
COMPETENCY DEVELOPMENT

SUPPORTIVE RESOURCES

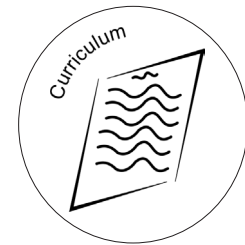
INTRODUCTION

The curricula, community resources and programs listed in this section do not specifically address skill training in the five competency domains. Instead, they promote positive youth development/prevention, teach juvenile offenders victim awareness and accountability, offer parenting education, and provide interventions for delinquent youth and their families through Blueprints model programs.

These skill-building resources are designed to reduce risk factors in adolescents and/or their families and enhance positive, pro-social behaviors and competency development as they move toward becoming law-abiding, self-sufficient citizens.

VICTIM/COMMUNITY AWARENESS: AN ORIENTATION FOR JUVENILES

Victim awareness/accountability curriculum for delinquent offenders ages 10-18 (not sexual offenders).



VICTIM AWARENESS / ACCOUNTABILITY

INTERESTING FACTS

A group of juvenile justice and victim advocacy professionals in Pennsylvania developed the *Victim/Community Awareness: An Orientation for Juveniles* curriculum in 1999 to teach juvenile offenders the impact of their crimes and accountability. An in-depth curriculum designed for use in residential facilities, *Victim/Community Awareness: Establishing a Restorative Justice Community*, is also available.

ABSTRACT:

*Victim/Community Awareness: An Orientation for Juveniles*¹ is designed to teach juvenile offenders the impact of their crimes under the premise that people must understand the harm they have caused before they can take responsibility and become accountable for repairing the harm.

The *Victim/Community Awareness* curriculum is centered around four steps designed to lead juvenile offenders to realize the harm they caused, accept responsibility for their actions, become accountable for repairing the harm they caused,² and become aware that they have the ability to be contributing, productive members of the community. The curriculum consists of three sections that can be completed in three to four hours—either in one day or over several sessions.

Victim/Community Awareness groups may be conducted in probation departments, community-based programs, and residential facilities. *Victim/Community Awareness* group sessions, which use the co-facilitator model, are highly interactive and include discussion, role-playing, group process, and handouts. Participants are also provided with opportunities for personal introspection.

Training is required to facilitate the *Victim/Community Awareness* curriculum and acquire materials. Curriculum materials include a facilitator manual, student handouts, and pre- and post-tests to evaluate learning.

The *Victim/Community Awareness* curriculum has not been evaluated or listed in a registry, but meets NCJJ's criteria for inclusion.

OBJECTIVES:

Participants will:

- ✓ Increase their awareness of victims and the community,
- ✓ Acknowledge how victims and the community are affected by crime and offensive behavior, and
- ✓ Become accountable for repairing the harm they have caused.

COMPONENTS:

The *Victim/Community Awareness* curriculum includes:

Section I: Introduction to Balanced and Restorative Justice

Step 1: Participants learn that others beside themselves were affected by their actions and that the juvenile justice system has a responsibility to juvenile offenders, crime victims, and community members.

Section II: Impact of Crime

Step 2: Participants learn to recognize feelings crime victims may experience, realize crime affects many people, and understand how crime damages communities.

Section III: Names, Faces and Hearts

Step 3: Participants examine the harm they caused and learn that the people they hurt are real people with names, faces and hearts. Participants also learn that they have the ability to have a positive impact on people and communities.

Step 4: Participants write apology letters to their victims, which demonstrate an understanding of the harm they have caused and a willingness to repair the harm and become law-abiding, productive citizens.

TRAINING AND MATERIALS:

Training is required to facilitate *Victim/Community Awareness* groups and acquire materials. See Appendix B for more information about training, a list of materials, and associated costs.

CONTACT INFORMATION:

Susan Blackburn

The Center for Juvenile Justice Training & Research (CJJT&R)

1871 Old Main Drive

Shippensburg, PA 17257

Phone (717) 477-1411

Fax: (717) 477-1236

Email: sblackburn@state.pa.us

www.jcjc.state.pa.us (click on CJJT&R link for training schedule)

4-H YOUTH DEVELOPMENT PROGRAM

Skill-training community resource
for youth ages 9-18.



**POSITIVE YOUTH DEVELOPMENT /
PREVENTION**

INTERESTING FACTS

4-H began in 1902 when an Ohio educator formed a club for boys and girls with the assistance of Ohio State University and the Ohio Agricultural Experiment Station. Pennsylvania 4-H operates under The Pennsylvania State University and has clubs in every county.

ABSTRACT:

The mission of 4-H³ is to empower youth to reach their full potential as self-directed, productive members of society, working and learning in partnership with caring adults in emotionally safe and inclusive environments. The fundamental 4-H ideal of practical, “learn by doing” encourages youth to experiment, innovate, and think independently as they experience opportunities for mastery, self-determination, and service to others in formal and non-formal experiential learning activities geared to real-life situations.

4-H adapts to meet the needs of all youth as the nation’s economic and demographic profiles become more diverse, and serves at-risk youth with 4-H as a tool for youth development education. 4-H participants and their parents agree to abide by explicit expectations of behavior as outlined in the *Pennsylvania 4-H Youth Development Program Behavioral Expectations* and *Pennsylvania 4-H Member Code of Conduct* (see sidebars).

Youth may participate in 4-H in a variety of settings, including 4-H clubs, 4-H camps, and school-based or after school 4-H programs. 4-H programs involve youth, parents, and adult volunteers working together to carry out an organized program of learning. The 4-H members of each club decide what their club will focus on, which is usually one or more project topics of their choice.

Trained volunteers plan, facilitate, and evaluate local 4-H programs. Local 4-H Extension Educators train and support the volunteers and help to design educational experiences that are supportive to 4-H learning groups. In addition, the national 4-H Council publishes curricula and reference materials.

4-H has been evaluated but not listed in a registry. Studies show that youth participating in 4-H do better in school, are more motivated to help others, feel safe to try to new things, have increased ability to make healthy choices, have increased self-confidence, and achieve a sense of self-esteem.⁴ In addition, youth who have participated in 4-H more than a year have significantly increased developmental assets compared to youth who did not participate in the program.⁵

OBJECTIVES:

1. Provide life skill development through opportunities that
 - ✓ Teach interaction and coping skills,
 - ✓ Teach decision-making skills,
 - ✓ Sharpen communication skills,
 - ✓ Teach leadership skills,
 - ✓ Encourage critical thinking,
 - ✓ Develop self-confidence, and
 - ✓ Enhance self-esteem.
2. Provide experiences that allow youth to acquire knowledge and then apply knowledge gained to everyday life experiences.
3. Develop leadership (both youth and adult) in order to see that the first two objectives can effectively occur.

COMPONENTS:

4-H curricula emphasize life skills education to help young people perceive and respond to life's significant events, and transfer of subject matter information to help young people improve their applications of knowledge and information to everyday life.

4-H has retained its agricultural foundation while expanding its horizons to include curricula in a number of different areas that support positive youth development and personal growth, including independent living skills, career development, leadership, animal sciences, family and consumer sciences, computer technology, environmental education, earth sciences, healthy lifestyle education, and communication and expressive arts.

