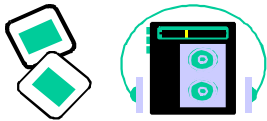
The original instruments, developed in the 1980's, have been revised and enhanced by adding a tenth category--Adventure. The new addition features activities that stimulate high arousal levels.

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.

Featured pictures are different in the adult and teen versions. The 5X7 color laminated cards can be used for one on one situations, whereas the slides are available for group work. Determining which format will suit your needs is primarily based on two things: (1) the approach you use; i.e., individual or group, and (2) the type of population with which you are working. If you exclusively do individual work, you will probably find the cards most suitable; however, if you work in groups, the slide format will suit your needs. If you work with a very diverse population;

i.e., varying degrees of cognitive and functioning levels, you will very likely require both formats to ensure that you are able to appropriately meet the clients' unique needs.

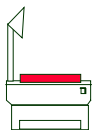
Instructional audiocassettes are available to provide accurate and foolproof instructional assistance. The cassettes are also helpful in providing new staff, volunteers, or non-professionals assisting you with a comfortable strategy for getting acquainted with the assessment process. If it is appropriate, you may decide to have inmates listen to the audiotape and administer the assessment instrument themselves. The cassette running time is approximately 20 minutes.



Slide show with audio tape



LeisureScope Plus
Assessment Instruments



OV 4.11: Small Group
Assignment

TELL participants that they will now give it a try.

EXPLAIN that you are going to administer the instrument to them and then they will score and analyze the test results themselves. Since they are working in a group, you are going to use the slide presentations.

DISTRIBUTE the instruments.

ADMINISTER the LeisureScope Plus assessment to the group using the slide presentation. Listen to the audiotape and follow instructions in LeisureScope Administration and Interpretation Guide.

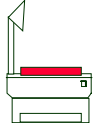
After the administration, BREAK participants into small groups to review each other's results and discuss possible leisure/recreational plans they could develop based on those results.

ASK participants to prepare to share results and possible plans with the large group.

GIVE the small groups 20 minutes to analyze their test results and build a possible plan based upon them.

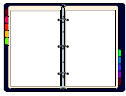
ASK each group to report their top three leisure categories and the feelings associated with them to the large group.

EXPLAIN to participants that, if they were actually working on Module 6, the next topic would be to discuss how knowing the needs of offenders can help to effectively plan appropriate recreation programs.



OV 4.12: Section Four Objectives

DAY TWO WRAP UP



PG 4.22-4.23: Day Two Wrap Up

ASK participants if they feel the LeisureScope Plus is an effective activity to use in a staff training event.

ASK participants if they feel they could administer and process the tool.

REFER participants to the individual and small group activity advantages and disadvantages and to the Hints on Individual and Small Group Activities in their Participants Guide.

ASK participants if they now feel they can:

- 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 activity

ASK participants to refer to the last two pages of this section in their Participant's Guide.

INSTRUCT participants to reflect on the day and to jot down their key points on one of the two end-of-the-day worksheets.

ASK participants to take the sheet out of their Participant's Guide and give it to trainers as they leave the room. The other copy can be kept in their manual for their own reference.

THANK participants for their involvement and cooperation in the wide variety of activities for the day.

TELL participants that the next topic will continue the focus on trainer tools and techniques.

DAY TWO WRAP UP

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

LESSON PLANS

SECTION 5

Tools and Techniques
Part II



National Institute of Corrections Academy

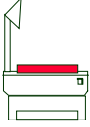
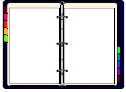

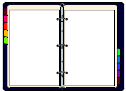
Lesson Plan Cover Sheet

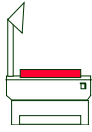
COURSE TITLE Training for Trainers: Managing Youthful Offenders in Adult Institutions SECTION TITLE #5: Tools and Techniques Part II WRITERS/EDITORS Barry Glick, Ph.D., Nancy Shomaker, Bill Sturgeon DATE 5/15/99	
TIME FRAME Total <u> 4 </u> hrs	PARAMETERS Audience: Corrections Trainers Number: 14-28 Space: Seminar Room large enough to hold whole group around tables
PERFORMANCE OBJECTIVES At the end of this section, participants will be able to: <ul style="list-style-type: none"> • 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 	EVALUATION TECHNIQUE <ul style="list-style-type: none"> • Participation in discussion • Completion of Excel Learner Type Measure tool

