



Supporting DJJ's GREAT Program



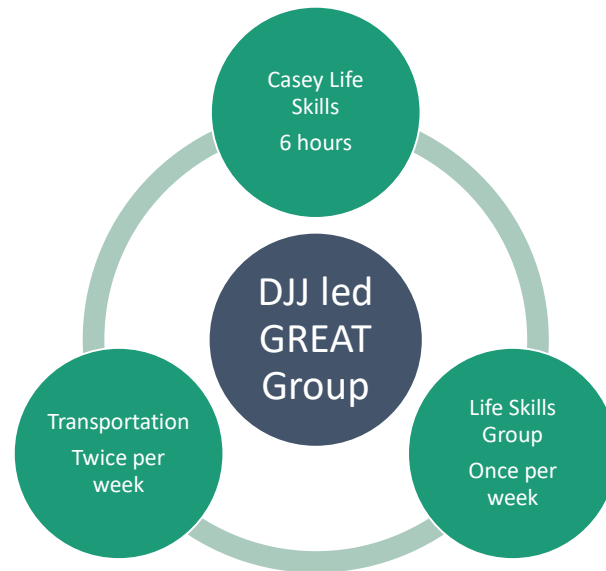
Agenda

- What is GREAT Group?
- Identified Youth
- Provider Services through the RSC Model
- Brainstorming and Lessons Learned:
 - What makes the program work well?
 - Transportation, groups, cohesion..
 - Group Topics



Supporting DJJ's GREAT Program

The certified G.R.E.A.T. instructors are responsible for ensuring that youth attend sessions weekly, thoroughly teach the curriculum in accordance with the model, and assess youth needs for risk and prevention.



WHAT IS THE G.R.E.A.T. PROGRAM?

- Evidence-based prevention program
- Immunize against delinquency, youth violence, and gang membership
- Develop positive relationships with law enforcement
- Law enforcement officer-instructed curriculum that teaches youth:
 - Life-skills competencies
 - Goal setting
 - Empathy and pride for the Community
 - Violence-prevention and conflict-resolution techniques
 - Decision-making and problem-solving skills

• Objectives

- Help youth avoid gang membership
- Prevent violence and criminal activity
- Develop positive relationships with law enforcement

Groups and Identified Youth

- Groups in each CSU in the Northern and Central Regions (5-12 youth).
- Youth must be on probation.
- Using the YASI risk assessment, this program targets youth with an overall Moderate to High-risk level; especially those moderate to high in the domains of COMMUNITY & PEERS, SKILLS, and ATTITUDES.
- Exclusionary criteria.



Service Name and Definition	Rate/Unit	Dosage
Casey Life Skills Group for GREAT Program Skill-based group intervention utilizing the Casey Life Skills (CLS) Curriculum to enhance daily living skills, self-care, pro-social behaviors, healthy lifestyle, and looking forward; the group is provided to youth involved in DJJ's GREAT (Gang Resistance Education and Training) Program. Group will also process topics covered during DJJ's facilitated G.R.E.A.T. group, to support positive outcomes of the program. Delivered once a week, for 15 weeks.	\$ 90.00 Session	1 per week for 15 weeks Plus orientation and graduation
Casey Life Skills for GREAT Program Cognitive skill-building and mentoring /coaching beginning with the Casey Life Skills Assessment (CLSA)*. The results of CLSA will be used to create a Service Plan within the first 14 days of services, to include interventions outlined in the Casey Life Skills resource guide and shall be aligned with GREAT Program (Gang Resistance Education and Training) goals to enhance daily living skills, self-care, relationships, healthy lifestyle, and looking forward. Service is provided individually to support participants involved in the GREAT Program within the home and community to include the youth's planning and completion of a community service. Provider will utilize the GREAT Casey Life Skills Pacing Guide. Delivered one-to-one for 6 hours a week for 15-17 weeks.	\$ 65.00 Hour	6 hours per week, per youth, for 15 + weeks (possibly more if filling in over holidays)
Transportation This includes transportation to and from weekly groups while participant is involved in DJJ's GREAT (Gang Resistance Education and Training) Program. Reimbursed at a flat rate per youth, per group day.	\$ 26.00 Fee	2 per week Transport to GREAT and CLS skills groups.