COST FOR SERVICES:

4-H charges no dues, but individual clubs may charge dues or hold fundraisers to cover the costs of club activities, and some projects may involve costs for materials.

CONTACT INFORMATION:

National:

National 4-H Council

7100 Connecticut Avenue

Chevy Chase, MD 20815

Phone: (301) 961-2800

Email: info@fourhcouncil.edu

Website: <http://4-h.org>

National 4-H Headquarters

1400 Independence Avenue S.W., Stop 2225

Washington, DC 20250-2225

Phone: (202) 720-2908

Fax: (202) 720-9366

Email: 4hhq@csrees.usda.gov

Website: www.national4-hheadquarters.gov

Pennsylvania:

The Pennsylvania State University

The College of Agricultural Sciences

114 Ferguson Building

University Park, PA 16802

Phone: (814) 685-1688

Fax: (814) 863-4753

Website: www.extension.psu.edu/extmap.html (has interactive Pennsylvania regional and county Extension information)

See Appendix C for list of Penn State Cooperative county Extension offices.

**PENNSYLVANIA 4-H YOUTH DEVELOPMENT PROGRAM
BEHAVIORAL EXPECTATIONS**

A goal of the 4-H Youth Development Program of Penn State Cooperative Extension is to provide opportunities for children and youth to develop character. Pennsylvania 4-H supports the CHARACTER COUNTS!SM six pillars of character: TRUSTWORTHINESS, RESPECT, RESPONSIBILITY, FAIRNESS, CARING, and CITIZENSHIP. In order to assure that the 4-H Youth Development Program of Penn State Cooperative Extension provides positive environments for all individuals to learn and grow, participants agree to abide by these expectations of behavior:

I will be trustworthy. I will be worthy of trust, honor, and confidence. I will be a model of integrity by doing the right thing even when the cost is high. I will be honest in all my activities. I will keep my commitments by attending all sessions of the planned event. If I am not feeling well or have a schedule conflict, I will inform my chaperone or a person in charge. I will be in the assigned area (e. g. club meeting room, building, dorm) at all times. Pennsylvania 4-H does not permit dishonesty by lying, cheating, deception, or omission.

I will be respectful. I will show respect, courtesy, and consideration to everyone, including myself, other program participants, and those in authority. I will act and speak respectfully. I will treat program areas, lodging areas, and transportation vehicles with respect. I will not use vulgar or abusive language or cause physical harm. I will appreciate diversity in skill, gender, ethnicity, and ability. Pennsylvania 4-H does not tolerate statements or acts of discrimination or prejudice.

I will be responsible. I will be responsible, accountable, and self-disciplined in the pursuit of excellence. I will live up to high expectations so I can be proud of my work and conduct. I will be on time to all program events. I will be accountable by accepting responsibility for my choices and actions. I will abide by the established program curfew. I will be responsible for any damage, theft, or misconduct in which I participate.

I will be fair. I will be just, fair, and open. I will participate in events fairly by following the rules, not taking advantage of others, and not asking for special exceptions.

I will be caring. I will be caring in my relationships with others. I will be kind and show compassion for others. I will treat others the way I want to be treated. I will show appreciation for the efforts of others. I will help members in my group to have a good experience by striving to include all participants.

I will be a good citizen. I will be a contributing and law-abiding citizen. I will be respectful to the environment and contribute to the greater good. I will not use any illegal substances such as tobacco, alcohol, and drugs.

See reverse side for Pennsylvania 4-H Code of Conduct, which must be signed by the 4-H member and his/her parent or guardian.

SM CHARACTER COUNTS! Is a service mark of the CHARACTER COUNTS Coalition, a project of the Josephson Institute of Ethics.

Pennsylvania 4-H Member Code of Conduct

4-H members participating in or attending club, county, regional, district, state, and national programs, activities, events, shows, and contests sponsored for youth by the 4-H Youth Development Program of Penn State Cooperative Extension are required to conduct themselves according to the Pennsylvania 4-H Code of Conduct and the Code of Conduct, rules, policies, and regulations for each specific 4-H activity. The code operates in conjunction with the Pennsylvania 4-H Youth Development Program Behavioral Expectations and the rules and regulations of the specific activity.

Adults attending or participating in 4-H youth activities are expected to conduct themselves according to the code and to assist and support youth in their efforts to adhere to the code.

The following are not permitted at 4-H sponsored programs, activities, or events:

- ✓ Possession, consumption or distribution of alcohol.
- ✓ Possession, use, or distribution of illegal drugs.
- ✓ Possession or use of all tobacco products.
- ✓ Sexual activity.
- ✓ Sexual harassment.
- ✓ Boys in girls' rooms and girls in boys' rooms or lodging areas.
- ✓ Cheating or misrepresenting project work.
- ✓ Theft, destruction, or abuse of property.
- ✓ Violation of an established curfew.
- ✓ Unauthorized absence from program site.
- ✓ Physical, verbal, emotional, or mental abuse of another person.
- ✓ Possession or use of a weapon.*
- ✓ Possession or use of a harmful object with the intent to hurt or intimidate others.
- ✓ Other conduct deemed inappropriate for the youth development program by an event chair; a designated Penn State extension educator, faculty, or staff member; or a 4-H volunteer leader.
- ✓ Public displays of affection are not appropriate.

The 4-H name and emblem is to be used appropriately at all times, including use on personal and public web sites. Use of the 4-H name and emblem implies representation of the 4-H Youth Development Program. For information and guidelines on appropriate use of the 4-H name and emblem, go to the following web site: http://www.national4-hheadquarters.gov/emblem/4h_name.htm

If the code is violated, the following steps may be taken:

- ✓ The adult chaperone for the youth involved in the violation (extension educator or 4-H leader) will be made aware of the situation.
- ✓ The parent(s) may be called and arrangements made for transportation home at the parent's expense.
- ✓ The 4-H'er(s) may be barred from participating in 4-H.
- ✓ When a violation occurs at a competitive event, 4-H members may be disqualified from the contest and be ineligible for any awards. Competition in later contests may also be barred. This will be determined by the event chair; a designated Penn State extension educator, faculty, or staff member; or a 4-H volunteer leader. Disqualification of an individual may impact participation of an entire team.
- ✓ If any laws are violated, the case may be referred to the police.
- ✓ All chaperones are responsible for all youth at an event.

*This does not refer to the equipment used in authorized shooting sports practice or competition.

CODE AGREEMENT

My parent/guardian and I have read and discussed the PENNSYLVANIA 4-H YOUTH DEVELOPMENT PROGRAM BEHAVIORAL EXPECTATIONS and the PENNSYLVANIA 4-H CODE OF CONDUCT. I am aware that my actions and decisions affect me and others and may result in the loss of privileges during 4-H events and for future events. We agree that I will conduct myself in accordance with the intent of the Behavioral Expectations and the Code. I will accept the appropriate and logical consequences of my actions if I fail to do so.

BIG BROTHERS BIG SISTERS OF AMERICA (BBBSA)

Community resource for youth ages 6-18 from single parent homes.



INTERESTING FACTS

✓ **POSITIVE YOUTH DEVELOPMENT /
PREVENTION
(BLUEPRINTS MODEL PROGRAM)**

Founded in 1904, Big Brothers Big Sisters of America (BBBSA) is the oldest and largest mentoring organization in the United States, serving more than 275,000 youth in 5,000 communities.