<p>INSTRUCTOR MATERIALS</p> <ul style="list-style-type: none"> • Training for Trainers Lesson Plans • Training for Trainers Overhead transparencies or electronic disk of slide presentations 	<p>REFERENCES</p> <ul style="list-style-type: none"> • <u>Keys to Adult Learning: Theory and Practical Strategies</u>, by Patricia Lawler, (1991) published by Research for Better Schools, Philadelphia, PA • <u>Instructional Theory Into Practice Participant's Manual</u>, (1997), published by National Institute of Corrections Academy, Longmont, CO 																		
<p>EQUIPMENT AND SUPPLIES NEEDED</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Flipcharts & easels</td><td><input type="checkbox"/> VCR</td></tr> <tr> <td><input checked="" type="checkbox"/> Flipchart markers</td><td><input type="checkbox"/> Monitor(s)</td></tr> <tr> <td><input checked="" type="checkbox"/> Easel pads</td><td></td></tr> <tr> <td><input checked="" type="checkbox"/> Masking tape</td><td><input type="checkbox"/> Slide Projector</td></tr> <tr> <td></td><td><input type="checkbox"/> Carousel</td></tr> <tr> <td><input checked="" type="checkbox"/> Overhead Projector or</td><td><input type="checkbox"/> Tray</td></tr> <tr> <td><input checked="" type="checkbox"/> Computer and</td><td><input type="checkbox"/> Sound-On-Slide</td></tr> <tr> <td><input checked="" type="checkbox"/> LCD Projection Unit</td><td></td></tr> <tr> <td><input checked="" type="checkbox"/> Screen</td><td><input checked="" type="checkbox"/> Name cards or tents</td></tr> </table>		<input checked="" type="checkbox"/> Flipcharts & easels	<input type="checkbox"/> VCR	<input checked="" type="checkbox"/> Flipchart markers	<input type="checkbox"/> Monitor(s)	<input checked="" type="checkbox"/> Easel pads		<input checked="" type="checkbox"/> Masking tape	<input type="checkbox"/> Slide Projector		<input type="checkbox"/> Carousel	<input checked="" type="checkbox"/> Overhead Projector or	<input type="checkbox"/> Tray	<input checked="" type="checkbox"/> Computer and	<input type="checkbox"/> Sound-On-Slide	<input checked="" type="checkbox"/> LCD Projection Unit		<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Name cards or tents
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<input checked="" type="checkbox"/> LCD Projection Unit																			
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Name cards or tents																		
<p>STUDENT MATERIALS OR HANDOUTS</p> <ul style="list-style-type: none"> • Participant Guides • Excel Learning Type Measure instruments • Managing Youthful Offenders in Adult Institutions curriculum modules for optional activity 																			
<p>METHODS/TECHNIQUES</p> <p>Lecture, Large Group Discussion, Individual Assessment Tool, Small Group Discussion</p>																			

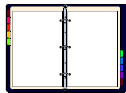
OVERVIEW OF SECTION 5 ACTIVITIES/SCHEDULE (breaks to be inserted within this schedule)	
8:00-8:30	Processing of feedback from Day Two
8:30-9:00	Role of the Facilitator
9:00-10:15	Interactive Techniques - Demonstration, Simulations, Case Study, Discussion - Also, Feedback and Norms
10:00-11:30	Excel Learning Type Measure
11:30-12:00	When Differences Lead To Disruption

NIC Lesson Plan Presentation Guide

Topic & Materials	Trainer Instruction and Content Notes
SECTION OBJECTIVES  OV 5.2: Section Five Objectives  PG 5.2: Section Objectives	<p>Refer participants to their Participant's Guide and use the overhead transparencies to introduce the objectives for this section.</p> <p>At the end of this section, participants will be able to:</p> <ul style="list-style-type: none"> • 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
 ANTICIPATORY SET  PG 5.3: Role of the Facilitator	<p>TELL participants that adult educators are often called facilitators instead of teachers or instructors.</p> <p>ASK them why they think that is.</p> <p>EXAMPLES of answers might be:</p> <ul style="list-style-type: none"> • Adults really learn on their own but just need someone to point them to the right information • Adults don't want to be talked at or talked down to • Adults already know a lot before they come to class <p>PUT the phrase "a facilitator is" on one easel pad chart and the phrase "a facilitator is not" on another.</p> <p>RECRUIT other trainers or participants to record responses on the two charts.</p> <p>ASK participants to brainstorm first what a facilitator is, then what a facilitator is not.</p> <p>POST the responses.</p>

ROLE OF FACILITATOR

OV 5.3: Role of the Facilitator



PG 5.4: Role of the Facilitator continued

DISCUSS how the role of facilitator is different from the role of teacher.

USE the overhead transparency and refer participants to their Participants Guide.

USE the narrative which follows to assist with your presentation.

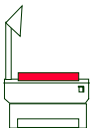
An instructor will be a facilitator in an adult education classroom. Sometimes the instructor will use techniques, such as lecture, which are less interactive. But, adult learners learn best when they are involved in the learning and therefore, adult classrooms are 'facilitated' as well as 'taught'. There are times in the class when participants are working in small groups or teams. At this point, a participant may also act in the facilitator role.

Facilitators move individuals and groups toward their intended learning. Because of the nature of adult learning, this is often done through problem solving and hands on exercises or activities. In these cases, the facilitator moves adults toward learning by assisting them in the completion of an assigned task.

The facilitator manages the learning process, making it a smooth one. Although the adult must decide to learn on their own, providing the resources, the organizational structure, and the progression from concept to concept is the role of the facilitator.

To be effective, instructors/facilitators must know the content well enough to be able to be flexible with it. An instructor who barely knows the material is much less likely to stray from the outline or adjust the order or schedule of activities. The more confident and well prepared the instructor, the more likely they are to respond to the individual needs of the person or the group.

Facilitators 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. Reading the body language and facial expression (is their face a TV



OV 5.4: A good Facilitator Will

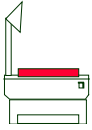
test pattern) is a facilitator's skill. If participants are not engaged or if the material confuses them, a good facilitator will make changes to accommodate the students. A good facilitator knows that the student and his or her needs is the center of the learning process, not the written agenda. Sometimes this means spending less time than was planned on one topic and more than was planned on another. A strong adult educator will be able to keep the objectives uppermost in their mind and adapt the strategies and the schedule to best meet those objectives.

The term facilitator implies that the learning is interactive. The facilitator role is most evident in cooperative learning and group activity situations.

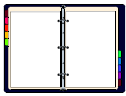
REFER participants to their Participant's Guide and review the list "To be effective, a GOOD facilitator will":

- 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

EXPLAIN that you will be highlighting four interactive learning strategies that facilitators will face in the MYO curriculum.

DEMONSTRATIONS

OV 5.5: Effective Demonstrations



PG 5.5: Skill Demonstrations

INTRODUCE the first of the facilitated interactive techniques – demonstration.

