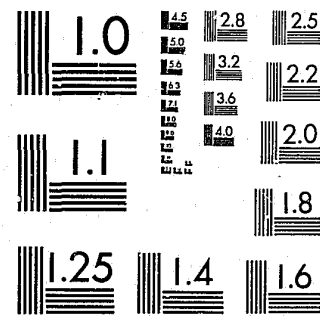


National Criminal Justice Reference Service

**ncjrs**

This microfiche was produced from documents received for inclusion in the NCJRS data base. Since NCJRS cannot exercise control over the physical condition of the documents submitted, the individual frame quality will vary. The resolution chart on this frame may be used to evaluate the document quality.



MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A

Microfilming procedures used to create this fiche comply with the standards set forth in 41CFR 101-11.504.

Points of view or opinions stated in this document are those of the author(s) and do not represent the official position or policies of the U. S. Department of Justice.

National Institute of Justice  
United States Department of Justice  
Washington, D. C. 20531

DATE FILMED

JULY 1, 1981



Department of Justice  
Law Enforcement Assistance Administration  
Office of Juvenile Justice and Delinquency Prevention

# Replication of Project New Pride

77213

April 1981

REPLICATION  
OF  
PROJECT NEW PRIDE

Prepared For

U.S. Department of Justice

The Law Enforcement Assistance Administration

The Office of Juvenile Justice  
and Delinquency Prevention

This project is supported by Contract Number J-LEAA-017-79, awarded to New Pride, Inc., Denver, Colorado, by the U.S. Department of Justice, Law Enforcement Assistance Administration, Office of Juvenile Justice and Delinquency Prevention. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

APRIL, 1981

U.S. Department of Justice  
National Institute of Justice

77213

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the National Institute of Justice.

Permission to reproduce this copyrighted material has been granted by

PUBLIC DOMAIN

U.S. Dept. of Justice

to the National Criminal Justice Reference Service (NCJRS).

Further reproduction outside of the NCJRS system requires permission of the owner.

TABLE OF CONTENTS

	<u>Page</u>
CHAPTER ONE: MANAGEMENT AND OVERVIEW	1
Introduction and Summary	1
Intensive Supervision	8
Diagnostic Services	9
Alternative Education	11
School Reintegration	12
Employment	13
Volunteer Support	14
Management Information System	15
Management of Project New Pride	17
Project New Pride's Success	21
CHAPTER TWO: INTENSIVE SUPERVISION	23
Introduction	23
Client Intake	26
Completion of Intake: A Rigorous Schedule	46
The Counseling/Case Management Program	46
CHAPTER THREE: DIAGNOSTIC SERVICES	87
Introduction	87
Scheduling Diagnostic Screening	95
Levels of Testing in the Diagnostic Process	95
Information Management: Report Writing	110
Post-Treatment Testing	113
Schedule of Diagnostic Services	114
CHAPTER FOUR: ALTERNATIVE EDUCATION	127
Introduction	127
Award of Academic Credit	129
Component Intake	131
Student Orientation	134
Informal Assessment	141
Formal Program Staffings	148
Individualized Integrated Service Plans	150
Individual Education Plans	150
Comprehensive Curriculum Development	152
The Teaching Approach	152
Supportive Service and Follow-Up	161
CHAPTER FIVE: EMPLOYMENT	165
Employment Program Options and Process	165
Deciding Which Option is Best for the Client	168
Selecting the Appropriate Option	174
Designing the Program for the Client	175

	<u>Page</u>
CHAPTER SIX: SCHOOL REINTEGRATION	191
Introduction	191
Referral - In House Supportive Service	191
Advance Reentry Services	193
Appropriate School and Special Program Placement	197
Advocacy	201
Ongoing Feedback to Project New Pride Counselors	202
Reassessment of Program Placement	204
CHAPTER SEVEN: VOLUNTEER SUPPORT	205
Introduction	205
The Volunteer Process	205
Volunteer Roles: Supplementary Staff	205
Volunteer Recruitment	209
Volunteer Screening: Meeting Mutual Needs	214
Orientation and Training of Volunteers	217
Volunteer Matching	223
Training Staff to Work with Volunteers	224
Volunteer Recognition	225
CHAPTER EIGHT: MANAGEMENT INFORMATION SYSTEM	227
Introduction	227
Client Based MIS	228
Data Collection Plan for MIS	234
MIS Forms	239
Routine Management Reports	242
Making the System Work for You	244

LIST OF ILLUSTRATIONS		<u>Page</u>
FIGURE ONE: PROJECT NEW PRIDE		7
FIGURE TWO: INTENSIVE SUPERVISION PROCESS		24-25
FIGURE THREE: REFERRAL FORM		27
FIGURE FOUR: INTAKE ASSIGNMENT AND TRACKING SHEET		30
FIGURE FIVE: APPLICATION FOR TESTING AND EVALUATION AND RELEASE OF INFORMATION		32
FIGURE SIX: INITIAL CONTACT FORM		76-29
FIGURE SEVEN: SCHOOL RELEASE OF INFORMATION FORM		34
FIGURE EIGHT: NEEDS ASSESSMENT SUMMARY		38
FIGURE NINE: SUMMARY OUTLINE		38
FIGURE TEN: LEVEL I SUMMARY SHEET		39
FIGURE ELEVEN: AGREEMENT FOR PRIDE SCHOOL		50
FIGURE TWELVE: CLIENT NEEDS ASSESSMENT INTERVIEW CHECKLIST		80-85
FIGURE THIRTEEN: INDIVIDUAL INTEGRATED SERVICE PLAN		59-61
FIGURE FOURTEEN: FORMAL FOR ALL COURT REPORTS		65-66
FIGURE FIFTEEN: SERVICE DELIVERY RECORD		72-73
FIGURE SIXTEEN: TESTING MANUAL SAMPLE		91
FIGURE SEVENTEEN: APPROACH TO TESTING CHECKLIST		92
FIGURE EIGHTEEN: DIAGNOSTIC PROCESS		94
FIGURE NINETEEN: LEARNING DISABILITIES SUMMARY CHECKLIST		121-125
FIGURE TWENTY: ALTERNATIVE EDUCATION PROCESS		130
FIGURE TWENTY ONE: PROJECT NEW PRIDE HOUSE RULES		142
FIGURE TWENTY TWO: SEMESTER GOALS:		144
FIGURE TWENTY THREE: TEACHERS' MANUAL ON INFORMAL ASSESSMENT		146
FIGURE TWENTY FOUR: SUMMARY SHEET		147
FIGURE TWENTY FIVE: STUDENT LESSON PLAN		153
FIGURE TWENTY SIX: CURRICULUM GUIDE		154
FIGURE TWENTY SEVEN: DAILY PROGRESS LOG		158
FIGURE TWENTY EIGHT: TYPICAL DAILY SCHEDULE		162-163
FIGURE TWENTY NINE: EMPLOYMENT PROCESS		166
FIGURE THIRTY: EMPLOYMENT AND TRAINING SERVICES REFERRAL FORM		171
FIGURE THIRTY ONE: COUNSELOR RESPONSE SHEET		172
FIGURE THIRTY TWO: JOB READINESS TRAINING MATERIALS		178
FIGURE THIRTY THREE: JOB PLACEMENT INFORMATION FORM		184
FIGURE THIRTY FOUR: CLIENT PERFORMANCE CHECKLIST ON WORK TRAINING SITES		186
FIGURE THIRTY FIVE: OJT - TIME AND ATTENDANCE RECORD		188
FIGURE THIRTY SIX: THE SCHOOL REINTEGRATION PROCESS		192
FIGURE THIRTY SEVEN: DPS REFERRAL FORM		194
FIGURE THIRTY EIGHT: WEEKLY SCHOOL REPORT FORM		203
FIGURE THIRTY NINE: VOLUNTEER PROCESS		206
FIGURE FORTY: ORIENTATION MATERIALS		220
FIGURE FORTY ONE: VOLUNTEER INTERN CONTRACT/ AGREEMENT		221-222
FIGURE FORTY TWO: CLIENT BASED MIS		233

## CHAPTER ONE: MANAGEMENT AND OVERVIEW

### Introduction and Summary

Project New Pride is a community-based, comprehensive program of integrated services for serious multiple delinquent offenders.

The project's specific target group is adjudicated youth from 14 to 17 years of age residing in jurisdictions with high levels of serious juvenile crime, under court supervision for a serious offense, with records of at least two (2) prior convictions for serious misdemeanors and/or felonies and who would otherwise be confined in correctional institutions or placed on probation. These youngsters are generally regarded among the "hard core" intractable cases for which incarceration is the only practical answer. Project New Pride demonstrates a more humane and practical way.

The project's major objectives are: J

- Increased school achievement, remediation of learning disabilities, employment and improved social functioning;
- Reduction in the incarceration of youth adjudicated for criminal offenses;
- Reduction of arrests; and
- Institutionalization of comprehensive and integrated community-based treatment services for serious juvenile offenders through redirection of state and local resources into more cost effective community-based treatment services.



These objectives are accomplished through provision of a comprehensive, integrated, and individualized system of services. A central concept of the Project New Pride model is its wholistic approach to working with delinquent youth. Crime and delinquency literature confirms the conclusion that delinquency is the manifestation of a complex interaction of variables and that no single factor can be attributed as its cause. In order to impact upon these problems, the needs of the "total" child must be addressed. Consideration must be given to the social and emotional needs of the youth as they relate to all the main institutions impacting on his or her life, the family, peer group, school, work, and larger community. The acquisition of basic academic, work, and social skills are the vital steps toward establishing the basis of effective institutional relationships that work, pay-off for the youth rather than discourage and alienate him or her further. Overall, the wholistic approach necessitates that the interaction of all these variables be addressed in relation to the individual needs and abilities of each youngster and in a mutually supportive, integrated fashion.

Project New Pride's major program components are: ✓

- Intensive Supervision: Project New Pride counselors are expected to have contact with clients on a daily basis. Caseloads do not exceed 20 clients and the entire family is to be considered to be part of the counselor's caseload. The counselor/case manager is also responsible for coordinating the delivery of the project's entire range of services to each of his or her clients.

- Diagnostic Assessment: Project New Pride uses an inter-disciplinary diagnostic team to individually evaluate each client. Test results are combined with comprehensive needs assessments to determine the appropriate treatment strategies. Four levels of testing are utilized and are determined by the client's needs. The diagnostic batteries include basic academic and psychological screening, diagnosis of learning disabilities, in-depth speech and language and psychological assessment.
- Alternative Education: Remedial education is designed to decrease general educational lag. Special education to youth with learning disabilities focuses on therapies that remediate or compensate for specific learning disabilities manifested by project clients. In addition, cultural education is designed to expose youth to the total community and is integrated into both aspects of the alternative education component.
- School Reintegration and Maintenance: Bridges the gap between the project's alternative education component and the larger community by facilitating and providing continued support to the clients' re-entry into the public school.
- Employment (Job Preparation and Placement): Introduces clients to the world of work through providing meaningful employment experiences where they can earn income for work actually performed. These placement options are used: direct placement, on the job training, and referral to publicly funded programs. Additionally,

pre-employment training and career counseling emphasize the development of good work habits and marketable skills.

- Volunteer Support: The extensive use of volunteers in all aspects of the program has enabled Project New Pride to provide needed, individualized and special services and facilitated the development of a wide base of community support.
- Management Information System: Provides a comprehensive and detailed inventory of information that is used to maintain quality control, conduct intensive, on-going programmatic and individualized monitoring of service delivery and facilitates program modifications and long-range planning.

Critical to the success of Project New Pride is a precise synchronization of these main program elements. This is accomplished by emphasizing three primary integrating functions. They include:

- Comprehensive Needs Assessment-Diagnostic Services: As described above, Project New Pride incorporates a comprehensive body of information as its first step in individual program planning.
- Staffing: During a Placement Staffing, the Diagnostic Team and counselors collectively review all information gathered on the client and a joint decision is made on the client's placement to the program's components; later a Program Staffing provides the opportunity for the sharing of all information

generated during the intake phase with direct service workers in the program component in which the client is placed. Routine subsequent staffings assure that all the expertise of the project is continuously brought to bear on planning and delivering services to the client.

- Individualized Integrated Service Planning (IISP); A single document which incorporates all the Project's counseling, education, employment and referral goals, measurable objectives, and service prescriptions provides the basis for actually integrating services. Implementation of this plan is monitored closely by case managers through the Intensive Supervision Process and with key tracking capability provided by the Project New Pride MIS.

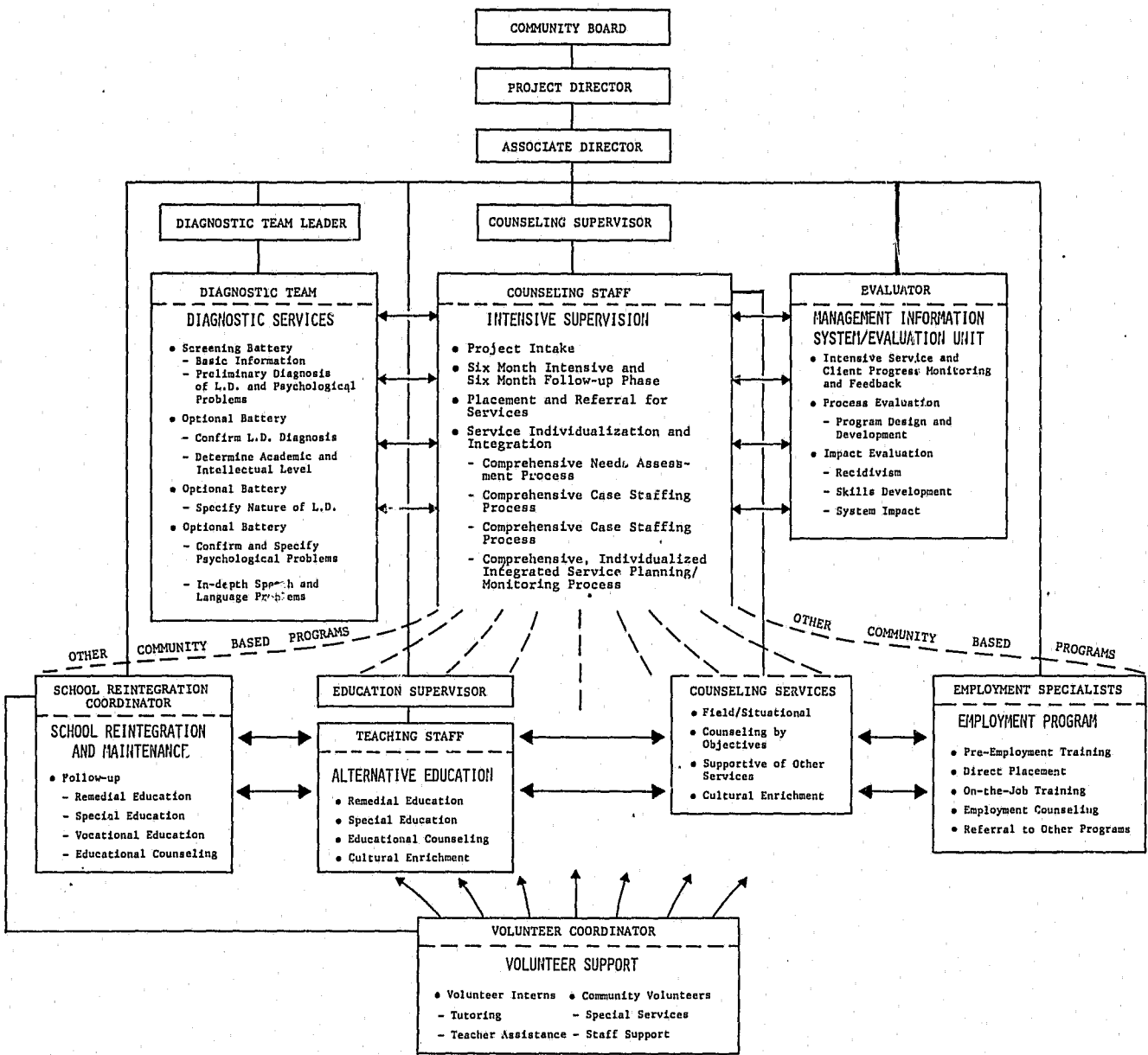
Project New Pride provides six months of intensive services to each client and six months of follow-up services. The project operates on the basis of the premise that an individual must learn to confront his or her own problems successfully in the community where the "problems" are. Isolation of the individual from the community may solve one of the community's "problems" temporarily, but can accomplish virtually nothing to help the youngster. Thus, Project New Pride is oriented toward moving each client progressively back into the community "mainstream" with support and increased competencies.

Project New Pride embraces its title literally. Its efforts are aimed at creating a feeling of "new pride" within its clients; a pride long lost or never before discovered. Although viewed as a "last chance" by some, all aspects of

Project New Pride are oriented to overcome the poor self-concept and defeatist attitude characterizing its clients at entry, by helping to instill a new sense of pride and self-worth based upon a better understanding of themselves and others, and the realities of the world and society in which they live.

The main philosophical orientation that guides Project New Pride's entire effort is the wholistic concept that focuses on the youth as a total person. His or her problems, strengths and the world around him or her must be dealt with simultaneously and in a coordinated fashion to make a difference.

Project New Pride has created a series of services that are individualized to meet the specific and unique needs and interests of every client. The focus is to integrate all of these services, providing comprehensive treatment to its clients. Staff believes that intensive individual services and attention are of paramount importance to maintain the client's involvement and interest. The Intensive Supervision Process is the key. It implements procedures assuring routine contact with each client and a thorough management process which implements effective planning and delivery of services. As illustrated in Figure One, Intensive Supervision is the cornerstone upon which all other program components are based.



PROJECT NEW PRIDE

FIGURE ONE

### Intensive Supervision

The process of Intensive Supervision implemented by Project New Pride has evolved in response to the multi-faceted needs exhibited by the project's clients. All clients receive "intensive supervision" in the form of close and routine contact which assures that all significant areas of need are identified and systematically addressed through a comprehensive individualized plan of services.

There are two main phases of the Intensive Supervision process: Client Intake, and the Counseling/Case Management Process. All referrals to Project New Pride who are accepted as clients after the eligibility screening are assigned an intake counselor who is responsible for conducting a needs assessment interview with the client and his or her family. This interview covers the following areas:

- Family Environment and Relations;
- School Status;
- Employment Situation and History;
- Peer Relationships;
- Court Status;
- Physical Health;
- Material Needs; and
- Attitudes Toward Authority.

The intake counselor is also responsible for gathering information from any community agencies, schools or courts with which the client has been involved. This information, along with recommendations for component placement and programming needs is presented at staffings with the Diagnostic Team and members of the Alternative Education and Counseling Components.

Upon placement in one of Project New Pride's direct service components, the client is assigned a counselor/case manager thus marking the beginning of the Counseling/Case Management phase. The case manager is responsible for the coordination and integration of all project services throughout the client's one year involvement with the project. The planning and monitoring of these services is performed utilizing the format of the Individualized Integrated Service Plan (IISP). It is the counselor/case manager's responsibility to prepare, revise, and update each client's IISP, under the supervision of the Counseling/Case Manager Supervisor, with input and review from other project staff involved with the client.

In addition to these case management functions, the counselors also provide direct counseling services to all clients. These services include individual and family counseling, liaison with community agencies, resource brokerage, court relations and support and advocacy in the community. The counselor/case manager's involvement continues throughout each client's intensive and follow-up phases, with the expectation that during follow-up the client will demonstrate increasing responsibility and independence in pursuit of his or her goals.

### Diagnostic Services

Project New Pride's diagnostic services are provided by a multi-disciplinary team utilizing a levels of testing approach. This approach not only serves to complete each client's diagnostic assessment expeditiously, but also makes efficient use of the diagnostician's time, as clients proceed from a screening level of assessment to more in-depth test batteries as needed.



The first three levels of testing present an integrated approach to assessing client functioning in the following areas: Acuity; Achievement; Learning Processing; and Self-Report Data. Level I, a screening battery, is administered to all Project New Pride clients. The results provide basic information on client functioning in these areas and lead to preliminary diagnoses of learning disabilities. Level II testing is administered to confirm the tentative diagnosis of learning disabilities, and Level III specifies the nature of the learning disability.

Level IV, Projective Psychological and In-Depth Speech and Language, contains optional batteries administered to clients who demonstrate possible emotional problems or language deficiencies.

The diagnostic team is an integral part of the entire Project New Pride process. Their assessments, which include observations of client functioning during testing as well as information from outside agencies who have had contact with the client, are combined with the intake counselor's recommendations, and informal assessment results for those clients referred to the Alternative Education Component, to provide an integrated and detailed assessment of each client's needs. The diagnostic team routinely participate in formal staffing conferences held initially to assist in the preparation of integrated plans for services to be delivered to each client in Project New Pride, and periodically after to monitor client's progress and revise plans as needed. Each of the diagnosticians is available to the staffs of the direct service components and to the court to provide additional testing or consultation as needed.

Alternative Education (See next page)

### Alternative Education

The Alternative Education Component of Project New Pride provides three main services:

- Remedial Education;
- Special Education; and
- Cultural Education.

Remedial education is aimed at providing those clients of Project New Pride who have fallen far behind in the public schools, but demonstrate no specific learning problem, with an alternative education experience tailored more to their individual learning styles and interests than the traditional classroom settings in which they have chronically been unable to perform.

Special education is provided to clients for whom specific learning disabilities are diagnosed. These services are particularly individualized and focus on development of more effective information processing skills.

Cultural education is provided through the use of community volunteers who bring to the alternative school setting a wide array of specialized capabilities. They organize special events, serve as instructors for special subjects, and assist the regular teaching staff to integrate special materials into the educational curriculum.

Volunteer interns are also used exclusively in the Alternative School providing one-on-one and small group tutoring.

Individualized educational services are the hallmark of this component's services. A teacher to student ratio of one to

five is supplemented by use of the volunteer interns to maintain the capability for one-on-one education at all times.

#### School Reintegration

The School Reintegration and Maintenance Program is designed to facilitate and provide continuing support to the client as he or she leaves the Alternative Education Component or Project New Pride and reenters the public school mainstream. When a client is referred to the School Reintegration and Maintenance Program the Coordinator will work closely with the youth, his or her counselor, and school officials in selecting an appropriate placement and closely monitoring the student's progress.

The coordinator will first identify the student's home school and review his or her school history. A staff meeting is held with the youth's counselor in order to prioritize the youth's needs and identify special program options which will be available. While the programs offered differ in each school, the main ones utilized are Alternative Education, Special Education, and Vocational Training. The Coordinator will then notify the school of the student's planned reentry and recommend a program placement. Project New Pride provides all of the diagnostic and intake information it has collected on the client to the school during school staffing conferences held to select an appropriate program option. It is the Coordinator's responsibility to maintain a working relationship with the schools in the community and to be aware of all special programs, as the appropriate placement is crucial for successful reentry of students.

Employment (See next page)

#### Employment

The Employment Program is a supportive service of Project New Pride in which the clients are able to receive direct exposure to the job marketplace while earning money, exploring various vocational fields, and learning particular work and job maintenance skills. The three options within the program - On the Job Training (OJT), Direct Placement, and Referral to Outside Employment/Training Programs - are each carefully designed to make the job experience the best possible for the client and the employer.

If the program is appropriate, clients are referred by their counselor and assigned to a Job Placement Specialist. The Job Placement Specialist conducts an Assessment Interview with the client and reviews all information from the needs assessment to assist him or her in determining the employment option.

It is determined, based on interests, level of skills, maturity, etc., that some of the clients are ready for direct job placement. Others will benefit more from an On the Job Training position where the individual may enter a new vocational area and advance at his or her own pace.

The first phase of the Direct Placement and OJT programs is Job Readiness Training, in which activities are designed to assist the client in bettering his or her skills in all areas necessary to obtain and maintain employment.

In order to assure optimum job retention and quality of experience, the client's needs and interests are matched to a particular job. Once a specific kind of job has been identified as appropriate, the Job Placement Specialist surveys the community for available jobs or for an opportunity to

create a new job meeting the needs of the client. A Work Place Assessment is conducted at all placement possibilities. The characteristics of the actual placement can be a contributing factor to the client's success or failure there.

The Job Placement Specialist contacts prospective employers to make necessary arrangements prior to the client's interview. The Job Placement Specialist works with the employer and client to finalize all arrangements and insure that all questions have been answered before the client begins work. Job site monitoring visits are conducted at least once per week but may be increased depending upon the client's needs. The Job Placement Specialist works closely with employers to prevent or deal with any placement problems.

Outside Training Programs, an option seldom used, must meet the strict criteria established by Project New Pride in order for an eligible client to be referred. The Job Placement Specialist is responsible for determining if this option is appropriate and for monitoring any client who is referred to such a program very closely.

The Project New Pride counselor is informed regularly of the client's successes or problems on the job. The counselor and Job Placement Specialist work as a team doing everything possible to assure that the client has a positive experience on the job.

#### Volunteer Support

Volunteers are regarded as an integral part of Project New Pride. They provide needed services to project clients and help the project build a wide base of community support. There are two general types of volunteers in Project New Pride:

Volunteer Interns and Community Volunteers. All volunteers are regarded as extensions of the staff and are carefully recruited, screened and trained for specific tasks. All volunteer assignments are designed to meet both the needs of the clients and expectations of the volunteers.

Local colleges and universities are the primary source of volunteer interns, who are recruited in correspondence to school semesters. Volunteer Interns are used almost exclusively in the Alternative Education Component, assisting with classroom instruction, either as small group facilitators or as individual tutors. They are responsible for and encouraged to make contributions to the overall lesson plan. They are not given actual caseloads, but use their skills to implement individual teaching and counseling objectives and activities while being closely supervised by the teaching staffs and counseling staffs. The interns receive academic credit for their volunteer services.

Voluntary organizations, civic or religious organizations and businesses are the main sources of community volunteers, who are recruited in accordance with client needs. The major role of community volunteers is to enhance existing staff capabilities to provide a richer, more diversified array of services such as recreational activities or arts and crafts. Supervision of community volunteers is performed on an individualized basis.

#### Management Information System

Project New Pride's Management Information System is designed to serve three purposes:

- to provide rapid turn-around of information on service

delivery and client progress enabling the project overall and case managers to take appropriate corrective actions when adequate services are not being delivered or an individual client is not achieving progress in the program;

- to provide routine feedback to the project's management on the effectiveness of specific service modalities and program components relative to specified performance standards enabling a continuous reexamination and "fine tuning" of the project's design and operational procedures; and
- to establish a comprehensive data base enabling thorough overall evaluation of the project's effectiveness in terms of impact on clients and on the juvenile justice system.

Recently, it has been determined that automation of the system through remote terminals is necessary to continue its operation at the required high performance level. This strategy greatly increases the systems utility and decreases the clerical demand on direct service staff and supervisors created by manual operation of the system.

The first priority of the Management Information System is to provide rapid feedback relating to the service delivery and individual client progress. The forms and procedures used to implement this feature of the system have been carefully designed to provide comprehensive information and still minimize paperwork. The three key forms are:

- The Needs Assessment Checklist;
- The Individualized, Integrated Service Plan; and

- The Service Delivery Record.

Only the last of these, the Service Delivery Record, exists solely for the purposes of the MIS. Thus, the MIS requires only one "extra" piece of paper to be generated per client per week.

Overall, the Management Information System is integral to the design and operation of Project New Pride. The Intensive Supervision Process is the Project's most critical element. It cannot be implemented effectively without the proper interface with the MIS through which service delivery and client progress monitoring is achieved.

#### Management Of Project New Pride

Project New Pride's stability and success is the result of a strategy of careful planning and development. The project was implemented in 1973 and a critical aspect of its success has been the attention given to a number of management issues during that period.

#### Board Development

An advisory board performs several functions: provides input to the program on community perceptions, needs and concerns; assists in the review and evaluation of the program's effectiveness; and facilitates the development of community support. Project New Pride's board consists of representatives from:

- academic community;
- legal profession;



- community programs;
- community based corrections;
- the business community;
- human service agencies;
- private citizens;
- public officials; and
- youth.

While their selection has been based in part on expertise, knowledge and influence in the community, commitment to the program philosophy and intent has been a paramount consideration.

It is essential that the board's role and responsibility be clearly defined and that an agreement of trust be established.

#### Relationships With Juvenile Justice Agencies

Arrangements and relationships developed with local juvenile courts and probation departments have been integral to the project's success. They control the referral of eligible clients. There are some common practices used which are as follows:

- Managers and staff need to meet frequently with court personnel during the program's design, implementation and on-going phases;
- Objective input should be honestly requested and openly received; and
- Goals to achieve a supportive and mutually beneficial relationship should be established, followed, and monitored.

#### Management's and Staff's Complex Role

The Project Director serves a complex role in the management of a community based program. Management is responsible for maintaining the integrity of the project design, and relationships with various agencies of the criminal justice system. Both tasks are equally demanding and require extensive feedback. Consequently, a Management Information System (MIS) is essential for effective project operation. Project management, therefore, must be skilled in the use of a sophisticated MIS, but should be equally skilled in working with outside agencies that have a direct bearing on daily operations.

The target population served by Project New Pride demands that a highly skilled professional staff is employed. Additionally, the integrated service delivery system utilized by Project New Pride creates overlapping roles in many instances, and this in turn creates the need for a well coordinated team approach. The need for clear lines of communication and the delegation of specific tasks cannot be over-emphasized. To implement these lines of communication effectively, the Project Director must meet on a regular basis with supervisory staff, and the community board.