ABSTRACT:

The mission of Big Brothers Big Sisters of America (BBBSA)⁶ is to make a positive difference in the lives of young people, primarily through a professionally supported one-on-one relationship with a caring adult, and to assist them in achieving their highest potential to become confident, competent, and caring individuals. The underlying premise on which BBBSA operates proposes that youth are restrained from engaging in delinquent activities or other problem behaviors when they have attachments to pro-social others, commitments to socially appropriate goals, and involvement in conventional activities.

BBBSA provides youth with the consistent presence of a non-familial caring adult volunteer, which can make a difference in the social/emotional development of a young person, particularly one growing up in a single parent family or in an adverse situation. Volunteers interact regularly with youth in one-on-one relationships an average of one hour per week for a minimum of one year. The volunteer and young person may engage in a variety of activities, including sports and games, cooking, going to movies, participating in BBBSA-sponsored group activities, going fishing, doing regular every-day living activities, (e.g., grocery or clothes shopping, washing the car, walking the dog), or just "hanging out."

BBBSA currently operates two primary mentoring programs, Community-Based Mentoring (traditional mentor/young person relationship with time spent sharing activities in the community) and School-Based Mentoring (takes place in schools and includes doing homework, reading together, and learning new things).

Big Brothers Big Sisters of America (BBBSA) is listed in five registries (as specified in Appendix A), including Blueprints for Violence Prevention, and endorsed by *NIJ: What Works*.⁷ Evaluation found that BBBSA youth were 46% less likely than control youth to initiate drug use during the 18-month study period; 27% less likely to initiate alcohol use; almost one-third less likely to hit someone; better in academic behavior, attitudes, and performance; more likely to have high quality relationships with their parents/guardians; and more likely to have higher quality relationships with their peers.⁸

OBJECTIVES:

Youth participants will:

- ✓ Decrease or delay antisocial activities,
- ✓ Improve academic performance, attitudes, and behaviors,
- ✓ Improve relationships with family and friends,
- ✓ Strengthen self-concept, and
- ✓ Participate in social and cultural enrichment.

COMPONENTS:

BBBSA includes:

- ✓ **Orientation** – Required for all volunteers.
- ✓ **Volunteer Screening** – Designed to screen out those who may not be suitable mentors or may not honor their time commitments.
- ✓ **Youth Assessment** – Provides information with which to make the best possible match and to secure parental permission.
- ✓ **Matches** – Based on the needs of the youth, abilities of the volunteers, preferences of the parent, and the capacity of program staff.
- ✓ **Supervision** – Case management provides ongoing contact with the parent, youth, and volunteer.

COST FOR SERVICES:

No cost for youth.

CONTACT INFORMATION:

National:

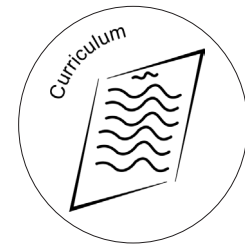
Joseph Radelet
Big Brothers Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107
Phone (215) 567-7000
Fax: (215) 567-0394
Email: national@bbbs.org
Website: www.bbbs.org

Pennsylvania:

See Appendix C for a list of Big Brothers Big Sisters programs in Pennsylvania.

GIRLS CIRCLE

Skill-training curriculum for girls ages 9-18 who have risk factors for delinquent behavior.



**POSITIVE YOUTH DEVELOPMENT /
PREVENTION**

INTERESTING FACTS

Two mothers developed *Girls Circle* in 1994 to foster healthy choices by their daughters and other girls and founded the Girls Circle Association. *Boys Council*, a twin venture of the Girls Circle Association, promotes strength, responsibility, and community in pre-teen and adolescent males using a group format similar to *Girls Circle*.¹¹

ABSTRACT:

*Girls Circle*⁹ is a structured support group that addresses the specialized needs of girls by integrating resiliency practices and skills training designed to increase positive connections, personal and collective strengths, and competence. The *Girls Circle* model is based on the premise that growth-fostering relationships are a central human necessity and that the quality of a girl's connections with others determines her overall psychological health, self-image, and relationships.

Girls Circle has nine separate curricula that are organized around girl-centered themes. Each *Girls Circle* curriculum is designed for a group of girls of similar age and development, and consists of an eight- to twelve-week "program" in which the group meets with a facilitator for either 90- or 120-minute sessions.

Girls Circle groups may be conducted in probation departments, community-based programs, or residential facilities. Women leaders facilitate groups using a six-step circle format (opening ritual, theme introduction, individual check-in, creative activity, sharing of activity, and closing ritual). The girls take turns talking and listening to one another about their concerns and interests, and further express themselves through creative or directed activities such as journaling, poetry, role-playing, drama, dance, drawing, collage, and clay.

Training is offered but not required to facilitate *Girls Circle* groups or purchase materials. The Girls Circle Association also provides continuing education and consultation. Curriculum materials include a facilitator manual, facilitator activity guides, and an evaluation tool kit to measure outcomes with the various curricula.

Girls Circle is listed in two registries, as specified in Appendix A. Evaluations have concluded that girls participating in *Girls Circle* experience significant gains in self-efficacy, positive body image, and perceived social support.¹⁰

OBJECTIVES:

Participants will reduce risk factors for delinquent behavior and increase protective factors for resiliency against difficult situations.

COMPONENTS:

Girls Circle curricula may be taught individually or in sets of three.

The Foundation Set – Designed to develop a healthy foundation with female identity, friendships, and body image.

- ✓ Friendship
- ✓ Being a Girl
- ✓ Body Image

The Community Set – Designed to address innovative ways to cultivate respect, build alliances, and examine beliefs, values, and choices about girls' lives and the world around them.

- ✓ Honoring Our Diversity
- ✓ Mind/Body/Spirit
- ✓ Expressing My Individuality

The Unity Set – Designed to strengthen girls' skills to move into more complex definitions of relationship to self and others, exploring feelings, goals, assertiveness, and achieving success.

- ✓ Relationships with Peers
- ✓ Who I Am
- ✓ Paths to the Future (Skills-building support circle for use with at-risk or court-involved girls)

TRAINING AND MATERIALS:

Training is offered but not required to facilitate *Girls Circle* groups or purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

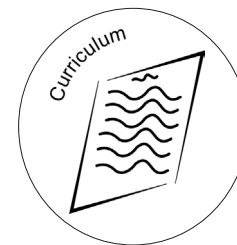
CONTACT INFORMATION:

National:

Girls Circle Association
A Project of the Tides Center
458 Christensen Lane
Cotati, CA 94931
Phone: (707) 794-9477
Fax: (707) 794-9938
Email: info@girlscircle.com
Website: www.girlscircle.com

Pennsylvania:

See Appendix C for a list of sites in Pennsylvania that offer *Girls Circles* groups.



SAY IT STRAIGHT (SIS)

Skill-training curriculum for youth ages 8-18 who display destructive behaviors.



**POSITIVE YOUTH DEVELOPMENT /
PREVENTION**

INTERESTING FACTS

Say It Straight (SIS) was developed by Dr. Paula Englander-Golden and since 1982 has been successfully implemented with youth, families and communities in schools, probation, detention and treatment settings.