USE the overhead transparency and **REFER** participants to their Participant's Guide.

EXPLAIN that skills demonstrations introduce participants to a new skill or procedure by performing it correctly while participants observe.

NOTE that some trainers believe there is a benefit in demonstrating poor or incorrect performance as well as good or correct performance. There is controversy in adult education about this practice, however.

EXPLAIN that demonstrations are a first step to teaching the skill. To actually teach with a demonstration, it must be followed up with an opportunity for participants to practice the skill. Sometimes that can happen in the classroom, sometimes that will require moving to a job site for practice.

TELL participants that demonstrations can be done in several ways. An instructor may do a demonstration live in class or use a guest presenter to do one. Some demonstrations are done on computers and others on video tape. In some industries, demonstrations and simulated practice are even being done using virtual reality techniques.

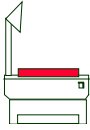
ASK if participants can think of a time when it would be hard to demonstrate a skill live in the classroom but possible to do so on video tape. Be prepared to come up with a good example if they cannot, i.e. procedures for transporting.

REVIEW the points under effective demonstrations:

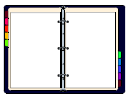
- State the purpose of the demonstration
- Describe the steps to be taken, one by one
- Walk carefully through each step
- Show the finished product
- Provide for supervised practice of the skill by participants
- Break down complex skills into smaller steps that are practiced independently before being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

ASK participants if they can think of a skill or procedure

SIMULATIONS



OV 5.6: Effective Simulations



PG 5.6: Simulations

that would need to be broken into parts to be demonstrated and taught. An example might be the intake procedure.

INTRODUCE the next facilitated interactive technique – simulation.

USE the overhead transparency and REFER participants to their Participant's Guide.

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

NOTE that simulations give participants the opportunity to apply what they have learned in a safe setting that is as close as possible to the real thing.

EXPLAIN that sometimes people call simulations 'role plays' but there are some differences. Role Plays are also exercises where participants practice performing a set of skills in a pretend situation similar to those they might face on the job. But, in a role play they 'play' the role of another person.

EMPHASIZE that role plays are used to increase empathy or put the student in a position to understand how another person feels. For that reason, role plays can lead to emotional upheaval and are most often used by trained mental health professionals.

REVIEW the items under 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 to be any
- Lead to the stated objective
- Are followed by discussion to process to what

extent the intended learning took place

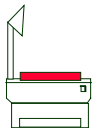
NOTE that most adult students will tell you that they ‘hate role plays’. A decision to use a simulation should be based upon its potential to increase the student’s understanding or to teach the desired skills. If the skill can be understood or learned and practiced in another way, you may want to consider the other alternative.

EXPLAIN that one of the things people dislike about ‘role plays’ is being observed. That problem can be reduced by a decision to run multiple simulations simultaneously and get everyone involved.

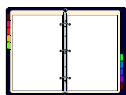
NOTE that, if there will be participants whose assignment is to observe, trainers must make sure they know exactly what is expected of them, and give them a chance to share what they learned by being observers. You may want to give them a worksheet or assign them one person to watch. Sharing what they saw can be done with the whole group or with individuals one-on-one.

ASK participants if they can think of a time when a simulation is a very effective tool. One example might be verbal crisis intervention skills that require practice thinking on your feet and not reacting to comments from inmates or colleagues.

CASE STUDIES



OV 5.7: Effective Case Studies



PG 5.7: Case Studies

INTRODUCE the next facilitated interactive technique – case studies.

USE the overhead transparency and **REFER** participants to their Participant’s Guide.

EXPLAIN that case studies are written accounts of real or fictitious situations that are given to individuals or groups. Case studies can vary from one-paragraph scenarios to complete inmate files.

NOTE that case studies are used instructionally to pose a problem to be solved or apply skills previously taught. They allow participants to merge the theory with practice.

TELL participants that most adult students like case studies because they relate the learning to their on-the-job experience, but do not ask them to perform in front of other people.

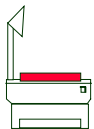
REVIEW the points under effective case studies:

- 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

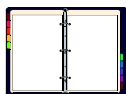
REINFORCE the importance of case study information being complete. When participants are asked to build a plan based upon information in the case and the information is incomplete, they will be spending the time trying to find the data rather than analyzing or organizing it.

ASK participants if they can think of a time when a case study is an effective technique. An example might be in understanding youth behavior in terms of adolescent development principles.

DISCUSSION



OV 5.8: Effective Discussions



PG 5.8: Group Discussion

INTRODUCE the next facilitated interactive technique – group discussion.

USE the overhead transparency and REFER participants to their Participant's Guide.

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

NOTE that discussion is used in almost all adult education settings from conference plenary sessions of several hundred people to small group sessions. Even computer based training on the internet offers discussion through chat rooms, listservs and bulletin boards.

ASK participants what they think is the instructional purpose of discussions. Examples might be:

- To get the students involved with the topic
- To help students see examples of the content in their own life or their own job setting

- To give the instructor feedback about what the students know and understand
- To help students identify others in the class as resources with expertise to share

REMIND participants that using discussion, like using any technique, should be a decision based upon the learning goal. If the goal is helping students see how the content can be applied on the job, then discussion needs to be focused and kept on that track.

NOTE that discussions are especially effective when participants have some expertise or specialized information about the topic.

REVIEW the points under effective group discussions, noting that these points are very similar to the earlier discussion about the role of the facilitator.

Good 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

TALK to participants about the process of breaking into

subgroups and bringing groups back together again.

NOTE that the time spent with each group ‘reporting out’ their findings to the larger group is significant.

CAUTION them to be clear about the purpose of the activity, the benefit of the sub group discussion, and the benefit of hearing the results of many sub group discussions.

