MODEL FIDELITY HANDBOOK FOR GROUP-BASED THERAPIES

POLICY AND OPERATIONAL GUIDELINES

September 2016

CRIMINAL JUSTICE COORDINATING COUNCIL

The Criminal Justice Coordinating Council (CJCC) is designated by the Governor of Georgia as the State Administering Agency for criminal justice and victims' assistance programs. Created by the General Assembly (O.C.G.A. § 35-6A-2), the Council is comprised of twenty-four members representing various components of the criminal justice system. CJCC is charged with fiscal oversight of the Juvenile Justice Incentive Grant Program.

JUVENILE JUSTICE INCENTIVE GRANT PROGRAM

In 2011, the Special Council on Criminal Justice Reform was created to study Georgia's criminal justice system and was charged by Governor Nathan Deal with recommending policy changes. On December 18, 2012, the Council released their final report to the Governor:

http://gov.georgia.gov/press-releases/2012-12-18/criminal-justice-reform-report-released

"We know there's room for dramatic improvement in the results we see in the juvenile justice system." – Governor Nathan Deal

Per the recommendations of the report and in keeping with Governor Deal's goal of increasing public safety through a more effective juvenile system, CJCC and the Juvenile Justice Incentive Grant Program Funding Committee (Funding Committee) administer the Juvenile Justice Incentive Grant (JJIG), which is a statewide competitive grant program. The program provides funding and technical support for juvenile courts to deliver evidence-based treatment programming for juvenile offenders in their home communities. The JJIG funding aims to develop and sustain programs that address the needs of youth who are typically committed to the Department of Juvenile Justice (DJJ).

During the first year of funding, a total of 1,122 youth were served through community based services.[1] During the second year of funding, a total of 1,666 youth were served through community based services.[2] CJCC and the Funding Committee are committed to keeping Governor Deal's goal by continuing the funding of evidenced-based programming for youth in the community.

TARGET POPULATION AND EVIDENCE-BASED PROGRAMS

The JJIG Program offers funding and technical support for a set of nationally recognized treatment programs appropriate for youth scoring moderate- to high-risk on the *Pre-Disposition Risk Assessment* (PDRA). The PDRA was adopted for use in Georgia in 2014 and is designed to measure a child's risk of recidivating. The assessment criterion reflects JJIG's focus on delinquent youth who may face out-of-home placement. The treatment programs have been deemed "promising" and "effective" at addressing juvenile criminal behavior by crimesolutions.gov, an evidence-based program registry sponsored by the

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[1] A summary of the year one program accomplishments can be found at: http://cjcc.georgia.gov/sites/cjcc.georgia.gov/files/Juvenile%20Justice%20Evaluation%20Report%20FY2014_0.pdf.

[2] A summary of the year two program accomplishments can be found at: http://cjcc.georgia.gov/sites/cjcc.georgia.gov/files/Juvenile%20Justice%20YR2%20Report%20FY15.pdf.

National Institute of Justice and Office of Justice Programs. Allowable treatment programs funded by JJIG include *Functional Family Therapy* (FFT), *Thinking for a Change* (T4C), *Aggression Replacement Training* (ART), *Multisystemic Therapy* (MST), *Seven Challenges* (7C), and *Brief Strategic Family Therapy* (BSFT).

National research findings indicate two primary drivers of program effectiveness in reducing juvenile recidivism: *delinquency risk* and *implementation quality*. Programs that prioritize services for higher-risk youth and maintain better implementation quality, including fidelity to a given program model, yield the best outcomes. The present document focuses on required and recommended practices to promote optimal *model fidelity* for two of Georgia's JJIG supported evidence-based programs, *Aggression Replacement Training* (ART) and *Thinking for a Change* (T4C).

ACKNOWLEDGEMENTS

CJCC would like to acknowledge the partnership on this initiative with the Crime and Justice Institute (CJI) at Community Resources for Justice, and the Office of Juvenile Justice and Delinquency Prevention (OJJDP). CJI, through the Smart on Juvenile Justice Grant funded by OJJDP, has assisted CJCC with the development of the model fidelity process in Georgia since implementation in 2015, including training and on- and off-site technical assistance. Much of the verbiage pertaining to model fidelity included in this document was authored by CJI. The integrity of this process is owed to the expertise and support provided by CJI staff. Additionally, CJCC would like to acknowledge the technical assistance provided by consultants from Advanced Outcomes Consulting Group, LLC. On-going training and technical assistance is instrumental to the success of the evidence-based programs funded by the JJIG Program.

CONTACT

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OVERVIEW, MODEL FIDELITY

Model fidelity is founded in the Fidelity Principle of the Eight Principles of Effective Intervention as outlined by the National Institute of Corrections (NIC) and the Crime and Justice Institute (CJI). While a program may be 'evidence-based,' the outcomes are most effective when the program adheres to model fidelity, or adheres to the curriculum as designed by the developers. To ensure model fidelity, there should be proper training and ongoing support for staff. Per the expertise of associates from CJI, fidelity to program model integrity includes three parts, including: (1) training of staff, (2) supervision and coaching of staff, and (3) adherence to Principles of Effective Intervention[3].

Research on adhering to model fidelity demonstrates reductions in recidivism can be realized when the program is implemented as designed; however, when there are deviations from the model, recidivism reductions are not often achieved and in some instances recidivism rates have even increased (Washington State Institute of Public Policy, 2004, 2010).

Georgia's Criminal Justice Coordinating Council (CJCC) is committed to assisting Juvenile Justice Incentive Grantees with the implementation of evidence-based programs through coaching and feedback on model fidelity and general programmatic operations. As such, the Model Fidelity Coordinator is responsible for this effort, and will conduct site visits to support this role.

MODEL FIDELITY SITE VISIT[4]

The purpose of the model fidelity site visit is to recognize program successes as well as identify areas for which technical assistance can be provided. With collaborative efforts, recidivism reductions can be achieved for Georgia youth.

The information below provides a description and timeline of the activities for the model fidelity site visits.

ACTIVITIES

There are several activities that will occur prior to the model fidelity site visit to guide preparation for on-site activities. The specific preparation and on-site activities follow.

PREPARATION ACTIVITIES

- Introductory conference call to discuss general overview of model fidelity site visit and to schedule initial phone interview with program director
    - Phone interview with director to be scheduled within one week of receipt of letter

[3] The Principles of Effective Interventions for Juvenile Justice, Incorporating PEI into Practice (PPT), November 2015

[4] Processes for model fidelity site visit developed by CJI as part of their technical assistance funded by the Smart on Juvenile Justice Grant (OJJDP).

- Phone and email communication to coordinate site visit details, including scheduling of group observations and staff interviews, and request for materials to be reviewed during on-site visit
    - Site visit to be scheduled within one month of introductory call
- Request and review program materials and policies
    - Requested materials to be provided at least two weeks prior to visit, if possible
- Respond to any questions or concerns related to on-site visit

ON-SITE ACTIVITIES

- Interviews with all program staff including director, group facilitators, counselors, and case managers
- Interview questions will focus on:
    - training, internal couching of group facilitation and case management practices
    - program development and implementation
    - modifications to the program to assist with operations, target population, and motivation
    - program participation selection criteria and eligibility
    - program policies related to behavior and learning objectives for successful completion
    - quality assurance processes
- Voluntary and confidential interviews with program participants, parents, and guardians (as appropriate)
- Random case file review
- Group observations
- Review of program manual, materials, and policies
- Program assessment review, including risk and needs assessment information, program success rates, and performance measures
- Voluntary and confidential program staff surveys
- Voluntary and confidential program participant surveys

Depending on group schedules and staff interviews, most on-site program visits will last two days. Scheduling for on-site activities will be done in the most efficient manner and with great consideration for group schedules and program routines, with respect to limiting disruption as much as possible to both participants and staff.

Within two weeks following the model fidelity site visit, CJCC staff will present to the program a report summarizing findings and applicable recommendations. Staff and consultants will be happy to provide technical assistance to program staff, if desired.

INTRODUCTION TO THE CURRICULA

AGGRESSION REPLACEMENT TRAINING (ART)

ART focuses on the development of the individual competencies to address various emotional and social aspects that contribute to aggressive behavior in youth (crimesolutions.gov). Program techniques are designed to teach youth how to control their angry impulses and to accept perspectives other than their own. The main goal of ART is to reduce aggression and violence among youth by providing them with opportunities to learn pro-social skills in place of aggressive behavior. The ideal referral to ART would be a moderate- to high-risk youth close to long term commitment with current or prior violent offenses. crimesolutions.gov rates ART as Effective[5], and as a model program in the Federal Office of Juvenile Justice and Delinquency Prevention (OJJDP). A description of ART as provided by crimesolutions.gov is provided below.

