

A Providers Guide to launching & supporting a DJJ led GREAT Program

evidence-based associates
An Empower Community Care Organization

1

Agenda

- Defining the GREAT Program
- Contracted services and descriptions to Support GREAT
- Considerations
- Documentation
- Ideas and Resources

2

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

3

Gang Resistance Education And Training

Strategic Planning Tool

Highlights

- Program Type: Prevention
- Age: 9-14
- Effectiveness: Effective gang program [https://doi.org/10.1890/1053-2529\(2010\)12\[1\]<GANGRESISTANCE>2.CO;2](https://doi.org/10.1890/1053-2529(2010)12[1]<GANGRESISTANCE>2.CO;2)

The Gang Resistance Education And Training (G.R.E.A.T.) Program is a school-based gang and violence prevention program for children in the year immediately before the prime ages for introduction into gang and delinquent behavior. The curriculum is taught in entire classrooms of elementary and middle school students by uniformed law enforcement officers in a 13-week course. In addition to educating students about the dangers of gang involvement, the lesson content places considerable emphasis on cognitive-behavioral training, social skills development, refusal skills training, and conflict resolution. Thus, the curriculum aims to reduce risk factors and increase protective factors. The middle school curriculum consists of the following lesson topics and lesson content (<http://www.greatcollab.org/>):

- Introduction to G.R.E.A.T.—program introduction; the relationship between gangs, violence, drugs, and crime.
- What's the Deal?—message analysis; facts and fiction about gangs and violence.
- It's About Us—community roles and responsibilities; what you can do about gangs.
- Where Do We Go From Here?—setting realistic and achievable goals.
- Decisions, Decisions, Decisions—G.R.E.A.T. decision-making model; impact of decisions on goals; decision-making practice.
- Do You Hear What I Am Saying?—effective communication; verbal versus nonverbal communication.
- Walk in Someone Else's Shoes—active listening; identification of different emotions; empathy for others.
- Stay It Like You Mean It—body language; tone of voice; refusal skills practice.
- Setting Along Without Going Along—influences; peer pressure; refusal skills practice.
- Keeping Your Cool—G.R.E.A.T. anger management tips; practice cooling off.
- Keeping It Together—recognizing anger in others; tips for calming others.
- Working It Out—consequences for fighting; G.R.E.A.T. tips for conflict resolution; conflict resolution practice; where to go for help.
- Looking Back—program review; "Making My School a G.R.E.A.T. Place" project.

The G.R.E.A.T. Program consists of four interrelated components each to target different audiences: a 13-session middle school curriculum, a 13-session elementary school curriculum, a 13-session law enforcement officer training, and a 13-session parent training.

<https://nationalgangcenter.ojp.gov/spt/Programs/68>


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

<https://www.great-online.org/>

4

VA's Modification in Implementation of the GREAT Program

- Community based program (not in the school)
- Partnership with PROVIDERS to reduce barriers
- Youth Selection
 - Youth on probation (parole)
 - 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.



5

DJJ's Targeted Audience*

Youth shall meet the following criteria to participate in the GREAT Program:

- Age 14 to 18 at the time of placement in the program;
- On probation or parole;
- Are not on probation or parole for a sex offense unless the program is tailored specifically to this population; and
- YASI assessment is OVERALL Moderate to High Risk
 - Moderate to High in at least one of the following domains:
 - Community and Peers;
 - Skills; or
 - Attitudes.

**Exceptions can be made to the above with DJJ approval*

6

CSU staff may use potential participants' behaviors and charges to determine eligibility in lieu of risk:

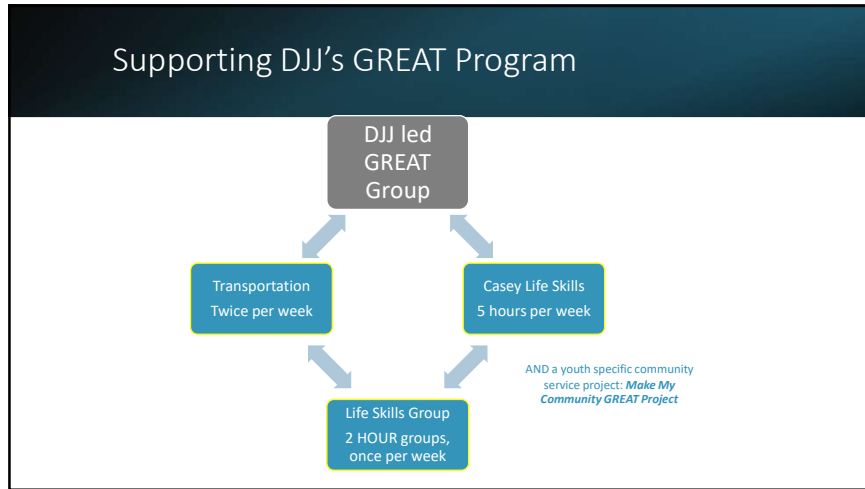
- Juveniles who exhibit behaviors that place the juvenile at risk of joining gangs should be referred to the program.
- Juveniles placed on probation or parole for the following criminal charges are eligible to participate in the program if the offenses were committed with others (e.g., co-defendants):
 - Mob Assault
 - Grand Larceny-Auto
 - Unauthorized Use of a Vehicle
 - Burglary
 - Trespassing
 - Vandalism
 - Violent Felonies
 - Weapons Offenses
 - Other offenses that were committed in groups or with peers, or that were influenced by peers or a group.