ENCOURAGE them to think about alternative approaches:

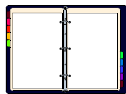
- Not reporting back to the larger group at all
- Dividing up the assigned topic so that each group discusses something different and, therefore, has new information to share with the others
- Asking each group to share only one or two points under a topic rather than share their whole set of findings

ASK participants what kinds of learning are enhanced by group discussions. An example might be identifying issues and concerns within a facility or within the field.

OPTIONAL ACTIVITY



INTERACTIVE TECHNIQUES IN MYO CURRICULUM



PG 5.5-5.8: Skill Demonstrations, Simulations, Case Studies, Group Discussion



MYO Curriculum

If time allows, ASK participants to work in small groups to identify where demonstrations, simulations, case studies and group discussions are used in the MYO curriculum.

DIVIDE participants into four or eight groups and assign one technique to each group.

REFER participants to the Modules at a Glance pages in Section 3 to assist them in this process. NOTE that demonstrations, simulations and case studies may be listed as ‘small group activity’ or other named technique in the summary.

ASK each group to post their findings on a sheet of easel pad paper for others to reference.

TRAINER’S NOTE:

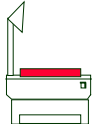
- Demonstrations are found by name in 1 module
- Simulations found by name in 0 modules but in at least one as a small group activity – ‘token activity’
- Case studies are found by name in 3 modules
- Discussion is found by name in almost all modules.

ENCOURAGE groups to review at least one example of their interactive technique in the curriculum and identify

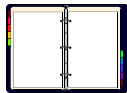
its purpose.

TRAINER'S NOTE: This is a good time to demonstrate that all small group discussions do not need to be reported out to be effective. The purpose of this discussion is to help participants apply the theory of interactive techniques to the MYO curriculum they will be teaching. It does not mandate completion of a comprehensive listing of techniques to be helpful.

FEEDBACK



OV 5.9: Feedback



PG 5.9: Tips on Feedback

INTRODUCE the topic of feedback, using the overhead transparency and referring to the Participant's Guide.

EXPLAIN that feedback is the primary way participants learn about their own performance when they practice using a new skill or applying new knowledge. That feedback is crucial to the learning process.

GIVE some examples of feedback:

- 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

NOTE that many instructors find it easier to give only the congratulations type of feedback. They focus on the positive, which is an important strategy. However, a student with poor performance, inaccurate information, or a limited scope deserves help to make their performance better. In an atmosphere of courtesy and respect, the instructor can and must set the tone for constructive feedback.

REVIEW the points under giving feedback, giving examples as you go:

- Make sure the student sought or is open to feedback (Set the tone in the classroom from the start, letting people know that you will be giving feedback to help them master the skills)
- Be context-specific ("If you are talking to youthful offenders . . ." or, "Knowing the history of the program . . .")
- Be descriptive ("If you stood up straight and

looked him in the eye” is better than “You seemed to lack confidence”)

- Be non-judgmental; focus on the behavior not the person (“I understood the procedure very well from the step by step description” is better than “You were terrific”)
- Be timely (Don’t wait till the next break or the end of the day to give someone helpful information)
- Suggest possible changes (“You could try writing down the who, what, when, where and why” rather than “You could make the report more complete”)
- Make statements rather than ask questions (“Universal precautions call for . . .” is better than “Isn’t something else called for in universal precautions?”)

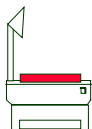
INTRODUCE receiving feedback.

NOTE that they will be receiving feedback on their performance in this course, because the goal is for them to master the preparation and presentation of the curriculum. Their learning is important enough to warrant them receiving constructive feedback.

REVIEW the points under 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 CLASSROOM NORMS

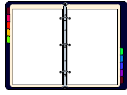


OV 5.10: Classroom Norms

EXPLAIN that setting classroom norms from the start will help to avoid confusion and prevent some disruptive behavior. It gives participants the security of knowing what is expected of them.

EMPHASIZE that, to be upheld, norms must have the support of all the people involved.

GIVE examples of standard classroom normative statements, using the overhead transparency and referring to the Participant’s Guide:



PG 5.10: Setting Class Norms

- 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

ASK participants whose buy in is needed for these norms. Examples will include students, instructors, supervisors, administrative/clerical staff who answer the phones, and probably the institution's administration that sets policy on communication.

OPTIONAL ACTIVITY



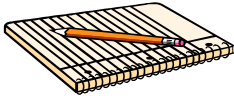
SETTING CLASSROOM NORMS

If time is plentiful, ASK participants to work in small groups to identify other norms present in this setting or appropriate to training in their institutions.

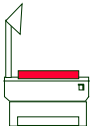
If time is limited, CONDUCT a modified brainstorming session, asking participants to identify possible norms in this setting or in training in their institutions. There is no need to record these norms.



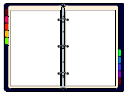
LEARNING TYPE MEASURE



Excel Learning Type
Measure assessment tools



OV 5.11: Learning Type
Measure



PG 5.11: Learning Type
Measure

INTRODUCE the Excel Learning Type Measure tool using the overhead transparency and referring participants to their Participant's Guide.

EXPLAIN that people vary in how they process information for learning. This tool will help them to identify their own learning type.

TELL participants that knowing how they process information will help them to understand difficulties others may face processing learning in classrooms when they are the facilitator.

DISTRIBUTE the assessment tool to participants.

NOTE that the directions are in the assessment tool itself and in some detail.

EMPHASIZE that the results are only as good as the honest and thoughtful answers they give to the 15 questions and 11 statements.

REVIEW the directions to be sure they understand that the answers to each of the fifteen questions are rank ordered.