> ART is a 10-week, 30-hour curriculum for groups of 8 to 12 youth. The program consists of three interrelated components. *Structured Learning Training* (Chapter 2) is intended to teach social skills through social interaction, and is facilitated with direct instruction, role-play, practice, and performance feedback. *Anger Control Training* (Chapter 3) is intended to help youths recognize their external and internal triggers for aggression, aggression signals, and how to control anger using various techniques. *Moral Reasoning* (Chapter 4) is intended to address the reasoning aspect of aggressive behavior, and is specifically designed enhance values of morality in aggressive youths. During implementation, youths attend a 1-hour session each week for each of the three components. Structured learning is considered the action component, Anger Control the affective/emotional component, and Moral Reasoning the thought and values component. The program relies heavily on repetitive learning and transfer training techniques to teach participants to control impulsiveness and anger so they can choose to use more appropriate prosocial behaviors.

For information related to application models and evaluations of program effectiveness for ART, please see Chapter 7 in the ART manual.

ART developers include Barry Glick, Ph.D. and John C. Gibbs, Ph.D.

For the ART Logic Model[6] and ART FAQ, see appendices III & XVII.

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[5] Class 1 – Strong evidence of a positive effect. Highest quality evidence with statistically significant average effect size favoring the practice (crimesolutions.gov).

[6] Developed by CJI as part of the technical assistance funded by the Smart on Juvenile Justice Grant (OJJDP).

THINKING FOR A CHANGE (T4C)

T4C is an integrated, cognitive behavioral change program for offenders that includes cognitive restructuring, social skills development, and development of problem solving skills. The goal of the program is to effect change in thinking so that behavior is positively impacted, ultimately resulting in reduced recidivism. The ideal referral to T4C would be a moderate- to high-risk youth who needs to learn skills to make better decisions. Crimesolutions.gov rates T4C as Promising[7]. A description of T4C from the T4C curriculum manual, version 3.1 (2011) is provided below.

> The cognitive self -change component teaches individuals a concrete process for self-reflection aimed at uncovering antisocial thoughts, feelings, attitudes, and beliefs. The development of social skills module prepares participants to engage in pro-social interactions based on self-understanding and consideration of the impact of their actions on others. The development of problem-solving skills section integrates skills from previous interventions to provide the group with an explicit step-by-step process for addressing challenging and stressful real life situations.
>
> The curriculum is designed for delivery to small groups, 8-12 participants, in 25 lessons, two to three times a week. The social skills covered in T4C include: active listening, asking questions, giving feedback, knowing your feelings, understanding the feelings of others, making a complaint, apologizing, responding to anger, and negotiating. The cognitive self-change steps covered in the lessons include: paying attention to our thinking, recognizing risk, and using new thinking. The problem solving skills introduced at the end of the curriculum include stop and think, state the problem, set a goal and gather information, think of choices and consequences, make a plan, and do and evaluate.

T4C developers include Barry Glick, Ph.D.; Jack Bush, Ph.D.; and Juliana Taymans, Ph.D. in cooperation with the National Institute of Corrections.

For the T4C Logic Model[8] and T4C FAQ, see appendices II & XVIII.

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[7] Class 2 – Moderate evidence of a positive effect. Moderate quality evidence with statistically significant average effect size favoring the practice.

[8] Developed by one of Georgia's service providers after review of CJI's ART Logic Model.

HOW TO USE THIS DOCUMENT

JJIG grantee sites delivering Aggression Replacement Training (ART) and Thinking for a Change (T4C) should use this document to guide their delivery of evidence-based programs (EBPs) with delinquent youth. While priority should be given to maintaining the discrete standards set forth by the ART and T4C developers (model fidelity), the two share many core model fidelity elements, as well as implementation challenges, and are therefore being handled together in this document. This document serves to specify *Required Practices* that should be followed as a condition of JJIG funding. Additionally, this document provides guidance around flexible, non-mandated, *Additional Recommendations* toward improving operational integrity. Notably, it is understood that both programs require some flexibility to implement in a community-based setting. The Required Practices and Additional Recommendations are meant to allow for needed flexibility while promoting optimal model fidelity. Each JJIG grantee site's management personnel and facilitator(s) should be familiar with this document and deliver ART and T4C according to the policies and guidelines therein.

Each section includes two levels of model fidelity standards; Required Practices and Additional Recommendations.

1. **Required Practices**

   Policy and guidelines listed under *Required Practices* are recommended model fidelity elements for program sustainability. These practices may require specific reporting, data collection and/or written and established policies.

2. **Additional Recommendations**

   Policy and guidelines listed under *Additional Recommendations* reflect elements of model fidelity or programing elements that may add value to program services and the participating youth's overall experience. These are strongly encouraged to ensure sustainability of model fidelity in evidence-based programming.

REQUIRED PRACTICES AND ADDITIONAL RECOMMENDATIONS

STAFF ROLES, RESPONSIBILITIES AND FACILITATOR CERTIFICATION

Project staff associated with JJIG funding should operate from clearly defined roles and responsibilities to avoid confusion and ensure a high level of program integrity.

REQUIRED PRACTICES

a. Written policies should clearly define which staff is affiliated with JJIG funding and the percentage of time they are dedicated to the project, specifically the time dedicated to preparation and facilitation of ART or T4C and other administrative/supervisory responsibilities[9]. Polices should include a description of each staff member's role and affiliated responsibilities along with an organizational chart detailing supervisors and direct reports.
b. Written policies regarding staff roles and responsibilities should be maintained in appropriate program files.
c. Facilitators for ART and T4C should have received formal training on the curriculum for which they deliver. A certificate of training may be presented to CJCC for all facilitators and copies of facilitators' certificates of training should be maintained in appropriate program files.
d. Co-facilitators for ART and T4C should have received formal training on the curriculum for which they co-deliver and/or have a formal training planned/scheduled within 90 days. Co-facilitators' plans to receive formal training should be presented to CJCC prior to participating in the next cohort.
e. Facilitators and co-facilitators may seek continued education relating to the curriculum and/or formal booster sessions for professional development.
f. Facilitators and co-facilitators should retain their roles from start to finish of a cohort whenever possible. Grantees should reach out to CJCC if exigent circumstances exist that prohibit this recommended practice.

(See ART manual pages 24 & 25 for information regarding staff development, training and supervision).

ADDITIONAL RECOMMENDATIONS

g. Facilitators and co-facilitators may benefit from having a clinical background (MSW, LMSW, CAC, etc.).
h. Staff experience working with vulnerable and/or at-risk youth is recommended.

[9] As required by the FY17 Juvenile Justice Incentive Grant Program Request for Proposal.

INTERNAL QUALITY ASSURANCE

All JJIG grantee sites should establish protocols and supporting policies for regular internal assessments to ensure the model fidelity components in this document are followed. Internal assessments should be conducted within the first half of each new cohort. CJCC will support this effort and provide formal coaching for grantee site supervisors and materials that support assessment purposes.

REQUIRED PRACTICES

a. Written policies should outline the process and schedule for thorough internal assessments.
b. Supervisors should receive coaching through CJCC regarding assessment practices and priorities. Supervisors should contact the Model Fidelity Coordinator at CJCC to schedule coaching.
c. For ART, assessments should occur one time per component (three audits total during each cohort). **See appendices IV, V & VI.**
d. For T4C, audits should occur at least two times per cohort with the first audit conducted prior to the half-way point in the curriculum.
e. Supervisors should complete the group observation form and/or the T4C Facilitator Observation Form provided by CJCC when conducting internal assessments. Completed group observation forms should be filed appropriately. **See appendix III**.

ADDITIONAL RECOMMENDATIONS

f. ART and T4C facilitators are encouraged to adopt a routine self-assessment and an assessment of co-facilitators. Session evaluation checklists are available for each component of ART and a group observation checklist is available for T4C. **See appendices I, IV, V & VI.** *(See Implementing and Administering Thinking for a Change section of the Preface in T4C 4.0.).*

REFERRALS, SCREENING AND ELIGIBILITY

The process of identifying potential participants and evaluating their appropriateness for program services should be fair, objective and accompanied by a structured decision making tool. A minimum set of data should be collected and maintained for all referrals and final program candidates.

REQUIRED PRACTICES

a. Written policies should outline the referral process and include a flowchart that visually details how referrals are made, received and processed. This policy should define your program's target population and any exclusionary criteria.
b. Programs that service youth with a known mental health diagnosis and/or learning disabilities should have written policies for what resources and support should be available to the youth that define responsivity accommodations.
c. Data should be collected and maintained for each referral that includes, but is not limited to the referral source, date of referral, PDRA score, status of accepted/denied, and program start date.

d. Pre-Disposition Risk Assessment (PDRA) scores should be 2 or greater, indicating the youth is moderate- to high-risk, to be considered eligible to participate in program services of ART and/or T4C.
e. A copy of the full PDRA should be maintained in each youth's file for auditing purposes. **See appendix IX.**

Additional Recommendations

f. Referral forms and/or documentation may include relevant information such as known gang affiliations, learning disabilities, physical disabilities, guardianship, or other known interferences with program participation but it is not required.
g. Youth should display an ability to comprehend in a group learning style, maintain focus throughout an entire group session and abide by program rules. Concerns may be noted in the referral process and reviewed prior to acceptance but it is not required.
h. Transportation needs should be reviewed and considered prior to enrollment for each youth during the referral process.