Project management must also be sensitive to environmental conditions and characteristics of the referral process. The community and the juvenile justice system play a critical role in project implementation. The success or failure of the program is determined by a number of outside events: community acceptance of the Project New Pride concept; fluctuations in the juvenile crime problem; existing resources which treat

eligible juvenile offenders; juvenile justice system acceptance of the Project New Pride concept; the organizational ability of the juvenile justice system in making referrals; the number of eligible juvenile offenders; changes in legislation which impact client eligibility; and other factors. All of the factors listed above are external factors which can have negative impact on project operation. Obviously, since Project New Pride serves adjudicated delinquents, it must maintain excellent working relationships with the juvenile court and all of its officers, and it is also critical that relationships with prosecutors are well established and project personnel are respected for their ability to work with the target population. The community at large must also be involved, utilized and brought "on board" with the program to make it work most effectively.

The Project New Pride model is an original concept. It uses a complex and highly integrated service delivery system to meet individual needs. Its wholistic approach requires the use of an experienced, professional staff whose expertise must be geared and coordinated to meet the individual needs of each client. This can be accomplished only through the extensive exchange of information between staff and between staff and management. However, the sheer magnitude of data collected on a single client further complicates this task. Therefore, it is essential that the MIS developed by Project New Pride be used to effectively manage delivery of services to clients. This system provides critical information in an easily understandable format and is invaluable in the decision making process.

Project management must also actively pursue resources to institutionalize the program after OJJDP's seed money is

terminated. It is essential that this process be initiated from the very beginning of the project. Most courts are somewhat wary of federally funded efforts that raise expectations and disappear when funding terminates. These concerns can be alleviated if a solid plan for institutionalization is developed. This is also an area in which the involvement of the board can be invaluable. Management should define for the board its role in developing the necessary resources. The board, assisted by management, should then develop a long range strategy to achieve this objective.

#### Project New Pride's Success

In the final analysis, the basis for Project New Pride's success is directly attributable to the work of its highly professional staff. Job descriptions or procedural explanations are somewhat inadequate to describe how to work with the typical Project New Pride client. These youth have long histories of failures, opportunities denied, under-achievement, disappointments, family problems, and difficulties with the juvenile justice system. Consequently, it is essential for the staff to be extremely committed to working with this target group.

Project New Pride's management recruits personnel who have the personal and social skills that are necessary to relate to both clients served and to other professionals. Although the staff has the ability to relate to individual clients, they do not overly identify with the youth, and are quite capable of maintaining the required professional distance. This characteristic is essential because the staff has to face disappointments, because every client cannot succeed.

Project New Pride has been fortunate to have an extremely conscientious, organized and professional staff. The credit for Project New Pride's exemplary achievement belongs in large part to the staff for their efforts.

## CHAPTER TWO: INTENSIVE SUPERVISION

### Introduction

Most clients of Project New Pride have multiple problems; social, personal, health, economic and academic at the time they are referred to the program. The process of Intensive Supervision implemented by Project New Pride is responsive to this fact, providing an appropriate framework that assures multiple problems of each client are addressed in a highly individualized and integrated fashion.

### The Intensive Supervision Process

"Intensive Supervision" as a concept refers not only to the close and routine contact with each client that Project New Pride maintains, but just as importantly, to the thorough management process through which the project implements effective delivery of services. As illustrated in Figure Two, the specific steps in the process are organized in a sequence of actions that assures all problems of the client bearing significantly on his or her future opportunities are identified and that a simple, comprehensive service plan addressing all these problems concurrently and systematically is developed, implemented, carefully monitored, and revised whenever appropriate. The two main phases of this process and their major steps are:

- Client Intake:
  - Referral Screening
  - Needs Assessment
  - Diagnostic Testing
  - Placement Staffing; and

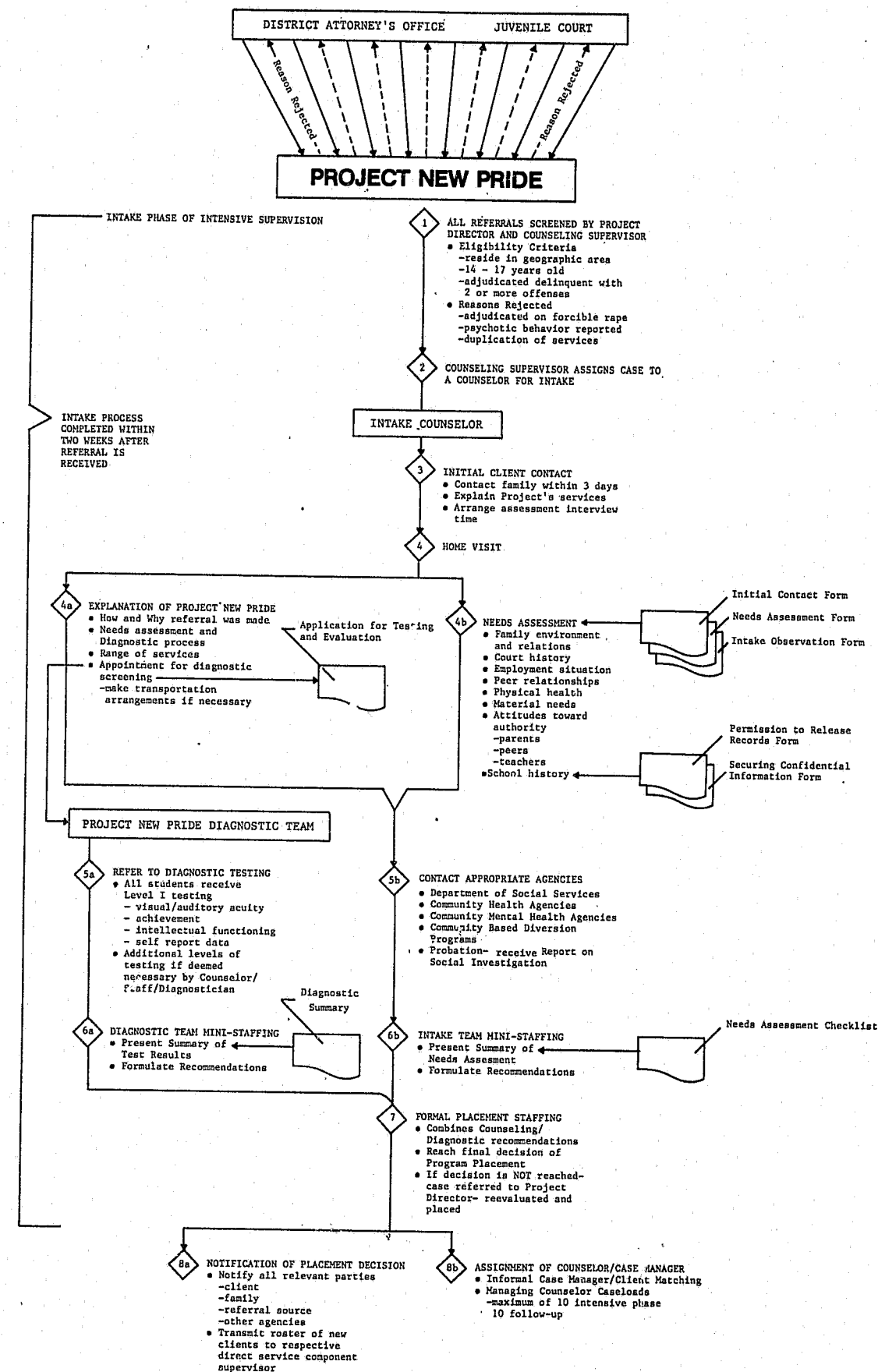


FIGURE TWO: INTENSIVE SUPERVISION PROCESS

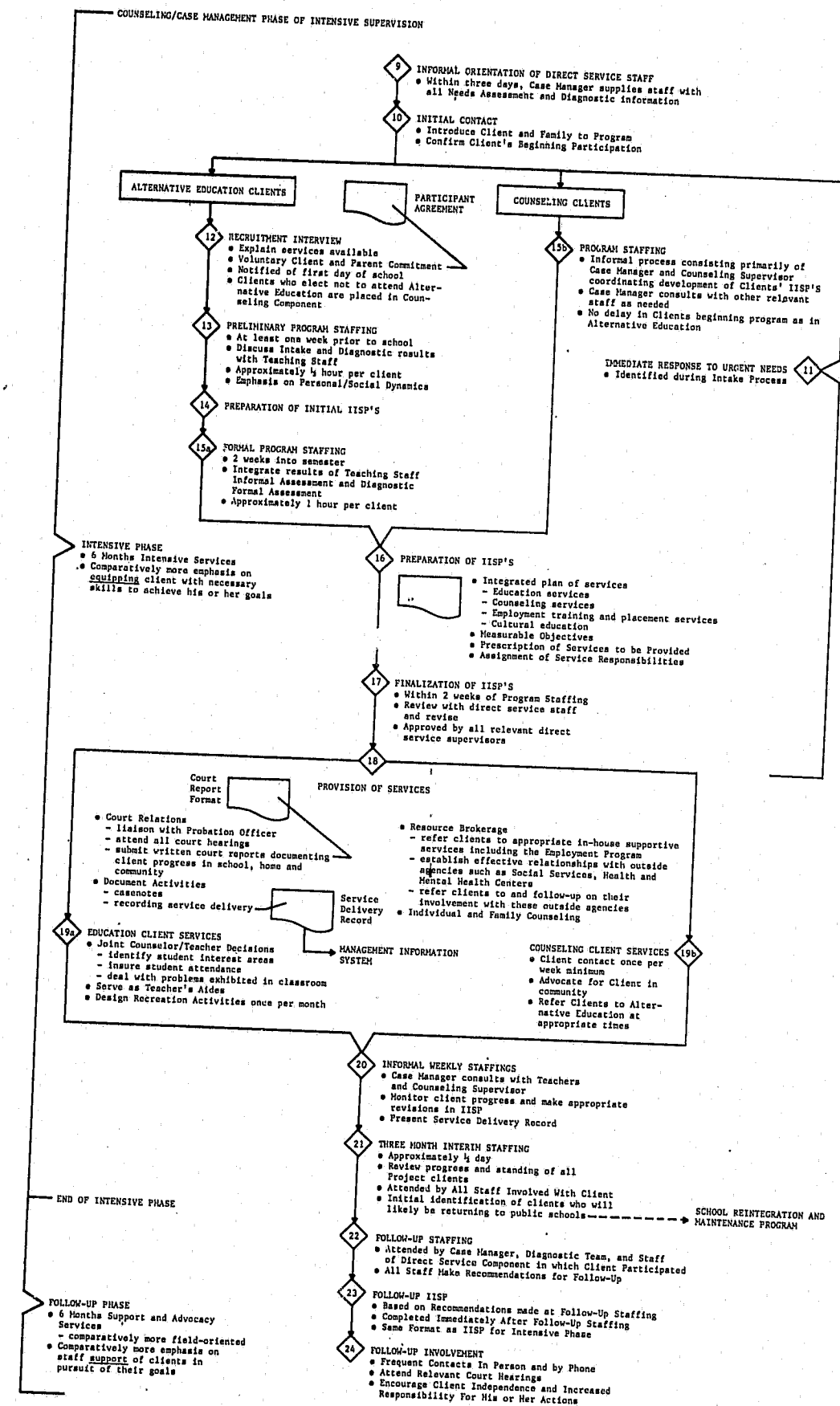


FIGURE TWO: (CONTINUED)



• The Counseling/Case Management Program:

- Response to urgent needs
- Initial observation period
- Program staffing
- Integrated service planning
- Service provision and monitoring
- Follow-up.

### Client Intake

Client intake begins with a referral from an agency of the juvenile justice system and ends with a decision by Project New Pride on appropriate program placement.

### Referral Screening

Clients are referred to Project New Pride from one of two sources: the District Attorney's Screening Committee (Police, District Attorney and Investigative Probation Supervisor) and the Denver Juvenile Court (Field Probation and Bench Referrals). Figure Three illustrates the referral form Project New Pride receives.

All referrals are initially screened by the Project Director and Counseling Supervisor to determine if all of the following eligibility criteria are met. If they are not, the referral source is contacted and reasons for rejection are explained.

### Eligibility Criteria

The eligibility criteria for the program are that

HON. ORRELLE R. WEEKS  
Presiding Judge

HON. JON I. LAYTON  
Judge

HON. MORRIS E. COLE  
Judge

HON. WILLIAM H. WARD, JR.  
Referee

HON. FREDERIC B. RODGERS  
Referee



Denver Juvenile Court  
CITY AND COUNTY BUILDING  
DENVER, COLORADO 80202  
303 / 297-2331

ROBERT M. MARCH  
Director of Court Services  
Clerk of the Court

DENVER JUVENILE COURT  
REFERRAL FORM

DATE: \_\_\_\_\_  
FOLIO: \_\_\_\_\_

TO: \_\_\_\_\_  
Agency, Project or Program Name

#### CLIENT REFERRED:

NAME: \_\_\_\_\_ DOB: \_\_\_\_\_ SEX: \_\_\_\_\_

LIVING WITH: \_\_\_\_\_ RELATIONSHIP: \_\_\_\_\_ PHONE: \_\_\_\_\_

NAME OF PARENT(S): \_\_\_\_\_ ADDRESS AND PHONE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_  
(or last school attended) (or last grade attended)

CURRENT OFFENSES: \_\_\_\_\_ DATE: \_\_\_\_\_ ACTION TAKEN: \_\_\_\_\_ DATE: \_\_\_\_\_

\_\_\_\_\_ ☐ Petition Filed \_\_\_\_\_

\_\_\_\_\_ ☐ Lectured & Released \_\_\_\_\_

\_\_\_\_\_ ☐ Informal Adjustment \_\_\_\_\_

\_\_\_\_\_ ☐ Probation \_\_\_\_\_

OTHER AGENCIES INVOLVED AT THE PRESENT TIME: \_\_\_\_\_

SPECIFIC SERVICES REQUESTED FOR YOUTH REFERRED: RECOMMEND \_\_\_\_\_

BRIEF DESCRIPTION OF THE PROBLEM: \_\_\_\_\_

Morgan Center  
New Pride  
Construction Program  
Printing Program  
D.P.S. Program  
Employment Program

PROBATION OFFICER: \_\_\_\_\_ SIGNATURE \_\_\_\_\_ PHONE: \_\_\_\_\_

Within 15 days from receipt of referral return this portion to: Placement Unit  
770 Grant, Suite #5  
Denver, CO 80203

Folio \_\_\_\_\_

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Sex: \_\_\_\_\_

Action Taken by: \_\_\_\_\_ Worker: \_\_\_\_\_  
Name of Agency, Project or Program

Initial Contact Made \_\_\_\_\_ REASONS \_\_\_\_\_  
Date

☐ Client Accepted

☐ Client Rejected

☐ Service refused by client

Initial Contact Not made ☐

FIGURE THREE: REFERRAL FORM

the youngster:

- Reside in the geographic service area specified as the program's target;
- Be no younger than 14 and no older than 17 years of age at the time of referral; and
- Be an adjudicated, multiple misdemeanor or felony offender (at least three or more offenses) at the time of referral.

Certain types of youth are not acceptable for referral:

- Youth charged with, or adjudicated on, forcible rape;
- Youth whose psychotic behavior has been specifically noted in psychological reports; and
- Youth concurrently referred to other community based programs appropriate to their needs (duplication of services)

#### Needs Assessment Process

The Counseling Supervisor is responsible to initiate the needs assessment process for all referrals deemed appropriate by the Screening Committee for Project New Pride. He or she assigns each case to a counselor for intake to contact the client, his or her family, Probation Officer,

school, and any community agencies already involved with the client, to gather needs assessment data. Figure Four illustrates the Intake Assignment and Tracking Sheet.

#### Initial Client Contact

After receiving assignment of a case for intake, Project New Pride's counselors phone the client's family within one to three days to inform the client and his or her parents that the project has received the referral from the District Attorney or the Court, briefly explain the project's services, and arrange an appointment to conduct a home visitation and needs assessment interview with the client and his or her parents.

#### First Home Visitation

The first home visitation by the counselor is completed within one week after receiving assignment of each case. Both clients and their parents receive a thorough explanation of Project New Pride including how and why the referral was made, the needs assessment and diagnostic process, the fact that a single counselor/case manager will be assigned to each client as his or her principle contact person with the project throughout the six month period of intensive service and six month Follow-Up Phase, and the range of services the project provides directly and indirectly.

[illegible]

30

An appointment for initial testing by Project New Pride's Diagnostic Team is also made or verified at this time (often this appointment is arranged during the initial contact and is confirmed during the home visitation). The youth and his or her parents must sign an Application for Testing and Evaluation illustrated in Figure Five. If the client needs this assistance, the counselor is also responsible to make arrangements either to provide or assure transportation enabling the client to keep the testing appointment.

#### The Needs Assessment Interview

The form illustrated in Figure Six (presented at the end of this chapter) provides a structure for the counselor's performance of a Needs Assessment Interview during the initial home visitation. This interview covers a wide array of potential need and problem areas including:

- Family Environment and Relations;
- School Status;
- Employment Situation;
- Peer Relationships;
- Physical Health;
- Material Needs; and
- Attitudes toward Authority:
  - parents
  - peers
  - teachers.



APPLICATION FOR TESTING AND EVALUATION  
AND RELEASE OF INFORMATION

I, \_\_\_\_\_ and I \_\_\_\_\_  
the parent(s)/guardians of the above minor child, hereby voluntarily  
make application for Project New Pride and any agency or person des-  
ignated by Project New Pride to perform those physical, psychiatric,  
or psychological and/or educational tests and/or evaluations upon  
said minor child, without cost to me, which Project New Pride finds  
appropriate for the minor child.

I hereby authorize the release of information to and by Project New  
Pride and/or their designees, concerning the minor child, of any and  
all testing or evaluation results and procedures. This information  
is authorized to be released to Project New Pride, and by Project New  
Pride to the Denver Juvenile Court at the discretion of Project New  
Pride.

In consideration for the performance of said testing, evaluation, and/or  
release of information, I hereby release Project New Pride, its agents,  
and designees of any and all liability of any kind arising as a direct  
or indirect result of said testing, evaluation, or release of information.

I understand the above application and release, voluntarily to both.

DATED: \_\_\_\_\_ (Child)  
\_\_\_\_\_ (Parent)  
\_\_\_\_\_ (Parent)  
\_\_\_\_\_  
(Interviewer)

FIGURE FIVE: APPLICATION FOR TESTING AND EVALUATION  
AND RELEASE OF INFORMATION

Social History

Most clients of Project New Pride are either school  
drop-outs or habitual truants. This makes it neces-  
sary to obtain a complete school history as part  
of the needs assessment. These records are obtained  
through cooperation of the Denver Public School's  
Office of Social Work Services. A release of in-  
formation must be signed by the client and his or  
her parents, as illustrated in Figure Seven.

History of Court Contact

In each case, the Probation Officer assigned to  
the case is contacted to obtain a complete his-  
tory of the client's contact with the juvenile  
justice system and a definition of his or her  
present status with the court. The Probation  
Officer also provides a report on their social  
investigation of the case.

Other Necessary Agency Contacts

Several additional agencies need to be contacted  
for information depending on the circumstances  
of individual cases. Any or all of the following  
may be appropriate:

- The Department of Social Services;
- Community Health Agencies;
- Community Mental Health Agencies; and
- Other Community-Based Diversion Programs  
that have provided services to the clients  
in the past.

DENVER PUBLIC SCHOOLS  
OFFICE OF SOCIAL WORK SERVICES  
Permission to Release Pupil Records

I, \_\_\_\_\_, \*give permission to the Denver Public  
Schools to release the following records of \_\_\_\_\_  
(Name which appears on records)

\_\_\_\_\_  
(Birthdate) \_\_\_\_\_  
(School)

incident reports, social work summary,  
psychological evaluation, cumulative records (I.O.  
and other testing), health, attendance

TO: \_\_\_\_\_  
(Person or Agency to Receive Records)

\*NOTE: If the person for whom records are requested is under 18 years  
of age, the release must be approved by the parent or guardian.  
If the person is 18 years of age or over, the release must be  
approved by that individual.

These records are to be released for the following reason(s):

Evaluation of school func-  
tioning of the student for  
diagnostic evaluation

Date: \_\_\_\_\_  
(Signature - See Note Above)

Address: \_\_\_\_\_

Note to Agency requesting records:

- A. It is agreed that upon receipt of these records your agency will not  
release the record(s) or any information therein to any other person  
or agency without prior written consent of the parent or student if  
over 18 years of age.
- B. The parent or guardian of the aforementioned pupil, or the pupil if  
18 years of age or over, may obtain a copy of these records. If a  
copy is desired, notify the custodian of the record, as appropriate.

DENVER PUBLIC SCHOOLS  
OFFICE OF SOCIAL WORK SERVICES  
Permission to Secure Confidential Information

I, \_\_\_\_\_, \*give permission to the Denver Public  
Schools to secure the following records or information on \_\_\_\_\_

\_\_\_\_\_  
(Name which appears on Records) (Birthdate) (School)

From: \_\_\_\_\_  
(Person or Agency who is custodian of records) (Clinic No.)

Records requested are: Diagnostic tests, psychological  
evaluations, pre and post academic  
tests, counseling summaries.

\*Note: If the person for whom records are requested is under 18 years of  
age, the release must be approved by the parent or guardian. If  
the person is 18 years of age or over, the release must be approved  
by that individual.

These records are to be released for the following reason(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_  
(Signature - See Note Above)

Address: \_\_\_\_\_

Note to Agency requesting records:

- A. Upon receipt of the records requested by the Denver Public Schools, such  
records become a part of the pupil's school record and may be subject to  
release to the parent or pupil under conditions of the Family Rights and  
Privacy Act.
- B. The parent or guardian of the aforementioned pupil, or the pupil if 18  
years of age or over, may obtain a copy of these records. If a copy is  
desired, notify the custodian of the record, as appropriate.

Please forward requested records to: Denver Public Schools  
Office of Social Work Services  
900 Grant Street  
Denver, Colorado 80203

FIGURE SEVEN: SCHOOL RELEASE OF INFORMATION FORM

All the information collected from these agencies is used to confirm and collaborate the report received during the needs assessment from the client and his or her family.

#### Screening Levels of Diagnostic Testing

The process of diagnostic testing implemented by Project New Pride is based on a system of Levels of Testing that assures no client is tested more than is necessary to make informed decisions about his or her needs.

All clients receive the first level of diagnostic testing. This level not only includes administration of a battery of tests: the Wide Range Achievement Test, to assess potential academic performance; the Wechsler Intelligence Scale for Children-Revised or the Wechsler Adult Intelligence Scale used to assess intelligence; and auditory and vision screening tests; but also includes an interview process in which each client's self-report data is collected in the areas of school history, learning problems and attitudes, drug/alcohol information and general psychological functioning. The purpose of this first level is to provide basic diagnostic information on each client and identify those who may have problems that require further testing.

After completing the first level of testing, it is the decision of the diagnosticians whether a second level of testing is necessary. This decision is based upon the client's performance on the academic achievement test and the intelligence scale. If the client is functioning below the 25th percentile on the WRAT reading or 10th percentile on the WRAT arithmetic

and demonstrates average intellectual functioning, he or she is administered Level II testing which is precisely designed to determine the presence of some learning disability. This level of tests consists of an Informal Learning Disabilities Screening Battery, the Bender Visual Motor-Gestalt Test, and the Woodcock Reading Mastery Test. If a client is assessed as functioning within the "average" range of intelligence and there is a significant discrepancy between achievement and potential in combination with a pattern of learning process dysfunctions, the client is diagnosed as learning disabled.

Two additional levels of testing are used by the diagnostic unit to specify learning disabilities and psychological disturbances more precisely. These are reserved only for those clients for whom the presence of a learning disability and/or a particularly strong suggestion of some other serious psychological problem is confirmed by the screening diagnostic testing and the needs assessment. The decision to apply these additional tests is a joint decision made by the diagnosticians, the counselors and the staff of the program component in which the client is eventually placed.\*

#### The Two Week Deadline

The counselor assigned to each case for intake is responsible to arrange that all of the needs assessment and screening diagnostic testing are completed within two weeks

\*NOTE: A more complete description and explanation of levels of diagnostic testing is found in Chapter Three: Diagnostic Services.

after he or she receives assignment of the case. Project New Pride strives to hold this deadline. However, there are, of course, contingencies that arise making this schedule impossible to keep in every case. If such contingencies are encountered, the counselors are required to provide their supervisor immediately with documentation of the problem and inform him or her of the earliest date for task completion.

#### Placement Staffing

After all of the needs assessment and screening diagnostic testing has been completed, all the information must be shared: first, within the Counseling Component and Diagnostic Team separately in preliminary "mini-staffings" and then between the counselor and diagnosticians in a formal placement staffing.

#### The Needs Assessment Checklist and Diagnostic Summary

In preparation of the Counseling Component's mini-staffing, the counselor managing the intake is responsible to complete the Needs Assessment Summary illustrated in Figure Eight. This document summarizes all the needs assessment information and facilitates sharing the information. The counselor also prepares a narrative report thoroughly recording all the needs assessment information. The outline for this narrative is illustrated in Figure Nine.

The diagnostician who is primarily responsible for client's testing also prepares a Diagnostic Summary in preparation for his or her team's mini-staffing. A sample of this form is illustrated in Figure Ten.

NEEDS ASSESSMENT SUMMARY FORM

SUMMARY OF NEEDS ASSESSMENT

Estimate the Client's Present Adjustment (before services) in each of the following areas: Record any element or comments or recommendations under each category heading.

(1) The Family Unit  
Very Good \_\_\_ Good \_\_\_ Fair \_\_\_ Poor \_\_\_ Very Poor \_\_\_

(2) Physical Environment (food, clothing, shelter)  
Very Good \_\_\_ Good \_\_\_ Fair \_\_\_ Poor \_\_\_ Very Poor \_\_\_

(3) School (education, academic skills):  
Very Good \_\_\_ Good \_\_\_ Fair \_\_\_ Poor \_\_\_ Very Poor \_\_\_

(4) Emotional:  
Very Good \_\_\_ Good \_\_\_ Fair \_\_\_ Poor \_\_\_ Very Poor \_\_\_

(5) Social (peer relationships)  
Very Good \_\_\_ Good \_\_\_ Fair \_\_\_ Poor \_\_\_ Very Poor \_\_\_

(6) Work (employment, vocational)  
Very Good \_\_\_ Good \_\_\_ Fair \_\_\_ Poor \_\_\_ Very Poor \_\_\_

(7) Physical Health:  
Very Good \_\_\_ Good \_\_\_ Fair \_\_\_ Poor \_\_\_ Very Poor \_\_\_

(8) Family Dynamics and Impressions:  
Very Good \_\_\_ Good \_\_\_ Fair \_\_\_ Poor \_\_\_ Very Poor \_\_\_

DATE: \_\_\_\_\_ INTAKE WORKER SIGNATURE \_\_\_\_\_

NEEDS ASSESSMENT SUMMARY OUTLINE

CASE NUMBER: \_\_\_\_\_ NAME: \_\_\_\_\_ AGE: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_ ADDRESS: \_\_\_\_\_

COURT: \_\_\_\_\_  
(PO) (STATUS) (HEARINGS)

HOME: (environment, parent(s), siblings, parent employment, living in projects, receiving public assistance, supervision, family dynamics)  
\_\_\_\_\_  
\_\_\_\_\_

SCHOOL: (status, attendance, grades, special programs, pertinent school history)  
\_\_\_\_\_  
\_\_\_\_\_

EMPLOYMENT/VOCATIONAL: (work history, employment, vocational goals)  
\_\_\_\_\_  
\_\_\_\_\_

HEALTH: \_\_\_\_\_

DRUGS/ALCOHOL: (usage by youth or family members) \_\_\_\_\_

PEERS/SOCIAL: \_\_\_\_\_

GOALS: (goals set by youth and/or family) \_\_\_\_\_

SUMMARY STATEMENT: (problem statement of above areas/attitude towards program involvement, intake)  
\_\_\_\_\_  
\_\_\_\_\_

RECOMMENDATIONS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

FIGURE EIGHT: NEEDS ASSESSMENT SUMMARY FORM      FIGURE NINE: NEEDS ASSESSMENT SUMMARY OUTLINE



Name \_\_\_\_\_ Age \_\_\_\_\_ Birth Date \_\_\_\_\_  
Client ID No. \_\_\_\_\_ Examiner\* \_\_\_\_\_  
\*If more than one Examiner, please note additional names on back of form.