Casey Life Skills Requirements

- **Casey Life Skills for GREAT Program**

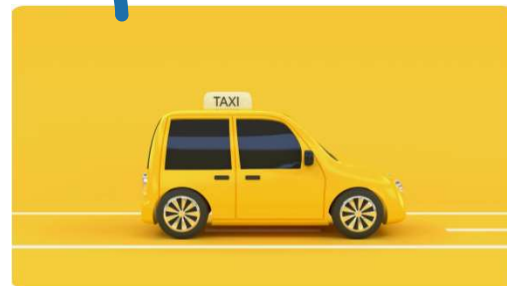
- **Individual** sessions will be funded at \$65 per hour with a total of 6 hours per week.
 - No more than 2 hours of individual CLS on the designated GREAT group day.
 - The CLS sessions cannot be conducted during transportation.
 - The CLS coach will conduct an initial intake meeting with the youth and parent prior to the first GREAT group session, after the PO has met with the youth and family.
 - The CLS coach will be required to assist the youth in completing homework assignments and the Making My Community a Great Place Project.
 - The CLS coach will be required to assist with obtaining parent letters throughout the program.


- **Casey Life Skills Group for GREAT Program**

- CLS Groups will be funded at \$90 per session. Each session will be 2 hours per week.
 - The first session will be conducted as a joint orientation to the GREAT Program and CLS facilitated by the GREAT facilitator and CLS coaches.


Transportation Requirements

- The CLS coach will provide transportation for the youth to and from the GREAT group and CLS group each week.
- Transportation is not billable for individual CLS sessions (CLS sessions will not be conducted during transportation).





DJJ RSC Model Monthly Report



Reporting Period: Month/year or date range

YOUTH INFORMATION		
Youth's Name:	Juvenile #:	DOB:
Assigned DJJ Office: Choose an item.	Assigned DJJ Staff:	
PROVIDER & SERVICE INFORMATION		
Provider:	Staff Name/Credentials:	
Staff Email:	Staff Phone:	
Service(s):		
Service Authorization Dates:		
Pre-Service Engagement Date:		
<small>Explain: Provide a summary of pre-service engagement and efforts to initiate services; specific contacts should be captured under sessions and/or case coordination & collateral contacts below.</small>		
Service Start Date:	Service Plan Date:	
Anticipated Service Completion Date:		
Most Recent YASI Received:	<input type="checkbox"/> From initial referral packet <input type="checkbox"/> Updated YASI from DJJ or RSC	
Targeted YASI Priorities: 1) YASI domain 2) YASI domain 3) YASI domain		
<small>Rationale for Service: Rationale for this service based on the referral form, YASI, provider's internal assessment need, and targeted behavior/needs.</small>		

Pre-service Engagement

Date staff connects with the youth and family, including details about attempts.

Youth requested to join the GREAT Group and receive Casey Life Skills due to....

Summary & Overall Progress

Strength-based focus and alignment with Trauma Informed Care (TIC) principles.

Overall "snapshot" of the youth's progress in the service.

SUMMARY AND OVERVIEW THIS REPORTING PERIOD
<input type="checkbox"/> Youth and family actively engaged in service. <input type="checkbox"/> Youth is progressing towards identified service goals. <input type="checkbox"/> Youth is attending school: _____ <input type="checkbox"/> Youth is employed: _____ <input type="checkbox"/> Youth is connected to an extra-curricular or school activity: _____ <input type="checkbox"/> Safety or Relapse Prevention Plan has been created/revised. Date: _____ <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Copy provided to youth/family. <input type="checkbox"/> Copy provided to DJJ Staff. </div>
OVERALL PROGRESS SINCE SERVICE START
Capture overall attendance in groups and individual sessions. Include barriers to success or recent celebrations.

Case Coordination/Collaterals and Sessions

CASE COORDINATION & COLLATERAL CONTACTS (CURRENT REPORTING PERIOD)			
DATE	MODALITY	CONTACT(S)	SUMMARY OF CONTACT

SESSIONS				
CURRENT REPORTING PERIOD DOSAGE: _____				
DATE	TIME AND DURATION	MODALITY/LOCATION	PARTICIPANT(S)	SESSION DESCRIPTION

The Current Reporting Period Dosage should align with the Monthly Billing/Activity form.