DOSAGE AND SCHEDULE FOR ART & T4C

Delivery of ART and T4C should be done according to the schedule, duration and methods as described within each curriculum. Adherence to these criteria is important as it helps to ensure model fidelity. Each youth's ability to fully comprehend and retain the various skills and techniques presented in the curricula is supported by the curricula's organizational structure.

Required Practices (ART)

a. Per the ART manual, sessions must be structured according to one of the following options:
    i. Three sessions per week (i.e. Mon., Wed., Fri.) where each group lasts 1 hour. Each of the three weekly sessions must cover one lesson from each component in the order of Social Skills Training, Anger Control Training, and Moral Reasoning Training *(see ART manual page 16).*
    ii. Two sessions per week (i.e. Mon. & Wed.) where each group lasts up to 2 hours. The first weekly session should cover Social Skills Training for the first 60 to 90 minutes followed by Moral Reasoning for the remaining 30 minutes. The second weekly session should continue coverage of Moral Reasoning for the first 30 minutes followed by Anger Control Training for the remaining 60 to 90 minutes *(see ART manual page 23).*
b. JJIG funded programs should deliver the 10 selected social skills as described in the ART curriculum. For advanced practice groups, programs may select their choice of social skills from the 50 skills presented in the ART curriculum *(see ART manual page 16).*

Required Practices (T4C)

c. T4C must last a minimum of 1.5 hours per group.
d. T4C groups must be delivered twice per week on separate days of the week.
e. T4C lessons should be completed within the 1.5-hour timeframe whenever possible. In the event a lesson exceeds the 1.5-hour group sessions where the lesson is left unfinished, the next 1.5-hour group session must be fully dedicated to the previously unfinished lesson. The

subsequent lesson must be reserved for the next scheduled 1.5-hour session. *Adjustments to the session calendar should be made and redistributed when this scenario occurs. (See Group Size/Frequency section of the Preface in T4C 4.0.).*

Required Practices (ART & T4C)

f. A general calendar/schedule of group sessions and corresponding lessons should be determined prior to the beginning of each new cohort. This calendar should be presented in writing to program staff/facilitators, participating youth, their parents, guardians and/or those responsible for transporting the youth to and from group sessions.
g. Calendars/schedules should acknowledge any interruptions due to school schedules, holidays and other foreseen schedule interferences.
h. In the event the initial calendar/schedule should be changed after the cohort start date, modifications to the calendar/schedule should be made and redistributed to all parties.

Additional Recommendations (ART & T4C)

i. ART and T4C group sessions should not be scheduled on consecutive days of the week (i.e. Mon. & Tue.) but rather on non-consecutive days (i.e. Mon. & Wed.) to provide youth with ample time for homework assignments and skill practice.

GROUP RULES, ROOM LAYOUT AND VISUAL AIDS

Both ART and T4C specify methods for creating and displaying group rules, group room layout and the use of visual aids. Program supervisors and facilitators should be familiar with these requirements, which may be found within ART and T4C curricula. The following Required Practices should not be considered exhaustive but rather serve as a minimum standard with respect to group rules, room layout and visual aids. Group rules help to set boundaries and govern youth behavior. Each cohort should have a clearly established set of rules that demand respect for peers and program staff, set expectations for participation and discourage disruptive behaviors.

Required Practices

a. Group rules should be established with each cohort prior to the start of the first group. Youth should be included in the discussion, creation and documentation of group rules (s*ee ART manual page 20 for basic rules for group participation and pages 103 – 104 for information related to communicating behavioral rules. See Group Norms section of the Preface in T4C 4.0.).*
b. Group rules should be posted in large writing within the group room.
    i. Group rules should be reviewed with the participating youth at the beginning of each group session.
c. Room layout should adhere to the description provided within each respective curriculum (s*ee ART manual page 18, or T4C manual*). Specific room design includes but is not limited to:
    i. U-shaped seating and tables.
    ii. Facilitator and easel pad at the front of the room.
    iii. Co-facilitator at the back of the room.
    iv. Role-play activities at the front of the room.

d. Visual aids required by ART and T4C can be found in their respective manuals and should be employed as specified in each group session. (*See ART manual page 19 for information regarding additional materials needed for program implementation.).*

GROUP SIZE

The recommended group size according to model fidelity standards is 8 to 12 participants *(see ART manual page 20, and Group Size/Frequency section in the Preface in T4C 4.0)*. While 8 to 12 youth is ideal for JJIG funded programs, this may not be practical given referrals and attrition. Program supervisors should be mindful of attrition rates prior to beginning a new cohort with the goal of serving no less than 8 youth from the beginning to end of ART or T4C. Groups that fall below 8 participants undermine outcomes and the group dynamic. Gender specific groups are acceptable and may provide benefits regarding youth behavior and retention; however, the goal of serving no less than 8 youth in a given cohort should be considered prior to establishing a gender specific group.

REQUIRED PRACTICES

a. JJIG funded programs should consider attrition rates when starting a cohort, and aim to start with 10-12 youth. JJIG funded programs should aim to have no less than 8 youth throughout a given cohort.

ADDITIONAL RECOMMENDATIONS

b. Gender specific groups should maintain the same expectation of group size; minimum 8 youth.

CLOSED GROUPS AND LENGTH OF COHORT

Both ART and T4C cohorts operate as closed enrollment groups *(see ART manual page 23)*. This means that cohorts begin and end with the same participants with exceptions for attrition where some youth do not successfully complete. Each cohort must last a minimum of 10 weeks, with some flexibility owing to school schedules and holidays.

REQUIRED PRACTICES ART

a. All youth participating in ART should start with lesson one. No youth are permitted to begin an ART cohort after the completion of the first group.

REQUIRED PRACTICES T4C

b. All youth participating in T4C should start with lesson one; however, exceptions may be made up and until lesson 5. Youth who start a cohort after the first lesson should attend a make-up session according to the attendance standards on page 16 of this document.

ADDITIONAL RECOMMENDATIONS (ART)

c. Cohorts should be completed in 10 weeks but exceptions may be made for school schedules, holidays or other emergency cancelations.

Additional Recommendations (T4C)

d. Please note, due to some T4C lessons requiring more than one session to complete, the cohort length may extend beyond 10 weeks.

ORIENTATION MEETING

Each new cohort should receive an orientation meeting to ensure that participating youth and their caregivers understand program objectives. All staff and facilitators directly associated with the cohort should provide a welcoming environment to foster a sense of community and trust among the incoming group. Staff and facilitators should review program rules, group schedule and program objectives to put caregivers' concerns to rest and establish a safe and supportive environment for the youth. The orientation meeting provides guidelines and recommendations for how both the youth and their caregivers can best ensure their successful participation and completion.

Required Practices

a. Each cohort should receive an orientation meeting prior to the cohort's first group session.
b. All staff and facilitators involved in the program should attend the orientation meeting.
c. Attendance should be required for all youth participating in the cohort.
d. Student orientation packets should be provided for each youth. Packets should include but are not limited to the following:
    i. An informational letter describing the program's overall objectives.
    ii. Group schedule.
    iii. Group rules that should be reviewed and signed (included in each youth's file).
    iv. Informed consent that should be reviewed and signed (included in each youth's file).
    v. A pre- and post-test should be provided for each youth participating in ART called *Group Member Skillstreaming Checklist* and should be completed prior to and after completing the cohort. Staff/caregivers should also complete this checklist. *(See ART manual page 24 for information related to pre- and post-testing.)*. **See appendix VII.**
    vi. For cohorts receiving T4C, a pre-test should be administered. Recommendations for pre-test tools include a criminal thinking scale, Texas Christian University (TCU), and the How I Think (HIT) questionnaire.
e. Parent/guardian orientation packets should be provided for each caregiver. Packets should include but are not limited to the following:
    i. An informational letter describing the program's overall objectives.
    ii. Group schedule.
    iii. Group rules that should be reviewed and signed by both the youth and parent/guardian (included in each youth's file).
    iv. Informed consent (if required by the court or service provider) that should be reviewed and signed (included in each youth's file).

Additional Recommendations

f. Orientation attendance should be encouraged for youth's parents and/or guardians.
g. Transportation concerns and/or challenges should be addressed and supported.