DIAGNOSTIC TEST RESULT SUMMARY  
LEVEL I

ACUITY TESTS	Date Administered _____
Visual Acuity _____	Auditory Acuity _____
1 = Not Significant 2 = Significant	1 = Not Significant 2 = Significant

WESCHLER INTELLIGENCE SCALES		Date Administered _____	
WISC-R (Under 16 years)		WAIS (16 years & above)	
Verbal Tests	Scaled Score	Verbal Tests	Scaled Score
Information	_____	Information	_____
Similarities	_____	Comprehension	_____
Arithmetic	_____	Arithmetic	_____
Vocabulary	_____	Similarities	_____
Comprehension	_____	Digit Span	_____
Digit Span	( )	Vocabulary	_____
Performance Tests		Performance Tests	
Picture Completion	_____	Digit Symbol	_____
Picture Arrangement	_____	Picture Completion	_____
Block Design	_____	Block Design	_____
Object Assembly	_____	Picture Arrangement	_____
Coding	_____	Object Assembly	_____
Mazes	( )		
	Scaled Score	IQ	
Verbal Score	_____	Verbal Score	_____
Performance Score	_____	Performance Score	_____
Full Scale Score	_____	Full Scale Score	_____

Despite FSIQ of below 85, there is clinical indication of average IQ for the following reasons:

There were behavioral/motivational differences \_\_\_\_\_

There were cultural differences \_\_\_\_\_

There were learning disabilities \_\_\_\_\_

WIDE RANGE ACHIEVEMENT TESTS		Date Administered _____	
	Raw Score	Grade Rating	Standard Score
	Percentile		
Reading	_____	_____	_____
Spelling	_____	_____	_____
Arithmetic	_____	_____	_____

Comments for Level I Battery: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

FIGURE TEN: LEVEL I SUMMARY SHEET

### Preliminary Staffing

The Diagnostic Team and the Counseling Component meet independently to discuss the information they have compiled on each new client. These "mini-staffings" are the first step in the decision making process for placement within Project New Pride. All variables which affect this decision are considered. The major areas addressed during the counselors' mini-staffing are:

- School
  - history (grades, problems)
  - special program placement (special ed.? drop out?)
  - goals and interests (academic vs. vocational);
- Employment
  - history
  - goals (immediate and long term)
  - current employment;
- Family
  - basic statistics
  - living arrangements
  - parental information (job, etc.)
  - siblings;
- Other Agency Involvement
  - social services
  - mental health;

- Court History
  - status
  - record
  - probation officer perceptions
  - out of home placement; and
- Health
  - medical history
  - identified problems
  - medical services utilized by family.

The major areas addressed during the Diagnostician's mini-staffing include:

- Academic and Intellectual Functioning;
- Acuity Medical Needs;
- Social/Psychological Needs; and
- Detection of Learning Disabilities.

During each of these conferences, the information on each client is presented by the counselor(s) and diagnostician(s) who carries out the needs assessment and testing on the client. The outcomes of these mini-staffings are independent recommendations from the Diagnostic Team and Counseling Component for client placement within Project New Pride.

### Formal Placement Staffing

Usually held once a week, the formal placement staffing combines the independent recommendations of the Counseling Component and Diagnostic Team and a joint final decision is reached about program

placement within Project New Pride. Each client is assigned to either the Alternative Education Component for remedial education services or for special education services for youth with learning disabilities or to the Counseling Component.\*

The independent recommendations of the counselors and diagnosticians are examined in the light of all the information available about each client. For instance, a client may have a need for learning disability services, but the needs assessment investigation has unearthed the fact that the child is doing well in an appropriate public school program. When all the known facts are balanced off against each other, the client would probably be considered more appropriate for counseling and Project New Pride's School Maintenance services rather than the Alternative Education Program.

If the counselor and diagnosticians are unable to arrive at a consensus and staunchly continue support of differing recommendations, all the factors are reevaluated by Project New Pride's Director who makes the final determination. All clients accepted into the project are placed into the most appropriate direct service component at this time. There are two exceptions.

\*NOTE: The distinction between the "Counseling/Case Management Program" which will be described in the next section of this manual and the "Counseling Component" needs to be explained. All clients of Project New Pride, including those placed in the Alternative Education Component are involved in the former. Each receives supportive counseling and all the services provided to them are coordinated by the counselor/case manager. Some clients who do not need alternative education services from Project New Pride are placed in the Counseling Component in which counseling is the primary service provided.

- The Counseling Component accepts referrals for placement continuously, however, the Alternative Education Component only accepts referrals for placement within the first two to three weeks maximum of each semester.

During the periods when the Alternative Education Component is not accepting new referrals, clients eligible for education services may be placed in the counseling component temporarily. When a new intake period for the Alternative Education Component begins these clients can be restaffed and re-referred, if education is still the most appropriate placement.

- It sometimes happens that a client's status changes during this initial intake period. He or she may be incarcerated for a new offense, placed outside the city, or the family may move. When such changes in status occur, the client may be returned to the original referral source with only needs assessment and diagnostic services rendered. In these cases, the entire body of information Project New Pride has gathered about the client and the project's recommendations regarding appropriate services are provided to the referring agency.

#### Assignment of a Counselor/Case Manager

Within one to three days after the placement staffing,

a counselor/case manager is assigned to each new client being placed within a direct service component. This is a dual role. The counselor/case manager is responsible both to deliver required direct counseling services to the client and to manage the delivery of all other services provided to the client as well.

The counselor who was responsible for the intake process may or may not receive this assignment. With all of the needs assessment and diagnostic information at hand, the counseling supervisor determines these assignments taking two considerations into account: Case manager/client matching and counselor caseloads.

#### Informal Case Manager/Client Matching

Project New Pride's orientation to counseling does not promote development of different areas of counseling specialization. Every counselor must be a "generalist", and able to work with all clients. Actual "matching" between clients and counselors only occurs when special client problems arise. In such cases, a specific counselor whose background or known working record with clients with similar problems or needs is identified, and assigned to a case.

#### Managing Counselor's Caseloads

The practical limits existing for case manager/client matching derive from the fact that the Counseling Supervisor must also manage case manager assignments to distribute caseloads appropriately

among the counseling staff. A maximum of ten clients who are in the intensive phase of Project New Pride and ten who are in the follow-up phase is the limit on the caseload for each counselor. This enables him or her to work closely with each individual client. Ten clients involved in the Intensive Phase may be a mix of both those participating in the Alternative Education program and the Counseling program.

#### Notifications of the Placement Decision

If he or she does not receive the case manager assignment, the counselor who managed the client's intake is responsible to facilitate and expedite this transfer of responsibility by providing the counselor/case manager with all the information available about the client. Also, within two to three days after the Placement Staffing, the counselor assigned to the case during intake is responsible to notify all other relevant parties, client, family, referral source, and other agencies of the placement decision and to transmit a roster of new clients to each respective direct service component supervisor. If the counselor assigned as the case manager is not the counselor managing intake, the client and family are introduced to the case manager during the notification call and are told they will be contacted by him or her within a day. If the counselor managing intake maintains case manager responsibility for the case, he or she informs the client and family of that decision.

### Completion of Intake; A Rigorous Schedule

Completion of the Intensive Supervision intake phase for Project New Pride, within the two week period specified, demands a very rigorous effort from all parties involved. The process is precisely defined and the time frame strictly limited to facilitate moving each client into an actual service delivery component as quickly as possible with maximum assurance that the most appropriate placement is achieved in every case.

### The Counseling/Case Management Program

The second phase of the Intensive Supervision Process, the Counseling/Case Management Program, begins when a placement decision has been reached and a counselor/case manager has been assigned. This program is further broken down into two stages of services distinguished by their relative intensity and objectives of service.

#### Intensive Phase

The Intensive Phase lasts for six months in each of the project's main components. During this period, a highly structured and intense direct service delivery system is brought to bear on the problems of each client. The overall goal of this phase is to provide each client with the skills and supportive services required to prepare him or her to return to the "mainstream" of the community's youth serving institutions as quickly and capably as possible. The period of six months has been chosen for two reasons: 1) the first six months after the occasion of a juvenile justice contact is the time of greatest risk (recidivism normally is highest); and 2) the six month

limit "puts on pressure" to identify key objectives for each client and move them rapidly back into the mainstream of the community rather than isolating them from the community for long-term services.

### Follow-Up Phase

The second six month period of client participation in Project New Pride is referred to as the Follow-Up Phase. During this time clients still receive counseling, support, and advocacy services directly from the project staff, but the focus is shifted from intensive direct service provision to "mainstreaming" the client into community, educational, vocational, and other support services. It is expected that clients will begin to apply the skills they have acquired during the intensive phase to pursue their individual goals. Throughout their one year participation in the project, clients are encouraged to increasingly display responsibility and accountability for their decisions and actions.

### Informal Orientation of the Direct Service Staff

After the Placement Staffing, case managers are given two to three days to become thoroughly familiar with all aspects of each case to which they are assigned. A roster of all new clients has been provided to all direct service staff in each program component. The case manager is then responsible to make all the needs assessment and diagnostic information available individually to the direct service staff for their informal review during the first



three week period of the placement while they conduct their own orientation and informal observations of the client.

#### Initial Contact

The case manager contacts the client and his or her family within a day to introduce them to the program in which it is recommended that the client will be placed, and to confirm the client's beginning participation in the program. If the case manager responsibility is assigned to the counselor managing the client's intake, these steps are included in his or her initial notification call to the client and family. The beginning date may be flexible in the instance of an assignment to the Counseling Component, but is not usually flexible for the Alternative Education Component. These services are organized on a schedule approximating school semesters and attendance on the "first day of school" is required except under extraordinary circumstances.

#### Immediate Responses to Urgent Needs

The case manager begins immediately to respond to urgent needs of the client identified during the intake process. If the client's circumstances present a chronic transportation problem complicating his or her participation in the program assigned, the case manager must find a long-term remedy; arranging for the client regularly to share a ride with the clients in the same program for example. Various examinations that are warranted and medical or dental related needs are addressed promptly.

Most needs of the clients do not demand these immediate actions and Project New Pride's response awaits preparation

of a comprehensive plan of service, but all of those needs that will become more serious if not addressed quickly or that seriously hamper the client's participation in the program in which he or she is placed receive the earliest possible attention.

Following this initial response to the client needs, the clients in the Alternative Education Component and those in the Counseling Component follow slightly different tracks in the case management process.

#### Alternative Education Recruitment Interview

Within two or three days after the counselor/case manager receives assignment of a case, he or she is responsible to contact the client to inform him or her of the placement decision. A home visit with the client and his or her parents is scheduled for all clients assigned a different counselor/case manager from the counselor they had during intake. A recruitment interview is conducted in the case of clients referred for placement in the Alternative Education Component, in which participation is voluntary. The purpose of the interview is to explain the services available and to obtain a sincere commitment from the client and his or her parents for the client's participation. If this commitment is made, the parents and the client sign a participation agreement (this agreement is illustrated in Figure Eleven). If the client chooses not to participate in the Alternative Education Component, he or she is placed in the Counseling Component.

## AGREEMENT FOR PRIDE SCHOOL

1. I, \_\_\_\_\_, will attend Project New Pride School, from \_\_\_\_\_ (date) \_\_\_\_\_, to participate in the academic program.
2. If I am late three times without an excuse, I will have a conference with the teachers to make up the time. Class will start at (9:00) (1:00).
3. I realize that to get credit I may not have unexcused absences. An excused absence is illness, family or personal problems. I will explain all absences to my group leader or to the teacher.

I agree to complete 23 hours of work each week in the following areas:

6 English and Reading  
5 Mathematics  
4 Social Studies  
3 Science-Health  
2 Practical Arts  
3 Recreation

4. I will follow the house rules to the best of my ability and will cooperate with all Project New Pride people the most I can. I agree to maintain proper standards of conduct and language.

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Parent/Guardian Signature)

FIGURE ELEVEN: AGREEMENT FOR PRIDE SCHOOL

## Alternative Education Preliminary Program Staffing

After the teaching staff of the Alternative Education Component have had an opportunity to review each new student's needs assessment and diagnostic testing results, a brief preliminary staffing is held to share basic information and the principle recommendations regarding each client's needs and priorities for both educational and supportive services. This staffing is attended by the teaching staff, the counselor/case managers, and the Diagnostic Team, and is held at least one week before the beginning of the semester. Approximately one half hour is spent discussing each client with the emphasis on personal/social dynamics relating to each client that must be taken into account from "day one" in interacting with him or her. Clients' specific educational or learning problems are briefly discussed so teachers can begin preliminary selection or development of general curriculum materials for the semester, but they will be more thoroughly examined later during a more comprehensive Program Staffing held two weeks after the beginning of the semester.

The functions of the counselor/case manager in this Preliminary Program Staffing are to coordinate input from all staff who have had contact with a particular client and to present relevant results of the intake assessment.

## Formal Program Staffing

The Formal Program Staffing process applies to both alternative education and counseling clients.

### Alternative Education Program Staffing

Two weeks into the school semester a formal program staffing is held to integrate the information gathered in the Education Component's informal assessment\* and the results of the Diagnostic Team's formal assessment. Approximately one hour is devoted to discussing each client at this staffing which is attended by teachers, counselor/case managers and the Diagnostic Team. All these persons collaborate to define service goals and objectives for each student to assist the counselor/case managers in the formulation of each student's service plan. The staff also has the purpose in the case of the clients referred for learning disabilities programming, to finally confirm and specify the diagnosis of learning disabilities.

### Counseling Program Staffing

The Program Staffing is usually managed on a less formal basis in the Counseling Component than it is in the Alternative Education Component. In this case, all the actors who will be involved in providing services to a client frequently have already participated in the Placement Staffing process. Often, the same counselor who conducted a client's intake assessment is assigned as the case manager. In such cases, there is not as great a need to convene another conference bringing all the actors together again. It is necessary in the Alternative Education Component because the teachers

\*NOTE: This process occurs during the first two weeks in the Alternative Education Component. It is thoroughly explained in Chapter Four: Alternative Education.

have not normally been involved in the Placement Staffing, but it often would be a redundant exercise in the Counseling Component.

In this component, other staff who will be providing services to each client, besides the counselor/case manager, are consulted individually or in small groups by the counselor/case manager to gain their input into the service planning process. The diagnosticians and the intake counselor (if the case management responsibility is switched) are also often consulted for additional input. In every case, the counselor/case manager consults with the Counseling Supervisor during this planning process.

### The Needs Assessment Checklist

Following the Program Staffing, the counselor/case manager is responsible immediately to prepare a complete summary of all the clients' needs and to prioritize them based on all the input available. This task sets the stage for developing individual service plans and is completed using a Needs Assessment Checklist illustrated in Figure Twelve at the end of this chapter.

### Preparing Individualized Integrated Service Plans (IISP)

The Program Staffing process leads to the preparation of an Individualized Integrated Service Plan (IISP) for each client of Project New Pride. This single document incorporates all of the project's objectives and prescriptions for both direct and referral services, counseling,

education, employment, etc., for the client. This document is the cornerstone of the Case Management and the entire Intensive Supervision process. All of the services Project New Pride provides to its clients are integrated through these plans. It establishes the basis for appropriate coordination, monitoring, and quality control of all services. The three main elements of the IISPs are:

- Statements of measurable objectives;
- Prescriptions of the services to be provided; and
- Assignment of service responsibilities.

#### Measurable Objectives

For each client need that has been determined to be a high priority during the preceding steps in the service planning process, one or more specific measurable objectives for the client's progress is included in the IISP. The measurable objectives may relate to educational needs, social personal counseling needs, employment needs, etc., whichever are high priorities for the client.

With respect to any single need, there may be more than one simultaneous measurable objective included in the IISP or there may be a sequence of progressive objectives defining an interrelated series of accomplishments. There are five rules governing how these objectives are written:

- They must specify the observable criteria by which accomplishment of the objective is defined;

- For each need addressed in the IISP, at least one objective must be included with a completion date no later than mid-term of the service phase (this assures progress is monitorable prior to termination);
- Each objective must be realistic (in consideration of the severity of the client's need and his or her capabilities and of the service provider's resources and abilities, objectives should be reasonable);
- Each objective must reflect a reasonable degree of progress (extremely "modest" objectives that do not clearly reflect client progress or such a small degree of progress that they represent no meaningful accomplishment are not acceptable); and
- Objectives cannot be written in the form of services to be provided (objectives such as "the client will receive five counseling sessions on the subject of..." provide no basis for accountability of services).

All measurable objectives written in an IISP are carefully reviewed by the supervisor of the related service components of Project New Pride to assure these rules are met uniformly.

#### Service Prescription

The IISP also requires that the specific kind(s) of services, individual counseling, pre-employment

training, etc., to be delivered to the client, in the effort to help him or her accomplish each measurable objective, must be prescribed. A schedule of "how many units" of each general category of service are required is also prescribed in the IISP. The descriptions included in the IISP of the kind(s) of services to be provided are required to be as specific as possible. "Counseling" or "education" are not acceptable specifications. "Individual counseling" or "one on one or small group tutoring" are specific enough. Since many objectives require a range of different but related services to be provided, the descriptions in the IISP's cannot always identify each singularly, but must summarize them. Overall, the general principle regulating specification of the prescribed services is that it must distinguish the unique plan of services for the client from the general areas of service provided by the main project and supportive services.

The "number of units" of each general category of service is also difficult to standardize exactly, but general definitions have proven workable. The main general categories of service include:

- Health Services and Referrals;
- Court Services and Referrals;
- Social/Personal Services and Referrals
  - individual counseling
  - family counseling
  - group counseling;
- Education Services and Referrals
  - individual remediation
  - small group work

- traditional classroom activities
- cultural excursions
- vocational excursions
- recreational excursions;
- School Reintegration and Maintenance
  - advocacy for special education
  - advocacy for remedial education
  - advocacy for vocational education; and
- Employment Services and Referrals
  - pre-employment training
  - direct job placement
  - on the job training
  - referral to other employment programs.

Each time one of the preceding services will be provided to a client, it is regarded as a "unit" of service. During any one "session" with a client, a staff person may provide more than one kind of service, thereby delivering more than one "unit" of service. More detailed specification of "units" in terms of minutes or hours, for example, is not practical. This kind of detailed prescription of services can seldom be achieved in the human services.

In the IISP, estimates are made of the number of units of each type of service to be provided and of the schedule for their provision. For example, one individual counseling session per week or daily one on one remediation services for a reading problem.

### Service Responsibilities

The IISP also identifies the staff person responsible for providing each of the specified services to the client (or to coordinate delivery of services involving more than one service provider). These assignments do not diminish the counselor/case manager's overall responsibilities with respect to the case.

### Additional IISP Elements

In addition to the preceding main elements, the IISP includes:

- Summary of Background Educational Information;
- Summary of Diagnostic and Assessment Procedures Completed; and
- Parental Approval of the Plan.

Figure Thirteen illustrates the form used by Project New Pride for preparing the Individualized Integrated Service Plans\*. The example objectives shown in the figure illustrate the integrated nature of the plan.

\*NOTE: The IISP format corresponds closely to the format for Individual Education Plans required in the public schools for special education students. The reasons for this are fully explained in Chapter Four: Alternative Education.



## INDIVIDUAL INTEGRATED SERVICE PLAN

CASE # \_\_\_\_\_ DATE PREPARED \_\_\_\_\_ PREPARED BY \_\_\_\_\_ INTENSIVE PHASE \_\_\_\_\_ FOLLOW-UP PHASE \_\_\_\_\_ PAGE \_\_\_\_\_ OF \_\_\_\_\_

**SECTION A: EDUCATIONAL BACKGROUND INFORMATION**

Student \_\_\_\_\_ C.A. \_\_\_\_\_ B.D. \_\_\_\_\_ Sex \_\_\_\_\_ Grade \_\_\_\_\_ Date of Meeting \_\_\_\_\_ Staffing Team members present: \_\_\_\_\_  
Present Levels of Educational Performance: Reading: \_\_\_\_\_  
Spelling: \_\_\_\_\_ Math: \_\_\_\_\_ Other: \_\_\_\_\_  
Annual Goals \_\_\_\_\_

Assessment Data Complete: Yes No Checked by:  
Regular Classroom Participation/Extent:

Placement Recommendation:

**SECTION B: MEASURABLE RESULTS FOR THE CLIENT'S PROGRESS**

### PLANNED COMPLETION

NOTE: SEE REVERSE FOR INSTRUCTIONS

[illegible]

IF MORE ROOM IS REQUIRED FOR ADDITIONAL OBJECTIVES, USE ADDITIONAL PLAN SUPPLEMENTAL SHEETS

## SECTION C: ASSESSMENTS

Vision/Hearing Screening	_____	Speech/Language Assessment	_____	Educational Assessment	_____	
Vision Assessment	_____	Psychological Assessment (Intellectual)	_____	Developmental History	_____	
Hearing Assessment	_____	Psychological Assessment (Projective)	_____	Health History and Current	_____	Signature _____ Date _____
Medical Assessment	_____	Adaptive Behavior	_____	Health Status	_____	

PARENTAL APPROVAL:

SECTION D: SERVICES PLANNED TO BE DELIVERED TO THE CLIENT (SEE REVERSE)

FIGURE THIRTEEN: INDIVIDUAL INTEGRATED SERVICE PLAN

**SECTION B: INSTRUCTIONS:** With reference to the client's identified needs, write measurable objectives for the progress desired for the client. Each objective should be numbered with reference to the general and specific area of need to which it relates on the Client Needs Assessment Checklist. For example:

- 1.1 would be an objective relating to the vision improvement area;
- 2.4 would be an objective relating to assisting the client to pay restitution.

All objectives should be written on this form in the order of their relative priority for the client. A third digit should be added to the code indicating the order of priority. For example, if "restitution" is the highest priority need:

- 2.4.1 is the first objective relating to restitution - perhaps four counseling to help the client understand his or her responsibility; and
- 2.4.2 is the second objective relating to restitution - perhaps to help the client find a job.

For each objective you should check the appropriate column indicating whether this objective will be met through direct provision of services or through referrals to another agency.

For each objective, you should also place a check in the columns to the right to indicate in what month of the intensive or follow-up phase of service you anticipate the client to have achieved the objective.

**IMPORTANT:** Plans to refer the clients to other agencies should be listed as objectives.

**SECTION D INSTRUCTIONS:** For each of the general areas of needs shown in Section D, indicate, by month of the intensive phase, the number of services you plan to provide to the client to assist him or her to accomplish the objective(s) you have specified in that general need area in Section B.

		INTENSIVE						FOLLOW-UP					
		MONTH ONE		MONTH TWO		MONTH THREE		MONTH FOUR		MONTH FIVE		MONTH SIX	
SECTION D: SERVICES PLANNED TO BE DELIVERED TO THE CLIENT	AREA OF NEED/SERVICES:												
	DIRECT SERVICES												
	1. Health Services												
	2. Court Services												
	3. Individual Counseling												
	4. Family Counseling												
	5. Group Counseling												
	6. One on One Education												
	7. Small Group Education												
	8. Classroom Education												
	9. Pre Employment Services												
	10. Job Placement Services												
	11. Job Monitoring Services												
	12. Recreational Activities												
	13. Cultural Enrichment												
	14. Other Direct Services												
	15.												
	16.												
	17.												
18.													
19.													
REFERRAL SERVICES													
1. Health Services													
2. Court Services													
3. Drug/Alcohol Services													
4. Other Mental Health Services													
5. Vocational Training Placement													
6. Social/Personal Services													

FIGURE THIRTEEN: CONTINUED

INDIVIDUALIZED INTEGRATED SERVICE PLAN  
SUPPLEMENTAL SHEET

CASE NUMBER \_\_\_\_\_ INTENSIVE PHASE \_\_\_\_\_ FOLLOW-UP PHASE \_\_\_\_\_  
PLANNED COMPLETION \_\_\_\_\_ PAGE OF \_\_\_\_\_

SEE PRIMARY FORM FOR INSTRUCTIONS.  
SECTION A: MEASURABLE OBJECTIVES

[illegible]

IF MORE ROOM IS REQUIRED FOR ADDITIONAL OBJECTIVES, USE ADDITIONAL PLAY SUPPLEMENTAL SHEETS. PARENTAL APPROVAL: Signature \_\_\_\_\_ Date \_\_\_\_\_

SECTION B: SEE REVERSE.

[illegible]

## COMMENTS

## SAMPLE OBJECTIVES

- |                   |                               |  |
|-------------------|-------------------------------|--|
| 13.               | Cultural Enrichment           |  |
| 14.               | Other Direct Services         |  |
| 15.               |                               |  |
| 16.               |                               |  |
| 17.               |                               |  |
| 18.               |                               |  |
| 19.               |                               |  |
| 20.               |                               |  |
| REFERRAL SERVICES |                               |  |
| 1.                | Health Services               |  |
| 2.                | Court Services                |  |
| 3.                | Drug/Alcohol Services         |  |
| 4.                | Other Mental Health Services  |  |
| 5.                | Vocational Training/Placement |  |
| 6.                | Social/Personal Services      |  |
- Client will develop a written plan to fulfill his responsibility to pay restitution.
  - Client will identify three realistic job opportunities in an area of his interest.
  - Client will formulate a statement of alternative methods of managing angry and aggressive feelings.
  - Student will increase his spelling skills by eight months as measured by the WRAT.

FIGURE THIRTEEN: CONTINUED

During the two week period allowed for informal assessment of clients placed in the Alternative Education Component, the counselor/case managers begin development of an Individualized Integrated Service Plan (IISP) for each client. The counselor/case managers draw on recommendations from the Diagnostic Team's formal assessment, the Intake Needs Assessment and their own initial contacts with the client to prioritize client needs in a preliminary draft of the IISP. This draft is summarized by the counselor/case manager during the Program Staffing conference(s) and input on service objectives and prescriptions is received from all staff members who participate in that process.

#### Finalizing IISPs

The counselor/case manager is responsible to complete the final IISP for every client within two weeks after the program staffing process is completed. At that time, the IISP is reviewed in conference with the Counseling Supervisor. Upon receipt of his or her approval, the plan is finalized and is then implemented.

#### Counseling/Case Management Services

The role of the counselor/case manager within Project New Pride is the key to the effectiveness of the Intensive Supervision process. For each client, his or her case manager is the locus for coordination of all services provided by the various direct service programs. The role of the counselor/case manager is divided into case

management and coordination services provided to all clients regardless of program placement, and specific counseling services which address the particular needs of clients within the two main direct service components; Alternative Education and Counseling.

#### Direct Counseling Services

The main responsibility of counselors is, of course, to counsel. Project New Pride has two criteria defining the appropriate counseling approach to be used:

- It is "field/situational" (the counseling is mainly provided in the field, not "behind a desk in the office", and it is responsive to the events happening "right now" for the client - it is not long-term intense therapeutic counseling); and
- It is a "Counseling by Objectives Approach" (the counseling effort is always directed specifically toward the objectives specified in each client's IISP).

#### Court Relations

It is the responsibility of the counselor/case manager to maintain cooperative working relationships with each client's probation officer. The counselors attend all court hearings with the clients and submit written reports to the court on the client's progress in school, at home and in the

community. Other Project New Pride staff involved with the client submit reports on his or her progress in their particular program to the counselors to be included in their report. It is important that the counselor receive and incorporate this input from other staff, as different perspectives and relationships with the client will often produce varying insights. The format used in preparation of court reports is illustrated in Figure Fourteen.

#### Resource Brokerage

In their roles of coordinators of client services, the counselor/case managers respond to identified client needs first by referring clients to appropriate supportive service programs within Project New Pride, such as the Employment and Training Services Program. Secondly, the counselor/case managers are responsible for establishing effective relationships with outside community agencies such as Social Services and Health and Mental Health Centers. Some project clients may already be involved with these agencies, and others may display needs such as substance abuse, health or mental health problems, which would require referral to these outside agencies. It is the responsibility of the counselor/case manager to make referrals to outside agencies and to follow-up on their clients' involvement with the agency.

#### Casenotes

Counselor/case managers are required to keep casenotes

#### FORMAT FOR ALL COURT REPORTS

TO:	DATE OF HEARING:
FROM:	CASE NUMBER:
RE: last name, first name, middle name	DIVISION:
DOB:	

#### DATE OF REPORT

Date client entered Project New Pride/official termination from Project New Pride; why client was referred to Project New Pride; range of services being offered client (a sample listing - not a description).

#### SCHOOL REPORT (use this heading)

Include description of academic program; outline adjustment; attendance rate; point record; credit record; specify difficulties (academic or behavioral); pertinent comments from teachers and volunteers; future plans if appropriate.

#### COUNSELING REPORT (use this heading)

Without violating any confidentiality, specify the focus of your counseling; the approach; techniques you use and why; detail progress/impact of counseling; level of client's acceptance or resistance; include impact on family whenever appropriate.

#### EMPLOYMENT REPORT (use this heading)

Trace employment history, with evaluation of job performance; specify any particular difficulties/considerations (such as age, health, etc.); comment on future plans if appropriate. Caution: do not make promises to the court.

#### HOME AND COMMUNITY ADJUSTMENT (use this heading)

Outline your involvement with the total family-difficulties/progress/impact; comment on interpersonal relationships within family; situations that affect client's behavior; customs regarding discipline; include medical, emotional, or financial problems.

#### SUMMARY

Referring to the previous sections, identify client strengths and how Project New Pride could have an impact. Indicate what

FIGURE FOURTEEN: FORMAT FOR ALL COURT REPORTS

SUMMARY (continued)

Project New Pride has done/can do to help the client and his or her family reduce the problems identified. Identify any community resources which have been or will be utilized. You may state your professional opinion (labeled as such) as to what might or might not be an appropriate treatment plan, but do not identify this as a recommendation to the court.

Respectfully submitted,

\_\_\_\_\_  
(name and position)

\_\_\_\_\_  
(read and approved)  
(name and position)

A copy of this report has been submitted to, (anyone such as District Attorney, Public Defender, child welfare worker, private attorney).

NOTE: All court reports must be submitted to the counseling supervisor five days in advance of scheduled court appearances.

FIGURE FOURTEEN: CONTINUED

for every client contact, attempted and/or completed. The close charting of counselor and client activity provides information needed to monitor provision of services and may modify goals and objectives, as well as information that may be presented in court. Recording of contacts (or attempted contacts) with other agencies is also noted.

Role of Counselor/Case Manager in the Education Program - An Integrative Approach

Most decisions concerning youth in the Alternative Education Program are joint counseling-teaching team decisions. Utilizing the format provided by the Individualized Integrated Service Plan, the staffs work together on identified problem areas of a client. The teacher may address certain issues in the classroom setting which the counselor may be dealing with on an individualized basis. The objectives and methods are prepared together to avoid duplication and to provide the most integrated approach possible.