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

GIVE the participants 30-40 minutes to score their assessment.

LEAVE the instructions projected from the overhead transparency as they work.

ASK that participants keep the classroom quiet for the entire scoring time.

BE AVAILABLE to assist people one-on-one if they have difficulty scoring the instrument.

Once scored, ASK participants to meet in small groups (3 or 4 people each) to discuss the two questions in their Participant's Guide:

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

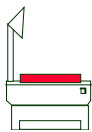
After 10-15 minutes, BRING all the participants back together.

DEBRIEF by asking if they belief learner type has an impact upon classroom behavior and if so, how. Expect answers such as:

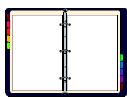
- Some people will really love working in groups and others will hate it
- Some people will really need to talk through things and ask a lot of questions to get it and others will find that distracting
- Some people will want the theory behind things and others will only want the hands on application

NOTE that the differences they identified often lead to students being less than comfortable in the classroom. Sometimes this lack of comfort will come out as behavior the instructor would call disruptive. For example, the learner who needs to talk through things may hold annoying side conversations in the classroom if there is no other opportunity to process the content.

HOSTILE OR NEGATIVE PARTICIPANTS



OV 5.12: Hostile or
Negative Participants



PG 5.12: Hostile or
Negative Participants

INTRODUCE the topic of dealing with disruptive behavior in the classroom.

IDENTIFY one kind of disruptive behavior as being hostile or negative.

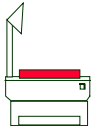
Use the overhead transparency and refer participants to the Participant's Guide to EXPLAIN that there are really two types of hostility. First is the overt hostility of confrontation and being openly negative, and the second is the passive-aggressive hostility of the person who is publicly cooperative but undermines the instruction through comments under their breath or over coffee during the break.

BEGIN with the overt hostility and review the suggestions in the Participant's Guide:

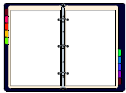
When students are openly hostile or negative in the class:

- 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 (**TRAINER'S NOTE:** There is an assumption here that trainees know what active listening is. If this is not the case, you may want to supplement this section with a brief discussion of active listening.)
- 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.")

KEEPING THE DISCUSSION FOCUSED



OV 5.13: Keeping Discussion Focused



PG 5.13: Keeping Discussion Focused

CONTINUE with the covert hostility and review the strategies suggested:

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

Use the overhead transparency and refer to the Participant's Guide to INTRODUCE the topic of keeping the discussion focused.

REVIEW the points from the Participant's Guide:

When people wander off the topic:

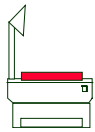
- Refocus a discussion taken off track with a question or statement
- Use the broken record strategy - repeat the same agenda-related comment over and over regardless of the tangents a participant may take

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.



OV 5.14: Section Five Objectives

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

ASK participants if they now feel they can:

- 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

CLARIFY any concerns; answer any questions they may have.

TELL participants that the next section will be about planning for their practice presentations to the group.

NIC
Training for Trainers:
Managing Youthful Offenders
in Adult Institutions

LESSON PLANS

SECTION 6



Student
Presentations



National Institute of Corrections Academy

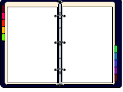
Lesson Plan Cover Sheet

COURSE TITLE Training for Trainers: Managing Youthful Offenders in Adult Institutions SECTION TITLE #6: Student Presentations WRITERS/EDITORS Barry Glick, Ph.D., Nancy Shomaker, Bill Sturgeon DATE 5/15/99	
TIME FRAME Total <u> 4 </u> hrs	PARAMETERS Audience: Corrections Trainers Number: 14-28 Space: Seminar Room large enough to hold whole group around tables and enough breakout rooms to accommodate the number of presentation groups (up to four rooms total) – each with all audiovisual support
PERFORMANCE OBJECTIVES At the end of this section, participants will be able to: <ul style="list-style-type: none"> • 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 	EVALUATION TECHNIQUE <ul style="list-style-type: none"> • Trainer Assessment Tool – done by individual as a self assessment and by colleagues as feedback

<p style="text-align: center;">INSTRUCTOR MATERIALS</p> <ul style="list-style-type: none"> • Training for Trainers Lesson Plans • Training for Trainers Overhead Transparencies or electronic disk of slide presentations for this curriculum • Overhead transparencies and/or electronic disk of slide presentations for the MYO Assignment modules – one set per each presentation group 	<p style="text-align: center;">REFERENCES</p> <ul style="list-style-type: none"> • <u>Certification Program for Professional Development Centre Trainers</u>, 1993, published by State of Florida Department of Health and Rehabilitative Services in Tallahassee, Florida • <u>Evaluating Instructors: In Search of the Perfect Method</u>, a monograph prepared by David Jedrzejewski, and used at the 1995 National Society for Performance Improvement (NSPI) Conference in Atlanta, Georgia • <u>Managing Youthful Offenders in Adult Institutions</u> curriculum, 1997, published by the National Institute of Corrections Academy in Longmont, Colorado 		
<p style="text-align: center;">EQUIPMENT AND SUPPLIES NEEDED</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Flipcharts & easels * <input checked="" type="checkbox"/> Flipchart markers * <input checked="" type="checkbox"/> Easel pads * <input checked="" type="checkbox"/> Masking tape * <input checked="" type="checkbox"/> Overhead Projector * <input checked="" type="checkbox"/> Computer * <input checked="" type="checkbox"/> LCD Projection Unit * <input checked="" type="checkbox"/> Screen* * in each room </td><td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> VCR * <input checked="" type="checkbox"/> Monitor(s) * ____ Slide Projector ____ Carousel ____ Tray ____ Sound-On-Slide <input checked="" type="checkbox"/> Name cards or tents * in each room </td></tr> </table>		<input checked="" type="checkbox"/> Flipcharts & easels * <input checked="" type="checkbox"/> Flipchart markers * <input checked="" type="checkbox"/> Easel pads * <input checked="" type="checkbox"/> Masking tape * <input checked="" type="checkbox"/> Overhead Projector * <input checked="" type="checkbox"/> Computer * <input checked="" type="checkbox"/> LCD Projection Unit * <input checked="" type="checkbox"/> Screen* * in each room	<input checked="" type="checkbox"/> VCR * <input checked="" type="checkbox"/> Monitor(s) * ____ Slide Projector ____ Carousel ____ Tray ____ Sound-On-Slide <input checked="" type="checkbox"/> Name cards or tents * in each room
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<p style="text-align: center;">STUDENT MATERIALS OR HANDOUTS</p> <ul style="list-style-type: none"> • Participant Guides • MYO curriculum 			
<p style="text-align: center;">METHODS/TECHNIQUES</p> <p>All</p>			