ABSTRACT:

*Say It Straight (SIS)*¹² is a communication skills training curriculum designed to prevent destructive behaviors such as violence, risky sexual behaviors, and use of alcohol, tobacco, and other drugs, and promote wellness in young people.

SIS is designed to be taught in ten 50-minute sessions for high school students and eight sessions for younger students. However, the number and length of *SIS* sessions depends on group size, youth ages, and setting.

SIS groups may be conducted in probation departments, community-based programs, residential facilities, and schools. The *SIS* curriculum is action-oriented, groups participants with others of similar ages, and uses multisensory learning modalities (visual, auditory, and kinesthetic) to involve youth with different learning styles. Participants are co-creators in their learning through filmmaking, body sculpting (positioning the body to express communication), and role-playing, which facilitate experiential learning and using new skills in real life.

Training is required to facilitate *SIS* groups and purchase materials. Facilitators may conduct groups and purchase materials after completing a training workshop, and certification is awarded upon review and feedback by *SIS*. Curriculum materials include a trainer manual, student workbook/journal, training videotapes, and an evaluation questionnaire to assess learning.

SIS is listed in three registries, as specified in Appendix A. Evaluations using behavioral and self-report measures with follow-up for periods of up to 19 months have shown that after youth have completed *SIS* they are 4.5 times less likely to have juvenile offenses such as assaults, vandalism, burglary, and runaway, and 3.7 times less likely to have substance abuse-related school suspensions and referrals compared to youth who did not attend *SIS* sessions. Reductions in fights that lead to violence have also been reported.¹³

OBJECTIVES:

Participants will learn:

- ✓ Communication and behaviors that empower oneself while respecting others,
- ✓ To value oneself, others, and life issues, and
- ✓ To be good listeners, understand another's point of view, and feel and express empathy.

COMPONENTS:

SIS includes:

1. Introducing *SIS* Training and Team Building
2. Placating and Saying It Straight
3. Temperature Reading. Blaming or Bullying and *SIS*
4. Being Passive-Aggressive or Two Faced and *SIS*
5. Being Super-Reasonable or Playing Smart and *SIS*
6. Being Irrelevant, Disruptive, or Spacing Out and *SIS*
7. Positive Support
8. Rules and Rule Transformations (omitted with younger participants)
9. Systems Exercises (omitted with younger participants)
10. The Dance of Inclusion and Wrap-Up

TRAINING AND MATERIALS:

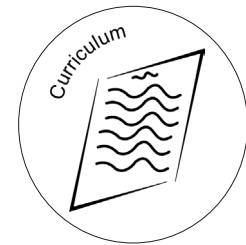
Training is required to facilitate *SIS* groups and purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

CONTACT INFORMATION:

Say It Straight Foundation
6254 Paseo Elegancia
Carlsbad, CA 92009
Phone: (760) 431-1147
Fax: (760) 278-7009
Email: sayitstraight-info@sayitstraight.org
Website: www.sayitstraight.org

STOP NOW AND PLAN (SNAP) UNDER 12 OUTREACH PROJECT

Self control and problem-solving skill-training intervention for boys ages 6-11 who have had police contact and/or are at risk for delinquency.



**POSITIVE YOUTH DEVELOPMENT /
PREVENTION**

INTERESTING FACTS

The Stop Now and Plan (SNAP) was developed by the Child Development Institute in Toronto in 1985 as an intervention for young males ages 6-11 who are assessed as engaging in above average levels of aggressive, destructive, or other antisocial behaviors. *SNAP's* sister intervention, *SNAP Girls Connection*, began in 1996 and has been shown to be effective.¹⁶

ABSTRACT:

The *Stop Now and Plan (SNAP)*¹⁴ intervention uses a multisystemic approach, combining interventions that target the child, the family, and the child in the community. *SNAP's* cognitive behavioral approach is designed to help children control impulsivity, think about the consequences of their behavior, and develop socially appropriate plans. The basic self-control and problem-solving skill is taught and reinforced through practice in different situations using *SNAP* (the boys learn how to stop themselves, snap their fingers, say "SNAP," take a deep breath, and think about what they want to achieve and its consequences).

All boys participate in a structured group that takes place once a week for 1.5 hours for 12 weeks. A parent group runs concurrently with the children's group, and focuses on teaching parents effective child management strategies based on *SNAP* principles. The program offers additional services for up to one year.

SNAP may be conducted in community-based programs or residential facilities. Small-group sessions for children include brief periods of unstructured play, discussion, modeling, coaching and behavioral rehearsal, structured play, and relaxation.

Training is offered but not required to facilitate *SNAP* groups or purchase materials. However, a license is available for a nominal fee and is required to use *SNAP*. In addition to training workshops, training videos and implementation consultation are available. Materials include a facilitator manual, student booklets, and evaluations and assessments.

SNAP is listed in two registries, as specified in Appendix A. Research studies demonstrate that there is a positive change among children who participate in the *SNAP* program on measures of antisocial behavior and social competence, and that these changes persist when measured up to 18 months after discharge from the program. Long-term evaluations indicate that 70% of the high-risk children who have completed the program have not had contact with the police by the age of 18.¹⁵

OBJECTIVES:

- ✓ Teach boys self-control and problem solving techniques using *SNAP*,
- ✓ Teach parents effective child management skills by using *SNAPP* (*Stop Now and Plan Parenting*),
- ✓ Facilitate school success,
- ✓ Increase social competence by connecting boys to positive structured community activities, and
- ✓ Teach boys positive socialization skills.

COMPONENTS:

SNAP Screening and Assessment – *SNAP*'s screening and assessment procedures include intake interviews with the child and parents by *SNAP* staff. In addition, the Early Assessment Risk List for Boys (EARL-20B), a clinical decision-enhancing risk assessment tool for use with aggressive and delinquent boys under the age of 12, is used.

SNAP Interventions

Core Components – All boys participate in a 12-week *SNAP* Children's Group and their families participate in a 12-week *SNAP* Parent Group.

Added Components – The following components are offered to boys and their families based on their level of risk and need:

- ✓ Individualized Family Counseling or Intervention
- ✓ Individual Befriending (mentoring)
- ✓ Academic Tutoring and Informal Homework Club
- ✓ School Advocacy and Teacher Consultation
- ✓ Victim Restitution
- ✓ The Arson Prevention Program for Children (TAPP-C)

Continued Care Components – Participants who complete the core 12-week *SNAP* Group may join the Night Club for Boys or Night Club for Parents.

Evaluation – A child and his family are typically evaluated by *SNAP* program staff at the beginning of the program, at six months, and at 12 months (or when the case is closed).

TRAINING AND MATERIALS:

Training is offered but not required. However, users of *SNAP* are required to enter into a *SNAP* licensing agreement with Child Development Institute in order to facilitate *SNAP* groups and purchase materials. See Appendix B for more information about licensing and training, a list of materials, and associated costs.