An equally important aspect is identification and utilization of a client's positive or strong interest areas. The sharing of information between teaching and counseling staffs enables each team to recognize and emphasize those strengths in selecting the method through which the counseling and teaching objectives can be realized.

For the majority of youth, the counselor's priority during the first month is to insure that the



youth gets to school. Individual and family counseling sessions are geared towards developing good attendance habits. Throughout the semester, the counselors and teachers combine their efforts to do everything possible to insure student success in the classroom.

The following are working examples of the combined team approach:

- When a student is absent from school, it is the responsibility of the counselor to contact the student and family, determine if the absence is excused or unexcused, and to relay this and other information pertinent to the absence to the teaching staff;
- If a student is exhibiting problems in the classroom that the teaching staff ascertain could be alleviated through a counseling session, the student can be sent to his/her counselor to deal with the issue at hand and then be returned to class; and
- When a student is suspended from school, it is the counselor's responsibility to contact the parent(s) and student to set up a time to meet with the teachers, probation officer and counselor. The purpose of this meeting is to discuss the reason for suspension, to review expectations of the student and to obtain a commitment for improved behavior in the classroom. This meeting serves to provide clarification and support for the student and family.

Decisions to refer a student for employment is another area where total staff are involved. Teachers provide job-readiness training to students during class time and individual attitudinal and behavioral work issues are addressed in individual counseling sessions.

Counselors serve as teacher's aides on an as-needed basis and as guest speakers or presenters in their particular area of interest and skill. They are also responsible to plan and supervise one recreation day per month.

#### Role of Counselor/Case Manager in Counseling Program

Clients participating in the counseling program receive the same wide range of services as clients in the Alternative Education Component. The basic difference is that counseling program clients are directly supervised only by counselor/case managers (as opposed to joint teacher/counselor supervision).

During the Intensive Phase, most of the activities, counseling sessions and general orientation, focus around counselor initiated program involvement. Counselor/client interaction occurs at a minimum of once a week, on a face to face basis.

The main purpose of counseling sessions is to work towards accomplishing the objectives specified in the IISPs. These objectives are reviewed on a regular basis, once a week, with the Counseling Supervisor.

Counselors may, at appropriate program times, refer clients to the Project New Pride Alternative Education Component, who have, through previous staffings, been identified appropriate for either remedial programming or learning disabilities programming.

The counselor recommends, supports, and advises the client and maintains an advocacy role during the entire year of his or her participation in Project New Pride. The trust relationship that develops with the counselor encourages the youth to experiment with behavioral and attitudinal alternatives and to receive positive feedback from a trusted person outside peers and family.

#### Routine Weekly Staffings

Throughout the course of Project New Pride's Intensive Phase, brief weekly informal staffings are held on each client within each direct service component. The counselor/case manager consults with the teacher or Counselor Supervisor (concerning alternative education or counseling clients respectively) to monitor client progress and make appropriate revisions in each client's IISP.

#### Recording Service Delivery

Each week, in preparation for a weekly staffing, the counselor/case managers complete a Service Delivery Record for each client. This record summarizes the services that have been provided to the client and the progress he or she has made toward the objectives

specified in his or her IISP. This form is illustrated in Figure Fifteen. Every two weeks, these Service Delivery Records are submitted to Project New Pride's Management Information System which, after processing, provides regular client progress summaries back to the counselor/case managers and their supervisors.\*

#### Three Month Interim Staffing

Midway through the Intensive Phase, a brief half-day staffing is conducted to review the progress and standing of all Project New Pride clients. This half-day meeting is attended by all staff involved with the clients including diagnosticians, counselor/case managers, and in the Alternative Education Component staffing, by teachers and the School Maintenance Coordinator.

#### Follow-Up Phase

The role of the counselor during follow-up is more of an advocate or support person, also providing direct services as the need arises. It is expected that clients will demonstrate increasing responsibility and initiative in pursuing their individual goals. Accordingly, the amount of client/counselor contact varies on a case by case basis. Monthly contact is the program minimum requirement. In general, it is the counselor's responsibility during follow-up to

\*NOTE: The Management Information System is thoroughly explained in Chapter Eight: Management Information System.

SERVICE DELIVERY AND CLIENT PROGRESS DELIVERY RECORD

PROJECT NEW PRIDE FORM NO. NP/03

CASE #: DATE PREPARED PREPARED BY REPORTING PERIOD TO

SECTION A: SUMMARY OF SERVICES AND PROGRESS

INSTRUCTIONS ON REVERSE

DIRECT SERVICES

1. Health Services

2. Court Services

3. Individual Counseling

4. Family Counseling

5. Group Counseling

6. One on One Education

7. Small Group Education

8. Classroom Education

9. Pre Employment Services

10. Job Placement Services

11. Job Monitoring Services

12. Recreational Services

13. Cultural Enrichment

14. Other Direct Services

15. Supervisory Contacts

16. Total Estimated Contact Time

17. Attempted Contacts

18. Casenotes/Planning

19. Staffing

REFERRAL SERVICES

1. Health Services

2. Court Services

3. Drug/Alcohol Services

4. Other Mental Health Services

5. Vocational Training and Placement

6. Social/Personal Services

SESSIONS AT PNP

SESSIONS OUTSIDE

ESTIMATED TIME

(HRS.)

NO PROGRESS

PROGRESS BEHIND

SCHEDULE

PROGRESS ON

SCHEDULE

OBJECTIVE

ACCOMPLISHED

EXCUSABLE ABSENCE

JIS DETENTION

"ON THE RUN"

CRISIS PAR-EMPTED

ATTEMPTED CONTACTS

UNSUCCESSFUL

CLIENT RESISTANT

TO SERVICES

PEER NOT SUPPORTIVE

INFLUENCE NOT

SUPPORTIVE

RELATED SERVICES

NOT DELIVERED

OBJECTIVE REVISED

OBJECTIVE DELETED

NEW OBJECTIVES

1. Placed on job

2. Terminated from job

a. failure to perform duties

b. failure to show for work

c. conflict with other employees

d. conflict with supervisor

e. position discontinued

f. other reason:

Continued on reverse.

SECTION C: CHANGES IN

CLIENT'S EDUCATIONAL

AND EMPLOYMENT STATUS

NUMBER

PERCENT

NUMBER

PERCENT

NUMBER

PERCENT

NUMBER

PERCENT

NUMBER

PERCENT

NUMBER

PERCENT

NUMBER

PERCENT

NUMBER

PERCENT

NUMBER

PERCENT

NUMBER

PERCENT

SECTION B:

CLIENT TERMINATION FROM PNP

1. Completed term

2. Early termination

a. reassigned by court

b. moved from city

c. refused participation

d. other

3. Overall, estimate degree

3. (cont.) of progress with

client:

1

2

3

4

5

(minimal

progress)

(excellent

progress)

4. For each objective in the

client's IISP that was

not accomplished before

termination, estimate % of

progress achieved:

FIGURE FIFTEEN: SERVICE DELIVERY RECORD

**PLANNED COMPLETION**

3. Enrolled in school \_\_\_\_  
 a. regular classroom \_\_\_\_  
 b. alternative education \_\_\_\_  
 c. special education \_\_\_\_  
 d. vocational education \_\_\_\_

4. Terminated from school \_\_\_\_  
 a. graduated \_\_\_\_  
 b. disciplinary termination \_\_\_\_  
 c. to go to work \_\_\_\_

**SECTION D: REVISIONS, DELETIONS, NEW OBJECTIVES**

[illegible]

IF MORE ROOM IS REQUIRED FOR ADDITIONAL OBJECTIVES, USE ADDITIONAL PLAN SUPPLEMENTAL SHEETS. PARENTAL APPROVAL: Signature \_\_\_\_\_ Date \_\_\_\_\_

SECTION D: SERVICES PLANNED TO BE  
DELIVERED TO THE CLIENT

AREA OF NEED/SERVICES:  
DIRECT SERVICES

1. Health Services
2. Court Services
3. Individual Counseling
4. Family Counseling
5. Group Counseling
6. One on One Education
7. Small Group Education
8. Classroom Education
9. Pre Employment Services
10. Job Placement Services
11. Job Monitoring Services
12. Recreational Activities
13. Cultural Enrichment
14. Other Direct Services

## REFERRAL SERVICES

1. Health Services
2. Court Services
3. Drug/Alcohol Services
4. Other Mental Health Services
5. Vocational Training Placement
6. Social/Personal Services

	<u>INTENSIVE</u>	<u>FOLLOW-UP</u>
MONTH ONE		MONTH ONE
MONTH TWO		MONTH TWO
MONTH THREE		MONTH THREE
MONTH FOUR		MONTH FOUR
MONTH FIVE		MONTH FIVE
MONTH SIX		MONTH SIX

## INSTRUCTIONS

SECTION A: SUMMARY OF SERVICES

Number of Services: For each of the types of service listed indicate the number of sessions provided to the clients in the office, the number provided to the client outside the office, and show in hours the estimated amount of time spent with the client with reference to items 1 through 10. Items 11 and 12 should show time spent working on the case, but not necessarily with the client.

Client Progress on Objectives: Within each general category in which services were provided during this period, enter the priority of each objective, e.g., for 2.4.1 enter 1, on which you worked with the client during these sessions. Enter each objective number in the appropriate box indicating the progress that has been achieved. IMPORTANT: Several objective numbers can be listed in one box if that is appropriate.

**Reasons Services Not Given:** For all services that were planned to be delivered to the client, but were not, check the appropriate column indicating why they were not provided.

**Reasons Satisfactory Client Progress on Objectives Not Achieved:** For each objective in the client's IISP for which satisfactory progress has not been achieved, indicate the reason by entering the relevant objective number in the appropriate column.

Changes in Objectives: Within each general category in which services were provided or case management activities were addressed during this period, enter the priority of each objective that was revised (content revised or completion date changed), deleted from the plan, or is a new objective added to the client's plan during this period. **IMPORTANT:** Several objective numbers can be listed in one box if that is appropriate.

SECTIONS B, C, AND D: These are self-explanatory.

provide whatever support, counseling, or assistance of any form that a client needs to continue progress towards accomplishing his or her goals.

#### Follow-Up Staffing

Upon completion of the six month Intensive Phase, a follow-up staffing is held for all Project New Pride clients. This one day conference is attended by the client's counselor/case manager, the Diagnostic Team, and the staff of the particular direct service component in which the client has participated. All these persons make recommendations, based on the information he or she has gathered on the client throughout the Intensive Phase concerning the needs of the clients which should be addressed in his or her follow-up plan.

#### Follow-Up IISP

Immediately after the follow-up staffing, the counselor/case manager is responsible for preparing a follow-up IISP for each client on his or her case-load. The goals and objectives specified in these IISPs are based upon the recommendations of all involved staff members and include information concerning interests demonstrated by the student, academic progress and abilities, and progress in counseling objectives such as support from family, social skills and self-esteem. The follow-up IISP covers the same areas of client need as the IISP for the client's Intensive Phase.

#### Counselor/Case Manager Involvement During Follow-Up

The main responsibility for client supervision and support during follow-up is delegated to the counselors. They make frequent contacts with the client and parents, both by phone and in person, attend all court hearings relevant to follow-up clients, and generally lend support to them in pursuing their particular educational, vocational, and personal goals. Teachers assist in providing support to former Alternative Education Component clients by maintaining contact with these clients through phone calls or visits, depending on the needs of the individual client.

Approximately 70% of the students who complete the semester in the Project New Pride Alternative Education Component return to some type of educational program, whether it be within the public school system or other alternatives, such as vocational training. Those returning to the public schools receive additional follow-up services from Project New Pride's School Reintegration Program.

**CONTINUED**

**1 OF 3**



Date: \_\_\_\_\_ Present: \_\_\_\_\_

Interviewer: \_\_\_\_\_

(1) Name: \_\_\_\_\_

(2) a/k/a \_\_\_\_\_ (3) ID: \_\_\_\_\_

(4) Residence Address: \_\_\_\_\_ (5) Phone: \_\_\_\_\_

(6) Date of Birth: \_\_\_\_\_ (7) Age: \_\_\_\_\_ (8) Sex: \_\_\_\_\_ (9) Ethnicity: \_\_\_\_\_

(10) With whom does youth reside? \_\_\_\_\_

(10a) Relationship to client: \_\_\_\_\_

(10b) Total # of persons residing in the home: \_\_\_\_\_

(11) Marital Status of Parents: \_\_\_\_\_ Date: \_\_\_\_\_

(12) Father's Name: \_\_\_\_\_

(12a) Father's Address (if different from youth) \_\_\_\_\_

(12b) Father's Phone (if different from youth) \_\_\_\_\_

(12c) Father's occupation: \_\_\_\_\_

(12d) Address of father's employment: \_\_\_\_\_

(13) Mother's Name: \_\_\_\_\_

(13a) Mother's address (if different) \_\_\_\_\_

(13b) Mother's phone ( " " ) \_\_\_\_\_

(13c) Mother's occupation: \_\_\_\_\_

(13d) Mother's employment address: \_\_\_\_\_

(14) Siblings & Significant Relatives:

NAME	RELATIONSHIP	AGE	OCCUPATION	RESIDENCE

(15) Housing: Rent \_\_\_\_\_ Own \_\_\_\_\_ Projects \_\_\_\_\_

(15a) How long at current address? \_\_\_\_\_

(16) Public Assistance: No \_\_\_\_\_ Yes \_\_\_\_\_ Specify: \_\_\_\_\_

(17) Agencies currently working with family \_\_\_\_\_ Contact Person \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

FIGURE SIX: INITIAL CONTACT FORM

76

( ) STATUS: Enrolled \_\_\_\_\_ Drop-Out \_\_\_\_\_ Date \_\_\_\_\_ Registered-Not  
Attending \_\_\_\_\_ Expelled \_\_\_\_\_ Suspended \_\_\_\_\_ Date \_\_\_\_\_

( ) Present/Last School Attended: \_\_\_\_\_

( ) Grade Level: \_\_\_\_\_ ( ) Attendance: Good \_\_\_\_\_ Average \_\_\_\_\_ Poor \_\_\_\_\_  
Comment: \_\_\_\_\_  
\_\_\_\_\_

( ) Expulsions or Suspensions: \_\_\_\_\_  
Dates and reasons: \_\_\_\_\_  
\_\_\_\_\_

( ) Is youth in any special school program? Yes \_\_\_\_\_ No \_\_\_\_\_

PRIOR SCHOOLS

NAME	LOCATION	GRADE LEVELS	GRADES
( )			
( )			
( )			
( )			

( ) Areas of interest in school: \_\_\_\_\_  
\_\_\_\_\_

( ) Educational Goals: \_\_\_\_\_  
\_\_\_\_\_

EMPLOYMENT

( ) STATUS: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Unemployed \_\_\_\_\_ DPS Employment \_\_\_\_\_

( ) Present/Last Job: Name of Company \_\_\_\_\_

Position: \_\_\_\_\_ Salary: \_\_\_\_\_ Date: From \_\_\_\_\_ to \_\_\_\_\_

( ) Reason for Leaving: \_\_\_\_\_

( ) Attendance Record: Good \_\_\_\_\_ Average \_\_\_\_\_ Poor \_\_\_\_\_

Job History

Company	Dates	Description	Salary	Reason for Leaving
( )				
( )				

( ) Vocational Goals: \_\_\_\_\_

( ) COMMENTS: \_\_\_\_\_  
\_\_\_\_\_

FIGURE SIX: CONTINUED

75

Page #3

COURT HISTORY

Name of Probation Officer: \_\_\_\_\_

Has Probation Officer (field PO) met with youth and family to date: Yes \_\_\_ No \_\_\_

When are you scheduled to meet with your PO? \_\_\_\_\_

Court Status: \_\_\_\_\_

Restitution/Fines - Due dates and amounts \_\_\_\_\_

Attorney: \_\_\_\_\_ Phone: \_\_\_\_\_

Dynamics of Offense(s) - Past and Present: \_\_\_\_\_

Out of Home Placement History - dates and placements: \_\_\_\_\_

HEALTH

( ) Does youth have any problems with: Hearing \_\_\_\_\_

Eyesight \_\_\_\_\_

Physical Disability \_\_\_\_\_

( ) Is youth currently on prescribed medication? Yes \_\_\_ No \_\_\_ If so, \_\_\_\_\_

(Name of Doctor or Clinic): \_\_\_\_\_ Address: \_\_\_\_\_

Has youth ever been hospitalized? Yes \_\_\_ No \_\_\_ If so, dates and locations: \_\_\_\_\_

Is anyone in the family being treated for alcoholism or drug abuse? Yes \_\_\_ No \_\_\_

COMMENTS: \_\_\_\_\_

Do you feel that you have control over your child's behavior? Yes \_\_\_ No \_\_\_

Special family/youth concerns: \_\_\_\_\_

FIGURE SIX: CONTINUED  
78

INTAKE OBSERVATION FORM

SCHOOL CONTACT

( ) School Name: \_\_\_\_\_ Phone: \_\_\_\_\_

( ) Contact Person: \_\_\_\_\_ Title: \_\_\_\_\_

( ) Date of Contact: \_\_\_\_\_ Summary: \_\_\_\_\_

( ) Is a school staffing necessary: Yes \_\_\_ No \_\_\_ If yes, purpose of staffing: \_\_\_\_\_

( ) Staffing Report: Date: \_\_\_\_\_ Present: \_\_\_\_\_

SUMMARY: \_\_\_\_\_

COURT HISTORY/PROBATION CONTACT

( ) Scheduled Hearings and Case No. \_\_\_\_\_

( ) Special Conditions and Terms of Probation: \_\_\_\_\_

( ) PO Perception of Problem(s): \_\_\_\_\_

DRUG/ALCOHOL:

( ) Is there a noticeable drug/alcohol abuse present in the home? Yes \_\_\_

No \_\_\_ Comment: \_\_\_\_\_

( ) Has youth or family members participated in a drug/alcohol treatment program? Yes \_\_\_ No \_\_\_ Unknown \_\_\_ Agency name and date(s) \_\_\_\_\_

( ) Youth/Family Attitude: Towards interview: \_\_\_\_\_

Towards Juvenile Court \_\_\_\_\_

Towards Program Participation: \_\_\_\_\_

Towards Employment: \_\_\_\_\_

Towards Education: \_\_\_\_\_

Towards Peers: \_\_\_\_\_

FIGURE SIX: CONTINUED  
79

CLIENT NEEDS ASSESSMENT INTERVIEW CHECKLIST

CASE #: \_\_\_\_\_ DATE PREPARED: \_\_\_\_\_ PREPARED BY: \_\_\_\_\_

INSTRUCTIONS: For each of the following general and specific areas of client's needs, check the appropriate column indicating the severity of need and whether a referral to another agency is needed. If there is not an apparent need, leave the related columns blank.

SECTION 1: NEEDS FOR HEALTH SERVICES AND REFERRALS

	Slight Need	Moderate Need	Severe Need	Referral Needed
1.1 Vision Examination				
1.2 Auditory Examination				
1.3 Physical Examination				
1.4 Dental Evaluation and Treatment				
1.5 Dermatology				
1.6 Drug/Alcohol Assessment				
1.7 Contraception/Abortion				
1.8 Pre-Post Natal Care				
1.9 Other				

SECTION 2: NEEDS FOR COURT SERVICES AND REFERRALS

	Slight Need	Moderate Need	Severe Need	Referral Needed
2.1 Needs interpretation of court directives. Goal: Will have knowledge about court directives.				
2.2 Needs adjustment to probation responsibility. Goal: Will understand responsibility to probation.				
2.3 Needs support for scheduled court appearances. Date: _____ Type: _____ Goal: Will appear in court when scheduled.				
2.4 Needs support to make restitution payments. Date: _____ Amt. _____ Goal: Will make restitution payments.				

SECTION 3: NEEDS FOR PERSONAL/SOCIAL COUNSELING AND RELATED REFERRALS

SEE NEXT PAGE

FIGURE TWELVE: CLIENT NEEDS ASSESSMENT INTERVIEW CHECKLIST

SECTION THREE: NEEDS FOR PERSONAL/SOCIAL COUNSELING AND RELATED REFERRALS

	Slight Need	Moderate Need	Severe Need	Referral Needed
3.1 Psychological Assessment				
3.2 Mental Health				
a. Individual				
b. Family				
c. Group				
d. One Parent				
3.3 Has unkept personal hygiene Goal: Will take care of personal needs				
3.4 Has needs relating to use and/or care of glasses and other physical aids. Goal: Will understand the importance of use and/or care of physical aids.				
3.5 Has inaccurate or insufficient knowledge related to physiology of sex, birth control, or V.D.				
3.6 Is not fully aware of the ramifications of marriage and/or cohabitation. Goal: Will become aware of the responsibilities of marriage/and or cohabitation				
3.7 Does not understand how to manage finances.				
a. Bank account				
b. Budgeting				
c. Shopping				
Goal: Will have knowledge of managing finances.				
3.8 Lacks basic survival skills.				
a. Public transportation				
b. Telephone directory				
c. Maps				
Goal: Will learn basic survival skills.				
3.9 Has difficulty interacting with:				
a. Peers				
b. Family				
c. Authority				
Goal: Will have knowledge of positive vs. negative interactions.				
3.10 Lacks effective socializing skills. Goal: Will learn socializing skills.				

SECTION 3: (continued)

	Slight Need	Moderate Need	Severe Need	Referral Needed
3.11 Does not read verbal cues and non-verbal cues. Goal: Will learn verbal cues and non-verbal cues.				
3.12 Has an unrealistic view of self. Goal: Will become aware of realistic self.				
3.13 Is afraid of trying in: a. School b. Job c. Social situations Goal: Will learn to attempt tasks with possible failure.				
3.14 Has difficulty accepting compliments and/or criticism. Goal: Will have knowledge about compliments and/or criticism.				
3.15 Is unaware of own emotions. Goal: Will become aware of his/her emotions.				
3.16 Is afraid to express feelings. Goal: Will learn to express feelings.				
3.17 Appears anxious. Goal: Will become aware of anxious appearance.				
3.18 Shows excessive attachment to others. Goal: Will become aware of his/her behavior.				
3.19 Demands excessive amount of attention. Goal: Will become aware of his/her attention getting behavior.				
3.20 Is shy, withdrawn, fearful or depressed. Goal: Will learn about feelings.				
3.21 Exhibits bizarre, unrealistic, delusional behavior. Goal: Will become aware of behavior.				
3.22 Behaves inappropriately in various settings. Goal: Will become aware of appropriate behavior.				
3.23 Rejects responsibility; does not initiate activities or follow through. Goal: Will have knowledge about responsibility, initiating activities and follow-through on tasks.				

SECTION 3: (continued)

	Slight Need	Moderate Need	Severe Need	Referral Needed
3.24 Exhibits manipulative behavior. Goal: Will become aware of manipulative behavior.				
3.25 Cannot foresee consequences of particular behaviors. Goal: Will become aware of cause and effect.				
3.26 Deliberately gives inaccurate information. Goal: Will have knowledge of accurate vs. inaccurate information.				
3.27 Needs adjustment to major changes. a. Death of relative or friend b. Divorce c. Separation d. Moving e. Out of home placement f. Other Goal: Will have knowledge about adjustments to major changes.				
3.28 Is excessively angry, aggressive, and destructive toward: a. People b. Property c. Others Goal: Will have knowledge of alternative ways to express feelings.				
3.29 Displays self-destructive behavior. a. Bodily injury b. Attempted suicide c. Setting self up to fail Goal: Will become aware of behavior.				
3.30 Other				
3.31 Summary of Need for Individual/Social/Personal Counseling				
3.32 Summary of Need for Family Counseling				
3.33 Summary of Need for Group Counseling				

SECTION FOUR: NEEDS FOR EDUCATIONAL SERVICES AND REFERRALS

SEE NEXT PAGE

# SECTION FOUR: NEEDS FOR EDUCATIONAL SERVICES AND REFERRALS

	Slight Need	Moderate Need	Severe Need	Referral Needed
4.1 School program is not appropriate. Goal: Will have knowledge of appropriate school program.				
4.2 Is not aware of school history. a. Credits b. PAR Tests c. School transfers d. Attendance Goal: Will have knowledge of school history.				
4.3 Has behavioral problems in the academic setting. Goal: Will become aware of behavior.				
4.4 Does not understand class schedule. Goal: Will understand class schedule.				
4.5 Has unrealistic expectations. Goal: Will become aware of realistic vs. unrealistic expectations.				
4.6 Has difficulty coping with academic failure. Goal: Will become aware of contributing factors to academic failure.				
4.7 Is not aware of teacher expectations. Goal: Will have knowledge about expectations.				
4.8 Is not aware of and/or understands academic deficiencies. Goal: Will have knowledge about academic deficiencies.				
4.9 Is not aware of strengths. Goal: Will become aware of strengths.				
4.10 Cannot deal with ridicule, if encountered. Goal: Will have knowledge about coping with ridicule.				
4.11 Interacts inappropriately with school personnel. Goal: Will have knowledge of appropriate vs. inappropriate interactions				
SPECIFIC ACADEMIC NEEDS				
4.12 Attention				
4.13 Discrimination				
4.14 Figure Ground				
4.15 Closure				
4.16 Perception				
4.17 Visualization				
4.18 Memory				
4.19 Cognition				

# SECTION FOUR: (continued)

	Slight Need	Moderate Need	Severe Need	Referral Needed
4.20 Reading				
4.21 Spelling				
4.22 Math				
4.23 Language				
4.24 Adaptive Physical Education				
4.25 Social Studies				
4.26 Science				
SECTION 5: NEEDS FOR EMPLOYMENT SERVICES AND REFERRALS				
5.1 Needs a job. Goal: Will become employed.				
5.2 Is motivated to get a job, but not acting on it. Goal: Will become aware of behavior in relation to motivation.				
5.3 Does not have the skills to get a job. Goal: Will learn pre-vocational skills.				
5.4 Does not have ability to keep a job. Goal: Will learn job retention skills.				
5.5 Needs to explore career interests. Goal: Will learn to explore career interests.				
5.6 Needs career planning. Goal: Will learn to explore career planning.				
5.7 Needs referral to vocational training and/or employment program. Goal: Will be referred to appropriate program.				
5.8 Other				

## CHAPTER THREE: DIAGNOSTIC SERVICES

### Introduction

Project New Pride's diagnostic services are provided by a multi-disciplinary team. A Psychologist, a M.S.W., a Speech and Language Pathologist, and a Learning Disabilities Specialist all work together, each bringing his or her particular expertise to bear upon the assessment of Project New Pride clients. Often it is necessary for the diagnostic team to seek outside assistance from other community experts, such as medical doctors, audiologists, and other consultants, to complement the diagnostic team's own expertise. The team coordinates the inputs of these professionals. The actual diagnostic testing responsibilities are not distributed among team members strictly on the basis of professional specialties but each member is trained by the others to conduct diagnostic tests across the range of diagnostic areas. The team, is, therefore, not just a group of separate professionals sharing their specialized knowledge about individual clients, but a process through which the combined knowledge of the members is applied in an integrated approach. Their diagnostic assessments are combined with all other needs assessment products developed during the intake phase for Project New Pride to assist the project's staff to determine appropriate program placement for each client and to prepare individualized, integrated plans for services.\*

The diagnostic services are more than just testing. Observations of the client's task performance, client's self-report data, information provided from outside sources in

\*NOTE: The entire needs assessment process of Project New Pride is thoroughly explained in Chapter Two: Intensive Supervision.

the community, and formal tests are all combined in formulating a diagnostic assessment.

It is necessary to complete each client's diagnostic assessment expeditiously to move him or her forward as quickly as possible to an actual service delivery component of the project. To make the most efficient use of the diagnostician's time, and to not disrupt the client's life with more testing than is necessary to arrive at an informed diagnostic assessment, the diagnostic process has been organized in a sequence of four levels of testing. Within this format, clients proceed from a screening level of assessment to more in-depth test batteries only as needed.

Briefly, the purpose of each of the four levels of testing is:

- Level I: Screening Battery to Provide Basic Information on Every Client and Make Preliminary Diagnosis of Learning Disabilities and/or Psychological Problems and Determine Intellectual Functioning;
- Level II: Optional Battery to Confirm Diagnosis of Learning Disabilities and/or Determine Functioning Level Academically;
- Level III: Optional Battery to Specify Nature of Diagnosed Learning Disabilities;
- Level IV: Optional Battery to Confirm and Specify Psychological Problems and for In-Depth Diagnosis of Speech and Language Problems.

## Development of the Diagnostic Batteries

Two important concerns relating to testing Project New Pride clients have been taken into account in developing each of the four levels of testing:

### The Testing Setting: Creating Uniformity in Testing

Creating uniformity in testing procedures has been necessary to insure comparability of test results. When diagnostic assessment is conducted within a community based setting such as Project New Pride, it is desirable to draw as much information as possible, especially in the form of observations of client behaviors, from the testing situation. Because the observations of different diagnosticians will tend to vary according to their individual backgrounds, the following documents are used to standardize the assessment process:

- Testing Observations and Procedures Manual; and
- Approach to Testing Checklist.

The Testing Observations and Procedures Manual helps systematize the observational process. It provides directions for administration of each test and for making and recording relevant observations which indicate patterns of perceptual or cognitive dysfunction (e.g., repeated requests for repetition suggesting a possible auditory problem). In addition, directions for the analysis of each test by means of "task analysis" are also provided to help determine



what aspect of the task can be pinpointed as the problem area. A sample from this manual is illustrated in Figure Sixteen.

