

QUALITY ASSURANCE

ARISE Staff Training and Life-Management Skills Program Can Help Improve Florida Department of Juvenile Justice Residential Facilities' Quality Assurance Scores

(According to the 2009 Florida DJJ Standards)

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QA STANDARDS FOR FLORIDA JUVENILE RESIDENTIAL PROGRAMS

HOW ARISE FULFILLS THE STANDARDS

EVIDENCE-BASED STANDARDS

Goal: Juvenile justice residential facilities should develop sound correctional programming in both community-based and institutional settings.

1.02: Staff Characteristics:

Qualified, educated, experienced and trained staff are critical to effectively reducing recidivism and criminogenic needs.

20. Delinquency intervention staff are trained in the theory and practice of the facility treatment model. Delinquency intervention staff shall be properly trained by qualified/credentialed trainers in accordance with the requirements of the curriculum on any evidence-based curriculum they deliver.

ARISE provides its life skills curriculum in *Anger Management, Violence and Conflict, Self Esteem*, Networking Jobs and Money and other life skills topics and trains the direct care staff to facilitate the life skills lessons with the youth.

21. Delinquency intervention staff are assigned to provide delinquency intervention services/groups based on their skills, experience, education, and training, rather than availability of staff.

Facilitators of ARISE groups have been trained by ARISE Foundation trainers.

24. All facility staff are supportive of the treatment efforts provided by the facility.

ARISE trains juvenile officers to work in groups with the youth so they are involved in their rehabilitation.

Guidelines

Indicator 20: Delinquency intervention staff is trained in the theory and practice of the facility treatment model.

The staff have received 14 hours of ARISE CHOICES Training and 14 hours of ARISE Life Skills training.

1.03: Internal Quality Assurance System and Facility Integration

A. Internal Quality Assurance

1. A documented internal quality assurance system is in place and consists of:

-Routine documented observation and/or monitoring of staff with regard to delivery of programming at the facility

When ARISE observes facilitators teaching the ARISE curriculum (including Anger Management) they document these observations.

-Routine satisfaction surveys of youth while in the program

ARISE provides a satisfaction survey for the youth that get the ARISE life skills lessons.

B. Facility Integration

9. All staff participate in reinforcing social skills and modeling appropriate behaviors.

ARISE teaches the importance of reinforcing social skills and how to model good behavior in their trainings.

Guidelines

Indicator 11: Staff should demonstrate consistent support of each other, both in word and in deed, or action.

ARISE CHOICES: Drop it at the Door training deals with how people treat each other in word, deed and action.

1.04: Funding, Support and Stability

The ARISE program is provided free of charge and is in kind services to the facility.

1.05: Youth Assessment, Placement and Transition

Indicator 5: Facility staff should teach the youth about triggers, such as losing their temper in school, and provide them with the skills to determine why they react in a certain way and what they could do differently. Have youth practice prosocial behaviors.

In the ARISE Anger Management curriculum and the Violence and Conflict curriculum, the youth learn about ways to handle anger. They practice skills through role-plays and other activities.

1.06: Delinquency Programming

Program employing evidence-based practices:

-Utilize cognitive-behavioral and social learning treatment models that feature skills development and modeling of prosocial behavior and attitudes.

The ARISE program uses cognitive-behavioral and social learning models that feature life-skills development and modeling of prosocial behavior and attitudes.

-Internally evaluate programming to ensure fidelity to and successful implementation of services.

ARISE is conducting an extensive research project and is evaluating every aspect of the ARISE program's impact on youth and staff.

3. Delinquency intervention services should be based upon manualized curriculum on which staff have been properly trained by qualified/credentialed trainers in accordance with the requirements of the curriculum and to which the staff adhere.

All staff teaching the ARISE Life Management Skills program have been trained by an experienced ARISE trainer and receive manualized curriculum material for the youth. They all receive manualized training manuals for the Arise Life Management Skills training and the CHOICES: Drop it at the Door training.

9. The facility's' programming incorporates evidence-based practices.

ARISE is considered by DJJ to be a promising evidence-based program. ARISE is in the process of a rigorous evaluation of its effect on youth and their criminogenic needs and the staff turnover rate.

14. Facility staff train youth to monitor and anticipate problem situations; youth are given opportunities to rehearse or practice new behaviors and skills; facility staff teach youth to plan or rehearse alternatives to problem situations; and facility staff train youth to practice new behaviors and prosocial skills in increasingly difficult situations.

All ARISE lessons are structured to accomplish the above no matter what ARISE curriculum is being used.

16. All group sessions have clear, detailed, written lesson plans.

All ARISE lessons are planned out and staff at training are taught to utilize a lesson plan form so they can enhance the lesson.

Guidelines

Indicator 1: Documented treatment plan

a. Cognitive behavioral

The ARISE program is based on cognitive behavioral principles.

b. Learning

In the ARISE groups, youth are involved in modeling and rehearsing behavioral techniques.

c. Programs that state criminogenic needs were targeted and a structured intervention was employed to address the needs being targeted.

The ARISE curricula targets criminogenic needs such as anger management. ARISE is a very structured intervention.

Indicator 2: The extent to which the facility programming focuses on criminogenic targets.

-Reduce anger and hostility level

The ARISE Anger Management curriculum works on reducing anger and hostility.

-Replace the skills of lying, stealing and aggression with prosocial alternatives.

All ARISE curricula focus on positive life skills.

-Improve skills in interpersonal conflict resolution

The ARISE Violence and Conflict curriculum teaches conflict resolution skills.

-Promote positive attitudes about and increase performance in school and work.