CONTACT INFORMATION:**Child Development Institute**

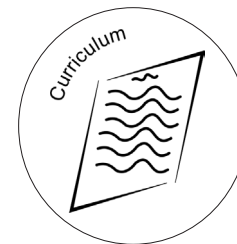
197 Euclid Avenue
Toronto, ON M6J 2J8
Phone: (416) 603-1827
Fax: (416) 603-6655
Email: augimeri@childdevelop.ca
Website: www.childdevelop.ca

Pennsylvania:

See Appendix C for a list of sites in Pennsylvania that have *SNAP*.

WHYTRY

Skill-training curriculum for youth ages 10-18.



**POSITIVE YOUTH DEVELOPMENT /
PREVENTION**

INTERESTING FACTS

Christian Moore first articulated the *WhyTry* principles when he was an undergraduate student and a professor asked him to write down how he had gotten so far in his education with his severe learning disabilities. *WhyTry* is currently used in schools, mental health facilities, and youth corrections facilities.

ABSTRACT:

The *WhyTry*¹⁷ curriculum offers education and interventions designed to help motivate young people to create positive change and answer the question, "Why try in life?"

The *WhyTry* curriculum is usually taught one class per week for 14-15 weeks and may be adjusted to fit most program schedules. *WhyTry* teaches ten critical social and emotional principles using a hands-on learning approach with visual analogies that are reinforced by music and physical activities to approach learning through the three primary learning styles—visual, auditory, and body-kinesthetic.

WhyTry may be used in probation departments, community-based programs, and residential facilities. The curriculum, which may be taught as a stand-alone intervention or incorporated into existing educational or treatment milieu, is designed to be taught in an interactive group setting or as a one-on-one counseling tool.

Training is offered but not required to facilitate *WhyTry* groups or purchase materials. Materials include a teacher manual, student journal, poster set, PowerPoint CD, music CD, overheads, and a hands-on experiential activities kit.

The *WhyTry* curriculum has been evaluated but not listed in a registry. Evaluation has shown that the *WhyTry* curriculum helps youth significantly improve outcomes in the areas of school attendance, academic performance, and graduation. In addition, evaluation has shown that youth who participated in *WhyTry* reported significantly improved understanding of key social and emotional principles, including self-motivation, consequences, peer pressure, and obeying laws and rules.¹⁸

OBJECTIVES:

Participants will:

- ✓ Learn the following social and emotional principles:
 - Anger management
 - Problem solving
 - Dealing with peer pressure
 - Living with laws and rules
 - Building a support system
 - Having a vision of their future
- ✓ Become hopeful and be able to articulate an answer to the question, "Why try in life?"

COMPONENTS:

WhyTry includes:

- ✓ **Visual Analogies** – Ten pictures represent visual analogies of social and emotional principles:
 1. "The Motivation Formula" (channeling challenges into positive activities and accomplishments)
 2. "The Reality Ride" (learning that decisions have consequences and how to "get on the right track")
 3. "Tearing Off Your Label" (overcoming negative labels)
 4. "Defense Mechanisms" (recognizing and controlling defense mechanisms)
 5. "Climbing Out" (differentiating between the people who pull you down and those who help you out)
 6. "Jumping Your Hurdles" (getting help for problem solving and being resilient)
 7. "Desire, Time, & Effort" (achieving anything you want through hard work)
 8. "Lift the Weight" (obeying laws and rules)
 9. "Get Plugged In" (connecting with other people)
 10. "You Can See Over The Wall" (summary of the *WhyTry* curriculum)
- ✓ **Music** – Reinforces the visual analogies in musical styles to which youth relate.
- ✓ **Physical Activities** – Hands-on group activities to help increase participation and learning.
- ✓ **Student Journal** – A book of activities and personal reflections that can be used in the group or as homework assignments.

TRAINING AND MATERIALS:

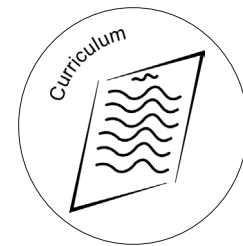
Training is offered but not required to facilitate *WhyTry* groups or purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

CONTACT INFORMATION:

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PARENTING WISELY (AMERICAN TEEN)

Skill-training parenting education curriculum for parents with children ages 9-18 who have mild to serious behavior problems.



PARENTING EDUCATION SKILL DEVELOPMENT

INTERESTING FACTS

Parenting Wisely was developed at Ohio University by Dr. Donald Gordon as an alternative or complement to existing family interventions. Dr. Gordon used his experience with program dissemination, including the Functional Family Therapy model, to create a curriculum that would reduce or eliminate many of the barriers that keep at-risk families from receiving good family interventions.

ABSTRACT:

*Parenting Wisely (American Teen)*¹⁹ is a self-administered, interactive, multimedia parenting education skills curriculum designed to reduce family conflict and child behavior problems by improving parenting skills and enhancing family communication, supervision, and discipline. In addition, it seeks to improve problem-solving, parent-school communication, school attendance, and grades while reducing disciplinary infractions.

Parenting Wisely was developed using parameters that reduce or eliminate many of the barriers that keep families from receiving good family interventions: brief; accessible; flexible; non-stigmatizing; low cost; not dependent upon training or continued supervision; appropriate for families with diverse ethnic, educational, and socioeconomic characteristics; and effective.

Parenting Wisely consists of nine case studies. Each case study opens with a video of a common family problem, followed by three positive responses. Parents choose a response, see a video of how their choice would work, get feedback on their choice, and answer questions about the ideas and skills presented in the case. Each session is concluded with a quiz to further reinforce the information. *Parenting Wisely* is typically administered individually in one to three sessions over 2 to 3 hours or in groups that meet for three to ten sessions.

Parenting Wisely is delivered on a personal computer and may be conducted in the parent's home, community location with public Internet-ready computer (e.g., library), probation department, or community-based program. The curriculum does not require computer familiarity or literacy, and is available through either an interactive CD-ROM or an online version. A non-interactive video version (DVD/VHS) is also available for use in classes with large numbers of participants. The curriculum utilizes demonstration, quizzing, repetition, rehearsal, recognition, and feedback for correct and incorrect answers.

Parent Wisely can be implemented by staff at any organization. Training is offered but not required to facilitate *Parenting Wisely* or purchase materials. Materials include an interactive

CD-ROM, non-interactive DVD/VHS, or online access; a service provider's guide that supplies all the information necessary to fully implement the curriculum; parent workbook; and evaluation materials.

Parenting Wisely is listed in three registries, as specified in Appendix A. Evaluations show that use of *Parenting Wisely* resulted in decreased child behavior problems, increased knowledge and use of good parenting skills, improved problem solving, and reduced spousal violence and violence toward their children.²⁰ Documented outcomes occur within a week of program use and tend to improve over time.

OBJECTIVES:

Participants will learn communication skills, assertive discipline, and supervision skills.

COMPONENTS:

Parenting Wisely (American Teen) includes nine case studies:

1. Doing Household Chores
2. Refusing to Do Chores
3. Getting Jobs Done Correctly
4. Children Fighting Each Other
5. Performing Better in School
6. Children That Are a Bad Influence
7. The Loud Music Problem
8. The Phone Problem
9. Stepparent-Stepchild Conflict

TRAINING AND MATERIALS:

Training is offered but not required to facilitate *Parenting Wisely* or purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

CONTACT INFORMATION:

National:

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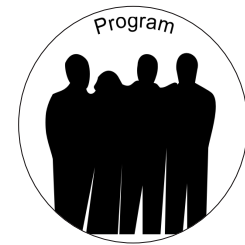
Website: www.familyworksinc.com

Pennsylvania:

See Appendix C for list of sites in Pennsylvania that offer *Parenting Wisely*.