The Approach to Testing Checklist, illustrated in Figure Seventeen, lists important client behaviors and characteristics which the diagnostician should be aware of and make note of in the testing setting. These characteristics are grouped according to the following categories:

- Affect;
- Appearance;
- Examiner/Examinee Rapport;
- Response Style; and
- Task Approach.

Testing Culturally Different Populations: Case by Case Approach

Procedures for assessing intellectual functioning are necessarily limited by the population under examination, the psychometric tools employed, and test-setting variables affecting performance. The client population served by Project New Pride is culturally diverse. The shortcomings and hazards of using standardized intelligence tests with minority children have been well documented. While these objections to the use of standardized intelligence tests with minority group children cannot be over-looked when using psychometric data to make program placement and service planning decisions, standardized intelligence tests are valuable for use with culturally different populations to the extent that cultural differences are taken into

WRAT

PROCEDURE:

1. Use instructions given in WRAT manual.
2. Administer all pre-tests. On front of WRAT, have student print his name in the space at the top of the page and then write his name in the space given below the pre-test.
3. Note length of time spent on the arithmetic test. If student appears to give up easily, encourage him to try everything he can (even if he is not certain his answer is correct). Note his response to prodding.
4. On the reading test, reproduce phonetically all mispronounced words so that errors may be analyzed later.

OBSERVATIONS:

1. Note whether student uses his finger or pencil to guide reading, if he loses his place, backtracks or skips lines.
2. Note difficulty with blending accents, syllables in reading.
3. Note if student refuses to guess at unfamiliar words.
4. Note if eyes are close to page.
5. Note if student asks for repetition or repeats items in spelling or the oral arithmetic problems.
6. Note if student counts on fingers to compute or counts to get multiplication facts.
7. Note aversion to any portion of test (reading, spelling, math).
8. Note inability to visually recognize numbers.

NOTATIONS FOR CHECKLIST:

Reversals, transpositions in reading, spelling  
Omissions, addition of letters, syllables in reading, spelling  
Misreads similar words  
Telescopes in reading  
Leaves off endings of words  
Guesses words based upon a few letters  
Substitutes freely  
Inconsistent knowledge of consonant, vowel sounds in reading, spelling  
Does not understand concept of silent letters (reading)  
Neographisms  
Incorrect recall of visual image  
Does not spell phonetically  
Spelling reflects inaccurate pronunciation  
Phonetic spelling of nonphonetic words or parts  
Insertion, omission of silent letters in spelling  
Difficulty with addition, multiplication facts not automatic  
Knowledge of addition, multiplication facts not automatic  
Difficulty with fractions, decimals  
Does not understand borrowing and carrying  
Inattention to process signs  
Does not understand place value of numbers  
Inability to follow the sequence of steps in operations

FIGURE SIXTEEN: TESTING MANUAL SAMPLE

# APPROACH TO TESTING CHECKLIST

I. <u>AFFECT</u>	II. <u>APPEARANCE</u>	III. <u>RESPONSE STYLE</u>
FLAT___	ENERGETIC___	SLOW___
ANXIOUS___	FATIGUED___	QUICK___
CALM___	TALL___	METHODICAL___
WITHDRAWN___	SHORT___	CARELESS___
DEPRESSED___	THIN___	EFFICIENT___
SHY___	OBESE___	VERBAL/NOT VERBAL___
QUIET___	WELL GROOMED___	IMPULSIVE___
HOSTILE___	UNKEMPT___	REFLECTIVE___
FRIENDLY___	OTHER (SPECIFY)___	OTHER (SPECIFY)___
EXPANSIVE___		
OTHER (SPECIFY)___		

IV. EXAMINER-EXAMINEE RAPPORT

RAPPORT EASILY/NOT EASILY ESTABLISHED\_\_\_

COOPERATIVE\_\_\_

RESISTANT TO TESTING\_\_\_

HIGHLY MANIPULATIVE\_\_\_

DEPENDENT OF EXAMINER APPROVAL\_\_\_

SELF-DEPRECATING\_\_\_

CHATTY\_\_\_

ABRASIVE\_\_\_ OTHER (SPECIFY)\_\_\_

V. TASK APPROACH

MOTIVATED/NOT MOTIVATED/ERRATIC___	AVOIDS DIFFICULT TASKS___
PERSISTENT___	HESITANT TO GUESS___
GOOD/NOT GOOD FRUSTRATION TOLERANCE___	GIVES UP EASILY___
PRESSURED BY TIMED TASKS___	SUBVOCALIZES___
GOOD/NOT GOOD REALITY TESTING___	TIRES WITHIN/BETWEEN TASKS___
HYPERACTIVE___	REPEATS INSTRUCTIONS ALOUD___
HYPOACTIVE___	ASKS FOR REPETITION___
DISTRACTABLE___	DIFFICULTY UNDERSTANDING/FOLLOWING INSTRUCTIONS___
GOOD CONCENTRATION___	OTHER (SPECIFY)___

FIGURE SEVENTEEN: APPROACH TO TESTING CHECKLIST

account in their interpretation.

The measures used to assess intelligence by Project New Pride's diagnostic team, the Wechsler Intelligence Scales, are interpreted in both a quantitative and qualitative manner. Numerical parameters provide the basis for functional descriptions, however, the diagnosticians also are sensitive to issues pertaining to the assessment of minority populations in making qualitative evaluations.

Inter-disciplinary decision-making employing a multi-dimensional approach characterizes the assessment philosophy and practice of Project New Pride's diagnostic team. Problems encountered in testing culturally different populations, the limitations of existing tools, and the lack of age-appropriate norms for using new multi-dimensional approaches, such as Mercer's SOMPA system, underscore the need for a case-by-case approach to the assessment of adolescent intelligence. In making a diagnostic assessment the diagnostic team considers each youth individually, and a certain amount of flexibility is allowed in considering cultural factors in testing situations and their possible affect on the intelligence test results.

## The Project New Pride Diagnostic Process

Figure Eighteen illustrates Project New Pride's diagnostic process as it is defined mainly by the four levels of testing and the associated decision-making criteria. It also includes illustration of how diagnostic information and consultation is incorporated in the overall programming of the project.

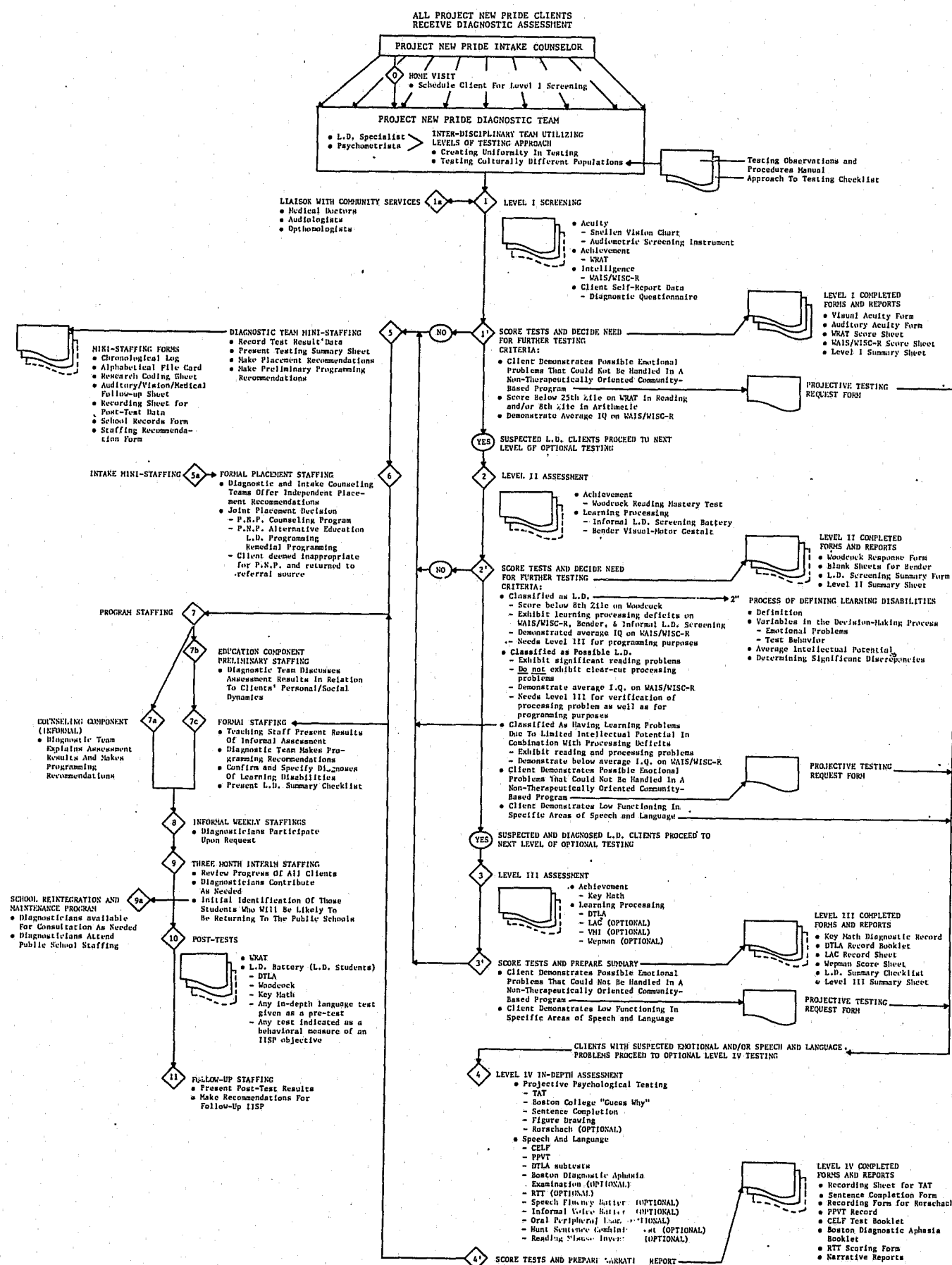


FIGURE EIGHTEEN: DIAGNOSTIC PROCESS

## Scheduling Diagnostic Screening

All youth referred to Project New Pride who are accepted as clients at the end of the eligibility screening are referred to the diagnostic team for diagnostic assessment. When the intake counselor for Project New Pride makes the initial home visit, he or she obtains parental permission for testing and schedules an appointment with the client for testing. A sign-up sheet is used by the diagnostic team for notification by intake counselors of the testing appointments they have arranged.

## Levels of Testing in the Diagnostic Process

The first three levels of assessment are the batteries most often administered by the diagnostic team. Level I is administered to every client; Level II to all those suspected by the diagnostic team to have some learning disability; and Level III to all those confirmed to have learning disabilities. Level IV (Projective Psychological and In-depth Speech and Language) is administered only to approximately 5% of the Project New Pride population. The philosophy of "levels of testing" is designed not only to eliminate unnecessary testing of clients but follows a logical sequence from screening to in-depth assessment.

### Level I: Screening

The first level of assessment which is administered to all Project New Pride clients provides basic information for needs assessment on all clients and serves as a screening device to identify the need for further testing. It includes diagnostic assessment procedures in the following areas:

- Acuity;
- Achievement;
- Intellectual Functioning;
- Learning Processing; and
- Self-Report Data.

#### Acuity

To assess acuity, two instruments are used:

- Visual Acuity - Snellen Vision Chart; and
- Auditory Acuity - Audiometric Screening Instrument.

Clients with problems identified in either area are referred for further assessment by the appropriate personnel of the health and hospital system.

#### Achievement

The Wide Range Achievement Test (WRAT) is used to assess achievement because it provides a quick, reliable measure of reading, spelling and arithmetic. It is useful to identify needs for in-depth assessment in these areas.

#### Intellectual Functioning

Either the Wechsler Intelligence Scale for Children-Revised (WISC-R) or the Wechsler Adult Intelligence Scale (WAIS) is used to assess intelligence. The WISC-R is used for clients under 16 years of age and

the WAIS for those 16 and over. The WISC-R and the WAIS are widely recognized measures providing Verbal and Performance I.Q. scores as well as a subtest profile which can be applied descriptively to diagnose specific problems. This test design allows for qualitative as well as quantitative interpretation which is particularly beneficial when attempting to assess culturally different populations where verbal scores may be depressed and performance scores more reflective of intellectual potential.

#### Learning Processing

The WISC-R and the WAIS serve not only as measures of I.Q., but the subtest profiles can also be used as descriptive tools for learning process evaluation.

#### Client Self-Report Data

The final element of the Level I Screening Battery is an interview using the Diagnostic Questionnaire Form. This interview covers the following areas:

- School History;
- Learning Problems and Attitudes;
- Drug and Alcohol Information; and
- General Psychological Functioning.

#### Follow-Up

An important aspect of the diagnostic process is to

establish a system for follow-up on the need for in-depth assessment of vision, hearing, or general health problems often identified by the diagnostician in the screening level of diagnostic assessment. The diagnosticians coordinate with the counselors in establishing these linkages with the community.

## Level II

The second level of testing is administered to clients who score below the 25th percentile on the WRAT reading or 10th percentile on the WRAT arithmetic and demonstrate average intellectual functioning. Its purpose is to confirm a hypothesis of the presence of learning disabilities and to assess academic functioning at a more in-depth level. The following areas are covered:

- Achievement; and
- Learning Processing.

### Achievement

The Woodcock Reading Mastery Test is used to assess in-depth reading ability. The Key Math Diagnostic Arithmetic Test, usually administered at Level III, may be administered at Level II if arithmetic is identified as the disabled skill area (below the 10th percentile on the WRAT). Both the Woodcock and the Key Math fulfill four important functions in the diagnostic and prescriptive process:

- These measures are norm referenced tests encompassing a large sampling of behavior;

- Both instruments are criterion referenced tests diagnosing the hierarchy of skills involved in the mastery of reading and math;
- The tests are recognized and used by the local school district, thereby facilitating prescription and placement within a public school setting; and
- There is virtually no subjectivity built into the administration of these tests allowing for uniformity in administration.

### Learning Processing

Achievement testing is concerned with the content of "what" is learned while the assessment of the learning process is concerned with "how" it is learned. Project New Pride has devised an Informal Learning Disabilities Screening Battery by drawing upon several published tests. This procedure focuses on identification of breakdowns in the process of learning. This is one of the main components of the definition of a learning disability and is defined as a significant impairment in one or more of the following areas: reception; discrimination; association; organization/integration; retention; or application.

The screening battery contains an informal measure of auditory, visual, motor and language processing skills. Although it is not normed, significant poor client scores lead diagnosticians to form a

hypothesis for a processing deficit. The Bender Visual-Motor Gestalt Test serves as a further refinement in diagnosing a visual-motor integration problem. The norms used for evaluating this test are presented in the Watkins Bender Gestalt Scoring System.

The diagnostician's observations of test behavior and approach to academic tasks in combination with the informal learning processing testing is generally enough to determine if there is a learning processing deficit. However, in some cases further assessment is necessary to aid in the definition of a learning disability, and in such cases, the client is recommended for Level III testing. Following is a discussion of the process and criteria for defining a child as learning disabled.

#### Process of Defining Learning Disabilities

A majority of Project New Pride clients have "learning problems" that is, they are not achieving at an age or grade appropriate level. These learning problems may be due to one or more of the following reasons:

- Non-involvement in the educational process due to lack of attendance, disruptive behavior or emotional disturbances;
- Cultural differences that impede the educational process, such as language differences;
- Sensory or physical handicaps such as impairments in vision, hearing, etc.;

- Limited intellectual potential; and
- Perceptual or communicative disorders, i.e., learning disabilities.

#### Definition

The purpose of Level II diagnostic testing is to identify those clients who meet the qualifications outlined in the following conceptual and operational definitions of learning disabilities. The conceptual definition adopted by Project New Pride's diagnostic team is the definition currently accepted by the National Advisory Committee on Handicapped Children:

*"Children with specific learning disabilities means those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or emotional disturbance, or of environmental 'disadvantage'."*

For operational purposes, the team uses the following definitions based on the recommended guidelines of the Colorado State Department of Education:

- Average I.Q.

The client must have an average I.Q. as determined by the diagnostician's interpretation of

the client's performance on an appropriate evaluation instrument. An I.Q. of 85 or above on the WISC-R or WAIS is normally considered to be within the normal range. The diagnostic team, however, defines I.Q.s below 85 as representing an average potential when an analysis of patterns of performance indicate that cultural differences, lack of education or a learning disability has affected the overall score;

- Significant Discrepancy in Academic Achievement

The client demonstrates a significant discrepancy between intellectual functioning and academic achievement. It is considered to be a significant discrepancy when the I.Q. is determined to be within the average range and the client scores below the 25th percentile on the WRAT reading and/or the 10th percentile on the WRAT arithmetic and scores below the 8th percentile on the Woodcock Reading Test. When arithmetic is identified as the only disabled skills area, then a score four years below age appropriate grade placement will be considered a significant discrepancy.

- Significant Pattern of Processing Deficits

The client exhibits perceptual or communicative disorders in the processing of information. The informal Learning Disabilities Screening Battery is administered at the second level of testing to confirm a "hypothesis" of learning disabilities that remains to be clarified and/or supported at the third level of testing with the

additional standardized measures of processing functioning. A performance of two or more years below age level on the Detroit or VMI and/or significant patterns of disabilities on the WISC-R/WAIS, Bender, LAC, and Wepman are necessary to substantiate the original hypothesis of processing deficits.

#### Variables in the Decision Making Process

There are additional variables taken into account before diagnosing learning disabilities:

##### Emotional Problems:

Clients who are suspected of having significant emotional problems are tested at a fourth level of testing (projective testing) to determine if an emotional disturbance is the primary cause of a learning problem rather than a learning disability.

##### Test Behavior:

In a limited number of cases a diagnostician may feel a subjective analysis of the client's behavior indicates that his or her performance may or may not be a good representation of true abilities. In these cases strict adherence to the above numerical criteria is not demanded, rather a combination of test results and subjective evaluation of pattern of behaviors is relied upon.



### Average Intellectual Potential

In measuring intellectual functioning the diagnostic team does not view a test score as an evaluation, rather tests are seen as "tools" that aid the diagnostician in the evaluation process. This philosophy is based upon information generated in recent years concerning the cultural biases of intelligence tests and the inadequacy of relying solely upon test scores.

Given this philosophy, the diagnostic team accepts I.Q.s that fall below 85 on the WISC-R/WAIS I.Q. tests as representative of average potential when certain "patterns" exist. An example could be seen in the cases of two clients.

#### ● DIAGNOSED: LEARNING DISABLED

*Client exhibits academic and processing deficiencies. Full Scale I.Q. falls below 85, however, a significant discrepancy between subtests within a scale (i.e., 3 points) or between the Verbal and Performance Scales (i.e., 12 points or more) exist which suggest that the Full Scale I.Q. may not be an accurate indicator of the client's intellectual potential. In addition, an analysis of patterns of performance indicate that cultural differences, lack of education, or a learning disability has affected the overall score.*

#### ● DIAGNOSED: NOT LEARNING DISABLED

*Client exhibits academic and performance deficiencies. Full Scale I.Q. falls below 85 with a depressed or "flat profile" across the subtests of the Verbal and Performance scale exhibiting no relative strengths in any area of intellectual functioning. Client is diagnosed as having "learning problems" due to limited intellectual potential in combination with processing deficits.*

### Determining Significant Discrepancies

The process of defining a client as learning disabled occurs as the result of meeting certain criteria (e.g., average intelligence with significant discrepancies in academic achievement and significant patterns of processing deficits). Selection of the specific parameters for the proceeding criteria came after a review of literature and local and federal guidelines related to the education of the handicapped. The modification of the traditional numerical consideration in determining an average I.Q. was mainly due to factors related to testing culturally different and learning disabled populations.

Aside from the assessment of an average intellectual functioning level, the definition of learning disabilities requires the determination of a "significant discrepancy" between achievement and intellectual potential. Historically, the concept of significant discrepancy levels was evaluated by the use of different formulas such as the mental grade method, years-in-school method, the learning quotient methods, or yet another formula that had been adopted by the U.S. Department of Education. The formula  $(CA \frac{IQ}{300} + .17) - 2.5$  provided the use of age of I.Q. in an attempt to mathematically demonstrate the level at which a child would be considered to be functioning at 50 percent of his/her potential.

Locally, the Colorado State Department of Education has proposed the guidelines that "Significant Education Deficit" should be defined as achievement at the

10th percentile on a nationally normed test of individual achievement in conjunction with average intellectual potential." Project New Pride uses the 8th percentile as the guideline since the design of the Woodcock reading test identifies a score at or below that level as a moderate or severely retarded reader.

The diagnostic team's approach to measurement of "significant discrepancy" is based on Project New Pride's concept of an inter-disciplinary team making case-by-case decisions. The federal guidelines are not being used because of its reliance upon I.Q. numbers which has been proven to be an unfair assessment of intellectual functioning of culturally different populations. The numerical parameters specified in the state guidelines are generally followed in Project New Pride's decision making process, but when extenuating circumstances exist, they are not adhered to strictly.

Support for the diagnostic team's stand on case-by-case decision making comes from HEW's Office of Education. The Federal Register (Vol. 42, No. 250 - Thursday, December, 29, 1977) printed procedures for evaluating specific learning disabilities that became part of the Education of the Handicapped Act (August 23, 1977). In those procedures, the decision was made to drop the formula and the following criteria for determining the existence of a learning disability were presented based on:

- *Whether a child does not achieve commensurate with his or her age and ability when provided with appropriate educational experiences; and*

- *Whether a child has a severe discrepancy between achievement and intellectual ability in one or more of seven areas relating to communication skills and mathematical abilities.*

These concepts are interpreted on a case-by-case basis by the diagnostic team members. The team must decide that the discrepancy is not primarily the result of visual, hearing, or motor handicaps; mental retardation; emotional disturbances; or environmental, cultural, or economic disadvantage.

Giving numerical definition to the criteria of demonstrating "significant patterns of processing deficit" was taken from local guidelines again. The Colorado State Department of Education suggests that "a performance which is two years below age norm as determined by standardized instruments and informal assessments should be the basis for concluding that significant processing deficits exist." Given this as a general guideline, a rating of moderate (2-4 years below in processing skills) or severe (4 or more years below in processing skills) would be warranted when such age discrepant performances exist.

### Level III

The third level of testing is administered to aid in the definition and specification of a learning disability or when placement is recommended for learning disabilities remediation. This level includes the following elements:

- Achievement; and
- Learning Processing.

### Achievement

The Key Math Diagnostic Arithmetic Test provides an in-depth assessment of a youth's math functioning. (Further discussion of the utility of this test appears under Level II Testing).

### Learning Processing

There are a myriad of tests to measure the various aspects of the learning process and a few that attempt to span a range of processing skills. Unfortunately, there is a paucity of tests having norms appropriate to the adolescent age level. The Detroit Tests of Learning Aptitude is used as the main battery because it covers a range of processing skills and has norms appropriate to the Project New Pride population.

Additional optional measures which tap auditory and visual-motor functioning are also used. The Beery Developmental Test of Visual-Motor Integration is normed through the 15-9 year level, but can be used qualitatively with older clients. The other tests, the Lindamood Auditory Conceptualization Test and the Wepman Auditory Discrimination Test are not normed on this population but are used to qualitatively indicate whether or not there is a significant dysfunction in the areas which they measure. It is left to the diagnostician's judgment whether these tests need to be administered.

Level IV: Optional Testing (See next page)

### Level IV: Optional Testing

Clients are referred for Level IV optional testing only when possible emotional problems or deficiencies in specific areas of speech and language are exhibited.

Tests utilized in the Projective Psychological Testing are basically subjective in nature, depending to a greater degree upon the theoretical framework of the psychologist. A client's intrapsychic functioning is interpreted within the developmental framework through responses to the Thematic Apperception Test, the Boston College "Guess Why" Questionnaire, a sentence completion form and his or her figure drawings.

The Rorschach may be administered if the examiner has found indications from the previously mentioned tests that the client may be exhibiting more serious problems. Because of its even less structured nature, it tends to reflect disturbed processes to a greater degree.

The major device used for in-depth Speech and Language Assessment is the Comprehensive Evaluation of Language (CELF), a thirteen subtest battery which will be available for distribution in January of 1980. Project New Pride has had access to this battery prior to public distribution by permission of its author, Dr. Elisabeth Wiig. The CELF is a relatively culture-free, systematic and comprehensive assessment of auditory processing, oral speech production, convergent language (receptive language), and divergent language (expressive language) skills.

The Peabody Picture Vocabulary Test (is used to assess

receptive vocabulary recognition. Two subtests (Free Association and Social Adjustment B) of the Detroit Tests of Learning Aptitude are administered to assess a subject's organization and abstraction skills.

Optional tests are administered based on the client's performance and the need to assess certain parameters more carefully. The Boston Diagnostic Aphasia Examination, a non-standardized compilation of complex ideational materials may be used to qualitatively analyze receptive or expressive language skills. The Revised Token Test (RTT) may be used to systematically assess a student's ability to comprehend increasingly complex statements using color, shape, size and location vocabulary only. A Speech Fluency Battery may be used to provide baseline data relative to the occurrence and frequency of dysfluency. An Informal Voice Evaluation may be used in conjunction with medical evaluations when a student exhibits chronically deviant voice quality or volume. The Oral Peripheral Exam must be used whenever a student is given the CELF articulation subtest or whenever the Voice Evaluation is administered. Diadochokinetic rating is included to indicate the presence of apraxic or dysarthric disorders. The Hunt Sentence Combining Test may be used to assess written language skills. The Reading Miscue Inventory may be used to assess the influence of language skill depression on reading skills informally.

#### Information Management: Report Writing

The traditional writing of lengthy narrative reports for every client seen by the diagnostic team does not make effective use of the diagnostician's time. As an alternate system of information dissemination, the diagnostic team writes a summary sheet

for every level of testing administered to a client and elaborates on this information through a formal or informal staffing process. Detailed notes are taken on test protocols and forms so that written narrative reports can easily be written from the summary information at a future date if needed for a school or court report.

There are three exceptions to the writing of summary statements as a means of written presentation of diagnostic information:

- Clients who receive the fourth level of assessment;
- Special requests for written reports from the public school or court system; and
- Learning disabled clients referred to the Education Component.

#### Narrative Reports

Detailed written narrative reports are prepared for any client who receives the fourth level of assessment or when a special request for summation of any level of test results is made by the public school or court systems. The philosophy of the diagnostic team in the preparation of any written narrative is expressed in the following guidelines:

- Utilize a style which communicates effectively to the particular audience (e.g., school personnel vs. court personnel);
- Use concrete examples of inferences to the

theoretical framework of the diagnostician;

- Describe the client in terms of his/her placement within a developmental framework rather than merely labeling behavior; and
- Describe the client in terms of both strengths and weaknesses.

#### Learning Disabilities Checklist

A different format called the Learning Disabilities Summary Checklist, illustrated in Figure Nineteen, is used for more in-depth written presentations when a learning disabled client is referred to the Education Component. The checklist is utilized to communicate to Project New Pride teachers and counselors as much information as possible without the time consuming effort involved in a narrative summary. Separated into three main categories; academic performance, processing skills, and behaviors during testing, the checklist contains items taken from the analysis of individual tests and observations by the examiner. The Academics section consists of skill areas of reading, spelling, arithmetic, and writing. Processing skills are categorized as visual, auditory, motor, language, and conceptualization. Figure Nineteen appears at the end of this chapter.

Behavioral comments are also compiled from the Approach to Testing Checklist completed at each testing session and subsequently noted on the summary form.

The examiner then evaluates the formal test scores in coordination with informal observations and information from

the diagnostic interview to arrive at a rating of the severity of the problem as none, mild, moderate, or severe. A checklist of behaviors that would be considered a problem in the learning process is listed separately, however, no rating of level of severity is made.

This combining of formal and informal modes of assessment in a systematic manner allows for a more comprehensive reporting of the evaluation process without the use of the narrative reports necessary for reporting to the local school and court systems.

#### Post-Treatment Testing

The diagnostic team is responsible not only for diagnoses and recommendations in the initial assessment of clients, but also for the evaluation of success in their programming. All clients receive the Wide Range Achievement Test as a post-test. In addition, the learning disabled students receive the following post-test battery:

- Detroit Test of Learning Aptitude;
- Woodcock Reading Mastery Test;
- Key Math Diagnostic Arithmetic Test;
- Any in-depth language test a client was given in the assessment; and
- Any test which is indicated as the behavioral measure of an Individual Integrated Service Plan objective.

#### Schedule of Diagnostic Testing (See next page)

### Schedule of Diagnostic Services

The services rendered by the diagnostic team of Project New Pride are not only an integral part of the intake/assessment but of the total program of services offered to clients throughout their one year involvement with the project. The following schedule of diagnostic services highlights the role of the diagnostic team in each phase of assessment and service delivery which comprise the total Project New Pride system.

#### Completion of Levels of Testing

Within two weeks from the time a client is assigned to a Project New Pride counselor for intake assessment, the diagnostic team completes the diagnostic batteries, Level I and Level II if needed. From the time at which the need for further assessment is identified, each subsequent level of testing is completed within one week. During the intake phase, either the counselor or diagnostician may decide that further testing is necessary to aid in the decision of program placement. Level IV (Projective Psychological) testing may be requested to help determine if the client has emotional problems that could not be handled in a non-therapeutic oriented/community based program. Once the placement decision has been made, the staff of the particular direct service component to which the client is referred may request additional diagnostic assessment to assist them in identifying his or her specific programming needs.