Case Coordination & Collateral Contacts

CASE COORDINATION & COLLATERAL CONTACTS (CURRENT REPORTING PERIOD)			
DATE	MODALITY	CONTACT(S)	SUMMARY OF CONTACT
1/22/2024	Phone calls	PO Dixon & GREAT Instructor	Notified of youth's missed session.
1/29/2024 8AM	Text messages	Ms. Grandma and youth	Reminded youth of session today at 3.

Use this space to reiterate concerns noted in phone calls, texts, meetings, or emails with GREAT Instructor, PO/Case Manager, other stakeholders. Include updates on progress, coordination of upcoming meetings or court hearings, recommendations, or requested changes to services (e.g., dosage, extension, etc.).

Case Coordination Requirements

- The CLS staff will need to collaborate with the GREAT facilitator and the youth's assigned PO throughout the month to ensure alignment of activities and to discuss youth progress.
- The CLS provider will submit monthly progress reports and billing to EBA, GREAT facilitator, DJJ QA Manager, and the assigned Probation/Parole Officer.
- This is not a billable service and is included in the direct service rate fees.

Communication

- Routine planning calls.
- Youth specific contact with the GREAT Instructors and the PO.
- Family Engagement?
 - Family goals and engagement.
 - Schedule with the parent and the youth.



If it's not documented, it didn't happen.

- The Monthly Report is used to verify billing; everything billed needs to be captured on the report.
- Capture every session and “paint the picture”.
- Transportation is a service.
- Document the content of the contact!



GREAT Documentation

SESSIONS				
CURRENT REPORTING PERIOD DOSAGE: _____				
<i>DATE</i>	<i>TIME AND DURATION</i>	<i>MODALITY/LOCATION</i>	<i>PARTICIPANT(S)</i>	<i>SESSION DESCRIPTION</i>

A single report can include all components of GREAT:

- (1) Transportation
- (2) Casey Life Skills Group
- (3) Individual Life Skills Sessions

GREAT Documentation: Example of a single report including all components.

SESSIONS		CURRENT REPORTING PERIOD DOSAGE: _____		
DATE	TIME AND DURATION	MODALITY/LOCATION	PARTICIPANT(S)	SESSION DESCRIPTION
2/1/2024	2:00 - 4:30PM	Travel / GREAT Group @ CSU	Lamar	Travel to and from group
2/3/2024	2:00	Travel to CLS Group - office	Lamar	Travel to and from group
2/3/2024	2:30 – 4:30 PM 2 hrs	Life Skills Group	Lamar & peers	Group #1 Communication
2/3/2024	4:30 – 6:30 PM 2 hrs	In person at library	Lamar	Obtained library card/ began research

Make My Community GREAT

- Support Community Service element of the GREAT Program.
- Personal, youth specific.
- Youth-driven Community Service Project.



Service Plan Goals

Focus on the Individual CASEY services.

SERVICE PLAN GOALS

The goal should not be to complete the GREAT program – the GREAT group is an intervention for the CSU and the youth's probation.

GOAL 1: Overarching service/treatment goal the youth will focus on during the service

OBJECTIVE	TARGET COMPLETION	STATUS	ACTUAL COMPLETION
		Status	
		Status	
		Status	
		Status	

INTERVENTIONS AND RESPONSE THIS REPORTING PERIOD: Include a summary of strategies used to increase treatment readiness and mitigate any treatment barriers; interventions delivered for the goal/objectives; youth/family engagement activities; and youth's response and progress for this reporting period.



Recommendations, Revisions, and Discharge Planning

Anticipated Discharge Date: Select date

Click or tap here to enter text.

Discharge Summary *(section completed only if the youth is discharged during the reporting month)*

Discharge Date: Select date

Discharge Type: ☐ Completed service ☐ Did not complete service

Service Progress: ☐ Met ALL goals ☐ Met SOME goals ☐ DID NOT meet goals

Reason/Details: Click or tap here to enter text.

Aftercare/Discharge Recommendations: Click or tap here to enter text.