ATTENDANCE, HOMEWORK AND PARTICIPATION

All JJIG grantee sites should require attendance and make use of behavioral modification practices to help ensure active participation. Staff and facilitators should develop a systematic approach for providing enrichments for positive behaviors that should be reinforced and sanctions for negative behaviors that should be discouraged (see page 17 of this document). *(See ART manual page 104 for information related to intrinsic and extrinsic motivators, and pages 108-114 for information related to reducing group member resistance, and pages 114-121 regarding behavioral modification.).*

REQUIRED PRACTICES

a. Any youth who misses a group should attend a make-up session as soon as possible but no later than seven days after the missed group. The make-up session should cover the component that was missed and include elements such as role-play opportunities and feedback.
b. JJIG grantee sites should use the ART and T4C attendance forms that track attendance, participation and scheduled make-up sessions for each group session. **See appendix X**.
c. Make-up sessions may be a condensed version of the lesson when facilitated to an individual.
d. Youth should not be permitted to miss more than three group sessions within a cohort. Youth who miss more than four group sessions may be considered for termination from their cohort but may be eligible to participate in the next cohort if they are legally approved to do so.
e. Homework should be thoroughly explained and assigned at the end of each group session.
f. Homework should be completed outside of the allotted group time in order for skills to be practiced in real-life circumstances.
g. Youth should be required to bring completed homework to all group sessions (when applicable). Homework should be reviewed at the beginning of each group. Copies of completed homework assignments should be filed in each youth's file.
h. Youth who fail to complete homework or present incomplete homework assignments should return to the next group session with the homework completed.
i. Enrichments and sanctions should be provided when homework is complete/incomplete.
j. Youth are expected to participate in role-plays, homework assignments and the overall group experience. Failure to fully participate may result in sanctions and eventual termination from the program. Facilitators should capture each youth's level of participation in weekly progress notes. **See appendices XI, XV & XVIII**.

ADDITIONAL RECOMMENDATIONS

k. Programs may decide to defer sanctions for tardiness when transportation is outside of the youth's control.

SUCCESSFUL COMPLETION

JJIG grantee sites should establish strict standards for successful completion.

Required Practices

a. Youth should have attended or completed make-up sessions for all group sessions/covered lessons.
b. Youth should have completed all homework assignments.
c. Youth should complete the post-test document at the end of each cohort to be given successful completion status.

Additional Recommendations

a. The requirements for successful completion should be provided and discussed at orientation.

DATA COLLECTION AND FILE MAINTENANCE

JJIG grantee sites should establish protocols and policy to collect a minimum dataset.

Required Practices

a. The following data elements should be collected and stored:
    i. PDRA scores with full report.
    ii. Group attendance logs.
    iii. Make-up sessions (date, facilitator, attendees, lesson covered).
    iv. Homework completion logs.
    v. Administered enrichments and sanctions (date-specific event and program response).
    vi. Written consent forms.
    vii. Pre- and post-tests.
b. Individual participant files should include the following documents outlined in the Participant File Content List. **See appendix XII**.

Additional Recommendations

c. Include reports made to probation or the presiding judge as data elements to be collected and stored.
d. JJIG grantee sites should maintain a report that specifies whether youth were referred to ART, T4C or both.

ENRICHMENTS AND SANCTIONS

The adoption of systematic responses to participating youths' behaviors in the form of enrichments and sanctions.

Additional Recommendations

a. JJIG grantee sites should utilize some or all of the enrichments/sanctions that are provided by CJCC. **See appendices XIII & XIV**. Courts may adapt matrices to be consistent with their program, however, CJCC should approve the revisions before implementation.
b. All sanctions and enrichments should be planned, pre-approved, and discussed with the judge prior to their implementation.

c. Tracking forms for enrichments and sanctions should be used during each group session.
d. JJIG funds included an enrichment budget of $25 per participant (not per curriculum) during their participation in program services. The following stipulations apply:
    i. A record along with receipts should be maintained of all enrichment purchases.
    ii. A record should be maintained of what enrichments were provided to youth.
    iii. Graduation gifts are considered part of the $25 per participant budget.
    iv. Gift cards may NOT be purchased with grant funds and provided to the youth as enrichments. Donated gift cards are permissible.
e. JJIG funds for snacks are not part of the $25 per participant budget.
f. Outside funds or donations may contribute to JJIG grantee sites' enrichment budget.
g. All youth should have the ability to earn enrichments and enough enrichments for all youth should be available if standards are met by all youth.

APPENDICES

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[10] Developed by CJI as part of the technical assistance funded by the Smart on Juvenile Justice Grant (OJJDP).

[11] Developed by one of Georgia's service providers after review of CJI's ART Logic Model.

[12] Developed by CJI as part of the technical assistance funded by the Smart on Juvenile Justice Grant (OJJDP).

[13] Shared by one of Georgia's service providers.

[14] Shared by one of Georgia's service providers.

[15] Shared by one of Georgia's service providers.

[16] Developed by CJCC.

[17] Developed by Advanced Outcomes Consulting Group, LLC.

[18] Developed by Advanced Outcomes Consulting Group, LLC.

[19] Shared by one of Georgia's service providers.

ART FAQ[20] 44

T4C FAQ[21] 45

Facilitator Daily Observation and Tracking Record[22] 46

[20] Developed by CJCC.

[21] Developed by CJCC.

[22] Shared by one of Georgia's service providers.

T4C GROUP OBSERVATION CHECKLIST

T4C Group Observation Checklist:

1. Room set up with proper use of visual aids for the lesson

2. Review of homework at the beginning and assignment of homework at the conclusion of the lesson

3. Appropriate modeling of new skill and role playing by the co-facilitators

4. Full participation of group members and encouragement to participate by facilitators

5. Facilitators use active listening skills and use open-ended questions when interacting with participants

6. Facilitators modeling the skills in T4C and the group rules. Facilitators should also redirect youth, as needed, to follow group norms/rules

7. Following the T4C lesson script

8. Clear demonstration that facilitators are providing appropriate reinforcement to positive attitudes and behaviors and linking verbal praise to the attitude/behavior,

9. Promptly, but in a positive manner, redirecting youth who are not following group rules/norms, or demonstrating inappropriate attitudes/behaviors

T4C LOGIC MODEL

Thinking for a Change (T4C) Logic Model

Inputs/Resources	Activities	Outputs	Shorter Term Outcomes	Longer Term Outcomes
CJCC, Judges, Probation T4C-trained co-facilitators Implementation plan for staff growth and supervision T4C curriculum and program materials (e.g., manual, visuals) Program schedule Group room and materials (easel pad, white board, desks, etc.) Target population (8-12 youth) assessed as having PDRA score 2 or higher, delinquent charge, deficiencies in cognitive distortions (self-reflection capacity), social skills, and behavioral concerns leading to poor problem solving skills Policies regarding referral, intake, program expectations, data collection, sanctions & incentives, and measures for successful completion Program materials to share with court, families, caregivers, community Participant incentives (max $25 per youth)	Ongoing training, evaluation and supervision of co-facilitators by fidelity expert(s) Annual model fidelity site visit Enroll participants Conduct orientation meeting with stakeholders/referral sources Conduct orientation with participants and parents to prepare and motivate them; consent forms signed, review group rules and regulations, schedule and available incentives Track participant progress by administering pre and post tests (e.g., How I Think Questionnaire) Coordinate with CJCC, Probation, Court to collect data and performance measures & outcomes Deliver the three program components (Cognitive Restructuring, Social Skills, & Problem Solving) curriculum in order two times per week, 1.5 hours per session, for 25 lessons Assign, review, and collect homework	Proficient co-facilitation and program delivery as measured by T4C Evaluation Checklists – 100% sessions Maintain T4C attendance roster – 92% attendance (23/25 sessions) & group size retained to 8 participants 100% group member participation in group sessions Parents and other significant adults receive orientation & program description - 100% sessions 100% completed pre and post tests (e.g., How I Think Questionnaire) Data collection forms and/or files Performance measures 100% completed homework assignments 80% program successful completion rate	Improved cognitive restructuring as measured by a pre and post test scores of the cognitive distortions subscales *(SC, BO, NM, & AW)* of the "How I Think Questionnaire." Improved social skills development as measured by a pre and post test overall HIT summary score and the overt (OV) subscale score on the "How I Think Questionnaire." Improved problem solving skills development as measured by a pre and post test scores of the behavioral referent subscales *(OD, PA, L, & S)* on the "How I Think Questionnaire."	Recidivism – no more than 30% of participants who complete the program will recidivate with a new adjudication within 1 year of T4C program