FUNCTIONAL FAMILY THERAPY (FFT)

Family therapy and skill-building program for youth ages 11-18 at risk for institutionalization, and their families.



FAMILY PRESERVATION (BLUEPRINTS MODEL PROGRAM)

INTERESTING FACTS

James Alexander and Bruce Parsons developed the Functional Family Therapy (FFT) model in 1969 to serve diverse populations of underserved and at-risk adolescents and their families. Over the past 30 years FFT has been used in a wide range of intervention sites.

ABSTRACT:

Functional Family Therapy (FFT)²¹ is designed to target youth who have demonstrated the entire range of maladaptive, acting out behaviors and related syndromes, whose families often share common factors of anger, hopelessness, and/or resistance to treatment. FFT is multisystemic in that it focuses on the multiple domains and systems within which adolescents and their families live. FFT works to develop family members' inner strengths and sense of being able to improve their situations, which provides the family with a platform for change and future functioning that extends beyond the direct support of the therapist and other social systems.

FFT is a short-term, cost-effective intervention that requires, on average, eight to fifteen 1-hour sessions of direct service for mild cases, and generally no more than 26 to 30 hours of direct service for the most difficult situations, generally spread over a three-month period. FFT consists of three specific and distinct phases of clinical intervention that integrate a strong cognitive component with systematic skill training in family communications, parenting, and conflict management skills. In addition, on-going, multi-faceted assessment is integral to each phase.

FFT is conducted in the client's home as a home-based model. Core therapeutic principles guide the FFT process, including: 1) focusing on youth and family factors that protect them from early program dropout; 2) family-focused programming that includes alliance and motivation of all members; 3) specific and individualized behavior change; 4) multisystemic programming focused on maintaining and supporting family change; and 5) acknowledging that change occurs in stages.

Training and site certification are required for agencies that wish to implement FFT. Therapists are able to see clients immediately after the first Clinical Training although the site is not considered eligible for certification until the first year of service delivery is completed.

FFT is listed in four registries (as specified in Appendix A), including Blueprints for Violence Prevention. Clinical trial results suggest that FFT, when implemented as intended, has pro-

duced reductions in recidivism, out-of-home placements, and subsequent sibling referrals of at least 25 percent and as much as 55 percent. The program has demonstrated impact on reducing delinquency in targeted teenagers and 18-month follow-up studies suggest that the impact is lasting.²²

OBJECTIVES:²³

- ✓ Engage and motivate youth and their families to change in a positive manner by decreasing intense negativity and uncovering/developing their strengths,
- ✓ Reduce and eliminate problem behaviors and accompanying family relational patterns that put family and youth at risk, and
- ✓ Generalize changes across problem situations by increasing the family's capacity to utilize community resources to enhance and maintain their attempts to change.

COMPONENTS:

FFT includes:²⁴

Early Phase: Engagement and Motivation

- ✓ Build alliances between the therapist and each family member and between all family members,
- ✓ Reduce negativity and blame,
- ✓ Develop a shared family focus to the presenting problems, and
- ✓ Build hope and expectation for change.

Middle Phase: Behavior Change

- ✓ Target and change individual and family risk patterns through activities both within and outside the therapy sessions in a way that matches the unique relational functions of the family and is consistent with the obtainable change of the individual family within the context of their lives and their values.

Late Phase: Generalization

- ✓ Generalize the changes made to other areas of the family relational system,
- ✓ Maintain changes through focused and specific relapse prevention, and
- ✓ Support and extend changes made by the family by incorporating relevant community resources into treatment.

TRAINING AND SITE CERTIFICATION:

Training and site certification are required to facilitate the FFT program. See Appendix B for more information about training, site certification, and associated costs.

CONTACT INFORMATION:

National:

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 Website: www.fftinc.com

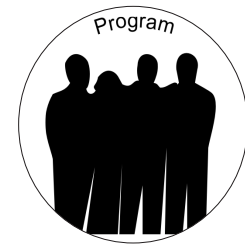
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See Appendix C for a list of FFT programs in Pennsylvania.

MULTIDIMENSIONAL TREATMENT FOSTER CARE (MTFC)

Structured foster care program for youth ages 12-17 with chronic and severe delinquent or antisocial behavior who are at risk of out-of-home placement.



FAMILY PRESERVATION (BLUEPRINTS MODEL PROGRAM)

INTERESTING FACTS

The Multidimensional Treatment Foster Care (MTFC) program was developed by the Oregon Social Learning Center in 1983 as an alternative to residential and group care placement for serious and chronic juvenile offenders. Over the years, the program model has been expanded to fit the needs of youngsters from all of the major publicly funded child service systems (juvenile justice, mental health, and child welfare).

ABSTRACT:

Multidimensional Treatment Foster Care (MTFC)²⁵ is a cost-effective alternative to residential treatment, incarceration, and hospitalization for adolescents who have problems with chronic antisocial behavior, emotional disturbance, and delinquency. Community foster families are recruited, trained, and closely supervised by the MTFC treatment team to provide youth with treatment and intensive supervision at home, in school, and in the community; clear and consistent limits with follow-through on consequences; positive reinforcement for appropriate behavior; a relationship with a mentoring adult; and separation from delinquent peers. The typical duration of MTFC services is six to nine months.

MTFC is conducted in foster homes, where a positive and predictable environment is established with a structured behavior management system and consistent follow-through on consequences. The behavior management system is designed to encourage positive age-appropriate behavior in the home through frequent reinforcement from the MTFC foster parents and support from the MTFC treatment team. Behavior at school and academic progress is monitored daily and individual therapy is provided. The biological parents (or other after-care resources) receive family therapy while the youth is in MTFC.

Training for foster parents and treatment team staff is required for agencies that wish to implement MTFC. Foster parents are screened, trained, and supported to become part of the MTFC treatment team. MTFC program supervisors are familiar with adolescent development, developmental psychopathology, and social learning principles. MTFC therapists typically have master's degrees and have been trained in family and individual therapy or in related fields.

MTFC is listed in four registries (as specified in Appendix A), including Blueprints for Violence Prevention. Evaluations have demonstrated that MTFC youth compared to control group youth: spent 60% fewer days incarcerated at 12 month follow-up; had significantly fewer subsequent arrests; ran away from their programs, on average, three times less often; had significantly less hard drug use in the follow-up periods; and had better school attendance and homework completion at 24 month follow-up.²⁶

OBJECTIVES:

- ✓ To decrease problem behaviors and increase appropriate normative and pro-social behaviors so youth can successfully live in families rather than in group or institutional settings, and
- ✓ To simultaneously prepare their parents, relatives, or other aftercare resources to provide the youth with effective parenting so that the positive changes made while the youth are placed in MTFC can be sustained over the long run.