Discharge Summary

What is working?



Scheduling

- Back-to-back group days or alternating days?
- Individual Session Times
- Consider the time of day
 - After school or evening?
 - Dark outside?
 - Spring and summer breaks

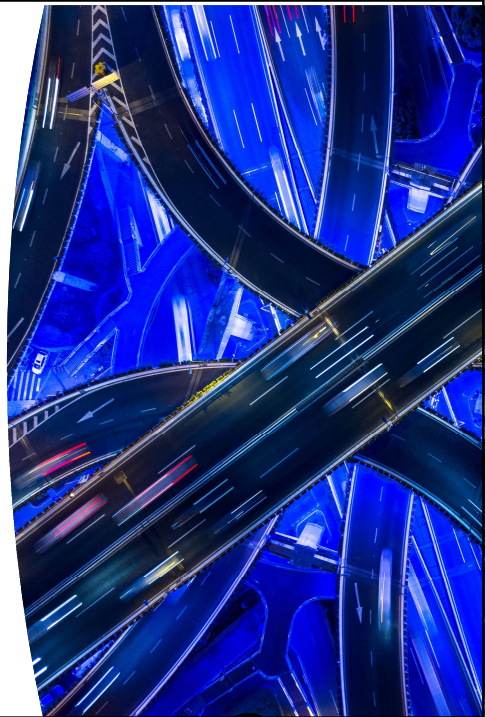


Casey Life Skills Group Ideas: What's working?



Group Ideas: Structure and Rules

- Snacks
- Incentives
- Similar rules
- Think cell phones, wardrobe, attention span?
- Who leads the group?
 - Authority figure
 - Casey Life Skills staff
 - Guest speakers
 - Peer led activities



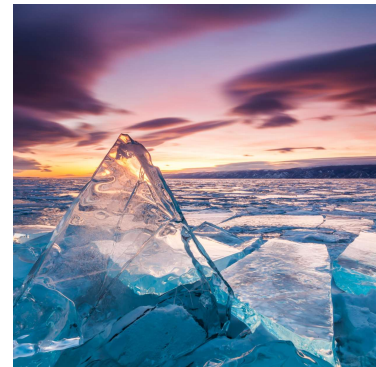
CLS - Supplement Assessment Support System

Instructions: Next to each statement place a x in the column that most feels like you. Only select 1 answer per row. Caregivers and youth are encouraged to fill out this sheet separately and compare results.

I am a:

Are the following statements like me?	Yes	Mostly Yes	Some what	Mostly No	No
I have supportive people in my life that I can spend time with on special occasions.					
I know an adult who could be grandparent, aunt, or uncle to my children now or my future children.					
I know at least one person I can reach out to if I am not feeling well and need support.					
I know at least one trusting adult that is my medical emergency support.					
I know at least one trusting adult who would be legally allowed to make medical decisions for me if I am unable to.					
I have at least one trusted adult, other than my worker, who I can contact intime of an emergency.					
I know a reliable person that I could live with for a few days or weeks if needed.					

Supplemental Assessment: Support System



Ideas to get you started

Casey Life Skills Goal

Knows and understands the concept of "community."	<ul style="list-style-type: none"> Define and give examples of different communities (e.g., cultural groups, neighborhoods, school, faith-based). Identify three things that make one a part of a community (e.g., age, culture, interest, needs). Explain the benefits of participating in diverse/different communities. Describe the responsibilities associated with being part of a 	Ready, Set, Fly! PDF- Relationships #12 (PDF Page 49) Kids Health website - Parents: Community Service: A Family's Guide to Getting Involved Key Club website - What is service leadership?
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casey family programs

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#12. Being Part Of A Community As part of drawing an Eco-Map with your youth (Relationship Activity #1), have them write down all the different groups or communities of which they are a part of (school, church, clubs, etc.). Ask them to list some of the benefits they get from each group. Levels: 1 2 3 4