The ARISE program stresses the importance of school and the benefits of staying in school throughout all of its curricula.

Indicator 3: There exist delinquency intervention manuals and curricula based on manualized curricula on which staff has been trained by qualified /credentialed trainers. The program should maintain copies of all the manuals. They have clear lesson plans.

ARISE provides both Instructor's Manuals and Learner's Workbooks for all their curricula. Copies are given to the facility administrator and to all staff teaching ARISE groups. Each lesson has a clear lesson plan, and staff are given a lesson plan format to use with each lesson.

The facility should follow the manual/curriculum guidelines for groups as they relate to:

-Number in the group

ARISE groups include 10-12 youth.

-Length of group session

ARISE groups should be 1 hour in length.

-Number of facilitators

ARISE groups may have either one facilitator or a team of two.

-Training of facilitators

ARISE trains all facilitators in a 14-hour training program.

-Attendance and attention of youth in the group

ARISE requires a weekly report from the facility as to the number of youth taught , the amount of time spent in the group and what book and chapter they used.

Facilities should maintain consistent documentation of all groups:

-Subject of the group

-Facilitators of the group

-Length of the group

-Issues arising during the group

ARISE requires a weekly report from the facility as to the number of youth taught , the amount of time spent in the group and what book and chapter they used.

Indicator 7: A minimum of 60% of a youth's time should be spent in structured, therapeutic activities.

ARISE provides structured activities in social skills training.

Indicator 14:

Skill/behavior modeling: Youth are taught to observe and anticipate problem situations through modeling and demonstration by staff.

Skill behavior training: Youth practice and rehearse alternative prosocial responses.

ARISE lessons teach and have youth practice prosocial responses.

Indicator 16: Written documentation through lesson plans for the group sessions.

ARISE has a lesson plan and a lesson plan format that is used for each lesson taught.

Behavior Management System

2. The facility uses a variety of rewards and incentives to encourage youth participation and completion of the program.

4. Staff consistently apply rewards and positive reinforcement for appropriate behavior.

ARISE provides "You've Been Noticed Doing Something Good" tickets for the youth to help the staff look at what the youth are doing well. ARISE also stresses the importance of positive feedback and praise in its staff training.

Guidelines:

Indicator 1: Facility has a documented behavior management system on file.

-Provide opportunities for positive reinforcement for accomplishments and positive behavior.

ARISE provides "You've Been Noticed Doing Something Good" tickets for the youth to help the staff look at what the youth are doing well.

-Promote constructive dialogue and peaceful conflict resolution.

ARISE CHOICES training encourages this.

STANDARD 1: MANAGEMENT ACCOUNTABILITY

Goal: Juvenile justice programs are well managed and conducive to rehabilitative treatment.

1.03: Provision of an Abuse Free Environment

ARISE CHOICES: Drop it at the Door training fulfills the guidelines under 1.03: Staff should communicate and interact with youth in a manner that provides a role model of socially accepted behaviors. Staff behavior should be respectful of others and reflect desired behaviors for youth. Staff should treat the youth with respect—not punishment, profanity, threats or intimidation. In *CHOICES*, we talk about showing kindness.

1.05: Pre-Service Training Requirements (Contracted and State Residential Staff)

The *ARISE* 14-hour Life Management Skills Instructor training and the 14-hour *CHOICES: Drop it at the Door* training cover the following aspects required in the 120 hours of pre-service training:

- Professionalism and Ethics
- Mission/Program Philosophy/Program Culture
- Adolescent Behavior
- Confidentiality
- Behavior Management
- Communication Skills
- Human Diversity

1.06: In-Service Training Requirements (Contracted and State Residential Staff)

The *ARISE* 14-hour Life Management Skills Instructor training and the 14-hour *CHOICES: Drop it at the Door* training encompass the guidelines that training should include teaching staff how to interact positively with the boys or girls through effective communication and relationship skills.

STANDARD 2: CASE MANAGEMENT AND DELINQUENCY INTERVENTION

Goal: Juvenile justice residential programs provide individualized case management services that address the established needs of children and adolescents in the department's custody.

2.09 Behavior Management

1. A residential commitment program's behavior management system shall be described in writing and designed to:

-Provide opportunities for positive reinforcement and recognition for accomplishment and positive behaviors.

ARISE provides positive tickets for the youth that say you have been noticed doing something right. At training ARISE teaches the direct care staff to look at the 10% that the youth are doing right. It is a strength-based approach.

-Promote dialogue and peaceful conflict resolution.

Through the ARISE CHOICES program, staff learn to handle life's challenges in positive ways. They teach the youth conflict management when they teach lessons from the ARISE Violence and Conflict curriculum.

The guidelines under 2.09 indicate that punishment alone usually fails to teach new alternative responses; the best consequences are those that require the youth to analyze their own problems and resolve their own difficulties.

ARISE group sessions teach through interactive group discussion where all opinions are respected and the youth learn better choices through their own thinking.

STANDARD 5: SECURITY AND SAFETY

Goal: Juvenile justice programs provide a safe and secure setting for juvenile offenders.

5.01: Supervision of Youth

All residential commitment program staff shall promote safety and security by maintaining active supervision of youth to include engaging youth in a full schedule of constructive activities, closely observing behavior in youth and changes in behavior, and consistently applying the program's behavior management system.

The ARISE staff training stresses engaging youth in constructive life skill lessons after or before the school day and on weekends. The staff has been trained to be aware that anger is a secondary emotion, and they should look for the primary emotion and address the issue before it becomes anger and loss of control.