<p style="text-align: center;">OVERVIEW OF SECTION 6 ACTIVITIES/SCHEDULE (breaks to be inserted within this schedule)</p>
<p>Wednesday</p> <p>1:00-1:45 Introduction to assignments and schedule for presentations</p> <p>1:45-5:00 Preparation time for presentations</p> <p>Thursday</p> <p>8:00-5:00 Student presentations and feedback</p>

NIC Lesson Plan Presentation Guide

Topic & Materials	Trainer Instruction and Content Notes
<p>PRIOR TO THE START OF THIS SECTION</p>  <p>PG 6.5-6.7: Assignments</p>	<p>COMPLETE the assignment of modules for student presentations.</p> <p>DIVIDE the class into presentation groups of 5-7 people each.</p> <p>ASSIGN a trainer and a classroom to each group.</p> <p>TRAINER'S NOTE: This course is designed for 14-28 participants, with no more than 7 students per trainer. With two trainers, 14 is the maximum; with three, 21 is the maximum; and with four, 28 is the maximum.</p> <p>ASSIGN first the five Primary Assignment Modules that have not yet been modeled. If there are 6 or 7 people in a group, ASSIGN one or two of the Alternative Assignment Modules.</p> <p>USE the assignments sheets as found in the Participant's Guide and which follow here. You will need one set of sheets per presentation group.</p> <p>If photocopying is easily available, MAKE a copy for each participant. If not, POST the master copy for participants to review.</p>

*ASSIGNMENTS***PRIMARY ASSIGNMENT MODULES**

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

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

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 –

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 –

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 –

Section 4 – Special Needs Populations
Module 23 – Suicide Prevention

Includes: Presentation Of Data, Quiz

Assigned to:

To be presented at:

Thursday –

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 –

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 –

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

Includes: Group Discussion, Case Studies

Assigned to:

To be presented at:

Thursday –

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 –

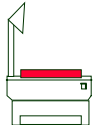
Section 4 – Special Needs Populations
Module 21 - Substance Abusers

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

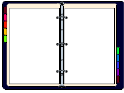
Assigned to:

To be presented at:

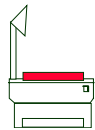
Thursday –

SECTION OBJECTIVES

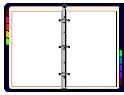
OV 6.2: Section Six Objectives



PG 6.2: Section Objectives

**PRESENTATIONS**

OV 6.3: Presentations



PG 6.3: Presentations

Refer participants to their Participant's Guide and use the overhead transparencies to introduce the objectives for this section.

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

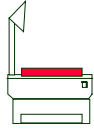
Using the overhead transparencies and referring to the Participant's Guide, INTRODUCE the description of the presentation preparation and delivery:

- 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

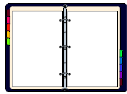
ANSWER any questions participants may have about the presentation.

ASSURE participants that all trainers will be available to assist in their preparation and practice all afternoon.

EXPLAIN that they will be doing individual presentations because in most facilities, they will be training alone.

SAMPLE SCHEDULES

OV 6.4: Sample Schedules



PG 6.4: Sample Schedules

ENCOURAGE participants to practice with the audiovisual technique of their choice.

Use the overhead transparency and refer to the Participant's Guide to INTRODUCE the sample schedules.

EXPLAIN how many people will be in each presentation group and which schedule will be followed.

CONFIRM that the presentations are 45 minutes when the groups are 6 or 7 people each, 60 minutes when they are only 5 people each.

NOTE that it will be really important to stay on the schedule so that each person gets their full time and gets helpful feedback.

EMPHASIZE that the learning is two-fold:

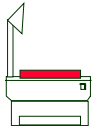
- Presentation skills
- MYO content

TELL participants that the five Primary Assignment Modules they will hear represent five different sections of the curriculum and top priority content areas. Alternative Assignment Modules are highlighted because of their importance as well.

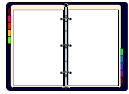
SAMPLE SCHEDULES

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



OV 6.5: Assignments

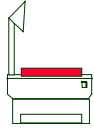
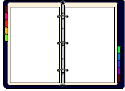


PG 6.5-6.7: Assignments

DISTRIBUTE or read through the assignments at this time, including:

- Presentation group
- Classroom assignment
- Module assignment
- Presentation time

MAKE SURE each participant knows what is expected of them.

**TRAINER
ASSESSMENT TOOL****OV 6.6: Feedback****PG 6.8-6.21: Trainer
Assessment Tool and
Duplicates**

REINFORCE the importance of both self-assessment and feedback.