7

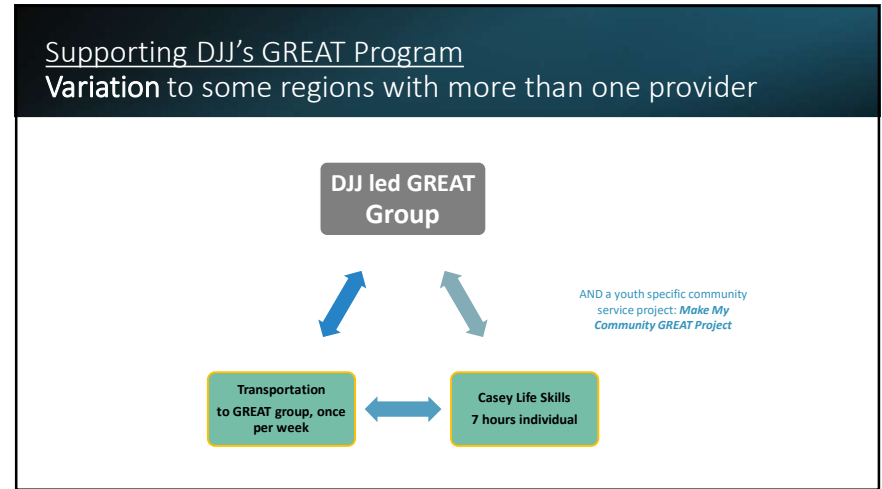
EBA Contracted services and descriptions to Support GREAT



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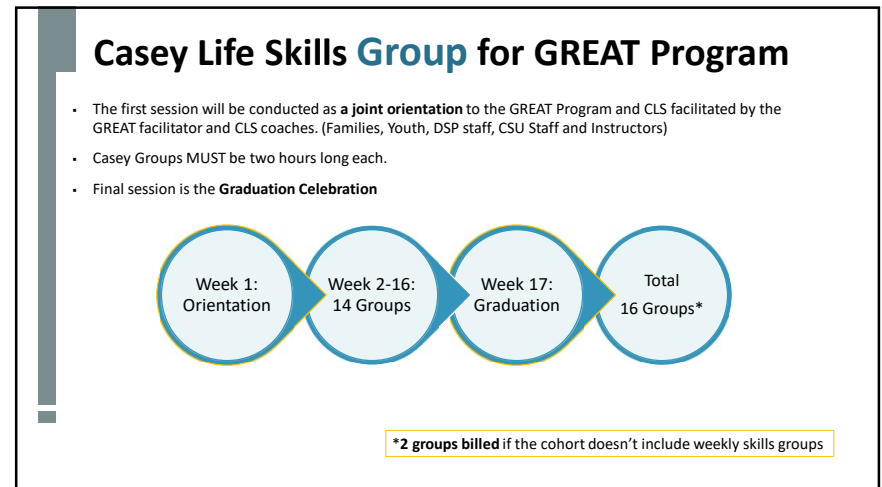
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10



11



12

Service Enhancement

- **Transportation for GREAT Program:** Supplemental service to support participants enrolled in DJJ's Gang Resistance Education and Training (GREAT) Program. Service combines travel cost and mileage into a single service fee for transportation round-trip to and from GREAT Group and Casey Life Skills Group for GREAT Program.
 - Service is allowed for GREAT Program participants as well as parents/guardians of GREAT Program participants for orientation and graduation.
 - **Documentation of each transportation session is required** within the monthly progress reports in order to bill for service. Service is billed as a flat fee once per group day per youth transported.

13

Case Coordination

- **Case Coordination for GREAT Program:** Supplemental service to support participants enrolled in DJJ's Gang Resistance Education and Training (GREAT) Program. **Service will be conducted during the GREAT Program group.** Service includes case staffing with GREAT facilitators, assisting with youth supervision during group, assisting with group assignments or activities, and additional GREAT facilitator needs during the GREAT group. Service is billed per session, per youth for no more than 3 youth per coach. Documentation of case coordination activities during each GREAT group is required within the monthly progress reports to bill for service.