COMPONENTS:

Three intervention components work in unison:

1) MTFC Foster Parents:

- ✓ Receive pre-service training, weekly group support meetings, and 24/7 access to program staff support
- ✓ Provide close supervision in a consistent, reinforcing environment and implement a structured, individualized program for the youth in their care
- ✓ Provide treatment staff with information about the youth's behavior through the Parent Daily Report

2) The Youth's Family:

- ✓ Receives training to learn a modified version of the behavior management system used in the MTFC foster home
- ✓ Receives family therapy to prepare for their child's return home
- ✓ Practices skills and receives feedback in family sessions and home visits during the youth's placement in MTFC

3) The Treatment Team:

- ✓ Includes a case manager, therapists, child skills trainer, and telephone contact person to call for the Parent Daily Report; a program supervisor leads the team, oversees interventions, and provides intensive support to the foster parents
- ✓ Meets weekly to review progress on each case, review the Parent Daily Reports, and adjust the youth's individualized treatment plan

TRAINING AND PROGRAM IMPLEMENTATION:

Training of foster parents and treatment team members, and program fidelity standards are required to facilitate the MTFC program. See Appendix B for more information about training, program implementation, and associated costs.

CONTACT INFORMATION:

Training and TA Provider:

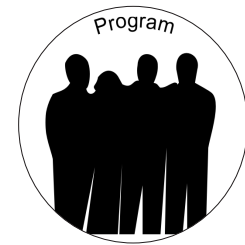
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Website: www.mtfc.com

Pennsylvania:

See Appendix C for a list of MTFC programs in Pennsylvania.

MULTISYSTEMIC THERAPY (MST)

Family therapy and skill-building program for chronic, violent, or substance abusing juvenile offenders ages 12-17 at high risk for out-of-home placement, and their families.



FAMILY PRESERVATION (BLUEPRINTS MODEL PROGRAM)

INTERESTING FACTS

Multisystemic Therapy (MST) was developed in the late 1970s by Marshall Swensen and Scott Henggeler to address several limitations of existing mental health services for serious juvenile offenders, including minimal effectiveness, low accountability of service providers for outcomes, and high cost.

ABSTRACT:

Multisystemic Therapy (MST)²⁷ is an intensive, individualized in-home treatment that addresses multiple determinants of serious antisocial behavior in juvenile offenders. The multisystemic approach views individuals as being nested within a complex network of interconnected systems that encompass individual, family, and extrafamilial (peer, school, neighborhood) factors. Services are directed toward the family's psychological, social, educational and material needs, and intervention strategies include strategic family therapy, structural family therapy, behavioral parent training, and cognitive behavior therapies.

MST utilizes the family preservation model, which is based on the philosophy that the most effective route to helping children and youth is through helping their families. MST services, with a typical duration of four months of multiple therapist-family contacts each week (60 total hours of contact), are provided in the youth's natural environment (e.g., home, school, community). The treatment plan is designed in collaboration with family members and is family-driven rather than therapist-driven, with the therapist helping the family to accomplish their goals. Frequency and duration of sessions are determined by family need, with the final two to three weeks involving less intensive contact to monitor the maintenance of therapeutic gains.

MST is provided using a home-based model of service delivery, which is designed to overcome barriers to service access, increase family retention in treatment, allow for the provision of intensive services, and enhance the maintenance of treatment gains. MST promotes behavior change by placing developmentally appropriate demands on the adolescent and family for responsible behavior within a context of support and skill building.

Training and program licensing are required for agencies that wish to implement MST. Staff is degreed mental health professionals who have undergone training, supervision, and certification from licensed MST trainers. A typical staffing pattern is a treatment team consisting of one doctoral-level supervisor and three to four masters-level therapists.

MST is listed in six registries (as specified in Appendix A), including Blueprints for Violence Prevention. Evaluations of MST have demonstrated reductions of 25-70% in long-term rates of rearrest, reductions of 47-64% in out-of-home placements, extensive improvements in family functioning, and decreased mental health problems for juveniles.²⁸

OBJECTIVES:

- ✓ Reduce youth criminal activity,
- ✓ Reduce other types of antisocial behavior, such as drug abuse, and
- ✓ Achieve these outcomes at a cost saving by decreasing rates of incarceration and out-of-home placements.

COMPONENTS:

The Nine MST Principles

Principle 1: The primary purpose of assessment is to understand the fit between the identified problems and their broader systemic context.

Principle 2: Therapeutic contacts emphasize the positive and should use systemic strengths as levers for change.

Principle 3: Interventions are designed to promote responsible behavior and decrease irresponsible behavior among family members.

Principle 4: Interventions are present-focused and action-oriented, targeting specific and well-defined problems.

Principle 5: Interventions target sequences of behavior within and between multiple systems that maintain identified problems.

Principle 6: Interventions are developmentally appropriate and fit the developmental needs of the youth.

Principle 7: Interventions are designed to require daily or weekly effort by family members.

Principle 8: Intervention effectiveness is evaluated continuously from multiple perspectives, with providers assuming accountability for overcoming barriers to successful outcomes.

Principle 9: Interventions are designed to promote treatment generalization and long-term maintenance of therapeutic change by empowering care givers to address family members' needs across multiple systemic contexts.

MST Interventions

MST intervention occurs on three levels:

Family Level: Provides parents with the resources needed for effective parenting and developing increased family structure and cohesion. Staff is available 24/7.

Peer Level: Decreases the youth's involvement with delinquent and drug-using peers and increases his/her association with pro-social peers.

School Level: Develops collaborative relationships between the parents and school personnel, and promotes strategies for parents to monitor and support the youth's school performance and/or vocational functioning.

TRAINING AND PROGRAM IMPLEMENTATION:

Training and program licensing are required to facilitate the MST program, and only those MST programs under a valid program license from MST Services and the Medical University of South Carolina can use the MST designation. See Appendix B for more information about training, site licensing, and associated costs.

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See Appendix C for a list of MST programs in Pennsylvania.

ENDNOTES:

