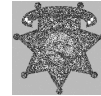


Santa Clara County



Teaching Pro-social Skills

Who do we teach?



- ❑ Male and Female minors in custody at the Ranches and Juvenile Hall
- ❑ Minors who tend to be inappropriately socialized and lack pro-social values, attitudes and behaviors
- ❑ Minors with a history of coping with their anger aggressively through gang activity, substance abuse, domestic violence, etc....

Why do we teach?

- ❑ To change the way minors think and act
- ❑ To reduce recidivism
- ❑ To help minors learn pro-social skills and reduce aggressive behaviors

Change in Philosophy

No longer “one size fits all” programs!

- ❑ There is a shift in the program philosophy emphasizing a treatment oriented approach
- ❑ The emphasis is now a Cognitive Behavioral Therapy **(CBT)** approach
- ❑ We work in collaboration with probation staff, mental health staff, substance abuse counseling, school staff and parents to achieve our goals

Where do we teach?

Juvenile Hall (9 out of 12 units)

- ❑ Mental Health / Transitional Unit - 10 minors
- ❑ General Population Unit (15-16yrs old) – 8 minors
- ❑ Ranch Orientation Unit - 12 minors
- ❑ 2 Female Units - 25 minors
- ❑ 2 Maximum Security Units - 25 minors
- ❑ Hall Commitment Unit - 12 minors (**30 to 60 days**)
- ❑ Life Skills Unit - 12 minors (**120 to 160 days**)

(Average JH population: 340, over 1/3 of our minors receive TPS)

Where do we teach?

Ranches

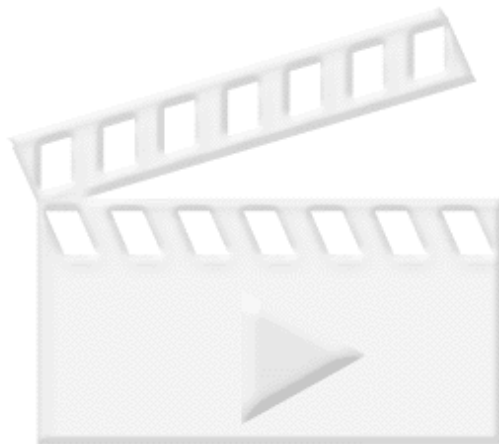
- ❑ William F. James Boy's Ranch – (all 60 minors)
 - 15 ½ -18 year old boys
 - 6-8 month commitment
- ❑ Muriel Wright Residential (Co-Ed) Center – (all 40 minors)
 - 12-15 ½ year old boys
 - 12-18 year old girls
 - 6-8 month commitment

Developing Facilitators

Two day initial training

- ❑ Learn all the tools necessary for facilitating Skill streaming, Anger Control & Moral Reasoning Components
- ❑ Learn about adhering to fidelity of program
- ❑ Learn how to implement TPS at your site
- ❑ Administrators learn how to track data

Video



Managing Staff Turnover

Train as many Staff as possible

- ❑ Probation Staff
- ❑ Extra Help Staff (part time)
- ❑ Mental Health Staff
- ❑ School Staff

How do we teach?

TPS is taught through the use of role play and peer group interaction to develop pro-social behavior using three components:

- ❑ Skill Streaming (**what to do**)
- ❑ Anger Control (**what not to do**)
- ❑ Moral Reasoning (**why to use these skills**)

Juvenile Hall

- ❑ TPS is a group co-facilitated by one probation staff and one mental health/school staff
- ❑ Each component is taught once a week for 1.5 hours in a classroom setting with 8-12 minors for 10-24 weeks
- ❑ TPS is now part of the school curriculum

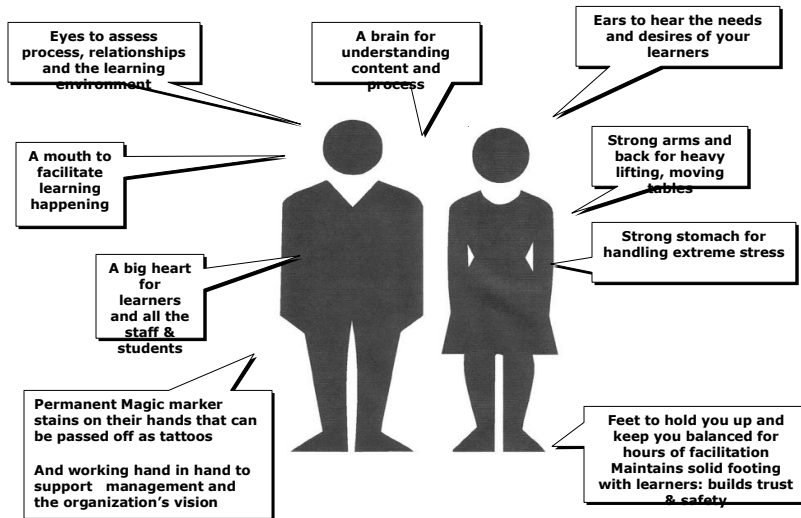
Ranches

- ❑ The skills streaming component is taught by two probation staff over the course of two/three days. Twelve skills are taught over twenty four weeks with groups lasting about one hour.
- ❑ The anger control component is taught by two probation staff, two days a week for twelve weeks. One week will be anger control the other week will be skill streaming
- ❑ The moral reasoning is taught by two probation staff. It is taught once a week for ten weeks with groups lasting 1.5 hours.

Ranch Setting



The Anatomy of a Agency Trainer



Supporting Agency Trainers

- ❑ Their role needs to be defined by management
- ❑ They need time to work with staff
- ❑ They need resources to be allowed to be creative
- ❑ More than one agency trainer is needed

Monitoring and Maintaining Model Adherence

- ❑ Fidelity Check Lists
- ❑ Video Taping
- ❑ Youth

Pitfalls to avoid

- ❑ Must be prepared as a facilitator (review and understand material)
- ❑ Must use your Agency Trainer (feedback & fidelity)
- ❑ Staffing, staffing, staffing
- ❑ Choose facilitators wisely
- ❑ Facilitators need full support as well as agency trainers
- ❑ Need comfortable learning environment
- ❑ Reinforce what minors learn on a daily basis outside of class

Pitfalls to avoid

- ❑ Planning is a must! (schedule, staffing, prep time, group selection, debrief time, support and coverage)
- ❑ Understand this is a class to help not to lecture them
- ❑ The class will only be as good as your facilitators are
- ❑ There is plenty of help around you, utilize it!
- ❑ Paperwork is data, data reflects results, results are everything!

Success TiPS

- ❑ Good facilitators make a good class
- ❑ Good ground rules go a long way
- ❑ Role play, role play, role play
- ❑ Monitor the group's attention span, involve the group
- ❑ Model the behavior you want
- ❑ TPS can change a culture
- ❑ Your Agency Trainer and your own clients are the best feedback tool
- ❑ TPS works!

Outcomes

Initial data from Santa Clara Co. shows....

- ❑ TPS works in an institutional setting
- ❑ Reduction of violent and suicidal incidents
- ❑ Increased awareness of one's self and others, better communication skills and better self control
- ❑ Enhanced ability to set goals and successfully complete them i.e., program, getting off probation, getting a job
- ❑ Better relationships between youth and staff

The End