\$ Billable only on GREAT Group **Days for groups that have opted to use the Provider staff in groups**

14

Service Authorization

- Casey Life Skills for GREAT Program \$65.00 hour
- Casey Life Skills Group for GREAT Program \$90.00 group
- Transportation for GREAT Program \$26.00 per day

- *Case Coordination for GREAT Program* \$15.00 GREAT group
 - **Added – based on the CSU and community need*

15

Considerations

Items a provider should consider when preparing to support a GREAT Program and Idea of what has worked in groups...

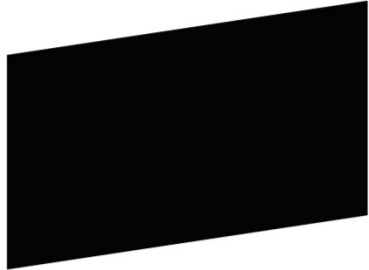
16

Keep safety in mind

- Supporting staff and co-workers with lessons learned.
- Increase a feeling of safety in the community
- Share experiences to promote a trauma-informed workspace

***Disclaimer**


- Our goal is to encourage you to think, ask questions, and promote a culture of safety within your team.
- We recognize each provider has their own policies and trainings. This may include safety plan, crisis response and licensing guidelines.
- We are simply sharing resources – there are many available when you start looking.



17

Considerations in Group Structure and Rules

- Snacks
- Incentives
- Similar rules (to the PO led group)
- Who leads the Casey Life Skills group?
 - Be Creative!
 - Authority figure
 - Casey Life Skills staff
 - Guest speakers
 - Peer led activities


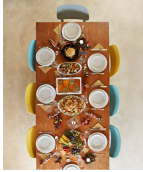



18

Creative Solutions to stay focused during the Casey Life Skills Group

Suggestions from other providers.


- Cell Phones – Collect and store?
- Dinner/ snacks
- Activities and Field Trips

19

Scheduling Considerations


- Group and Sessions dates and times
- Picking up youth from school for a central location
- Consider holidays or weather changes
- 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



20

Transportation

- **Know exactly where you're going.** If you've never been in a certain location, drive around the area first. This helps you familiarize yourself with alternative routes if you need them for safety. It also gives you advance knowledge of areas that could pose more risk than others. *Think: cell phone coverage, 4x4 needed, parking lots...*
- **Keep valuables out of sight.** Carry as little as possible. It's best to put valuables in the trunk before you leave on an appointment so as not to advertise what you have and where you put it.
- **Be strategic.** Fill the gas tank. Drive with your doors locked. Park in a well-lit, visible area. It's best to back your car in for leaving in a quick and less-obstructed way. Avoid being blocked in a parking space.
- **Keep a buffer zone.** It's best to leave at least a car length in between you and the car in front of you whenever you stop. This provides you with some space to maneuver in if you're in danger.
- **Follow the Law – Focus on Driving.** You are role model, set an example of good driving skills and focus on the road.



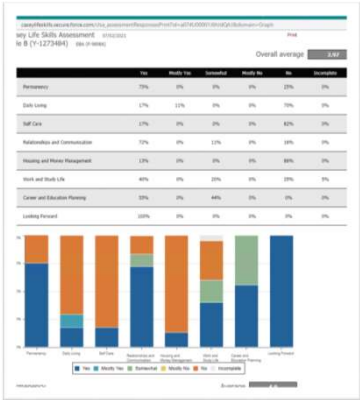
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Documentation

22

Use your Resources



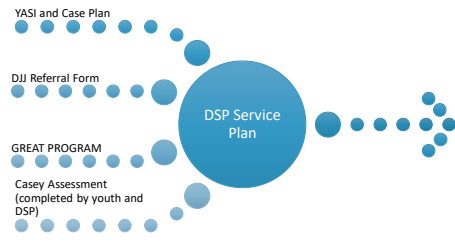
Category	Yes	Maybe Yes	Neutral	Maybe No	No	Completion
Attendance	75%	0%	0%	0%	25%	0%
Self-Limiting	0%	100%	0%	0%	0%	100%
Self Care	0%	0%	0%	0%	100%	0%
Relationship and Communication	75%	0%	10%	0%	15%	0%
Housing and Money Management	10%	0%	0%	0%	90%	0%
Work and Work Life	40%	0%	0%	0%	60%	0%
Career and Education Planning	10%	0%	40%	0%	50%	0%
Looking Forward	100%	0%	0%	0%	0%	0%

YASI and Case Plan

DJJ Referral Form

GREAT PROGRAM

Casey Assessment (completed by youth and DSP)



23

Service Plan Goals


- Focus on the Individual CASEY services.
- The goal should not be to complete the GREAT program; the GREAT group is an intervention for the CSU, Casey groups are an intervention for the providers plan with the youth.