revised last on 2.1.16

AGGRESSION REPLACEMENT TRAINING LOGIC MODEL

Inputs/Resources	Activities	Outputs	Shorter Term Outcomes	Longer Term Outcomes
CJCC, Judges, Probation ART-trained co-facilitators Implementation plan for staff growth and supervision ART curriculum and program materials (e.g., decision chart) Program schedule Group room and materials (easel pad, white board, skills cards, lesson posters) Target population (8-12 youth assessed as having deficiencies in prosocial skills, anger control and moral reasoning capacity Policies regarding referral, intake, program expectations, data collection, incentives, and measures for successful completion Program materials to share with court, families, caregivers, community Participant incentives, if possible	Ongoing training, evaluation and supervision of co-facilitators Annual model fidelity site visit Enroll participants Conduct individual meetings with participants to prepare and motivate them; review group rules, schedule and available incentives Engage parents and other significant adults by completing staff/caregiver materials Track participant progress by administering pre and posttests (e.g., Skillstreaming Checklist) Coordinate with CJCC, Probation, Court to collect data and performance measures & outcomes Deliver the three program components (Social Skills Training, Anger Control Training, and Moral Reasoning) curriculum in order three times per week, one hour per session, for 30 sessions Assign, review, and collect skill homework and hassle logs	Proficient co-facilitation and program delivery as measured by Evaluation Checklists – 100% sessions Maintain ART roster – 97% attendance & group size retained to 8 participants 100% group member participation in group sessions Parents and other significant adults receive program description and staff/caregiver session notes – 100% sessions 100% completed pre and post tests Data collection forms and/or files Performance measures 100% completed homework assignments and hassle logs 80% successful completion rate	Increased anger control and impulse control as measured by pre and post Community Behavior Report Improved social skills as measured by Community Adjustment Rating Scale & post Staff/Caregiver Skillstreaming Checklist & Group member Skillstreaming Checklist Improved moral reasoning as measured by pre and post SocioMoral Reflection Measure-Short Form	Recidivism – 30% of participants recidivate with new adjudication within 1 year of ART program (regardless of ART program completion)

T4C FACILITATOR OBSERVATION FORM

T4C Quality Assurance

THINKING FOR A CHANGE
FACILITATOR OBSERVATION FORM

Institution/Region:	**County:**	**Lead Facilitator:**	**# Groups:**	**Co-Facilitator:**	**# Group:**
Date Observed:	**Lesson # and Title:**			**# of Sessions Weekly:**	
# of Class Participants:	**Observer:**			**Start Time:**	**End Time:**

Exceeds Expectations (3) Performance is better than expected for the task; Meets Expectations (2) Performance is expected for the task; Below Expectations(1) Performance is below the level expected for the task.

FACILITATION EVALUATION	Exceeds -3	Meets - 2	Below - 1	N/A -0	COMMENTS
1. Two facilitators present.					
2. Attendance sheet maintained.					
3. Is prepared for the lesson (flip chart, overheads and handouts prepared).					
4. Incorporates homework review (Do participants report out on homework verbally/in writing?).					
5. Correctly Models/Demonstrates skill first to participants.					
6. Involves all participants by practice of skills and role plays.					
7. Provides constructive feedback to participants.					
8. Provides appropriate reinforcement for pro-social behavior in classroom setting.					
9. Addresses issues of non-compliance immediately (e.g. no homework, late, unprepared).					
10. Identifies/corrects anti-social behavior immediately.					
11. Provides information to the group in a clear, concise manner.					
12. Maintains objectivity/ non-judgmental.					
13. Follows manual for the group.					
Totals (sum of points in each category)					

Areas of Strength: _____

_____

_____

_____

_____

Areas for training or growth: _____

_____

_____

_____

General Observations: _____

_____

_____

_____

Evaluator Signature: _____ **Date:** _____

PLEASE FORWARD THE COMPLETED FACILITATOR EVALUATION FORM TO THE CLINICAL DIRECTOR WITHIN 36 HOURS OF THE SESSION

Log Review – TO BE COMPLETED BY CLINCIAL DIRECTOR OR DESIGNEE

Date Received by Clinical Director: _____

Comments:

_____

_____

_____

_____

THINKING FOR A CHANGE FACILITATOR EVALUATION FORM

Scoring Guidelines

In the header section, the "Lead Facilitator" should be identified by the facilitator and is the one who takes the lead in most activities and ensuring students remain on track. "Groups Completed" is the number of groups each facilitator has completed in its entirety (22 lessons) since completing T4C Facilitator Training. This should be a number and not a general comment such as "several times." A concrete number should be provided, even if the facilitator is not sure.

Not Applicable (0) Item being rated is not applicable to lesson.
Below Expectations(1) Performance is below the level expected for the task.
Meets Expectations(2) Performance is expected for the task;
Exceeds Expectations(3) Performance is better than expected for the task;

1. Two facilitators present.

- **Below:** Only one instructor was present during the session.
- **Meets:** Two instructors present, but only one was actively involved in the lesson.
- **Exceeds:** Two instructors present and both were actively involved in presenting the information in a clear and concise manner.

2. Attendance sheet maintained.

- **Below:** No record of is maintained of who attended the class.
- **Meets:** Attendance is tracked on an appropriate tracking sheet for each session held.
- **Exceeds:** Attendance is tracked on an appropriate tracking sheet for each session held. Instructor tracks and records level of participation and comprehension of materials for each student for each lesson.

3. Is prepared for the lesson (flip chart, handouts prepared).

- **Below:** Missing overheads; does not have charts made before class; does not have charts that were to be saved from previous lessons; does not have all the handouts.
- **Meets:** Has all required materials needed to teach lesson.
- **Exceeds:** Brings in other lesson overheads and connects to lesson teaching. For example, when teaching Lesson 11, puts up overhead from Lesson 10 during homework review; In Lesson 12, when discussing the skill steps, brings in Lesson 11 overhead to connect how the social skills build upon previous skill learned.

4. Incorporates homework review (Do participants report out on homework verbally/in writing?).

- **Below:** Homework not reviewed; not all participants report out on homework; participants that come to class without homework are not asked to do it verbally.
- **Meets:** All participants report out on homework.

- **Exceeds:** Feedback and corrections are made as participants are reporting out on homework. For example: feedback given that their problem description was done incorrectly.

5. Correctly Models/Demonstrates skill first to participants.

- **Below:** Model not done perfectly; steps not assigned to watch; model not processed.
- **Meets:** Model done correctly and processed.
- **Exceeds:** Clear explanation and set up of modeling display and excellent processing of skill. Facilitators are fully engaged modeling the skill.

6. Involves all participants by practice of skills and role plays.

- **Below:** Not all class participants' role play or complete required activity in group.
- **Meets:** All class participants' role play and complete required activities.
- **Exceeds:** All class participants' role play "perfect" (use of steps in order); facilitator is very supportive and encouraging during the process.

7. Provides constructive feedback to participants.

- **Below:** Does not provide feedback to participants who complete activities incorrectly or who give incorrect answers.
- **Meets:** Provides feedback to participants who complete activities incorrectly or who give incorrect answers. This is done in a manner conducive to learning.
- **Exceeds:** Feedback is empathetic and typically involves PCP (praise, correct, praise).

8. Provides appropriate reinforcement for pro-social behavior in classroom setting.

- **Below:** Does not reward pro-social behavior.
- **Meets:** Does facilitator recognize and properly reward participants who exhibit pro-social behavior.
- **Exceeds:** Facilitator finds every opportunity to reward and does not limit rewards to exceptional behavior. Is creative in use of rewards (varies verbal praise, or utilizes other creativity within boundaries of facility/agency to reward).

9. Addresses noncompliance immediately (e.g. no homework, late, unprepared).

- **Below:** Does not address non-compliance and/or caters to non-compliance (e.g., interrupts class to assist latecomer).
- **Meets:** Identifies the non-compliance as unacceptable either immediately or in an after-class discussion with the participant.
- **Exceeds:** Either in class or in an after-class discussion (depending on the length of the discussion), identifies the non-compliance as unacceptable, explains why it is unacceptable, and/or discusses the short- and long- term consequences of the behavior.

10. Identifies/corrects anti-social behavior immediately.

- **Below:** Does not address the anti-social behavior or even encourages it (e.g., participant indicates he hates the class and the instructor agrees).
- **Meets:** Immediately tells the participant that he/she disapproves of the behavior, and explains why it is undesirable. Alternatively, ignores the behavior – "extinguishes" it. Note: ignoring behavior is helpful only for those who seem to want the social attention the behavior produces.
- **Exceeds:** Immediately tells the participant that he/she disapproves of the behavior, explains why it is undesirable, and rewards appropriate alternative pro-social behavior and/or models it. If ignoring the behavior to extinguish it, rewards appropriate alternative pro-social behavior and/or models it.

11. Provides information to the group in a clear and concise manner.

- **Below:** Misses objectives of the lesson; complicates the lesson.
- **Meets:** Covers objectives of the lesson; teaches the lesson without complications, as it is written. Clearly explains each step of the lesson.
- **Exceeds:** Connects previous lesson and major message with lesson being taught. Provides extra explanation as needed while still maintaining program integrity.