Developing Relationships		
Your goals	Steps to get there	Helpful resources
Knows and understands the differences between various types of relationships.	<ul style="list-style-type: none"> Describe different types of relationships (e.g., family, friends, business, professional, marital, and dating). Recognize the value of maintaining more than one type of relationship. 	PAYA Module 2 PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 128-138) Ready, Set, Fly! PDF- Relationships #1 (PDF Page 46) Kids Health website - Teens: Relationships
Knows how to start a new friendship.	<ul style="list-style-type: none"> Can define what a friend is. Describe ways that friends spend time together. Can think of ways to invite a new friend to join in a group activity. Invite a new friend to spend time together in a positive 	Kids Health website - Teens: Friendship Q&A for Teens, Build Good Relationships Tip: Use the internet to find resources

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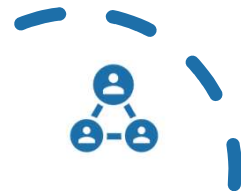
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casey life skills | Resources to Inspire Guide

casey life skills

Knows how to maintain healthy relationships.	<ul style="list-style-type: none"> activity Identify three characteristics of healthy and unhealthy relationships. Describe two ways to manage an unhealthy relationship (e.g., clarify boundaries, seek counseling, seek legal help, end relationship). Role play a strategy for managing an unhealthy relationship (e.g., setting 	PAYA Module 2 PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 146-158) Ready, Set, Fly! PDF- Relationships #2 (PDF Page 46) Kids Health website - Teens: Build Good Relationships
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Developing Relationships





Trust Me Activity

- https://www.worksheetplace.com/mf_pdf/Trust-Me.pdf

Name: _____

You Can Trust Me

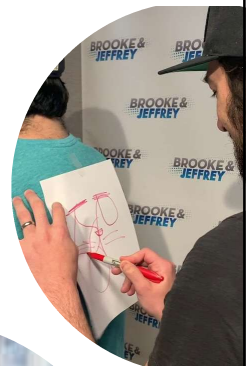
- 1 What does trust mean to you?
- 2 How can you get somebody to trust you?
- 3 Think of somebody you don't trust. Why don't you trust this person?
- 4 Would you tell somebody you don't trust a secret? _____. Why or why not?
- 5 How can you help somebody you don't trust to become more trustworthy?
- 6 Explain how trust helps to form better relationships.
- 7 To find out if you can trust somebody or not, what questions would you like to ask them first?

Back-to-back Drawing

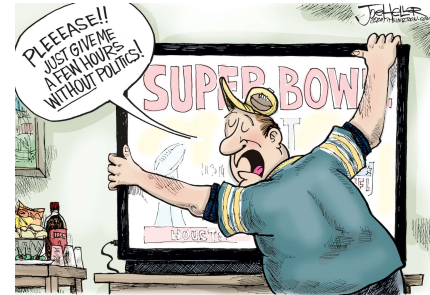
Back-to-back Drawing is a drawing activity that centers around description and active listening. **Participants pair up and sit back-to-back.** Player one holds a completed picture or drawing, and player two has a blank piece of paper and a writing instrument. **Player one must tell a story or describe the picture to player two,** and player two must try to draw the described scene. At the end of the activity, the two players put the pictures side by side and compare the images.

- This exercise tests participants' listening and instruction-giving abilities. Typically, player two is not allowed to ask questions while drawing. However, you can change this rule and allow players to have a dialogue during the game instead of a one-sided conversation. You may even want to play the game both ways, using two different pictures, and judge whether the end images are more alike when players are allowed to talk back and forth during the exercise.

The back-to-back drawing communication exercise will get your groups and couples working together.



Emotional Regulation aka Anger Management



Emotional Regulation aka Anger Management



When I cannot
say I feel:

needy
weak
sad
fearful
hurt
powerless
humiliated
rejected
alone
less than
pain
shame
guilt
dependent

Hurt people... hurt people

... I become ----->>

**HOSTILE
CONTROLLING
PUNISHING
JUDGING
RESENTFUL
WITHDRAWN
DISHONEST**

Vulnerability To Hostility Conversion

What difficult feelings might I, or my partner, be having underneath the hostility, judgment or withdrawal?

What are my 'usual suspects' of hurt, difficult feelings that get converted to fight or flight hostility or avoidance?