Goal #1:

OBJECTIVES	STATUS	COMPLETION
Click or tap here to enter text.		

Goal #2:

OBJECTIVES	STATUS	COMPLETION
Click or tap here to enter text.		



24

Detailed Documentation

A single report can include all components of GREAT:

- Transportation
- Casey Life Skills Group - 2 hours each
- Individual Life Skills Sessions
- Case Coordination for Great Group meetings, as applicable

25

Youth Identification	Service Selection	West Care Services/Chaperone	Units	Billing Rate	Billing Unit	Billing Amount	Activity Date
29 Tom Youth 125456	Non-Clinical Services	Casey Life Skills for GREAT Program	Chsu Staff	3	85.00	Hour	255.00
29 Tom Youth 125456	Service Enhancements	Transportation for GREAT Program	Chsu Staff	3	36.00	Hour	108.00
29 Tom Youth 125456	Non-Clinical Services	Casey Life Skills Group for GREAT Program	Chsu Staff	1	80.00	Session	80.00
29 Tom Youth 125456	Non-Clinical Services	Casey Life Skills for GREAT Program	Chsu Staff	2	65.00	Hour	130.00
29 Tom Youth 125456	Service Enhancements	Transportation for GREAT Program	Chsu Staff	3	36.00	Hour	108.00
29 Tom Youth 125456	Service Enhancements	Case Coordination for GREAT Program	Chsu Staff	1	15.00	Session	15.00
29 Tom Youth 125456	Non-Clinical Services	Casey Life Skills for GREAT Program	Chsu Staff	2	65.00	Hour	130.00
29 Tom Youth 125456	Service Enhancements	Transportation for GREAT Program	Chsu Staff	1	36.00	Hour	36.00
29 Tom Youth 125456	Non-Clinical Services	Casey Life Skills Group for GREAT Program	Chsu Staff	1	80.00	Session	80.00
29 Tom Youth 125456	Non-Clinical Services	Casey Life Skills for GREAT Program	Chsu Staff	3	65.00	Hour	195.00

Alignment

The Monthly Reports must align with the billing Activity Form/ Invoice

26

Communication and Collateral Contacts

These are required by not billable.

- Routine planning calls**
 - DJJ
 - EBA for support
- Youth specific contact with the GREAT Instructors and PO**
 - At least monthly
 - Increase communication if youth is struggling or missing meetings
- Engage the Family**
 - Include the family in goal setting, Share the successes with the family, and communicate your plans for outings.
 - Schedule with the parent and the youth

27

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!
- SAVE the Report CSU# NAME GREAT

28



29

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
30

#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

30

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 129-138) 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 - Friendship Q&A for Teens Build Good Relationships Tip: Use the internet to find resources

Developing Relationships

casey life skills | Resources to Inspire Guide

Items	Activity	Helpful resources
Knows how to maintain healthy relationships	<ul style="list-style-type: none"> Identify three characteristics of healthy and unhealthy relationships Describe two ways to manage an unhealthy relationship (e.g., clearly 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 146-154) Ready, Set, Fly! PDF- Relationships #2 (PDF Page 46) Kids Health website - Teens Build Good Relationships

31

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.).

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


Lost at Sea Group Activity

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

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					

32

Prioritizing Your Life: Rocks, Pebbles and Sand



Sand



Pebbles



Rocks




Jar

Priorities, Goals, Time Management...

33

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?

Copyright Marc Saboff 2015 from www.RealHope.com/Free_Sppl/

34

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

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.

35

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.



36

“Always be in the “K.N.O.W.”

- **Know your client population.** Initiate a dialogue with your agency’s staff members to understand the full picture. Discuss common population demographics and personal history, such as gang association and history of violence. Pursue this further and take time to understand the clinical variables at play, such as alcohol or substance abuse. Lastly, don’t forget your asynchronous training in assessing situational factors. If there is immediate availability of a weapon, remove yourself from the situation and alert the appropriate authorities.
- **Notify your agency and supervisor of your whereabouts.** Upon going into the field, provide other staff members with the names of parties you’re meeting, the address of your site visit and the location’s telephone numbers.
- **Observe and assess the situation.** At all times, interns should evaluate the risks to their personal safety and avoid exposing themselves to danger. After completing an assessment of the situation, do not hesitate to follow your agency’s procedure for reporting an incident.
- **Wear a noise-making device,** such as a whistle, on your wrist or keychain. If you feel unsure how a whistle could help, role play with your supervisor until you feel more comfortable using it.

<http://helpingsocialworkstudents.weebly.com/safety-in-the-field.html>

37

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>

38



Please reach out with questions as they arise!

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39