12. Maintains objectivity / non-judgmental.

- **Below:** Laughs at thoughts, abbreviates thoughts, reacts to thoughts, labels thoughts as good, bad, positive, negative. Making inappropriate comments to program participants or being judgmental.
- **Meets:** Treats thoughts as pure information. Is non-judgmental and records thoughts exactly as stated.
- **Exceeds:** Maintains objectivity with every thought presented and in every activity, homework, role play. Utilizes respectful language, tone of voice, eye contact and active listening skills.

13. Follows manual for the group.

- **Below:** Does not cover every activity, skips paragraphs.
- **Meets:** All activities covered as written.
- **Exceeds**: Connects previous lesson and major message with lesson being taught.

Areas of Strength:

Based upon your observation, note the strengths of the facilitator(s) in terms of language use, emotions displayed, and presentation style.

Areas for training or growth:

Note any areas were more direction or training could be beneficial to the facilitator(s). Here you may also note any concerns the facilitator(s) voiced about the curriculum, materials or program need. If appropriate, note any comments you made to management that was not shared with the facilitator(s).

General Observations:

If appropriate, note any general observations regarding the location/site of the training, materials or supplies.

ART ANGER CONTROL TRAINING EVALUATION CHECKLIST[23]

Anger Control Training Session Evaluation Checklist

Facilitator _____ Group _____

Co-facilitator _____ Week _____

Instructions: Please place a check in the box that best describes what happened in this session.

1. Were students welcomed and a positive climate established? ☐ yes ☐ no
2. Were group norms reviewed and positive participation emphasized? ☐ yes ☐ no
3. Were any issues from the last Anger Control Training session reviewed? ☐ yes ☐ no
4. Did all youth complete at least one Hassle Log as homework? ☐ yes ☐ no
5. Were the Hassle Logs used to review the last week's anger control concept(s)? ☐ yes ☐ no
6. Were homework efforts honestly and genuinely acknowledged and rewarded? ☐ yes ☐ no
7. Were Hassle Logs collected or placed in student folders or binders? ☐ yes ☐ no
8. Was the Anger Control Chain correctly reviewed? ☐ yes ☐ no
9. Were visual aids used (posters displayed)? ☐ yes ☐ no
10. Was the new Anger Control Training concept correctly introduced, defined, and explained without unnecessary complication? ☐ yes ☐ no
11. Was the new concept perfectly modeled by the facilitator and co-facilitator? ☐ yes ☐ no
12. Did the co-facilitator point to the Anger Control Chain concepts during the modeling and role-plays? ☐ yes ☐ no
13. Did the modeling demonstration involve a situation relevant to group members? ☐ yes ☐ no
14. Did each youth correctly role-play the concepts as the main actor? ☐ yes ☐ no
15. Did each youth choose his or her own role-play partner? ☐ yes ☐ no
16. Did each youth provide performance feedback? ☐ yes ☐ no
17. Was the order of performance feedback correct (coactor, group members, facilitators, main actor)? ☐ yes ☐ no
18. Were new Hassle Logs given to each youth and homework assigned? ☐ yes ☐ no
19. Was behavior management an issue during the session? ☐ yes ☐ no
20. Did the session pace keep the group members interested and active? ☐ yes ☐ no
21. Did the group members appear to understand the Anger Control Training concept being taught in this session? ☐ yes ☐ no
22. Did the primary facilitator effectively interact with the youth? ☐ yes ☐ no
23. Did the co-facilitator interact effectively with the youth? ☐ yes ☐ no
24. Was the session especially well delivered to the group? ☐ yes ☐ no
25. Is any corrective action needed? ☐ yes ☐ no

Comments

_____

_____

Continue on reverse if necessary.

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[23] Authorized by Research Press to include screen shot of copyrighted tools in training materials in print-only.

ART MORAL REASONING SESSION EVALUATION CHECKLIST

Moral Reasoning Session Evaluation Checklist

Facilitator(s) _____ Date _____

Week/Problem Situation _____ Group _____

General

1. Did group members follow the ground rules (concerning listening, confidentiality, etc.)? ☐ yes ☐ no
2. Were all group members interested and involved? ☐ yes ☐ no

   If no, list the names of uninvolved group members:

   _____ _____

   _____ _____

3. Did you find some constructive value in every serious comment made by a group member? ☐ yes ☐ no
4. Did you maintain a normal voice volume and speak in a respectful rather than threatening or demanding tone? ☐ yes ☐ no
5. Did you maintain a balance between criticism and approval by using the "PCP" style of constructive criticism (in which a critical comment is preceded and followed by supportive ones)? ☐ yes ☐ no
6. Did you use the "ask, don't tell" intervention as much as possible? ☐ yes ☐ no

Session

In the various phases, did you . . .

Phase 1: Introducing the problem situation

1. Make sure the group understood the problem situation (e.g., "Who can tell the group just what Jerry's problem situation is? Why is that a problem?")? ☐ yes ☐ no
2. Relate the problem situation to group members' everyday lives (e.g., "Do problems like this happen? Who has been in a situation like this? Tell the group about it")? ☐ yes ☐ no

Phase 2: Cultivating mature morality

3. Establish mature morality as the tone for the rest of the meeting (e.g., eliciting and listing on the easel pad reasons for each positive majority decision)? ☐ yes ☐ no
4. Did you support and relabel the "should" as strong (e.g., "Yes, it does take guts to do the right thing")? ☐ yes ☐ no

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ART SOCIAL SKILLS TRAINING EVALUATION CHECKLIST

Social Skills Training Session Evaluation Checklist

Facilitator _____ Group _____

Co-facilitator _____ Week _____

Instructions: Please place a check in the box that best describes what happened in this session.

1. Were students welcomed and a positive climate established? ☐ yes ☐ no
2. Were group norms reviewed and positive participation emphasized? ☐ yes ☐ no
3. Were any issues from the last Social Skills Training session reviewed? ☐ yes ☐ no
4. Did all youth complete a Skill Homework Report? ☐ yes ☐ no
5. Were the Skill Homework Reports used to review last week's skill? ☐ yes ☐ no
6. Were homework efforts genuinely acknowledged and rewarded? ☐ yes ☐ no
7. Were Skill Homework Reports collected or placed in student folders or binders? ☐ yes ☐ no
8. Were visual aids used (Skill Cards distributed and skill posters displayed)? ☐ yes ☐ no
9. Was the new skill correctly introduced, defined, and explained without unnecessary complication? ☐ yes ☐ no
10. Was the new skill perfectly modeled by the facilitator and co-facilitator? ☐ yes ☐ no
11. Did the co-facilitator point to the skill steps during the modeling and role-plays? ☐ yes ☐ no
12. Did the modeling demonstration involve a situation relevant to group members? ☐ yes ☐ no
13. Did each youth express how the skill could be personally useful? ☐ yes ☐ no
14. Did each youth correctly role-play the skill as the main actor? ☐ yes ☐ no
15. Did each youth choose his or her own role-play partner? ☐ yes ☐ no
16. Did each youth provide performance feedback? ☐ yes ☐ no
17. Was the order of performance feedback correct (coactor, group members, facilitators, main actor)? ☐ yes ☐ no
18. Were new Skill Homework Reports provided to each youth and homework assigned? ☐ yes ☐ no
19. Was behavior management an issue during the session? ☐ yes ☐ no
20. Did the session pace keep the group members interested and active? ☐ yes ☐ no
21. Did the group members appear to understand the skill being taught in this session? ☐ yes ☐ no
22. Did the primary facilitator interact effectively with youth? ☐ yes ☐ no
23. Does the co-facilitator interact effectively with the youth? ☐ yes ☐ no
24. Was the session especially well delivered to the group? ☐ yes ☐ no
25. Is any corrective action needed? ☐ yes ☐ no

Comments

_____

_____

_____

Continue on reverse if necessary.

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GROUP MEMBER SKILLSTREAMING CHECKLIST (PRE-POST TEST)

(REFER TO MANUAL FOR COMPLETE FORM)

Group Member Skillstreaming Checklist

Name _____ Date _____

INSTRUCTIONS: Based on your observations in various situations, rate your use of the following skills.