#### Diagnostic Team Mini-Staffing

When the diagnostic team has completed their diagnostic

assessment of a client, the team holds a mini-staffing in which the team members share whatever pertinent information each has gathered on the client. The diagnostic summary sheets completed after each level of testing are presented at this staffing. Placement and preliminary programming recommendations are made and test result information is recorded for data collection purposes. The main purpose of this mini-staffing is for the team to prepare for their participation with the counselors in a joint Placement Staffing.

#### Formal Placement Staffing

The next step in the decision-making process is the Formal Placement Staffing. The diagnostic team and the counselors responsible for managing intake meet jointly in this conference during which each offer independent recommendations for placement of each client which are examined in the light of all the information available from each about each client. A joint decision about program placement is made from one of the following options:

- Project New Pride Counseling Component;
- Project New Pride Alternative Education Component  
-remedial programming  
-learning disabilities programming; or
- Client is found to be inappropriate for Project New Pride and is re-referred to original referral source.

If the counselor and diagnosticians are unable to arrive at a consensus and staunchly continue support of differing recommendations, all the factors are re-evaluated

by Project New Pride's Director who makes a final determination. Most clients accepted into the project are placed into the most appropriate direct service component at this time. There are two exceptions:

- The Counseling Component accepts referrals for placement continuously, however, the Alternative Education Component only accepts referrals for placement within the first two to three weeks maximum of each semester. During the periods when the Alternative Education Component is not accepting new referrals, clients eligible for education services may be placed in the Counseling Component. When a new intake period for the Alternative Education Component begins, these clients can be re-staffed and re-referred if education is still the most appropriate placement; and
- It sometimes happens that a client's status changes during this initial intake period. He or she may be incarcerated for a new offense, placed outside of the city, or the family may move. When such changes in status occur, the client may be returned to the original referral source with only needs assessment and diagnostic services rendered. In these cases, the entire body of information gathered about the client and the project's recommendations regarding appropriate services may be provided to the referring agency.

Program Staffing (See next page)

### Program Staffing

Within one to three days after the placement staffing, a counselor/case manager is assigned to each new client being placed within a direct service component. The case manager is responsible for immediately reviewing and making available to the direct service program staff all the needs assessment and diagnostic information. Once dissemination of this information occurs, a program staffing is held within each component which is attended by the counselor/case managers and teachers in the Education Component staffing.

### Counseling Component Program Staffing

The role of the diagnostician in staffing clients placed in the Counseling Component is to explain the results of their testing as it pertains to the specific counseling needs of the individual clients. In many cases, the same counselor assigned to manage a client's intake will remain as his or her case manager following completion of the intake/assessment phase, and will therefore have been familiarized with the diagnostic team's assessment and recommendations during the Placement Staffing. Because of this fact, the Program Staffing in the Counseling Component is addressed on an informal basis for many clients, with the diagnostician being available for consultation and contribution later to the development of clients' Individualized Integrated Service Plans\* as requested by the counselor/case managers.

\*NOTE: The process of development and use of Individualized Integrated Service Plans in Project New Pride is explained thoroughly in Chapter Two: Intensive Supervision.



### Alternative Education Program Staffing

At least one week prior to the beginning of school, a brief preliminary program staffing is held for all clients placed in the Alternative Education Component. The main role of the diagnostician in these staffings is to discuss their findings in relation to the personal/social dynamics of the client and to offer any information which will help the teachers "get off to a good start" with their students.

By two weeks into the school semester, the school staff have completed their informal assessment of students and a formal staffing is held. Based on the findings of the informal assessment, the teaching staff may at this time, request that the diagnostic team administer additional tests to particular clients. The information gathered in the component's informal assessment conducted by teachers during the first two weeks of school is combined with the results of the diagnostic team's formal assessment to assist the counselor/case managers in the formulation of the students' Individualized Integrated Service Plans, and in the case of the clients referred for learning disabilities programming, to finally confirm and specify the diagnoses of learning disabilities.

### Routine Weekly Staffings

Throughout the course of Project New Pride's intensive phase, brief weekly informal staffings are held on each

client within each direct service component. The diagnosticians participate in these staffings upon request of the particular program staff.

### Three-Month Interim Staffing

Mid-way through the Intensive Phase, a brief staffing is conducted to review the progress and standing of all Project New Pride clients. This half-day meeting is attended by all staff involved with the clients, including diagnosticians, counselor/case managers, teachers, and the school maintenance coordinator. Those students who are likely to be returning to the public schools at the end of the semester are identified and brought to the attention of the school maintenance coordinator.

### Post-Testing and Follow-Up Staffing

Upon completion of the six month Intensive Phase, the diagnostic team administers a series of post-tests to all Project New Pride clients, as described previously in this chapter. The post-test results are presented at a follow-up staffing, also attended by the client's case manager and the staff of the particular direct service component in which he or she has participated. The diagnostician makes recommendations, based on all the information he or she has gathered on the client throughout the semester, concerning the needs of the client which should be addressed in his or her follow-up plan.

LEARNING DISABILITIES SUMMARY CHECKLIST			
CHILD'S CODE:	AGE:	VISUAL ACUITY	RECOMMENDATIONS:
NAME:	BIRTHDATE:	AUDITORY ACUITY	SPEECH LANGUAGE EVALUATION
ADDRESS:	EXAMINATION DATES/EXAMINER	LATERALITY PROBLEMS	PSYCHOLOGICAL PROJECTIVE EVALUATION
PHONE:	LEVEL I LEVEL II LEVEL III	DOMINANCE: EYE HAND FOOT EAR	MEDICAL EXAMINATION
ACADEMIC FUNCTIONING		INTELLECTUAL FUNCTIONING	PROCESSING FUNCTIONING
<b>WIDE RANGE ACHIEVEMENT TEST:</b> Reading _____ Percentile Spelling _____ Arithmetic _____		<b>WECHSLER INTELLIGENCE SCALE FOR CHILDREN-REVISED/WECHSLER ADULT INTELLIGENCE SCALE:</b> Verbal I.Q. _____ Performance I.Q. _____ Full Scale I.Q. _____	<b>LEARNING DISABILITY SCREENING:</b> Visual _____ Auditory _____ Motor _____
<b>WOODCOCK READING MASTERY TEST:</b> TOTAL _____ PERCENTILE _____ Letter ID _____ Word ID _____ Word Attack _____ Word Comp. _____ Passage Comp. _____		<b>VERBAL</b> Information _____ Similarities _____ Arithmetic _____ Vocabulary _____ Comprehension _____ Digit Span _____	<b>DETROIT TESTS OF LEARNING APTITUDE:</b> Median Mental Age _____ Verbal Opposites _____ Motor Speed _____ Auditory Atten/Unrelated _____ Visual Atten/Objects _____ Memory/Designs _____ Aud. Atten/Related _____ Visual Atten/Letters _____ Disarranged Pictures _____ Oral Directions _____ Likenesses/Differences _____
<b>KEY MATH:</b> TOTAL _____		<b>PERFORMANCE</b> Picture Completion _____ Picture Arrangement _____ Block Design _____ Object Assembly _____ Coding _____	<b>LINDAMOOD AUDITORY CONCEPTUALIZATION TEST:</b> _____ <b>WEPMAN AUDITORY DISCRIMINATION TEST:</b> _____ <b>BEERY VISUAL MOTOR INTEGRATION TEST:</b> _____ <b>BENDER VISUAL-MOTOR GESTALT TEST:</b> _____ _____ _____
		<b>SELF-CONCEPT</b> <b>MISKIMINS SELF-GOAL-OTHERS DISCREPANCY SCALE:</b> GRT 1 2 3 4 5 6 7 _____ _____ _____	

Carol Heschmeyer, 1977©  
Central Denver Youth Diversion

Preceding page blank

FIGURE NINETEEN: LEARNING DISABILITIES SUMMARY CHECKLIST

ACADEMIC PERFORMANCE

2

READING

Functional Level: W.R.A.T. \_\_\_\_\_  
Woodcock \_\_\_\_\_

- |   |   |
|---|---|
| <input type="checkbox"/> Sight reading skills below general ability | <input type="checkbox"/> Eyes close to page                               |
| <input type="checkbox"/> Word attack skills below general ability   | <input type="checkbox"/> Eyes tire when reading                           |
| <input type="checkbox"/> Comprehension skills below normal ability  | <input type="checkbox"/> Moves lips during silent reading                 |
| <input type="checkbox"/> Limited knowledge of vocabulary            | <input type="checkbox"/> Monotone voice in reading                        |
| <input type="checkbox"/> Reversals/transpositions in reading        | <input type="checkbox"/> Poor phrasing in reading                         |
| <input type="checkbox"/> Misreads similar words                     | <input type="checkbox"/> Word-by-word reading                             |
| <input type="checkbox"/> Omissions/additions in reading             | <input type="checkbox"/> Slow, laborious reader                           |
| <input type="checkbox"/> Telescopes in reading                      | <input type="checkbox"/> Reads past mistakes, poor use of context clues   |
| <input type="checkbox"/> Leaves off endings of words                | <input type="checkbox"/> Difficulty blending words                        |
| <input type="checkbox"/> Guesses words based upon a few letters     | <input type="checkbox"/> Word calls without comprehension                 |
| <input type="checkbox"/> Substitutes freely                         | <input type="checkbox"/> Cannot determine accent                          |
| <input type="checkbox"/> Uses finger/pencil to guide reading        | <input type="checkbox"/> Inconsistent knowledge of consonant/vowel sounds |
| <input type="checkbox"/> Loses place, backtracks, skips lines       | <input type="checkbox"/> Does not understand concept of silent letters    |
| <input type="checkbox"/> Difficulty reading cursive writing         | <input type="checkbox"/> Refuses to guess at unfamiliar words             |

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NONE MILD MODERATE SEVERE

SPELLING

Functional Level: W.R.A.T. \_\_\_\_\_

- ☐ Reversals/transpositions of letters in spelling
- ☐ Reversals/transpositions of syllables in spelling
- ☐ Addition of unneeded letters, syllables
- ☐ Omission of letters, syllables
- ☐ Incorrect spelling in creative writing
- ☐ Neographisms-letters in word bear no relationship to word dictated
- ☐ Incorrect recall of visual image
- ☐ Does not spell phonetically
- ☐ Spelling reflects inaccurate pronunciation
- ☐ Phonetic spelling of nonphonetic words or parts
- ☐ Insertion/omission of silent letters
- ☐ Inconsistent knowledge of consonant/vowel sounds

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NONE MILD MODERATE SEVERE

FIGURE NINETEEN: CONTINUED

123

3

ACADEMIC PERFORMANCE

<div>ARITHMETIC</div> <div>Functional Level: W.R.A.T. _____</div> <div>Key Math _____</div> <div><div><div>Difficulty with addition/subtraction</div><div>Difficulty with multiplication/division</div><div>Difficulty with fractions/decimals</div><div>Knowledge of time/measurement/money concepts below general ability</div><div>Knowledge of addition/multiplication facts not automatic</div><div>Does not understand borrowing and carrying</div><div>Counts on fingers to compute</div><div>Counts to get multiplication facts</div><div>Inability to visually recognize numerals</div><div>Inattention to process signs</div><div>Inability to recognize part-whole relationships</div><div>Cannot do math without writing</div><div>Does not understand place value of numbers</div></div><div>Difficulty in deciding which process to use in problem solving</div><div>Inability to follow the sequence of steps in operations</div><div>Difficulty with concepts of quantitative comparisons</div><div>Difficulty with estimating space/weight</div><div>Difficulty with placement in series</div><div>Difficulty with counting change</div></div> <div>COMMENTS _____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>NONE    MILD    MODERATE    SEVERE</div>	<div>WRITING</div> <div><div>Poor use of space on page</div><div>Poor control/position of paper when writing</div><div>Awkward pencil grasp</div><div>Uneven/disconnected handwriting</div><div>Uneven or heavy pressure</div><div>Many erasures</div><div>Handwriting deteriorates under pressure</div><div>Unable to recall correct letter formation</div><div>Unable/avoids use of cursive</div><div>Avoids writing</div><div>Limited production when required to write</div><div>Incorrect form of writing, no indentations, not within lines, margins</div><div>Inadequate punctuation/capitalization</div><div>Writes in incomplete sentences</div><div>Disorganized in content of paragraph</div></div> <div>COMMENTS _____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>NONE    MILD    MODERATE    SEVERE</div>
--	---

FIGURE NINETEEN: CONTINUED

124

FIGURE NINETEEN: CONTINUED

FIGURE NINETEEN: CONTINUED

## CHAPTER FOUR: ALTERNATIVE EDUCATION

### Introduction

Many clients of Project New Pride have dropped out of the public schools before being referred to the project. Of those who have not, including the clients under sixteen to whom mandatory attendance legislation applies, most have long recorded histories of poor school adjustment and academic failure within traditional classroom settings in the public schools. In effect, through years of negative feedback, these youngsters have been literally conditioned to fear and avoid "educational" activities, and/or to act out their frustrations with "education" through aggressive, disruptive, and sometimes violent behavior.

In-depth needs assessments and diagnostic tests are administered to every client of Project New Pride. They demonstrate that most of these clients' past educational problems are mainly the results of the inappropriateness of the "traditional" education system to meet their special needs. Their needs are not adequately addressed within the mainstream of educational programming for college bound youth, in which teachers lecture, assign homework, administer tests, and grade on a normal curve with a five point scale and students sit quietly, listen attentively, study their assignments, cram for tests, and generally compete for grades. These students need an alternative, more flexible educational experience that adapts to their individual learning styles and capabilities and is more salient to their particular educational and vocational goals. They need to experience success in an educational setting to enable them to develop more positive learning attitudes and motivations. Finally, because they have "fallen behind", they need remedial educational services that assist them to develop more effective



learning and general academic skills. Some of Project New Pride's clients are diagnosed as having specific learning disabilities.\* Remarkably, these problems have often gone unnoticed for years. These clients need special educational services that remediate and assist them to accommodate for their learning disabilities.

Virtually all Project New Pride clients also have numerous other social and personal problems that impact negatively on their educational achievement. They need an integrated program of educational and supportive services.

Although earnest attempts are made to respond to the educational needs of these students, limited school budgets and inadequate coordination among human service agencies constrain the capabilities of the public schools to be fully responsive. Therefore, when these special needs of clients are identified, and when it is found that the public schools have been unable to respond adequately, Project New Pride provides the option for placement in its alternative education component which includes the following key elements:

- Award of Academic Credit;
- Preliminary Program Staffing;
- Pre-Semester Staff Planning;
- Student Orientation;
- Informal Assessment;
- Program Staffings;
- Individualized Integrated Service Planning;
- Comprehensive Curriculum Development;
- A Flexible Teaching Approach; and
- Follow-Up.

\*NOTE: The diagnostic process involved and the definition of learning disabilities used for diagnostic purposes is fully explained in Chapter Three: Diagnostic Services.

### The Alternative Education Process

The elements of Project New Pride's Alternative Education Component are inter-connected through the process illustrated in Figure Twenty. This process is designed to assure that each student receives an integrated program of educational and supportive services that is most appropriate to his or her individual needs. It provides a structure to the program that maximizes rather than limits the program's flexibility.

### Award of Academic Credit

For the work done in Project New Pride's Alternative Education Component, Denver Public School's Department of Secondary Education awards credit. A student can earn 23 credits for satisfactory completion of a semester's course work. An additional two credits can be granted as Cooperative Work Experience if the student is employed for a month or more during the school semester. Therefore, students can earn 25 credits corresponding with an average semester's credit in a Denver public junior or senior high school.

To achieve this certification, the Alternative Education Component has had to meet specific requirements:

- Teachers must be accredited;
- Teachers Aides must have at least two years of college; and
- The curriculum must address specific academic areas.

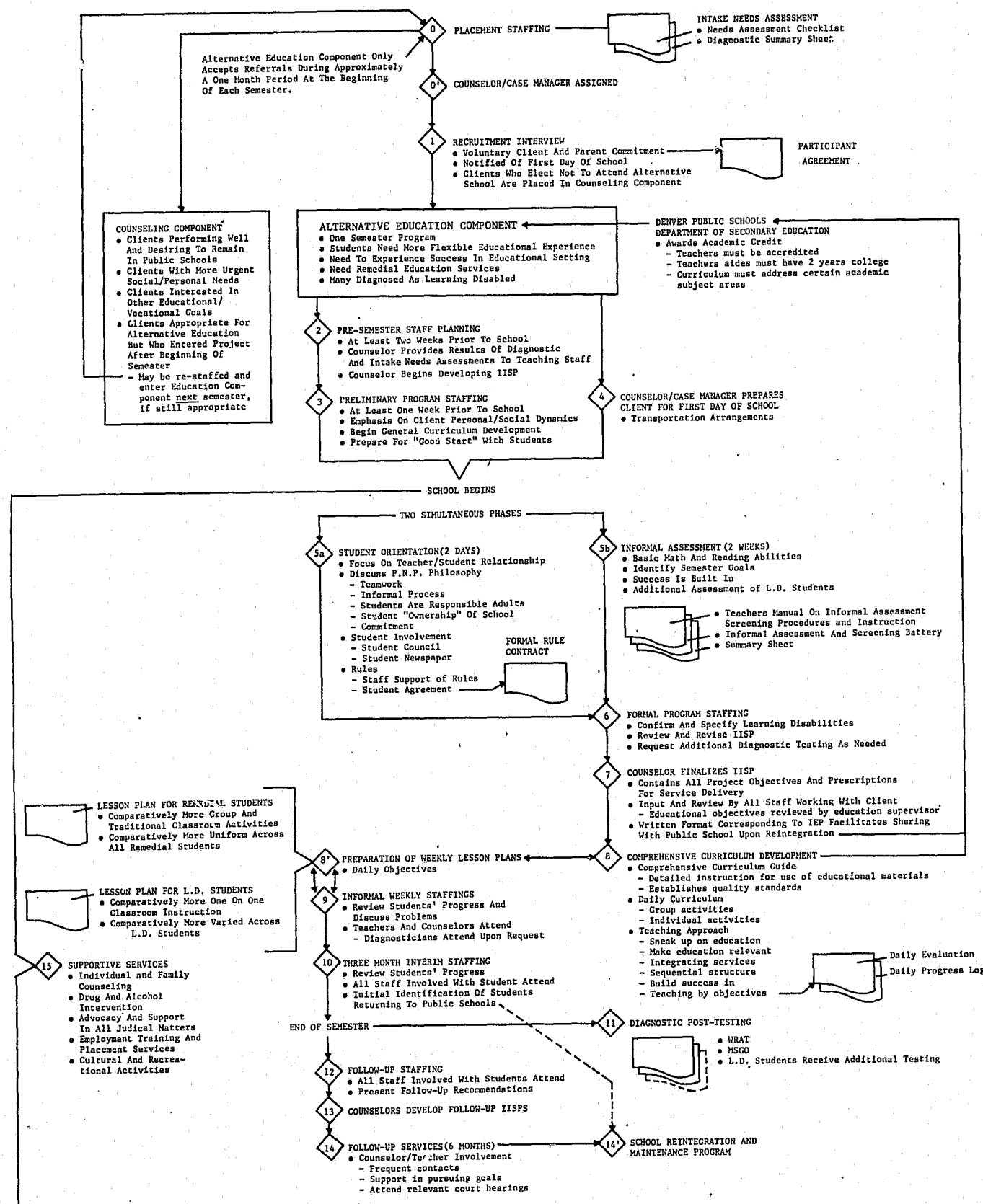


FIGURE TWENTY: ALTERNATIVE EDUCATION PROCESS

## Component Intake

The intake process for the Alternative Education Component of Project New Pride is periodic rather than continuous.

## The Semester Schedule

The Alternative Education Component operates on a semester schedule approximating that in the public schools. Placement referrals are accepted only at specified times early in the new year and in the fall. The component's operating standard is that a complete roster of new students should be available to the teaching staff at least two weeks before the beginning of each semester. Exceptions to this rule are infrequent, but placement referrals will be accepted during the first two or three weeks of a semester under unusual circumstances; if the component is not utilizing its full capacity, for example. However, after that period, enrollment is closed until the next semester. This rule has been dictated by Project New Pride's commitment to providing a complete semester of intensive service to every student and to maintaining prescribed student/teacher ratios.

## Temporary Placement and Restaffing

Since Project New Pride's overall intake process is continuous, during periods when enrollment is closed to the Alternative Education Component, some clients identified to have high priority needs for alternative education services, as a result of the review of the needs assessment and diagnostic testing performed during the Placement Staffings for all clients of Project New

Pride, may be placed in the Counseling Component. They would have been referred immediately for education services if that component's enrollment were in progress. At the beginning of the next semester, these cases are restaffed and those needs for alternative education services which are still high priorities are then referred for placement in the Alternative Education Component.

#### Placement Criteria

These placement decisions are not always easy. A combination of factors are taken into account in determining whether the education component is the most appropriate placement.

- The age of the client (those under 16 must attend public or certified private school; those 16 and over do so voluntarily);
- The client's educational and vocational interests and goals;
- Whether the client has been diagnosed to have learning disabilities; and
- The relative urgency and priority of the client's educational needs versus other major social or personal needs (for example, a client with an extreme drug problem will probably benefit little from this component's services until the problem is under control).

#### Voluntary Participation

Placement in the Alternative Education Component is voluntary. The counselor/case manager assigned to each client after the Placement Staffing is responsible to schedule and conduct a recruitment interview with the client and his or her parents. This occurs within two or three days after the counselor/case manager receives assignment of the case. The purpose of the interview is to explain the services available and to obtain a sincere commitment to the client's participation from the client and his or her parents. If this commitment is made, the parents and the client sign a participation agreement which is illustrated in Chapter Two.

#### Pre-Semester Staff Planning

The counselor/case managers are responsible for providing the teaching staff with a complete roster of the clients that will be placed in the Alternative Education Component at least two weeks before the beginning of each semester. He or she is responsible to make all of the results of the intake needs assessment and diagnostic testing for each client available to the teaching staff at this time.

#### Preliminary Program Staffing

After the teaching staff of the Alternative Education Component have had an opportunity to review each new student's needs assessment and diagnostic testing results, a brief preliminary staffing is held to share basic information and the principle recommendations

regarding each client's needs and priorities for both educational and supportive services. This preliminary staffing usually takes about half a day, includes the teaching staff, the counselor/case managers, and Project New Pride's diagnostic team, and is held at least one week before the beginning of the semester.

During this preliminary Program Staffing, the emphasis is more on personal/social dynamics relating to each client that must be taken into account from "day one" in interaction with him or her. Clients' specific educational or learning problems are briefly discussed, but they will be more thoroughly examined later during a more comprehensive Program Staffing held two weeks after the beginning of the semester.

The purposes of this preliminary Program Staffing are:

- To enable the teachers to begin preliminary selection or development of general curriculum materials for the semester (these advance preparations do not restrict subsequent flexibility in the Alternative Education Program, but provide the much needed opportunity for continuing development and refinement of the component's resources and capabilities); and
- To prepare the teaching staff "to get off to a good start" with each client when the semester begins.

#### Student Orientation

First impressions are paramount. The impact of the students' initial orientation to the Alternative Education Program is critical to the eventual benefits students receive from the program. Virtually all the students bring very negative attitudes

toward "education" with them when they arrive. Unless these attitudes are dealt with quickly and effectively, the clients' "failure syndrome" will only be perpetuated. The first two days of school are mainly spent providing orientation that overcomes these obstacles.

#### Teacher/Student Relationships

Most of these students are resentful of "traditional" authoritarian teacher/student relationships. Immediately, a more informal and relaxed atmosphere is created by introducing teachers and students on a first name basis when they first meet and continuing this process throughout the semester.

#### Informal Process

The orientation process itself is managed relatively informally; delivered partly on an individual and partly on a group basis as the situation and events seem to dictate. When students are gathered for group presentation, they select their own seating and teachers mix in with them. In general, this process is handled more similarly to a group meeting of peers than a traditional classroom setting.

#### "Ownership" of the School

Throughout the orientation, the idea is stressed that the school exists for the growth and benefit of the students. They are encouraged to feel and accept "ownership" of the school; to develop a sense of

belonging and having responsibility for what happens while they are there.

#### Student Involvement: A Community, Not Just a School

It is the policy of the Alternative Education Component to involve students as much as possible in the planning and decision-making process of the school. This process is explained to the students during orientation.

##### Student Council

Student input is encouraged not only on an informal daily basis in their communication with teachers and counselors, but also in the form of a student council. The main responsibility of the council is to help plan fund raising, recreational and cultural activities, and be an active voice of the students' interests and needs.

Each semester four or six students are selected in a formal election process to participate in the council. Prior to the election, the "nominees" actively campaign. Once elected, the representatives meet together, usually twice per month, depending on interest and need. Once a month, they attend the school staff meeting, to involve them more directly with the planning process.

Often the students who seek out and are selected for these positions are the "natural" leaders of the group, the ones who might tend to stir up problems in the classroom. By having a student council, these students

are allowed to have a voice in the running of the school, and it helps channel their leadership capabilities in a positive direction, which may often be a new opportunity for them.

##### School Newspaper

Another form of student involvement in the Alternative Education Component, a school newspaper, is written by the students. This gives them an opportunity to express their opinions as well as to utilize their imagination and creativity in writing and illustrating.

In general, these means of student participation are intended to provide the student with a "connection", a sense of participation, from which they have mostly been excluded systematically in their previous school experiences.

##### Responsible Adults

The students are treated as responsible adults. They are encouraged to express their opinions and they are listened to. They are also made to understand clearly that they are responsible for their own behavior and participation while in the school program.

##### Teamwork

During the orientation, the need for students and teachers working together cooperatively is emphasized.

The educational process will proceed most effectively when the student and teachers form a partnership to accomplish mutual goals.

#### Why We are All Here

Up to this point, most clients of Project New Pride know why they are here; they have been referred because they got in trouble. They do not know everyone else is here for the same reason. To clear the air and dispense with the matter once and for all, the fact that all the students have been referred to the project by the juvenile justice system is explained. Then, they are reminded that their participation in this particular program has been a voluntary decision. They are here because they have chosen to be. They have committed themselves to this activity. The only real reason to be here is to take advantage of the opportunity to help themselves.

#### Rules are Necessary

Many New Pride students have had histories of behavior problems which have impeded adjustment to the classroom setting. This may be somewhat alleviated by a more participatory and relaxed classroom atmosphere. However, many students are easily frustrated with new learning situations and have not learned alternate ways of coping and expressing frustration and other emotions. For students with behavior problems, the potential for individual or group disruption is always there and both teachers and counselors must be aware of each individual's affective behavior, and include objectives related to coping skills, frustration management, etc., as part of

the individual's educational program. A consistent effort by the "team" is essential in modifying some of these negative behaviors. The initial home visit is critical in establishing the willingness of the parent(s) to participate in the monitoring of youth's behavior. Major behavior problems involve conferences which include parent(s), if willing.

Even though Project New Pride is more flexible than the traditional classroom, there are certain rules which all students are required to follow. The necessity of having these rules is explained and a thorough discussion of all school rules is held to insure all students know them well and have a good understanding of the consequences if they are violated. The key rules are:

- Good Attendance is Required (it is impossible to receive credit for the semester with a poor attendance record);
- No Fighting, Dangerous Behavior or Threats (injury to other persons cannot be tolerated - depending on the seriousness of the situation, students may have to be removed from interacting with other people at the school until there is reasonable assurance that it is safe for them to return);
- No Disruption of the Classroom (extreme unruliness and/or noisiness makes learning impossible for everyone in the classroom - students who disrupt the classroom may have to be removed until their presence will no longer be disruptive);
- No Drugs or Alcohol Before or During School

(while "under the influence" students cannot meaningfully participate in the school program - they cannot be counted "in attendance" when their abilities to participate are impaired); and

- No Stealing or Destruction of the School's, Staff's, or Other Student's Property (injuries of this kind are regarded in the same fashion and responded to the same as incidents involving physical injury).

On occasion, suspension from school is used, but only if these rules have been broken. Youth are not routinely suspended for negative acting out behaviors since suspension is often seen as a "positive" reinforcement by the student who is having learning problems. The school setting often becomes a very practical setting for developing behavior self-management skills and typically frustrating situations can be changed to experiences in self-awareness and coping.

#### Staff Support

The staff do everything reasonably possible to encourage and assist students to keep the rules. For example, with respect to attendance, daily sign-in/sign out procedures are used, bus tokens are handed out at the end of each day, and any absence is responded to immediately by either a phone call or a home visit by the student's counselor. In brief, students in Project New Pride are not allowed to "drop through the cracks" as many of these same youth have in previous educational settings.

#### Formal Student Contract

Following the discussion of rules and policies each student signs a formal contract, as illustrated in Figure Twenty One, committing himself/herself to adhere to the rules and to participate in the program actively.

#### The Critical Balance: Participatory Education Vs. Who's Responsible

Among the most difficult challenges, and the most important considerations, in the education program, and during the orientation when the proper school climate must be established, is the need to strike an effective balance between the participatory educational model and the necessity that teachers and administrators maintain final responsibility for the conduct of the educational program. During the orientation, and throughout the semester, clear distinctions must be explained and maintained between the informal, non-authoritarian, and collaborative attitudes of the staff and their final responsibilities as teachers and administrators.

#### Informal Assessment

Beginning during the orientation period, and continuing until two weeks into the semester, the teaching staff perform informal assessments with each student to help them gain a better understanding of his or her particular educational needs.