- ¹ Material in the *Victim/Community Awareness: An Orientation for Juveniles* profile was derived from:
Bender, V. and Hunninen, M. (2004). *Victim/Community Awareness: An Orientation for Juveniles, Trainer's Guide*. Pennsylvania Commission on Crime and Delinquency (PCCD).
- ² See Bender, V., King, M., and Torbet, P. (2006). *Advancing Accountability: Moving Toward Victim Restoration*. Pittsburgh, PA: National Center for Juvenile Justice.
- ³ Material in the 4-H Youth Development Program profile was derived from three sources.
National 4-H Council website <http://4-h.org>. (Information acquired September 27, 2007.)
National 4-H Headquarters website http://www.national4-hheadquarters.gov/about/4h_about.htm. (Information acquired September 27, 2007.)
Pennsylvania 4-H website <http://pa4h.cas.psu.edu>. (Information acquired September 27, 2007.)
- ⁴ Meade, J., Hirschle, T., Rodriguez, E., and Goggin, S. (1999). *Understanding the Difference 4-H Clubs Make in the Lives of New York Youth: How 4-H Contributes to Positive Youth Development*. Retrieved September 27, 2007 from <http://nys4h.cce.cornell.edu/research/research.php>.
- ⁵ Astroth, K. and Haynes, G. (2002). "More than cows and cooking: Newest research shows the impact of 4-H." *Journal of Extension*. Vol. 40, #4, August 2002. Retrieved September 27, 2007 from www.joe.org/joe/2002august/a6.shtml.
- ⁶ Material in the Big Brothers Big Sisters of America (BBBSA) profile was derived from three sources:
Big Brothers Big Sisters of America website www.bbbs.org. (Information acquired December 10, 2007.)
OJJDP Model Programs Guide website www.dsgonline.com/mpg2.5/mpg_index.htm. (Information acquired December 10, 2007.)
McGill, D.E., Mihalic, S.F., and Grotzinger, J.K. (1998). *Big Brothers Big Sisters of America: Blueprints for Violence Prevention, Book Two*. Blueprints for Violence Prevention Series (D.S. Elliott, Series Editor). Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.
- ⁷ Sherman, L.W., Gottfredson, D.C., MacKenzie, D.L., Eck, J., Reuter, P., and Busway, S. (1998). *Preventing Crime: What Works, What Doesn't, What's Promising*. Retrieved January 3, 2008 from <http://www.ojp.usdoj.gov/nij>.
- ⁸ Tierney, J.P., Grossman, J.B., and Resch, N.L. (1995). *Making a Difference: An Impact Study of Big Brothers/Big Sisters*. Philadelphia, PA: Public/Private Ventures.
- ⁹ Material in the *Girls Circle* profile was derived from two sources:
Girls Circle website www.girlscircle.com. (Information acquired November 13, 2007.)
OJJDP Model Programs Guide website www.dsgonline.com/mpg2.5/mpg_index.htm. (Information acquired November 13, 2007.)
- ¹⁰ Irvine, A. (2005). *Girls Circle: Summary of Outcomes for Girls in the Juvenile Justice System*. Santa Cruz, Calif.: Ceres Policy Research.
- ¹¹ See www.boyscouncil.com.
- ¹² Material in the *Say It Straight* profile was derived from two sources:
Say It Straight website www.sayitstraight.org. (Information acquired November 15, 2007.)
OJJDP Model Programs Guide website www.dsgonline.com/mpg2.5/mpg_index.htm. (Information acquired November 15, 2007.)
- ¹³ Englander-Golden, P., Elconin Jackson, J., Crane, K., Schwarzkopf, A.B., and Lyle, P.S. (1989). "Communications Skills and Self-Esteem in Prevention of Destructive Behaviors." *Adolescence* 94:482-502.
Englander-Golden, P., Elconin Jackson, J., and Miller, K.J. (1985). "Say It Straight: Adolescent Substance Abuse Prevention Training." *Academic Psychology Bulletin* 7:65-79.
- ¹⁴ Material in the *Stop Now and Plan (SNAP)* profile was derived from four sources:
Child Development Institute website www.childdevelop.ca. (Information acquired December 7, 2007.)
Pittsburgh Social Venture Partners website www.psvp.org. (Information acquired December 7, 2007.)
OJJDP Model Programs website www.dsgonline.com/mpg2.5/mpg_index.htm. (Information acquired December 7, 2007.)
www.kidsmentalhealth.ca/documents/EBP_conduct_disorder_peer_group_interventions.pdf. (Information acquired December 7, 2007.)

- ¹⁵ Augimeri, L.K., Farrington, D.P., Koegl, C.J., and Day, D.M. (2006). "The Under 12 Outreach Project: Effects of a Community-Based Program for Children With Conduct Problems." *Journal of Child and Family Studies*.
- ¹⁶ See www.childdevelop.ca
- ¹⁷ Material in the *WhyTry* profile is derived from the WhyTry, Inc. website www.whytry.org. (Information acquired December 6, 2007.)
- ¹⁸ See "Research on the *WhyTry* Program" at www.whytry.org.
- ¹⁹ Material in the *Parenting Wisely* profile was derived from three sources:
Parenting Wisely website www.familyworksinc.com. (Information acquired November 4, 2007.)
OJJDP Model Programs Guide website www.dsgonline.com/mpg2.5/mpg_index.htm. (Information acquired November 4, 2007.)
Substance Abuse and Mental Health Services Administration. (2002). *Parenting Wisely Model Program Fact Sheet*. Retrieved November 4, 2007 from www.modelprograms.samhsa.gov.
- ²⁰ Gordon, D.A. (2000). "Parent Training Via CD-ROM: Using Technology to Disseminate Effective Prevention Practices." *The Journal of Primary Prevention* 21(2): 227-51.
Kacir, C.D. and Gordon, D.A. (1999). "Parenting Adolescents Wisely: The Effectiveness of an Interactive Videodisk Parent Training Program in Appalachia." *Child and Family Behavior Therapy* 21(4): 1-22.
- ²¹ Material in the Functional Family Therapy profile was derived from three sources:
Blueprints for Violence Prevention website www.colorado.edu/cspv/blueprints/modelprograms.html. (Information acquired October 10, 2007.)
Functional Family Therapy website www.fftinc.com. (Information acquired October 10, 2007.)
Sexton, T.L., and Alexander, J.F. (2000). "Functional Family Therapy." *Juvenile Justice Bulletin*. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.
- ²² Alexander, J., Barton, C., Gordon, D., Grotpeter, J., Hansson, K., Harrison, R., Mears, S., Mihalic, S., Parsons, B., Pugh, C., Schulman, S., Waldron, H., and Sexton, T. (1998). *Functional Family Therapy: Blueprints for Violence Prevention, Book Three*. Blueprints for Violence Prevention Series (D.S. Elliott, Series Editor). Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.
- ²³ See <http://casat.unr.edu/bestpractices/view.php?program=41&print=1>.
- ²⁴ Sexton, T.L. and Alexander, J.F. (2004). "Functional Family Therapy: An Integrated Treatment System for Successfully Working with Adolescent Externalizing Behavior Disorders." *The Family Psychologist* 20(1): 7-9
- ²⁵ Material in the Multidimensional Treatment Foster Care (MTFC) profile was derived from three sources:
Multidimensional Treatment Foster Care website www.mtfc.com. (Information acquired November 8, 2007.)
Blueprints for Violence Prevention website <http://www.colorado.edu/cspv/blueprints/modelprograms.html>. (Information acquired November 8, 2007.)
Chamberlain, P. (1998). "Treatment Foster Care." *Juvenile Justice Bulletin*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.
- ²⁶ Chamberlain, P. and Reid, J. (1998). *Multidimensional Treatment Foster Care: Blueprints for Violence Prevention, Book Eight*. Blueprints for Violence Prevention Series (D.S. Elliott, Series Editor). Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.
- ²⁷ Material in the Multisystemic Therapy profile was derived from three sources:
Blueprints for Violence Prevention website www.colorado.edu/cspv/blueprints/modelprograms.html. (Information acquired October 24, 2007.)
Multisystemic Therapy website www.mstservices.com. (Information acquired October 24, 2007.)
Henggeler, S.W. (1997). "Treating Serious Anti-Social Behavior in Youth: The MST Approach." *Juvenile Justice Bulletin*. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.
- ²⁸ Henggeler, S.W., Mihalic, S.F., Rone, L., Thomas, C., and Timmons-Mitchell, J. (1998). *Multisystemic Therapy: Blueprints for Violence Prevention, Book Six*. Blueprints for Violence Prevention Series (D.S. Elliott, Series Editor). Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.