Circle 1 if you almost never use the skill.
Circle 2 if you seldom use the skill.
Circle 3 if you sometimes use the skill.
Circle 4 if you often use the skill.
Circle 5 if you almost always use the skill.

	almost never	seldom	sometimes	often	almost always
1. Do I listen to someone who is talking to me?	1	2	3	4	5
2. Do I start conversations with other people?	1	2	3	4	5
3. Do I talk with other people about things that interest both of us?	1	2	3	4	5
4. Do I ask questions when I need or want to know something?	1	2	3	4	5
5. Do I say thank you when someone does something for me?	1	2	3	4	5
6. Do I introduce myself to new people?	1	2	3	4	5
7. Do I introduce people who haven't met before to each other?	1	2	3	4	5
8. Do I tell other people when I like how they are or something they have done?	1	2	3	4	5
9. Do I ask for help when I am having difficulty doing something?	1	2	3	4	5
10. Do I try to join in when others are doing something I'd like to be part of?	1	2	3	4	5
11. Do I clearly explain to others how and why they should do something?	1	2	3	4	5
12. Do I carry out instructions from other people quickly and correctly?	1	2	3	4	5
13. Do I apologize to others when I have done something wrong?	1	2	3	4	5
14. Do I try to convince others that my ideas are better than theirs?	1	2	3	4	5
15. Do I recognize the feelings I have at different times?	1	2	3	4	5
16. Do I let others know what I am feeling and do it in a good way?	1	2	3	4	5
17. Do I understand what other people are feeling?	1	2	3	4	5
18. Do I try to understand, and not get angry, when someone else is angry?	1	2	3	4	5
19. Do I let others know when I care about them?	1	2	3	4	5

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ART TEN-WEEK CURRICULUM

TABLE 1.1 Ten-Week ART Curriculum

Week	Social Skills Training	Anger Control Training	Moral Reasoning Training
1	Session 1 *Making a Complaint*	Session 2 *ABCs of Anger*	Session 3 *Jim's (or Emilio's) Problem Situation*
2	Session 4 *Understanding the Feelings of Others*	Session 5 *Hassle Log and Triggers*	Session 6 *Jerry's (or Latoya's) Problem Situation*
3	Session 7 *Getting Ready for a Difficult Conversation*	Session 8 *Cues and Anger Reducers*	Session 9 *Mark's (or Ishan's) Problem Situation*
4	Session 10 *Dealing with Someone Else's Anger*	Session 11 *Reminders*	Session 12 *George's (or Enzio's) Problem Situation*
5	Session 13 *Helping Others*	Session 14 *Thinking Ahead*	Session 15 *Sam's (or Carmen's) Problem Situation*
6	Session 16 *Keeping Out of Fights*	Session 17 *Self-Evaluation*	Session 18 *Leon's (or Cheri's) Problem Situation*
7	Session 19 *Dealing with an Accusation*	Session 20 *Angry Behavior Cycle*	Session 21 *Reggie's (or Big Bear's) Problem Situation*
8	Session 22 *Dealing with Group Pressure*	Session 23 *Using a Social Skill and Rehearsal of Full Anger Control Chain*	Session 24 *Alonzo's (or Tara and Lashonda's) Problem Situation*
9	Session 25 *Expressing Affection*	Session 26 *Rehearsal of Full Anger Control Chain*	Session 27 *Juan's (or Lin's) Problem Situation*
10	Session 28 *Responding to Failure*	Session 29 *Overall Review and Rehearsal of Full Anger Control Chain*	Session 30 *Antonio's (or Emma's) Problem Situation*

Note: Alternate moral problem situations (in parentheses) are provided in Appendix D.

PRE-DISPOSITION RISK ASSESSMENT (PDRA)

RISK ASSESSMENT FOR ADJUDICATED YOUTH GEORGIA JUVENILE JUSTICE

Juvenile Name:_____ **DOB:**_____ **Race/Sex:**_____

Case Worker Name:_____ **PDRA Date:**_____

1 . Age at First Juvenile Adjudication (including current)

	SCORE
16 or older	-1
14 or 15	0
13 or younger	2

2 . Total Number of Juvenile Adjudications
(count separate Adjudications dates, including current; enter actual number)

Total Number

	SCORE
One	-1
Two or Three	0
Four or more	2

3 . Total Prior Adjudications for Violent/Assaultive Offenses
(count separate adjudication dates, NOT including current; enter actual number)

Total Number

	SCORE
None	0
One or more	1

4 . Most Serious Current Offense is Property-Related

	SCORE
No	0
Yes	1

5 . Number of Prior Out-of-Home Placements
(RYDC, YDC, residential [do not include DFCS placement]); enter actual number)

Total Number

	SCORE
None	0
One or more	1

6 . School Discipline/Attendance During the Prior 12 Months	**SCORE**
Enrolled, attending regularly, no out-of-school suspensions; or, graduated or GED; or 16 or older, not in school and employed	-1
Some truancy; suspended out of school 1–2 times; considered somewhat disruptive	1
Major truancy or dropped out; suspended out of school 3+ times; considered seriously disruptive	2

7 . Substance Abuse	**SCORE**
No problem or experimentation only	0
Use sometimes interferes with functioning	1
Use frequently interferes with functioning; chronic abuse; dependency	2

8 . Peer Relationships	**SCORE**
Friends provide positive influence	-1
Some delinquent friends with negative influence	0
Most friends are delinquent; strong negative influence; or youth is a gang member	2

1

9 . Parental/Caregiver Supervision	SCORE
Parental/caregiver supervision and discipline usually effective; youth usually obeys rules; minor conflict	0
Parental/caregiver supervision often ineffective or inconsistent; frequent parent-child conflict	1
Little or no parental/caregiver supervision/discipline; or constant conflict; youth usually disobeys	2

10 . Youth Participation in Pro-Social Activities	SCORE
Youth participates in at least one sport/athletic, church, hobby/creative, or school activity.	0
Youth does not participate in any of the above pro-social activities.	1

Total Score [ ]

Scored Risk Level: _____ - 4 to 1 Low Risk _____ 2 to 5 Medium Risk _____ 6 + High Risk

2

T4C ATTENDANCE SHEET

Thinking for a Change Attendance Sheet

Program Name: _____

Group Session Date: _____ Session Time: _____

Facilitator Name: _____ Co-Facilitator Name: _____

Lesson Covered Today (enter "X" below):

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

Was the lesson completed in this session? _____ Yes _____ No

Participant's Name		Signature	Homework Completed? *(Completed by Facilitator)*			Were session objectives met?		
			Yes	No	N/A	Yes	No	N/A
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								

Comments: _____

_____

_____

T4C WEEKLY PROGRESS EVALUATION

Weekly Progress Evaluation

Program: Thinking for a Change

Client Name: _____ Date: _____

Evaluation Period: _____ to _____

Check all that apply as to client's involvement in program:

( ) Terminated ( ) Client refused to continue program

( ) Fails to report for group on time ( ) Unsatisfactory progress

Rate client on the following as to the degree of response during group	None/ NA	Low Degree	Moderate Degree	High Degree	Very High Degree
Interaction with other group members/peers					
Impulsive responding and acting out behavior during group					
Blame others for own action and behavior					
Self-centered thinking – not able to see view of others					
Interaction with facilitators					
Resistance and opposition to program					
Follow-through with homework/reading					
Participation in group discussion					
Support and understanding shown to other clients in group					
Degree of negative attitude in group					
Degree to which client understood ideas and concepts					

Comments:

_____ _____

Facilitator Signature **Facilitator Signature**

Updated 11.2.15

T4C PARTICIPANT FILE CONTENT LIST

MODEL FIDELITY TOOLS; T4C
Participant File Content List

- Referral form
- Intake form
- Full PDRA
- Additional assessments (risk, needs, responsivity)
- Parental consent
- Pre/post Tests (i.e. How I Think Questionnaire, Youth Outcome Questionnaire)
- Homework
  (1) Skill to Practice homework sheets (lessons 2-5, 11-15)
  (2) Thinking Reports (lessons 6-10)
  (3) Problem Solving homework sheets (16-24)
- Attendance
  (1) Missed dates must be recorded, as well as the date the group is made up; if it is not made up, documentation should reflect this
- Participation /case notes

Important information to be recorded:

- Program start date
- Program discharge date
- Discharge status (successful/unsuccessful)
- Reason for unsuccessful discharge
- Incidents of rewards/incentives or disciplinary action/sanctions

Additional tools (if a form: does not necessarily have to be present, but could record whether tool was disseminated):

- Pre/post-assessments: How I Think Questionnaire, Youth Outcome Questionnaire
  *For quality assurance, data should be collected within a week prior to group commencement, and one week after group conclusion.

Parental buy-in:

- Verification of receipt of parent orientation/handbook, other tools (i.e. provide summary of lesson reviewed; sign off on homework)
- Consent forms

Program File Content List (to be maintained by supervisor, program director)

- Group evaluation checklists
- Program materials (i.e. manual, forms)
- Program data
- Staff development data

JJIG EXAMPLE ENRICHMENT PROGRAM

Example Enrichment Programs

Point Program

Behavior	Attending group	Completing homework	Participating in role play	Helping others	Bringing class folder
Points	1	1	1	1	1

10 points – bronze prize ($1.00 value)
20 points – silver prize ($5.00 value)
30 points – gold prize ($10.00 value)
40 points – grand prize ($15.00 value)

Sticker/Stamp Program:
Create chart that has 125 spaces to move up. Each behavior listed above will allow youth to earn sticker in each space. Every 10-15 spaces should have a message written on the space for a prize.
Message examples:

- Draw from treasure chest!
- Super Star!!! (Gets to write name on Super Star board and receives small star certificate)
- Special snack!