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Lost at Sea

Situation

You are adrift on a private yacht in the South Pacific. As a consequence of a fire of unknown origin, much of the yacht and its contents have been destroyed. The yacht is now slowly sinking. Your location is unclear because of the destruction of critical navigational equipment and because you and the crew were distracted trying to bring the fire under control. Your best estimate is that you are approximately one thousand miles south-southwest of the nearest land.

Below is a list of fifteen items that are intact and undamaged after the fire. In addition to these articles, you have a serviceable, rubber life raft with oars large enough to carry yourself, the crew, and all the items listed below. The total contents of all survivors' pockets are a package of cigarettes, several books of matches, and five one-dollar bills.


Your task is to rank the fifteen items below in terms of their importance to your survival. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important. You will do this twice: once alone (10 min.) and once as a group (20 min.).


Items	Step 1 Your Individual Ranking	Step 2 Your Team Ranking	Step 3 Coast Guard Ranking	Step 4 Difference between Step 1 & 3	Step 5 Difference between Step 2 & 3
Sextant					
Shaving Mirror					
Mosquito Netting					
25 liter container of Water					
Case of Army Rations					
Maps of the Pacific Ocean					

Decision Making, Setting Priorities, Teamwork, Negotiation skills...

Lost at Sea Group Activity

<https://newmfgalliance.org/wp-content/uploads/2020/03/lost-at-sea-instructions-8-19-2015.pdf>

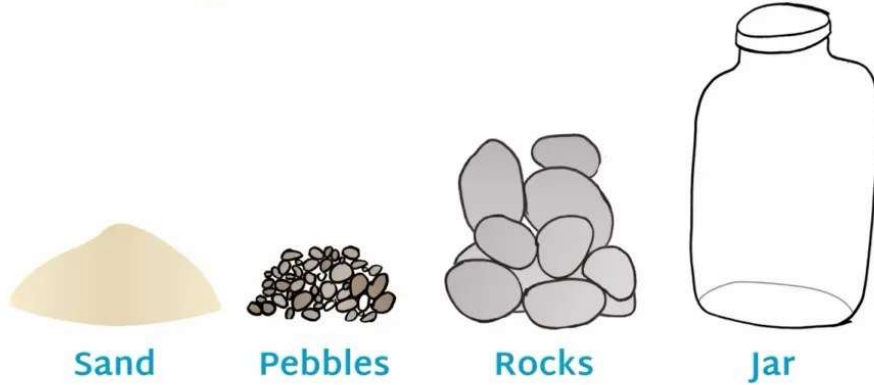




Puzzles

- **Blank Puzzle** – (or put it together upside down)
 - It much easier to figure out the solution, when you can see the picture.
 - **Follow up:** Make a vision board, collage, gather important items that help you remember your vision and goal for yourself.
- **Play a game of Barter Puzzle**
 - This is a good activity to establish or rejuvenate relationships in any team as it will rely heavily on problem solving and leadership skills. To play the game you will need to form small equal-sized groups of team members and give each group a different jigsaw puzzle with the same difficulty level. The goal is to see which group can complete their jigsaw puzzle the fastest. But there's a twist! Some pieces will be mixed around in other groups' jigsaw puzzles, and it's up to the team to come up with a way to get those pieces back - either through negotiating, trading, exchanging team members, etc. Whatever they decide to do, they must decide as a group. So, some team members might stand out and some might stand back, but the entire team will have to come to a consensus before a decision is made.

Prioritizing Your Life: **Rocks, Pebbles and Sand**



Priorities, Goals, Time Management...

Resources and Group Activities

- Casey Curriculum
 - Ready Set Fly http://www.casey.org/media/CLS_ResourceGuides_subdocs_ReadySetFly.pdf
- The 7 Habits of Highly Effective Teens Personal Workbook: Revised and Updated Edition by [Sean Covey](#)
- The 6 Most Important Decisions You'll Ever Make: A Guide for Teens: Updated for the Digital Age by [Sean Covey](#)
- Therapy Games: Creative Ways to Turn Popular Games Into Activities That Build Self-Esteem, Teamwork, Communication Skills, Anger Management, Self-Discovery, and Coping Skills by [Alanna Jones](#)
- 50 Communication Activities <https://downloads.hrdpressonline.com/files/6820080609105844.pdf>



Next Steps