REMIND participants about the key points 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

NOTE that the assessment tool was designed to help them give specific, descriptive and non-judgmental feedback.

REVIEW the 25 items on the tool in their Participant's Guide.

As you walk through the items, **ENCOURAGE** participants to use these criteria to help them plan, for example, to make sure they understand and share the learning objective in their presentation.

ACKNOWLEDGE that there is some overlap and that a few of the items are quite subjective.

EXPLAIN that getting more information, even if some of it may be slightly repetitive, can only be helpful.

DISCUSS any items that seem unclear or are of concern to the participants.

TELL participants that there are seven copies of the tool in their Participant's Guide.

EXPLAIN that they will be asked to use one to do their own self-evaluation and the others to evaluate their colleagues performance.

MAKE SURE they understand that they will be asked to give their written evaluation to the person who did the presentation, so it is important to be honest and to think carefully about the suggestions they give.

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 _____

Page 2

How well did the trainer:	Very well	Pretty well	To a limited degree	Not so well
14.Support risks taken by participants				
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:

**PRESENTATION
PREPARATION**

SEND participants to their assigned classrooms to work.

ENCOURAGE participants to start by reading their assigned module if they have not already done so.

ASK participants to check in with their group's trainer if they will be leaving the assigned classroom area for any reason.

TELL participants that trainers will be checking in with them at 4:30 to be sure that everyone is on track and will be ready for tomorrow.

**PRESENTATIONS AND
FEEDBACK**

FOLLOW the schedule for presentations on Thursday.

ASK the person who is second on the schedule to act as timekeeper for the first, third for the second, fourth for the third, and so on.

After each presentation, TELL participants to take two or three minutes to complete the Trainer Assessment Tool.

Then, FACILITATE a feedback discussion.

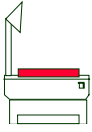
MODEL giving constructive feedback to encourage others to give specific and helpful comments.

Be sure to ASK the presenter for their own evaluation of their strengths and weaknesses.

When time allows, ASK the presenter to give a flavor of the whole module – what is the main theme, are there activities that would take significant preparation, etc.

After the feedback discussion, COLLECT the Trainer Assessment Tools and give them to the presenter.

REPEAT this process for each of the presenters.



OV 6.7: Section Six
Objectives

If you have presentation groups of only five or six, you can take the time to ASK participants how the two days have met their needs.

In any case, ASK participants if they now feel they can:

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

CLARIFY any concerns; answer any questions they may have.

TELL participants that the final section will be about implementation planning.

NIC
Training for Trainers:
Managing Youthful Offenders
in Adult Institutions

LESSON PLANS

SECTION 7

Implementation Planning



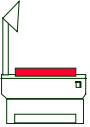
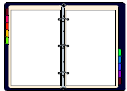
National Institute of Corrections Academy

Lesson Plan Cover Sheet

COURSE TITLE Training for Trainers: Managing Youthful Offenders in Adult Institutions SECTION TITLE #7: Implementation Planning WRITERS/EDITORS Barry Glick, Ph.D., Nancy Shomaker, Bill Sturgeon DATE 5/15/99	
TIME FRAME Total <u> 4 </u> hrs	PARAMETERS Audience: Corrections Trainers Number: 14-28 Space: Seminar Room large enough to hold whole group around tables
PERFORMANCE OBJECTIVES At the end of this section, participants will be able to: <ul style="list-style-type: none"> • Plan an agenda for a week of training given a request from a specific facility • Identify assistance available for additional help as needed 	EVALUATION TECHNIQUE <ul style="list-style-type: none"> • Completion of two agendas • Completion of What's Next worksheet
INSTRUCTOR MATERIALS <ul style="list-style-type: none"> • Training for Trainers Lesson Plans • Training for Trainers Overhead transparencies or electronic disk of slide presentations • Card sort activity sets – 1 per 3 people • Certificates of completion • NIC evaluation materials 	REFERENCES

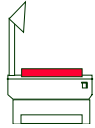
EQUIPMENT AND SUPPLIES NEEDED	
<input checked="" type="checkbox"/> Flipcharts & easels	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Flipchart markers	<input type="checkbox"/> Monitor(s)
<input checked="" type="checkbox"/> Easel pads	
<input checked="" type="checkbox"/> Masking tape	<input type="checkbox"/> Slide Projector
	<input type="checkbox"/> Carousel
<input checked="" type="checkbox"/> Overhead Projector or	<input type="checkbox"/> Tray
<input checked="" type="checkbox"/> Computer and	<input type="checkbox"/> Sound-On-Slide
<input checked="" type="checkbox"/> LCD Projection Unit	
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Name cards or tents
STUDENT MATERIALS OR HANDOUTS	
<ul style="list-style-type: none"> • Participant Guides 	
METHODS/TECHNIQUES	
Group activity, individual activity	
OVERVIEW OF SECTION 7 ACTIVITIES/SCHEDULE (breaks to be inserted within this schedule)	
8:00-8:30	Process student presentations
8:30-10:00	Programming Planning Activity
10:00-10:45	Next Steps Activity
10:45-11:30	Course Evaluation and Graduation