Raffle Program

Behavior	Attending group	Completing homework	Participating in role play	Helping others	Bringing class folder
Ticket	1	1	1	1	1

Once per week there would be a raffle drawing to pick a prize out of the fishbowl. Prizes should consist of $1.00-$5.00 prizes.

JJIG EXAMPLE SANCTION MATRIX

JJIG Example Sanction Matrix

Example 1

	Not completing homework	*Disruptive behavior	Refusal to participate	*Disrespect to facilitator or peer (-)	*Disrespect to facilitator or peer (+)
1st Offense	Red card	Red card	Red card	Red card	Write out skill and role play, 2 hrs. C.S
2nd Offense	2 hours C.S, report to P.O	Write skill and role play, report to P.O.	Write a Thinking Report	2 hours C.S.	4 hrs. C.S.
3rd Offense	Attend a make-up session & 4 hours C.S., report to P.O.	Attend a make-up session, report to P.O.	4 hours C.S.	Report to P.O.	Dismissal from group, report to P.O. and Judge

	*Having contraband in group (-)	*Having contraband in group (+)	Threat of violence	Act of violence	*Sexual misconduct (-)
1st Offense	Red card	Report to P.O. and Judge/attend make-up session/dismissal/termination	Attend make-up session, report to P.O. and Judge,	Dismissal from group/Call 911/ Termination	Red card/write out skill/role play
2nd Offense	2 hrs. C.S.	Dismissal/Termination	Call P.O. to pick up, staffing	Termination	Report to P.O. and Judge/Attend a make-up session
3rd Offense	4 hrs. C.S.	Dismissal/Termination	Termination	Termination	Attend make-up session/report to P.O. and Judge

	*Sexual misconduct (+)	Leaving group	Leaving site	Destruction/stealing of property
1st Offense	Attend make-up session, staffing/report to P.O. and Judge/Dismissal	Attend make-up session, Report to P.O. and Judge	Attend make-up session, report to P.O. and Judge/call 911	Report to P.O. and Judge, 4 hrs. C.S.
2nd Offense	Dismissal/report to P.O. and Judge/Termination	Attend make-up session/call	Attend make-up session, call P.O. to pick up	Staffing, Dismissal
3rd Offense	Termination	Staffing/Termination	Staffing/Termination	Termination

T4C GROUP PROGRESS NOTES

Thinking for a Change Group Progress Notes

Client: _____ Session #: _____ Date: _____

Time started: _____ Time finished: _____

BEHAVIOR:

_____

_____

	Low		Medium		High
Seemed interested in the group	(____)	(____)	(____)	(____)	(____)
Initiated positive interactions	(____)	(____)	(____)	(____)	(____)
Helpful to others	(____)	(____)	(____)	(____)	(____)
Focused on group tasks	(____)	(____)	(____)	(____)	(____)
Disclosed information about self	(____)	(____)	(____)	(____)	(____)
Understood group topics	(____)	(____)	(____)	(____)	(____)
Participated in group exercises	(____)	(____)	(____)	(____)	(____)
Showed listening skills/empathy	(____)	(____)	(____)	(____)	(____)
Offered opinions/suggestions/feedback	(____)	(____)	(____)	(____)	(____)
Seemed to benefit from the session	(____)	(____)	(____)	(____)	(____)
Treatment considerations addressed	(____)	(____)	(____)	(____)	(____)

INTERVENTION:

_____

_____

RESPONSE:

_____

_____

Topic		**Progress**	
	Low	Medium	High
Participation	(____)	(____)	(____)
Discusses issues	(____)	(____)	(____)
Insight	(____)	(____)	(____)
Motivation	(____)	(____)	(____)
Session goal	(____)	(____)	(____)
Stays on task	(____)	(____)	(____)
Objectives being met	(____)	(____)	(____)

PLAN:

_____

_____

Group Facilitator (printed name): _____

Group Facilitator signature: _____ Date: _____

Behavior:

- How the client presented him/herself (behavior, eye contact, nervousness, talkativeness)?
- What the group facilitator observes about the client during the session. This includes posture, eye contact, signs of tension, appearance, hygiene, tearfulness, rate of breathing, voice tone, rate of speaking (e.g., normal, hesitant, and pressured), physical movement, and facial expression.
- What has changed or transpired in the client's life since the last session?
- Discuss the client's views towards their problems/issues. Use specific client quotes (" ") if possible in this session.

Intervention:

- Specifically state the *Group Topic or Teaching* that transpired in the session.

Response:

- What was the client's response to the group topic/teaching (use direct quotes if possible)?
- Progress made during the session (e.g., new insights, expression of feelings, new thoughts/behaviors, client engaged in treatment goals, etc.) is also reported here.

Plan:

- What is the next step for this client?
- What topic or teaching will be focused on in the next session?
- What homework was assigned for the client to complete prior to the next session?
- When will the next session be?

ART FAQ

Aggression Replacement Training®, FAQ

Q. What is ART?

A. Aggression Replacement Training®
A. ART is a co-facilitated, group-based, skill-building therapy.

Q. What is the main goal of ART?

A. To reduce aggression and violence among youth by providing them with opportunities to learn prosocial skills in place of aggressive behavior.

Q. Is ART evidence-based?

A. The evidence-based ART model was developed by Goldstein, Glick, and Gibbs. Glick and Gibbs published the Third Edition in 2011.
B. Crimesolutions.gov reports it as "Effective," which means it has strong evidence to indicate the program achieved its intended outcomes when implemented with fidelity.

Q. How effective is ART?

A. In terms of recidivism, a study conducted by Washing State Institute for Public Policy (2004) found a *24% reduction in felony recidivism* among youth who participated in an ART, compared to those who did not receive treatment.
A. In regards to social skills, a 2006 study conducted by Gundersen and Svartdal showed *significant improvements* (as reported by parents) in Social Skills Rating System (SSRS) scores among youth who participated in ART relative to those who did not; teacher-reported scores showed a *significant increase* in SSRS scores.
A. For Moral Reasoning, How I Think scores *improved significantly.*
{Emphasis added}

Q. How long is the ART program?

A. 10-week, 30-hour intervention
B. 1-hour session each week for each of the three components (or 2 hour sessions twice a week)

1. Social Skills Training
2. Anger Control Training
3. Moral Reasoning Training

Note: If the program decides to adopt the two session per week schedule, the following schedule should be maintained:
Day 1: Complete Social Skills Training Session (60-90 minutes) and 30 minutes of Moral Reasoning
Day 2: Second 30 minutes of the Moral Reasoning group (same problem situation for that week), followed by the complete Anger Control Training session (60-90 minutes).

T4C FAQ

Thinking for a Change, FAQ

Q. What is T4C?

A. Thinking for a Change is a cognitive-behavioral curriculum developed by the National Institute of Corrections. The three components include: social skills, cognitive self-change, and problem solving skills.
A. T4C is a co-facilitated, group-based, skill-building therapy.
http://nicic.gov/t4c

Q. What is the main goal of T4C?

A. T4C combines cognitive restructuring theory and cognitive skills theory to help individuals take control of their lives by taking control of their thinking (Bush et al., 2011). The main goal is to effect change in thinking so that behavior is positively impacted. Thinking controls behavior!

Q. Is T4C evidence-based?

A. There is an extensive body of research that shows cognitive–behavioral programming significantly reduces recidivism of offenders (Landenberger & Lipsey, 2005).
http://nicic.gov/library/025533
B. However, there are no studies to date with juveniles as the study population.
C. Crime Solutions' evidence rating for T4C is 'Promising'.

Q. How long is T4C?

A. 10 weeks, meets 2 to 3 times per week lasting 1-2 hours each session
B. 25 lessons, plus option of aftercare component

** Note:* It may take more than 1 session to complete all activities in a lesson

Q. What does co-facilitated mean?

A. T4C is to be facilitated by two individuals who are formally trained in the model. The *same* two facilitators are to complete the cohort, or facilitate together all 25 sessions. Professional rapport is an important part of group-based therapies, and consistency in facilitators will also ensure continuity in the lessons.

Q. What is the target population for T4C?

A. Youth has made threats or assault against school staff, peers, parents and/or siblings
B. Youth has a history of aggression
C. Youth meets the criteria for oppositional or defiant disorder or other related behavior disorder
D. Youth is chronically emotionally reactive/explosive

FACILITATOR DAILY OBSERVATION AND TRACKING RECORD

Facilitator Daily Observation and Tracking Record

Aggression Replacement Training Session:_____

Facilitators: Date: December 9, 2015

Name	Participation	Follows Rules	Role Played	Understanding of Skill Today	Arrived On Time	Resistant	Completed Assigned Task	Homework Complete

Probation Officer Follow-Up Request:

- **Homework Due Next Class:**_____
- **Skills Client's Should Be Working On:**