#### Basic Math and Reading Abilities

Informal assessment of each student's math and reading



## PROJECT NEW PRIDE HOUSE RULES

I, \_\_\_\_\_, agree to obey the following rules while I am a student at Project New Pride:

### THERE SHALL BE:

NO FIGHTING OR DANGEROUS BEHAVIOR  
NO DRUGS  
NO FOUL LANGUAGE  
NO DESTRUCTION OF PROPERTY OR THEFT  
NO USE OF TELEPHONE WITHOUT PERMISSION FROM A STAFF PERSON  
NO GAMBLING

### I WILL:

BE ALLOWED TO SMOKE IN THE CLASSROOM DURING BREAK  
BE ALLOWED TO BRING FOOD AND BEVERAGES TO SCHOOL FOR BREAK  
NOT LEAVE THE CLASSROOM OR THE FRONT YARD OR BACK YARD WITHOUT THE PERMISSION OF A STAFF MEMBER  
TRY TO COOPERATE WITH ALL STUDENTS AND STAFF  
DURING CLASS TIME I WILL BE ALLOWED TO GO UPSTAIRS ONLY WITH THE SPECIAL PERMISSION OF A STAFF PERSON

From this point on, any student who is disrespectful to each other or any staff person (in language or action) will have an (1) immediate conference with an appropriate staff person, (2) will then be sent home and (3) will not be invited back until the assigned counselor has a parent/guardian conference.

Any student suspected of stealing, leaving the building during class, or smoking dope: (1) will have an immediate conference with an appropriate staff person, (2) will then be sent home and (3) will not be invited back until the assigned counselor has a parent/guardian conference and a conference with the probation officer.

I understand that this school is a place to learn and grow.

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Parent/Guardian Signature)

FIGURE TWENTY ONE: PROJECT NEW PRIDE HOUSE RULES

abilities helps verify the information gathered by the diagnostic unit, and also helps the teaching staff identify more subtle areas of strength or weakness. Expressed preferences regarding the materials used also helps identify each student's personal interests.

### Students Identify Their Semester Goals

Each student is also requested to identify and discuss his or her semester goals. Figure Twenty Two illustrates the form used. This gives the teachers a better understanding of the students' concerns and interests. It also helps to encourage each student to view their semester in Project New Pride's Alternative Education Component as a preparation for their futures.

### Additional Assessment of Learning Disabled Students

The informal assessment procedures are more intensive for students diagnosed to have learning disabilities than those needing remedial education services. They are designed to determine the specific behavioral manifestations of these students' learning disorders. They focus on examination of how the youngster is processing information and the integration of information between the senses. The main cognitive areas covered by these informal procedures include:

- Sensory Processing
  - Visual
  - Auditory
  - Motor;

### SEMESTER GOALS

"IF YOU DON'T KNOW WHERE YOU'RE GOING,  
YOU MIGHT END UP SOMEWHERE ELSE."

My name is \_\_\_\_\_. Please call me \_\_\_\_\_.  
I am \_\_\_\_\_ years old. My birthday is \_\_\_\_\_.  
19\_\_\_\_\_. My horoscope sign is \_\_\_\_\_. This semester I want to  
do better in \_\_\_\_\_.  
My worst subject is \_\_\_\_\_.  
I do/don't plan to get a job this semester (circle one).  
I would enjoy a job that \_\_\_\_\_.  
I would hate a job that \_\_\_\_\_.  
This year I plan to \_\_\_\_\_.  
I feel best when \_\_\_\_\_.  
The best way to stay out of trouble is to \_\_\_\_\_.  
My friends think I am \_\_\_\_\_.  
Next semester I plan to \_\_\_\_\_.  
A good teacher always \_\_\_\_\_.  
A good teacher never \_\_\_\_\_.  
I never \_\_\_\_\_.  
I'd like to use twenty-five (25) words to say that when I am finally on  
my own, I will \_\_\_\_\_.

THIS SAME QUESTION SHEET WILL BE GIVEN AT THE END OF THE SEMESTER SO YOU  
CAN SEE IF ANYTHING HAS CHANGED.

FIGURE TWENTY TWO: SEMESTER GOALS

- Reading
  - Letter Identification
  - Letter Sounds
  - Informal Reading Inventory;
- Spelling;
- Math Operations
  - Addition
  - Subtraction
  - Multiplication
  - Division
  - Fractions
  - Decimals
  - Percents
  - Measurement; and
- Language
  - Silent Reading
  - Problem Solving - Expressive/Graphic
  - Auditory Receptive (semantics).

The specific procedures for administration of these informal assessments have been broken down into specific functional sub-categories and standardized in a Teachers Manual on Informal Assessment: Screening Procedures and Instruction and a related Informal Assessment and Screening Battery. These materials are illustrated in Figure Twenty Three.

All the results of the informal assessments are summarized on a Summary Sheet as illustrated in Figure Twenty Four.

**Part B Reading****Section I - Letter Identification**

- A. 26 Letters in print.  
 B. 26 Letters in cursive.  
 C. 26 Lower case letters in print and cursive.  
 D. 26 Upper case letters in print and cursive.

Instructions: Write the alphabet in lower case print, upper case print, lower case cursive, and upper case cursive.

**Section II - Letter Sounds****A. Long vowel sounds**

Instructions: Say the words silently. Draw a circle around only those words that have the long vowel sound.

- |         |          |
|---------|----------|
| 1. Rut  | 6. Stop  |
| 2. Tie  | 7. Mule  |
| 3. Meet | 8. Let   |
| 4. Hope | 9. Sand  |
| 5. If   | 10. Cake |

**B. Short vowel sounds.**

Instructions: Say the words silently. Draw a circle around each word with a short vowel sound.

- |          |          |
|----------|----------|
| 1. Fine  | 6. Cup   |
| 2. Let   | 7. Rim   |
| 3. Not   | 8. Beat  |
| 4. Train | 9. Sat   |
| 5. Tune  | 10. Book |

**C. Letter Combinations**

Instructions: Read the first word silently in each row, listen for the vowel sound in the word. Choose the one word from the two words in the same row that has the same vowel sound as the first word and circle that word.

1. Great	Pat	Ate	6. Tray	Mat	Name
2. Weight	Late	Sit	7. Flight	Rid	Time
3. Few	Team	Use	8. Shrewd	Blue	Meal
4. Front	Sun	Coat	9. Poise	Goes	Toys
5. Brief	Seem	Met	10. Buff	Must	Cute

Name \_\_\_\_\_ Date \_\_\_\_\_

**Part B Reading**

	Score	Comments
<b>Section I - Letter Identification</b>		0-0%
A. Letters in print	0	Revised b & d in lower print
B. Letters in cursive	0	Interchanged lower & upper case in print & cursive. Did not interchange print & cursive
C. Lower case letters/cursive and print	0	
D. Upper case letters/cursive and print	0	
<b>Section II - Letter Sounds</b>	30	23-77%
A. Long vowel sounds	10	
B. Short vowel sounds	4	
C. Letter combinations	4	
<b>Section III - Word Identification</b>	70	56-80%
A. Contractions	5	
B. Compound words	4	
C. Syllables	7	
D. Root words	10	
E. Prefixes and suffixes	10	
F. Initial consonant sounds	10	
G. Blends and digraphs	10	
<b>Section IV - Informal Reading Inventory</b>	100	100-100%
A. Main idea	20	
B. Facts	20	
C. Sequence	20	
D. Inference	20	
E. Critical thinking	20	

FIGURE TWENTY THREE: TEACHER'S MANUAL ON INFORMAL ASSESSMENT

SUMMARY SHEET

Name \_\_\_\_\_ Age \_\_\_\_\_ I.Q. \_\_\_\_\_

Area of Assessment	Observations & Comments	Pre-Test Date:			Post-Test Date:			% of Change
		# Correct	Sign.	Not Sign.	# Correct	Sign.	Not Sign.	
Part A Sensory Processing	Visual-functional better than processing skills-low vis. attn.-suppresses eye VMI. Poor-reception problems. Auditory-conceptualization & memory severe...	Informal Aud. 73%	Vis. Aud.	motor moderate				
Part B Reading	Sight reading stronger than word attack - poor s.s. association - problem with phonics...	WRAT 2.6 WC 3.9 Informal 100%	X					
Part C Spelling	Attempts to spell phonetically - many errors-problems with vowel sounds teach to write symbols and sounds	WRAT 2.6 CPS Level 4	X					
Part D Math	Basic addition & subtraction ok - multiplication by breakdown	WRAT 4,4 KM 5.0 Add. 97% Sub. 88%	X					
Part E Language	Problems short term auditory memory - only serious problem is related to comprehension oral language...	Temporal-70% Passive 60%...	X					
Part F Social Perceptions	Interaction problems with siblings - Basically immature		X					
Part G Vocational Skills			X					

Informal Assessment and Summary Sheet Evaluation Criteria

- Significance of errors is determined by:
1. The students age
  2. His/her motivational level
  3. Focal component of program
  4. Demonstrated attitudes and behaviors
  5. Intellectual functioning
  6. Post educational goals
  7. Number of errors

FIGURE TWENTY FOUR: SUMMARY SHEET

### Success is Built In

In accordance with the goal of "breaking the students out of the failure syndrome", during all these informal assessment activities, failure is eliminated. The teachers receive the vital assessment information they need by observing each student's initial attempts to complete each task. As soon as his or her abilities to complete the task alone have been demonstrated, teachers provide all the help each student needs to succeed. The students are also given consistent positive feedback on whatever successes they are able to accomplish.

### Formal Program Staffings

By two weeks into the school semester, the school staff have completed their informal assessment of students and a formal program staffing is held. This meeting usually takes one full day. The information gathered in the education component's informal assessment, conducted by teachers during the first two weeks of school, is combined with the results of the diagnostic team's formal assessment to assist the counselor/case managers and teachers in the formulation of the students' Individualized Integrated Service Plans, and in the case of the client's referred for learning disabilities programming, to finally confirm and specify the diagnoses of learning disabilities. Based on the findings of the informal assessment, the teaching staff may, at this time, request that the diagnostic team administer additional tests to particular clients.

### Routine Weekly Staffings (See next page)

### Routine Weekly Staffings

Throughout the course of Project New Pride's Intensive Phase, brief weekly informal staffings are held on each client within each direct service component. The diagnosticians participate in these staffings within the Alternative Education Component upon request of the teachers.

### Three Month Interim Staffing

Mid-way through the Intensive Phase, a brief half-day staffing is conducted to review the progress and standing of all Project New Pride clients. In the Alternative Education Component, this half-day meeting is attended by all staff involved with the clients including the School Maintenance Coordinator. Those students who are likely to be returning to the public schools at the end of the semester, and will receive the assistance of Project New Pride's School Reintegration and Maintenance Program, are identified and brought to the attention of the School Maintenance Coordinator at this time.

### Post-Testing

At the end of each semester, all students receive diagnostic post-testing administered by Project New Pride's diagnostic team. This information is compared with pre-test results to measure student progress and success in the program. It also provides information that can be utilized in preparing plans for follow-up services.

### Follow-Up Staffing

Upon completion of the six month Intensive Phase, a follow-up staffing is held for all Project New Pride clients.

This one day conference is attended by the client's counselor/case manager, the diagnostic team, and the staff of the particular direct service component in which the client has participated. All these persons make recommendations, based on all information he or she has gathered on the client throughout the Intensive Phase, concerning the needs of the client which should be addressed in his or her follow-up plan. The Alternative Education Component conducts such follow-up staffings at the end of each semester.

### Individualized Integrated Service Plans (IISP)

Each client's counselor/case manager in Project New Pride is responsible to prepare an Individualized Integrated Service Plan for each client with input and review by all other staff providing services to the client. This single document incorporates all of the project's objectives and prescriptions for both direct and referral services, counseling, education, employment, etc., for the client. The counselor/case managers often begin preparation for these plans very early after they receive case assignments. However, the deadline for completion of the plans is one week after the program staffing is held.

### Individual Education Plans (IEP)

Public Law 94-142 requires that an Individual Education Plan (IEP) must be prepared for every student in special education programs in the public schools. Very similar specifications apply to these plans and the Individualized Integrated Service

Plans of Project New Pride. The project has made the accommodation to use a format for the IISPs closely corresponding to the prescribed IEP format. This accommodation serves the purpose of meeting the legislative requirement relating to special education students (the learning disabled clients are classified to be in special education and public schools award credit) and using the IEP format facilitates eventually sharing the information with public school personnel who are already familiar with this format. Such transfer of information to the public schools usually is related to Project New Pride's efforts to reintegrate its students into the public schools during the follow-up phase and advocating in their behalf for an appropriate placement there.

Figure Thirteen, which appears in Chapter Two, illustrates the format for the IISPs and provides examples of alternative education and supportive service objectives as they are included in the Alternative Education Component.

### Measurable Objectives

All the IISPs are written specifically to express measurable objectives for educational and other supportive services. These provide means for monitoring and accountability of the delivery of services.\*

### Weekly Lesson Plan and Daily Objectives

The Individualized Integrated Service Plans, while providing a framework that remains constant in most cases,

\*The Individualized Integrated Service Plans and related procedures are thoroughly explained in Chapter Two: Intensive Supervision.

is not a rigid prescription of services. Each week, each client's progress is reviewed by the teachers and a specific lesson plan with daily objectives for the next week is prepared. These documents "tie back in" to the IISPs. This formal process of preparing the lesson plans normally takes place during a staff meeting held Friday afternoon. Figure Twenty Five illustrates a weekly lesson plan.

#### Comprehensive Curriculum Development

Although all of the alternative education services delivered directly by Project New Pride to its clients are highly individualized, the faculty of the Alternative Education Component has developed a comprehensive Curriculum Guide that provides detailed instructions for use of the educational materials found to be most useful with the client population and teaching techniques found most effective. The development and use of this guide does not restrict the flexibility of the program of individualized services. In fact, its availability to the faculty encourages use of a wider variety of materials and techniques by individual teachers. It also establishes quality standards for the educational program. Figure Twenty-Six provides an illustration from the Curriculum Guide. The Curriculum Guide is not a static document. Continuously, the use of new materials and techniques is being re-examined and refinements and additions are made to the guide regularly.

#### The Teaching Approach

In the final analysis, the benefits to students of their experiences in Project New Pride's Alternative Education Component are the results of the actual teaching approach. This can be summarized in six key concepts:



LESSON PLAN

Name of Student \_\_\_\_\_  
Week of \_\_\_\_\_

Area of Instruction	Objectives	Materials	Teaching Strategies	Date	General Evaluation and Recommendation	Tutor
Spelling and Writing	Student will be able to spell correctly by remembering how letters look, sound and the movement pattern of the words.	CPS	Tutor writes out the words - one at a time - Show the word to student. He is to say the letters as he writes with big motion in the air - He closes his eyes and spells words from memory - present and entire list - Choose 10 words for written dictation - Teach correct letter dictation - Teach correct letter formulation - Use the primary paper.	3/19:	Not easily - Difficulty in writing	MJH
		LEVEL 4		3/20:	Completed group 2 - needs to be made aware of body movement - very distracting - from memory got 70% correct.	KH
		MONDAY GROUP 1		3/21:	Group 3 - not distracted today. From memory got 90% correct.	MC
		TUESDAY GROUP 2				
		WEDNESDAY GROUP 3				
		THURSDAY GROUP 4 & 5				

FIGURE TWENTY FIVE: STUDENT LESSON PLAN

Sources -- see bibliography

Area of Instruction	Level	Basic Objectives	Specific Materials	Teaching Strategies	L.D. Considerations
<u>VISUAL SKILLS</u> (Continued)					
154 Figure-Ground Discrimination	NA	Identification of five basic shapes (listed under Discrimination of Basic Forms)	Use same cards as Discrimination of Basic Forms.	<ol style="list-style-type: none"><li>1. Present card.</li><li>2. Name shape.</li><li>3. Student finger traces shape and repeats name.</li><li>4. Test identification.</li><li>5. Repeat as needed.</li></ol>	See Discrimination of Basic Forms plus eliminate auditory distractions if they are a problem.
		Same as above.	8½" x 11" sheet with a variety of the basic five shapes.	<ol style="list-style-type: none"><li>1. Present sheet and identify each shape.</li><li>2. Ask student to point to each shape as you name it.</li><li>3. As you point to each shape ask student to name it.</li></ol>	See above.
	NA	Student will point to a teacher-named item (on a tray of five to ten items) within three to five seconds.	Tray of five to ten common items (i.e., paper clip, pencil, eraser, book, cup, etc).	<ol style="list-style-type: none"><li>1. Present a tray of five to ten common items.</li><li>2. Point to each and identify.</li><li>3. Student names each after teacher points to it.</li><li>4. Ask student to point to each item as teacher names it.</li></ol>	Encourage student to touch and manipulate each item as it is named.  Do not hurry student at this point.
		Same as above.	8½" x 11" sheet with pictures of five to ten common items.	Use same procedure as above.	Give verbal clues initially in each activity.

FIGURE TWENTY SIX: CURRICULUM GUIDE

- Sneaking Up on Education;
- Tying Education In;
- Integrated Services;
- Everything is Connected;
- Building Success In; and
- Teaching by Objectives.

#### Sneaking Up on Education

To "get around" the clients' typically very negative attitudes toward education, emphasis is placed on maintaining a relatively informal atmosphere compared to most formal educational settings and on using activities that are interesting for each client and insinuating learning experiences into them.

#### Tying Education In

Closely related to the first concept is the second, the process of making education relevant to each client's goals. During the informal assessment period, at the beginning of each semester, clients are assisted to identify their main educational and vocational goals. Throughout the semester, their entire educational program is constructed to relate as closely as possible to these goals and that relevance is continuously reinforced during teachers' and counselors' interaction with the client.

#### Integrating Services

The educational program for each student is also "tied

in" with the overall plan of supportive services for him or her. Education, counseling, employment and other services, are all focused on the same basic goals for the client. This integrated effort is a key element of Project New Pride's entire orientation.

#### Building Success In

Each educational experience is designed to be challenging but oriented toward the student's capabilities to assure that he or she will, with help, succeed. In keeping with this philosophy, students are given immediate feedback on each activity and are praised for every positive effort and achievement.

#### Everything is Connected

Learning is easiest when guided. Unstructured instruction or an unstructured environment presumes self-initiative and self-motivation which the records and experiences indicate the "typical" Project New Pride client lacks. The structure of each student's educational program is arranged sequentially so that each activity builds upon those preceding and supports those which follow. This dictates a definite plan and purpose to accompany all assignments.

#### Teaching by Objectives

This final concept is supportive of the first five and provides the vehicle for their implementation. In accordance with the weekly lesson plans prepared for each student, the salience of each educational activity is related to specific

goals and objectives for the student and the learning process is closely monitored. This process keeps the educational program "on target".

#### Daily Evaluation

As stated previously, the Alternative Education Component strives to build success into its daily activities for each student. It also evaluates daily progress. Accordingly, the focus of evaluation is not merely on completion and correctness of assignments, but rather on active participation, effort, and socially accepted behavior.

It is also important that each student is aware of and understands the teacher's basis for his or her evaluation, and for the student to develop an awareness of his or her own progress.

#### Daily Progress Log

If it is found that a particular student is having difficulty completing basic daily requirements, i.e., being on time to school, willing to participate, etc., a daily progress log is utilized to assist the teachers and counselors to monitor this student's behavior. Figure Twenty Seven illustrates this log.

For the first week a student is being monitored in this fashion, a daily conference is held between the student, teacher and counselor to discuss the day's progress. In the following weeks, conferences are held dependent on the progress of the

DAILY PROGRESS LOG

NAME \_\_\_\_\_ CLASS \_\_\_\_\_ DATE \_\_\_\_\_ REQUIRED TERM DATES \_\_\_\_\_

This daily log is designed to help you concentrate on accomplishing specific goals. Your teachers and counselor will be able to take a closer look at how well you are doing and to offer assistance as necessary. This log must be checked and signed by your teachers and counselor daily. If you are deficient in any area, your teachers and counselor may request a conference to discuss ways you might further improve.

YOUR DAILY OBJECTIVES (Your teacher must mark each section):

To come to school \_\_\_\_\_  
Accomplished \_\_\_\_\_ Improved \_\_\_\_\_ Needs improvement \_\_\_\_\_  
Specific goal \_\_\_\_\_

To be on time to school: \_\_\_\_\_  
Accomplished \_\_\_\_\_ Improved \_\_\_\_\_ Needs improvement \_\_\_\_\_  
Specific goal \_\_\_\_\_

To return from break on time: \_\_\_\_\_  
Accomplished \_\_\_\_\_ Improved \_\_\_\_\_ Needs improvement \_\_\_\_\_  
Specific goal \_\_\_\_\_

To work toward or develop personal goals: \_\_\_\_\_  
Accomplished \_\_\_\_\_ Improved \_\_\_\_\_ Needs improvement \_\_\_\_\_  
Specific goal \_\_\_\_\_

To complete assignments neatly and willingly: \_\_\_\_\_  
Accomplished \_\_\_\_\_ Improved \_\_\_\_\_ Needs improvement \_\_\_\_\_  
Specific goal \_\_\_\_\_

To exhibit proper social behavior, i.e., maintaining respect for peers and teachers: \_\_\_\_\_  
Accomplished \_\_\_\_\_ Improved \_\_\_\_\_ Needs improvement \_\_\_\_\_  
Specific goal \_\_\_\_\_

To participate and to be willing to try, i.e., paying attention and cooperating during group activities: \_\_\_\_\_  
Accomplished \_\_\_\_\_ Improved \_\_\_\_\_ Needs improvement \_\_\_\_\_  
Specific goal \_\_\_\_\_

Other goals specified by yourself or your teachers or counselor \_\_\_\_\_  
Accomplished \_\_\_\_\_ Improved \_\_\_\_\_ Needs improvement \_\_\_\_\_ CONFERENCE NEEDED \_\_\_\_\_

TEACHER SIGNATURE \_\_\_\_\_ COUNSELOR SIGNATURE \_\_\_\_\_

FIGURE TWENTY SEVEN: DAILY PROGRESS LOG

student, typically once per week.

Implementing an individualized teaching approach in accordance with these concepts requires special resources, human and material, and special organization of the educational process.

#### Educational Staff

The staff of the Alternative Education Component is composed of an Educational Supervisor, a Learning Disabilities Specialist, remedial teachers, a speech and language clinician, and volunteers. Though the number of students per session may vary, a ratio of one teacher to five students is maintained and a one to one ratio of staff to students achieved through the use of volunteer staff.

#### Volunteer Staff

Volunteer interns provide vital assistance to the individualized teaching process mainly in the form of individual and small group tutoring. Other community volunteers are also used to teach special classes and to provide special educational events for the students.\*

The teachers, counselors, and volunteers all work together in the classroom as a team. Although each of the members of this team bring special expertise to

\*NOTE: The roles of volunteers in the Alternative Education Component is thoroughly explained in Chapter Seven: Volunteer Services.

**CONTINUED**

**2 OF 3**



the education program and have special responsibilities in the program, each also is required to participate actively in the entire program for each student. This means each may provide direct instruction, counseling, or lead special activities. Also, though one person is identified as responsible for each activity, several may participate.

#### The Daily Curriculum

Most of the teaching in the Alternative Education Component is performed on an individual or small group basis. This not only serves the purpose of meeting specific needs of the different students, but also allows them to receive the one to one instruction and attention which many of them, particularly learning disabled students, require to work successfully in the classroom. Some lessons or activities are presented to the group as a whole, but usually involve individual assistance in completion of any written assignments which may accompany the lesson.

In accordance with the arrangements for granting credit to students in the Alternative Education Component, basic areas are included in each student's plan of instruction:

- Communication Skills and Reading;
- Mathematics;
- Cultural Education;
- General Science and Health;
- Recreation;
- Shop; and
- Employment.

By in large, it is easier to arrange the daily activities for the remedial education students in a small group format

than it is for the learning disabled students. A single day's schedule can be prepared in which most remedial students participate and which meets their individual needs appropriately. Instruction plans for the learning disabled students tend to be more unique, however. In both cases, a sufficient mixture of small group and individual work is used so that the difference for one group of students and the other are not so noticeable to become a problem. For illustration, Figure Twenty Eight displays a typical daily schedule for remedial education students and one for learning disabled students.

#### Supportive Services and Follow-Up

The availability of a vast range of supportive services is essential in keeping with Project New Pride's philosophy of treating the "total child". These services include individual and family counseling; drug and alcohol intervention; advocacy and support in all judicial matters; employment training, services and placement; cultural and recreational activities; and follow-up support beyond completion of the program. Many of these services are performed in-house by Project New Pride. Additional assistance is received from guest speakers, and through liaison and referral to other community agencies. The Alternative Education Component relies heavily on these supportive services to meet the students' needs effectively during the Intensive Phase and during follow-up.

#### Follow-Up, Advocacy and Support

The follow-up period for students is six months. Approximately 70% of the students who complete the semester

DAILY SCHEDULE - REMEDIAL EDUCATION

The following is a sample of the daily class activities at New Pride Alternative School for students needing remedial education.

8:00	Project New Pride opens
8:30-9:00	Teachers and counselors are informally available to students.
9:00	Students pick up work folders containing daily assignments and material. Students choose their own seat within the designated classroom, and often choose the order of assignments. Included in everyday's assignments are: vocabulary words, writing in individual journals (on assigned topic or choice of topics), reading, arithmetic, extended silent reading period (Project Read) and depending upon interest, need, ability, and goals, additional life skills, job skills, spelling, science, social studies writing, and reading activities. This is often used for small group work with volunteer interns. Students are grouped together according to the level of abilities, and individual interests and goals. Teacher and volunteers are present at all times to encourage, motivate, guide and individually instruct students.
10:40-11:50	Group Activities: These vary in content and structure daily and include films, values clarification activities, theatre arts, resource and community speakers and visitors; job skills workshops; student council activities, art or science projects.
11:50-12:00	Evaluation - Student and teacher and/or intern review and assess progress of the day in the areas noted on the daily assignment sheet.
1:00-4:00	Repeat of the morning schedule. New Pride remains open until 5:00. Staff are available to students.

FIGURE TWENTY EIGHT: TYPICAL DAILY SCHEDULE

DAILY SCHEDULE - LEARNING DISABILITIES

The following is a sample schedule of the daily class activities for a learning disabled student. A brief description of the student and his diagnosed learning disability is given in order to clarify the reasons for the scheduled activities.

X is 16 years old and reading at the 3.5 grade level. He is easily frustrated in learning situations and reacts in a highly anxious manner to peers in a recreational setting. X exhibits severe visual and auditory processing problems, as well as an under developed conceptual language system. He does not appear to be oriented to time and space concepts. X's lesson plan is structured so that the academic areas of deficit manifestations are the therapeutic process by which the senses are trained, compensated and/or remediated.

8:00	Project New Pride opens
8:30-9:00	Teachers and counselors are informally available to students.
9:00	Students are signed in
9:00	Spatial - Cognitive Organization
	1. Student brings folder to designated work area.
	2. Student checks his lesson plan for titles of materials to be used.
	3. Student removes needed materials from his work folder and from book shelf.
	4. Student's in a task completion/learning posture.
9:10-10:05	Visual Perceptual Training - Reading
	1. Visual attention
	2. Visual discrimination
	3. Labeling (identifies word and concept - association)
	4. Understanding
	5. Habit (able to respond consistently)
10:05-11:05	Auditory Perceptual Training - Spelling
	1. Auditory attention
	2. Auditory discrimination
	3. Auditory sequence
	4. Auditory memory
11:05-11:20	Break (relaxation) Game Room / Individual Counseling
11:20-11:40	Language Processing
	1. Receptive language
	2. Expressive language
11:40-12:00	Time/Space Relationships - Math Computation
	1. Content
	2. Operations
	3. Applications
1:00-4:00	Repeat of the morning schedule. New Pride remains open until 5:00. Staff are available to students.

FIGURE TWENTY EIGHT: CONTINUED

return to some type of educational program, whether it be within the public school system or other alternatives, such as vocational training. Those returning to the public schools receive follow-up services from Project New Pride's School Reintegration Program, in addition to support from the teachers and counselors.

#### Teacher and Counselor Support

The main responsibility for follow-up services, aside from the School Reintegration Program, is delegated to the counselors. They make frequent contacts with the client and parents, both by phone and in person, attend all court hearings relevant to follow-up clients, and generally lend support to them in pursuing their particular educational, vocational, and personal goals. Teachers assist in providing support by maintaining contact with the clients through phone calls or visits, depending on the needs of the individual client.

The main concern during follow-up is that each client receives whatever support, counseling or assistance of any form that is necessary for him or her to continue progress towards his or her goals. It also involves explaining applicable laws regarding educational services to clients' parents so they can advocate more effectively for their own children in the future.

## CHAPTER FIVE: EMPLOYMENT

The Employment Program of Project New Pride is a supportive service to all direct service elements in the program. Exposure to the job marketplace is an important goal of the Project New Pride orientation. This exposure not only gives clients the opportunity to earn money (which is sometimes used to pay restitution), but to learn the important skills of seeking, securing and keeping employment. Project New Pride views the job experience as primarily educational in nature, enabling clients to expand their awareness of vocational possibilities.

#### Employment Program Options and Process

The following three types of employment options are offered:

- On the Job Training (OJT);
- Direct Placement; and
- Referral to Outside Employment/Training Programs.

The overall Employment Program incorporates these three options as illustrated in Figure Twenty Nine.