NIC Lesson Plan Presentation Guide

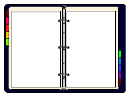
Topic & Materials	Trainer Instruction and Content Notes
BEFORE THE START OF THIS SECTION	<p>COPY and CUT APART the 'cards' for the Program Planning Activity. If possible, copy them on card stock. If not, paper will work.</p> <p>PREPARE one set per every three people in the group.</p>
ANTICIPATORY SET	<p>USE the first half-hour to discuss participant's feelings about their day of presentations.</p> <p>ASK if it was a good learning experience for them.</p> <p>ASK if they found the feedback of their colleagues to be helpful.</p> <p>ASK how familiar they now feel with the MYO curriculum in general.</p> <p>MAINTAIN a positive and encouraging perspective, even if participants voice some concerns about the size and the scope of the material.</p> <p>EXPRESS confidence in their ability to get the job done and their resourcefulness in finding the additional help that will be needed.</p> <p>NOTE that you will spend a little time working on that this morning.</p>
SECTION OBJECTIVES <div style="text-align: center;">  <p>OV 7.2: Section Seven Objectives</p>  <p>PG 7.2: Section Objectives</p> </div>	<p>Refer participants to their Participant's Guide and use the overhead transparencies to introduce the objectives for this section.</p> <p>At the end of this section, participants will be able to:</p> <ul style="list-style-type: none"> • 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



OV 7.3-7.6: Program
Planning Activity



PG 7.3-7.6: Program
Planning Activity



Program Planning Activity
'Cards'

Use the overhead transparency and refer participants to their Participant's Guide as you INTRODUCE the Program Planning Activity.

EXPLAIN that planning an agenda to include all the content a program or facility needs is a difficult thing.

NOTE that facility schedules vary, size and makeup of the group will change, and it takes some practice to mix and match the modules in the best way possible.

ASK if they think the modules need to be done in number sequence. (Likely answer is no, since target populations vary and other than the first two modules, there is not a direct progressive relationship between one and another.)

ASK what other considerations might there be. (Possible answers are topics that seem to go together, modules for administrators grouped together, the more active modules after lunch, modules that fit together time wise, modules that break logically in the middle to be split over two days, etc.)

ASK participants to read the Request in their Participant's Guide.

DIVIDE participants into groups of three.

DISTRIBUTE the 'card' sets to assist them in their sorting.

TELL each group of three to discuss the modules requested, identify the important considerations, and then build two agendas for the week of training.

INSTRUCT each group to identify the advantages of each agenda and the special issues or preparation to be done to make it work.

GIVE the groups 30 minutes to work on their agendas.

TELL each group to transfer their agendas to easel pad paper and post them on the wall.

DISCUSS the similarities and differences and ask groups to defend their choices by telling the advantages of each. (Such as keeping the administrator modules all together so they could have a full block of time off, spreading out the administrator modules to give them some time at their desks each day, grouping by similar topic area, etc.)

ASK what issues or special preparation they identified with their agendas. (Such as some of the modules are not intended for line staff and they will be participating, handling the lunch served at exactly 11:30 and in the classroom, changing makeup of group by module, etc.)

ASK participants if they believe this kind of request is typical of what they might receive.

TRAINER'S NOTE: The activity worksheets follow here for your convenience.

PROGRAM PLANNING ACTIVITY ‘CARDS’

Copy and cut apart for the Program Planning Activity. Prepare 1 set per each 3 people.

MODULE 1 Introduction 2 hours Mandatory	MODULE 11 Program Examples; Short Version 2 hours Requested for all
MODULE 2 Overview - Adolescent Development 2 hours Mandatory	MODULE 13 Legal Issues 2 hours Requested for all
MODULE 3 Gang Involvement 4 hours Requested for all	MODULE 17 Policies and Procedures 4 hours Requested for all
MODULE 6 Recreation Services 4 hours Requested for line staff	MODULE 18 Gang Issues 1 hour Requested for all
MODULE 7 Cultural Awareness 3 hours Requested for line staff	MODULE 21 Substance Abusers 4 hours Requested for line staff
MODULE 8 Community Reintegration/Aftercare 4 hours Requested for all	MODULE 23 Suicide Prevention 4 hours Requested for all
MODULE 9 Crisis Prevention and Intervention 4 hours Requested for line staff	MODULE 25 Mental Health 3 hours Requested for line staff

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

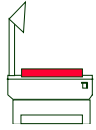
WEDNESDAY

THURSDAY

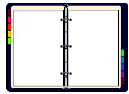
FRIDAY

Advantages of this schedule:

Special issues to consider; preparation or adaptations to make:

**WHAT NEXT**

OV 7.4: Next Steps



PG 7.7: What Next

Use the overhead transparency and refer participants to the Participant's Guide to **INTRODUCE** the topic of "What Next".

TELL participants that this exercise is part evaluation of the course and part planning for the future.

ASK participants to take a few moments and write answers to the three questions in their Participant's Guide:

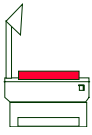
- How well prepared are you to train this curriculum?
- What additional help will you need to be successful?
- Where can you find this help?

After 5-10 minutes, **ASK** participants to share the kinds of additional help they think they may need. (Such as support from administration, support from the training department, a budget for materials, expertise in local gangs, additional background on adolescent development, more practice with audiovisual tools, etc.)

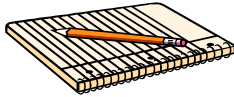
RECORD their answers on easel pad paper and post.

DISCUSS whether or not the help they need is easily available to all of them or some of them.

SUGGEST possible alternatives and **ENCOURAGE** creative thinking about ways they can help each other. (Sharing costs and master materials between facilities, conference call six months out to find out how others have implemented the program in their facility, leads to additional resource materials, additional related NIC or other courses, building broader support at their institution at the mid management level in hopes to impact the top, etc.)



OV 7.5: Section Seven
Objectives



NIC Evaluation Materials

ASK participants if they now feel they can:

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

CLARIFY any concerns; answer any questions they may have.

DISTRIBUTE the NIC evaluation materials.

ASK participants to complete the materials as thoughtfully as possible, noting that they are one basis of changes in this program and development of future programs.

COLLECT the evaluation forms.

CONGRATULATE all the participants.

PRESENT their certificates.