#### On The Job Training

Through OJT the client is offered an opportunity to enter the job market in an area in which he or she may not have well developed skills but is interested and motivated to develop the necessary skills. The client can learn while receiving a paycheck and advance at his or her own pace. Employers are generally receptive to

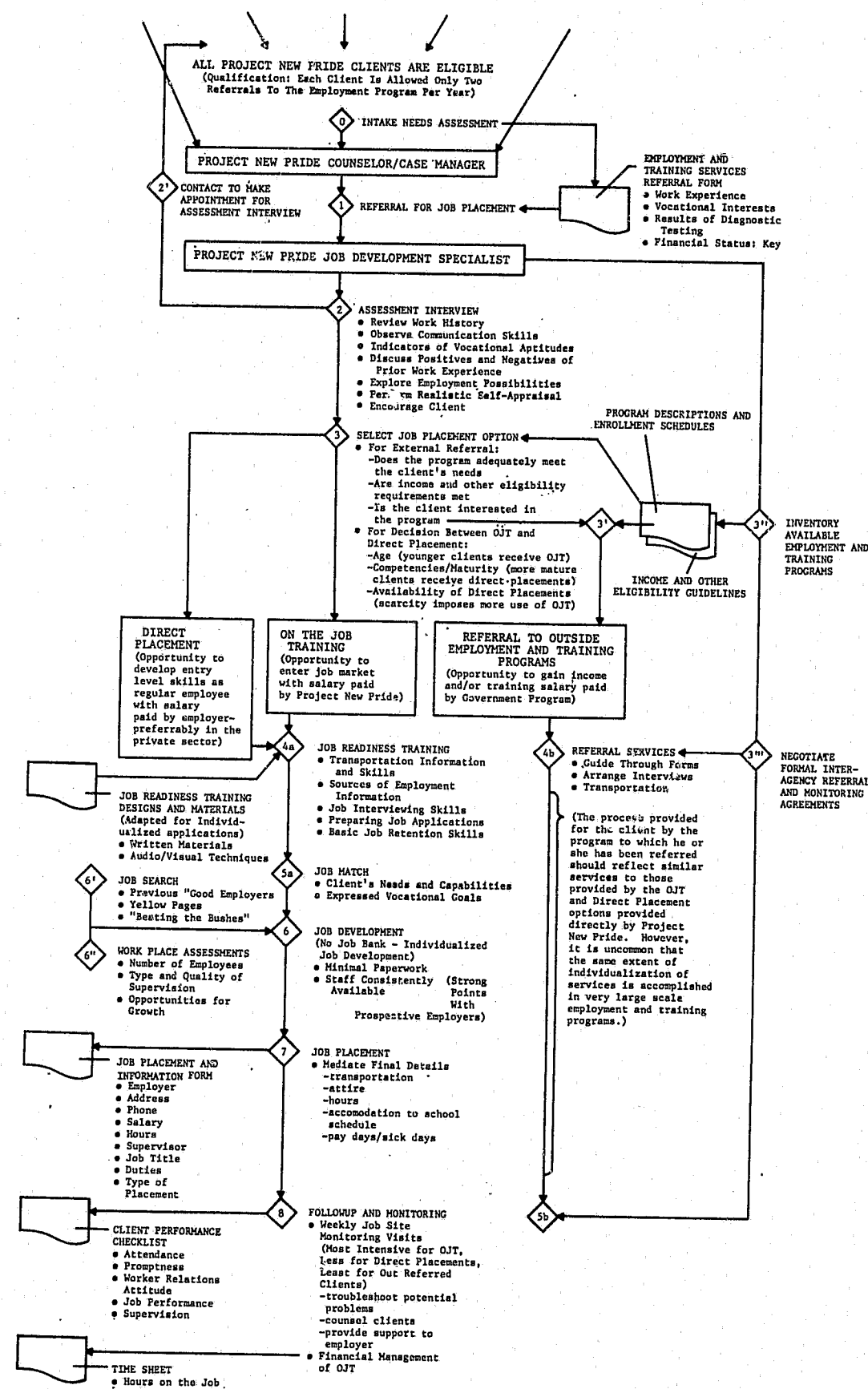


FIGURE TWENTY NINE: EMPLOYMENT PROCESS

this arrangement and are willing to spend additional training time with the youth because the salary for this option is paid by Project New Pride.

### Direct Placement

This option is for clients with more defined interests and some entry level work skills. The client is able to receive further experience in the field in which he or she is interested. In this option, the salary is paid directly by the private sector employer.

### Referral To Outside Training Agencies

Project New Pride has less control and on-going direct involvement in this option and therefore, uses it less. However, it is important to become aware of all the government funded employment/training programs available locally. The Department of Labor must be contacted during the start-up period to inventory all programs in the local area which might be a resource. In Denver, the major program Project New Pride has dealt with is the Denver Employment and Training Administration (DETA), the channel for federal, state and local CETA funds.

Although programs differ, most government funded training programs offer many options for participants. These include direct placement assistance, OJT, work experience and job readiness training. They should, therefore, be closely involved with the clients in developing employment plans and helping each decide which option is best as Project New Pride employment counselors do in the

first two options. The Job Placement Specialist for Project New Pride, however, does not accept at face value the written program outlines of these outside employment/training agencies. In reality, the actual services delivered by these programs can vary over time, depending upon administration and funding, or vary within the program itself, depending on the individual job counselor's conscientiousness and know-how. Before client referral, it is the Job Placement Specialist's responsibility to determine if appropriate services will in fact be a part of the employment plan developed by the outside agency for the client.

#### Deciding Which Option Is Best For The Client

The initial steps in the Project New Pride Employment Program provide information to help determine which of the three employment options is most suitable and beneficial for each client.

Vocational Assessment, Referral and Assessment Interview are the first three steps. They assure the presence of the essential element in successful program management; that each decision is tailored to meet individual client needs.

#### Vocational Assessment

Vocational assessment and planning is an integral dimension of Project New Pride's Employment Program. By focusing on a systems approach, a process of vocational exploration and planning occurs at each stage of the client's involvement with the program. Although a

formalized interest inventory is not utilized, this aspect of vocational assessment is incorporated into the intake, diagnostic and counseling activities.

The vocational assessment process is initiated when each client enters the program at intake. The intake counselor obtains a work history and each client is interviewed regarding vocational goals and job interests in order to determine if employment and/or job training services are needed.

The diagnostic testing each youth receives is also helpful in vocational assessment. A Diagnostic Questionnaire delves into the client's interests and hobbies as well as his or her previous work experience and attitudes towards working. The academic, psychological and learning disabilities testing that are administered also offer vital information regarding the capabilities and potential of each client.

The relationship each client develops with his or her counselor helps to enhance the vocational planning process. Each counselor conducts an "informal" interest inventory to assess the client's vocational interests and goals. Many times a client is not aware of the various options which may be open to him or her. The counselor is instrumental in helping the client become aware of what is available.

#### Referral

All Project New Pride clients are eligible for referral to the Employment Program. Lack of previous job history,

age, and court status does not affect the youth's eligibility.

All referrals to the Employment Program are initiated by the case counselor. The initial Intake Needs Assessment information assembled by the counselor determines his/her decision regarding the need for employment for a particular client. When the counselor determines, with the client, that some employment service is appropriate, an Employment and Training Services Referral Form and Counselor Response Sheet, as illustrated in Figures Thirty and Thirty One, are completed and forwarded to the Job Placement Specialist. These forms identify the work experience, interests, diagnostic testing results, and financial status of the client. Once this referral is received, the Job Placement Specialist sets up an interview time to conduct an Assessment Interview with the client.

Referrals can be made at any time during the intensive or follow-up phase of the program. Also, clients can be referred two times during the course of the year. They may be employed for a few months on one job, terminate and be re-referred for another.

When evaluating the information on the referral form, the income of the family becomes a deciding factor as to whether a client is eligible for an outside employment/training program. Most government employment and training programs have strict income guidelines. If a client falls into the guideline category, these programs are reserved as options for the client. If not, they are disregarded.

# EMPLOYMENT AND TRAINING SERVICES REFERRAL FORM

PLEASE FILL IN AS COMPLETELY AS POSSIBLE. THANK YOU

I.D. # \_\_\_\_\_ FOLLOW-UP \_\_\_\_\_ INTENSIVE \_\_\_\_\_  
NAME \_\_\_\_\_ PHONE \_\_\_\_\_ SOC. SECURITY # \_\_\_\_\_  
ADDRESS \_\_\_\_\_ AGE \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_  
SEX \_\_\_\_\_ ETHNIC ORIGIN \_\_\_\_\_ MONTHLY FAMILY INCOME \_\_\_\_\_  
PUBLIC ASSISTANCE \_\_\_\_\_ WELFARE NUMBER \_\_\_\_\_  
PRESENT OR LAST SCHOOL ATTENDED \_\_\_\_\_ HOURS \_\_\_\_\_  
GRADE \_\_\_\_\_  
TRAINING RELATED TO EMPLOYMENT/TRAINING \_\_\_\_\_  
\_\_\_\_\_  
WRAT: SCORE \_\_\_\_\_  
COURT ORDERED EMPLOYMENT: YES \_\_\_ NO \_\_\_ BY WHEN \_\_\_\_\_  
RESTITUTION YES/NO AMOUNT \_\_\_\_\_ DATE DUE \_\_\_\_\_  
EMPLOYMENT EXPERIENCE: (Please indicate position title, employer, full  
or part-time, salary, and start and end dates).  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
TYPE OF EMPLOYMENT/TRAINING CLIENT IS REQUESTING \_\_\_\_\_  
GEOGRAPHICAL LOCATION OF EMPLOYMENT \_\_\_\_\_  
TYPE OF TRANSPORTATION AVAILABLE TO CLIENT \_\_\_\_\_  
FULL OR PART TIME EMPLOYMENT \_\_\_\_\_  
DATE AVAILABLE FOR EMPLOYMENT/TRAINING \_\_\_\_\_ TIME AVAILABLE \_\_\_\_\_  
FOR INTERVIEW \_\_\_\_\_ REASON FOR REFERRAL \_\_\_\_\_  
\_\_\_\_\_  
COUNSELOR \_\_\_\_\_ DATE \_\_\_\_\_  
INITIAL APPT. DATE \_\_\_\_\_ TIME \_\_\_\_\_ ETS COUNSELOR \_\_\_\_\_

FIGURE THIRTY: EMPLOYMENT AND TRAINING  
SERVICES REFERRAL FORM

# COUNSELOR RESPONSE SHEET

1. Is this referral client voluntary? yes/no
2. Is this a client, counselor, or court initiated referral? (circle)
3. If this is a counselor or court initiated referral, has the client made a voluntary commitment to complete an ETS program? yes/no
4. Given the conditions of youth employment does the client's work history indicate problems in any of these areas: job retention - job departure - employee/supervisor relations - tasks accomplishment - attitudinal (circle)
5. If such problems are indicated in the work history, does the client understand that ETS will provide support services, but the major responsibility to achieve success with the placement is contingent upon their actions? yes/no
6. Is this client in need of job readiness training? yes/no
7. Briefly, what is the client's perception of work?  
\_\_\_\_\_  
\_\_\_\_\_
8. In your professional opinion why is this an accurate referral, and where would you rate this client's chance for success? \_\_\_\_\_  
\_\_\_\_\_

FIGURE THIRTY ONE: COUNSELOR RESPONSE SHEET

## Assessment Interview

Having only the information from the referral form, the Job Placement Specialist interviews the client. The interview not only gives the specialist an opportunity to observe the client's communication skills, but also gives the client the opportunity to practice "being interviewed". The client's work history is reviewed, but it is not uncommon for the clients of Project New Pride to have sketchy or non-existent job histories. In these instances, the specialist tries to identify other kinds of experiences indicating vocational strengths and weaknesses. These might be school, home or peer related experiences and interactions. The client is encouraged to discuss negative and positive experiences he or she has had when working, and the specialist suggests alternative methods of dealing with negative situations to make the next placement a more positive experience. For instance, if a client lost his or her last job because of failure to call in sick, then the discussion might revolve around employer expectations and needs relating to employee absences. The client is also encouraged to explore a variety of employment possibilities that are different from his or her previous work experiences to expand his or her work repertoire in areas possibly offering more career growth and development. The client needs to be encouraged to see his or her potential and to have confidence that, with training and experience, he or she can secure "good" jobs. Frequently, clients' expectations are too low or unrealistically high. A realistic self-appraisal is a key goal of the Assessment Interview. It is also important to reach an agreement on the kind of employment to be pursued, transportation issues, and hours.



### Selecting the Appropriate Option

At the end of the Assessment Interview, the Job Placement Specialist makes a decision about which of the three employment options is most appropriate. This decision is discussed with the client.

In most cases, one of Project New Pride's internal employment options will be selected as the most appropriate for the client. The Job Placement Specialist determines whether to utilize Project New Pride OJT funds or to seek a direct placement (employer paid) in the private sector. This determination is based on several factors:

- AGE: If the client is 14 or 15 years old, then a direct placement, with the employer paying the salary, is unlikely. Thus, OJT funds would probably be utilized to develop a job;
- COMPETENCY/MATURITY: Older clients with some job experience can usually be placed in direct placements. However, immature and inexperienced workers will require more of the employer's time and effort. In these cases, OJT funds would probably be used to cover the salary; and
- HIRING CLIMATE: Naturally, the overall economy has a major impact on youth employment of any kind. When jobs are readily available, direct placements abound. Accordingly, when the market is slow, the need for OJT placements increases.

The option of referral to an outside employment/training program is infrequently used. It is uncommon for the same

extent of individualization of services to be found available within most large scale employment and training programs. For one of these programs to be considered a viable option for one of Project New Pride's clients, the program has to include the same elements offered in Project New Pride's OJT and direct placement options which are as follows:

- Job Readiness Training;
- Job Match;
- Job Development;
- Job Placement; and
- Follow-up and Monitoring.

If these elements are included and the following criteria are met:

- Are income and eligibility requirements met?
- Does the program effectively meet the client's individual needs?; and
- Is the client interested in the program?

the client will be referred. For these referrals, the Job Placement Specialist provides assistance with the initial contact to the program--where to go, forms to fill out, transportation, etc.

### Designing The Program For The Client

Once it has been determined which of the three options is most suitable for the client, the counselor works closely with him or her through the subsequent steps of the chosen program to tailor the plan to the client's specific needs and capabilities. As the process proceeds and other pertinent information is discovered, the individual employment

plan is often changed. For example, if it is found that a client who is considering a direct placement appears to need more individualized attention and training than originally expected, he or she might be redirected into an OJT program to further develop work and related personal skills.

#### Job Readiness Training

Job Readiness Training involves assisting the client to become ready for the world of work in all ways. According to the individual, activities might include map reading, transportation information, sources of employment information, job interviewing skills, and application preparation and submission.

#### Group Job Readiness Training

Group Job Readiness Training is incorporated into the individual lesson plans in the New Pride Alternative Education Component utilizing pre-vocational and job obtainment materials. The Job Placement Specialist conducts structured workshops on the skills of employment in conjunction with the educational staff. This method is not always successful because many Project New Pride clients traditionally have had trouble achieving in a group setting. However, programs using videotape role playing techniques and practice interviews have been highly successful.

#### Individual Job Readiness Training

This approach is generally the more productive and

beneficial. Since the Project New Pride clients vary greatly in age, maturity and experience an individualized program is developed to meet the distinct needs of each youth. It provides a less threatening situation by focusing on supportive involvement of the instructor rather than group and peer dynamics.

The exercises used vary considerably in accordance with the individualized approach. Figure Thirty Two provides two illustrations.

#### Job Match

All clients are matched to job positions based on their own needs and circumstances. If clients are placed on jobs which meet their individual needs and which they feel they selected, job retention and quality of experience are enhanced. The clients should feel that they are committing themselves to a job of their choosing. Because continued growth and experience in interest areas also is important, clients are placed on jobs which are relevant to their expressed long range vocational goals whenever possible.

#### Job Development

Once a specific kind of job has been identified as appropriate by the client and Job Placement Specialist, the two begin work in the job development phase. It should be made clear that there is no job bank at Project New Pride. Each job is developed individually for each client.

NAME: \_\_\_\_\_

### EXERCISE I - "BITS AND PIECES"

You run across a friend you haven't seen in 1½ weeks. Your friend says that he heard they're hiring for Stock People at a Sporting Goods store on 10th and Broadway. You friend can't remember the name of the store just that it starts with a G.

1. What pages do you look in first? \_\_\_\_\_
2. Under what heading? \_\_\_\_\_
3. What is the name of the store? \_\_\_\_\_
4. What is the correct address and phone #? \_\_\_\_\_
5. What do you do next? \_\_\_\_\_

Is Joliet East or West of Broadway?

How many blocks South of 1st Avenue is Illiff Avenue?

Which way do the Avenues run?

Which way do the Streets run?

Describe where Chase Street can be found.

Where is the Heart of the City?

How many blocks and in which direction is Olive Street from Yosemite Street?

NAME: \_\_\_\_\_

### EXERCISE II - "HOW TO TELEPHONE"

Once you know what business you are going to call you need to follow these steps:

1. Have paper and pencil ready.
2. Call and ask to speak with personnel department, manager, or person in charge of hiring. Write down names.
3. Introduce yourself - "Hello my name is Greg Chavez"
4. Ask if there are open jobs now. If answer is yes, ask what jobs and write down. Also ask the following other questions:
  - a. Age Requirements - WRITE DOWN
  - b. Location of Job - WRITE DOWN
  - c. Days and Hours - WRITE DOWN
  - d. When to apply and who to contact - WRITE DOWN
5. Thank You!!

ALWAYS SPEAK CLEARLY AND COURTEOUSLY!!

FIGURE THIRTY TWO: JOB READINESS TRAINING MATERIALS

There are three key elements in this process:

- Job Search;
- Work Place Assessment; and
- Employment Negotiations.

### Job Search

The job search is literally that. With the specific expressed employment preferences of the client in hand, the Job Development Specialist surveys the community to find a job or create a new job that is appropriate. Every available resource is explored in the job search including:

- Known Employers with whom the Job Placement Specialist has placed clients successfully in the past are contacted - if they are not able to respond with a job themselves, they are asked for suggestions;
- The Yellow Pages are the most frequently used resource - a search is conducted under relevant listings to identify all organizations which might hire a person with the specific abilities and goals of the youth;
- Want Ads in the newspapers are a useful resource to help identify current jobs in the client's interest area(s) - all area newspapers are thoroughly examined for relevant job listings;
- Service Agency Bulletins which also list

current jobs are published periodically by government employment programs and agencies such as CETA, the State Employment Agency, and County Employment Agencies - arrangements are made with all such agencies; and

- Word of mouth, through previously developed contacts with other social service agencies, often leads to potential employers.

The Job Placement Specialist frequently has to utilize several of these approaches, make many appointments, and visit several organizations to find or create an appropriate position for an individual client. It is not uncommon for him or her to even drive around the area of a client's home looking for help wanted signs or just for any businesses that "look" like they may be able to provide a job for the client. He or she has to beat the bushes, so to speak, to find a suitable job for every client.

#### Work Place Assessment

Once a job search has been conducted and work place options have been identified, the Job Placement Specialist will conduct a work place assessment of each option. This is a very important step in designing an employment program in which the client will succeed, not fail.

Most Project New Pride clients have a history of not functioning well in large systems. They have usually tended to achieve more in smaller settings. Small employers (12 or less personnel per shift) have

proven most appropriate for Project New Pride clients. These employers are better able to provide for the client's skill development, effective supervision, and management. The clients are able to comprehend the objectives of the organization more readily and relate them to their specific job tasks. In addition, the clients are afforded better opportunities to develop growth oriented working relationships with their supervisors and co-workers. By contrast, larger employers (20 or more per shift) with their diversity of job tasks, high employer-employee expectations to achieve organizational goals, high supervisor to employee ratios, need for specific skills in employees, and a multitude of mini-systems within the organization, all combine to make it difficult for the typical Project New Pride client to "fit in" at a comfortable level.

Private sector employers are preferred over public sector simply because of the diversity of jobs available and the permanency of the setting. "Real world" expectations, are, of course, available in both.

#### Employer Negotiations - Direct Placement

A client assumes much of the responsibility for obtaining a job when direct placement is the option. Although the Job Placement Specialist does not arrange for the client to be hired, he does assist the client by identifying employers who would be likely to hire someone with his experience and interests. It is arranged, if possible, for the client to only go to those interviews for which there is a chance of being hired. The Job

Placement Specialist might call the employer to inform him that he or she will be coming to apply for the job. This would give the Job Placement Specialist an opportunity to find out if the client would be considered for the position. It is the responsibility of the Job Placement Specialist to "weed out" those employers who would not be interested in the client.

If, during the job search, an ideal placement is located and there is no existing position available, the Job Placement Specialist will try and show the employer how his or her organization would benefit by developing a new position and hiring the client. If the employer is interested, the youth will be responsible for setting up an interview time with the prospective employer in order to further elaborate on his or her qualifications.

Sometimes employers, who have initially expressed an interest in developing a job for the client, decide they are not prepared to make the investment required to hire the client at this time. Also, employers with existing job openings, found through various means, are hesitant to hire a Project New Pride client. At this time the Job Placement Specialist and client may decide to utilize the OJT option. This option is used as an incentive for prospective employers who cannot be convinced to assume full responsibility for the salary.

#### OJT Negotiations

This option is for those clients previously deemed

inappropriate for direct placement and for those unable to obtain an appropriate direct placement. An OJT placement is beneficial for both the client and the employer as a "settling in period". The Job Placement Specialist makes all of the arrangements with the employer prior to the employment interview with the client. He arranges a meeting with the prospective employer to discuss the mechanics of the placement. Three strong selling points for utilizing our program are that paperwork is minimal (two time sheets per month), staff are consistently available to discuss any problems that may arise, and the salary will be initially paid by Project New Pride. Group placements are seldom made. For the most part, one client is placed on one job site. If multiple placements were made, it would only be in highly supervised settings.

#### Job Placement

After all the discussion and planning, a Job Placement Information Form is completed by the Job Placement Specialist (see illustration in Figure Thirty Three), and finally comes the actual job placement itself. The youngster has been interviewed by the program counselor, the Job Placement Specialist, and the prospective employer. Applications have been filled out, Social Security Cards secured where necessary, and job readiness training completed. Hopefully, the about-to-be employed client has a view of his new job as part of a longer range vocational plan for himself and hopefully, the employer has an understanding of the importance of his or her role in the process - as teacher, supervisor and role model. The Job Placement Specialist,

EMPLOYMENT AND TRAINING SERVICES  
JOB PLACEMENT INFORMATION FORM

NAME \_\_\_\_\_

EMPLOYER \_\_\_\_\_

ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_

START DATE \_\_\_\_\_ START SALARY \_\_\_\_\_

FULL-TIME \_\_\_\_\_ PART-TIME \_\_\_\_\_ HOURS \_\_\_\_\_

DIRECT SUPERVISOR \_\_\_\_\_

JOB TITLE \_\_\_\_\_ TYPE OF PLACEMENT \_\_\_\_\_

JOB DUTIES \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ETS COUNSELOR \_\_\_\_\_

FIGURE THIRTY THREE: JOB PLACEMENT INFORMATION FORM

in bringing the two together, continues to mediate the final details of the placement: transportation (bus schedules); appropriate attire; hours (OJT hours are always set to accommodate the client's school schedule or other pre-determined commitments); pay-days; sick days; and the procedures of the work place. There are no loose ends on either side which might become misunderstandings later. Every step is taken to assure success in the placement, not only for the client's sake, but for the sake of community relations as well. Many employers are excited by the prospect of being part of a "team" to work with delinquent youth, and it is important that they, too, have a sense of success in the venture.

Follow-Up and Monitoring

Once the client begins the new job, job site monitoring visits are conducted at least once a week by the Job Placement Specialist and the Client Performance Checklist is completed. Figure Thirty Four illustrates this form. The frequency of these monitoring visits may be increased depending on the follow-up needs of the client.

Direct placement visits are conducted very discreetly. Project New Pride has little control over these work places - no "ownership", as we do with OJT placements - and we do not want to interfere with the business. The primary function of these visits is to troubleshoot potential problems and counsel the client through difficult periods on the job. The staff also are available as a resource for the employer if requested. Fortunately, clients who are in direct placement jobs are more mature and job-wise than those in OJT placements,

# CLIENT PERFORMANCE CHECKLIST ON WORK/TRAINING SITES

CLIENT \_\_\_\_\_ WEEK OF \_\_\_\_\_

1. Attendance: \_\_\_\_\_ excellent \_\_\_\_\_ good \_\_\_\_\_ poor
  2. Promptness: \_\_\_\_\_ excellent \_\_\_\_\_ good \_\_\_\_\_ poor
  3. Work relations: \_\_\_\_\_ excellent \_\_\_\_\_ good \_\_\_\_\_ poor  
Comments: \_\_\_\_\_  
\_\_\_\_\_
  4. Attitude: \_\_\_\_\_ positive \_\_\_\_\_ indifferent \_\_\_\_\_ negative  
Comments: \_\_\_\_\_  
\_\_\_\_\_
  5. Task performance: \_\_\_\_\_ excellent \_\_\_\_\_ good \_\_\_\_\_ poor  
Comments: \_\_\_\_\_  
\_\_\_\_\_
  6. Supervision adjustment: \_\_\_\_\_ excellent \_\_\_\_\_ good \_\_\_\_\_ poor  
Comments: \_\_\_\_\_  
\_\_\_\_\_
- Client response \_\_\_\_\_  
\_\_\_\_\_
- Employer/trainer response \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

FIGURE THIRTY FOUR: CLIENT PERFORMANCE CHECKLIST ON WORK TRAINING SITES

so the problems are fewer.

The ongoing follow-up on OJT placements is more comprehensive. In addition to Client Performance Checklists which are completed weekly, OJT supervisors are required to maintain and provide OJT Time and Attendance Records for the Job Placement Specialist every two weeks. This form, which is illustrated in Figure Thirty Five, is simple but absolutely necessary. Because we are paying the salary, our involvement with the work place can be more direct. Again, it is based on troubleshooting and prevention of problems, and because the client is less experienced and less mature, more involvement with the employer is likely.

Clients who are referred to other government funded employment programs receive two services:

- Referral Services; and
- Monitoring and Follow-Up.

## Referral To Government Employment and Training Programs

It is the nature of most government programs that there is the inevitable mountain of red tape. Thus, the role of the Job Placement Specialist is to see that the red tape does not strangle the enthusiasm of the client for getting a job. The client is carefully guided through the forms, the interviews and all hurdles -- many of which would seem insurmountable to the most hardened job seeker. The complexity of information that the youngster must absorb (remember, Project New



CENTRAL DENVER YOUTH DIVERSION  
355-1661  
1437 High Street  
Denver, Colorado 80210

OJT  
TIME & ATTENDANCE RECORD

EMPLOYEE NAME: \_\_\_\_\_ PAYROLL PERIOD: \_\_\_\_\_

DATE	TIME IN	TIME OUT	HOURS WORKED	COMMENTS
1/16				
2/17				
3/18				
4/19				
5/20				
6/21				
7/22				
8/23				
9/24				
10/25				
11/26				
12/27				
13/28				
14/29				
15/30				
31				

TOTAL HOURS PER PAY PERIOD: \_\_\_\_\_  
NET PAY: \_\_\_\_\_

PREPARED BY \_\_\_\_\_

FIGURE THIRTY FIVE: OJT - TIME AND ATTENDANCE RECORD

Pride clients are functioning below grade level and may be learning disabled) is overwhelming to many. Thus, it is standard procedure to interpret all information for the client, and to reinforce the step-by-step procedures which are laid out. Project New Pride's experience with the DETA system confirms that it is so complex that a client can get side-tracked at almost any juncture, so it is necessary to monitor every phase of involvement.

Strong inter-agency relationships are very important and every effort should be made to secure high level cooperative agreements. This paves the way for ongoing cooperation between the Job Placement Specialist and the government program staff; and the client benefits.

Follow-Up and Monitoring in Government Projects

Once the client is certified as eligible, and is involved in the direct service portion of the government program, the ongoing follow-up continues in full force.

Usually, the Job Placement Specialist must monitor the progress of the client through the program itself -- long before the client is placed on a job -- to be sure that he is not lost along the way, and that he gets the services he needs.

Once placed in a training program or on a job site, the monitoring is very similar to that which is done

for OJT or direct placement clients. It mainly involves troubleshooting possible problems and conducting preventive counseling.

#### Working As A Team

The Job Placement Specialist keeps each project New Pride counselor informed on a regular basis of the status of the job, problems, successes, etc., for each client in the Employment Program, and the two work together as a team to make the job experience a good one for both the client and the employer.

## CHAPTER SIX: SCHOOL REINTEGRATION

### Introduction

All too often, the interface between alternative programs and the community is ignored. The School Reintegration and Maintenance Program, a contracted supportive service provided to Project New Pride by Mile High Red Cross, is designed to bridge the gap between the project's Alternative Education Component and the larger community by facilitating and providing continuing support to the client's reentry into the public school "mainstream".

Most clients of Project New Pride are not only involved with the juvenile justice system, but also are characterized by chronic truancy, poor grades and motivation, and other school related failure. By utilizing the six step process for School Reintegration and Maintenance illustrated in Figure Thirty Six, two thirds of the project clients reentered in the public schools not only complete the semester, but also show increases in grade point average and attendance.

### Referral - In House Supportive Service

The program operates as a supportive service during the follow-up phase and receives all its referrals from Project New Pride counselors. All clients under sixteen are automatically referred back to public school to comply with mandatory attendance laws. For those over sixteen, reenrolling in school is an option they may choose to exercise instead of full time employment. Naturally, counselors encourage clients to finish their education or to enroll in a GED or a vocational program offered through the public schools. Approximately 60% to 70% of the clients seek to reenroll in public school after each Intensive Phase (semester) is completed.

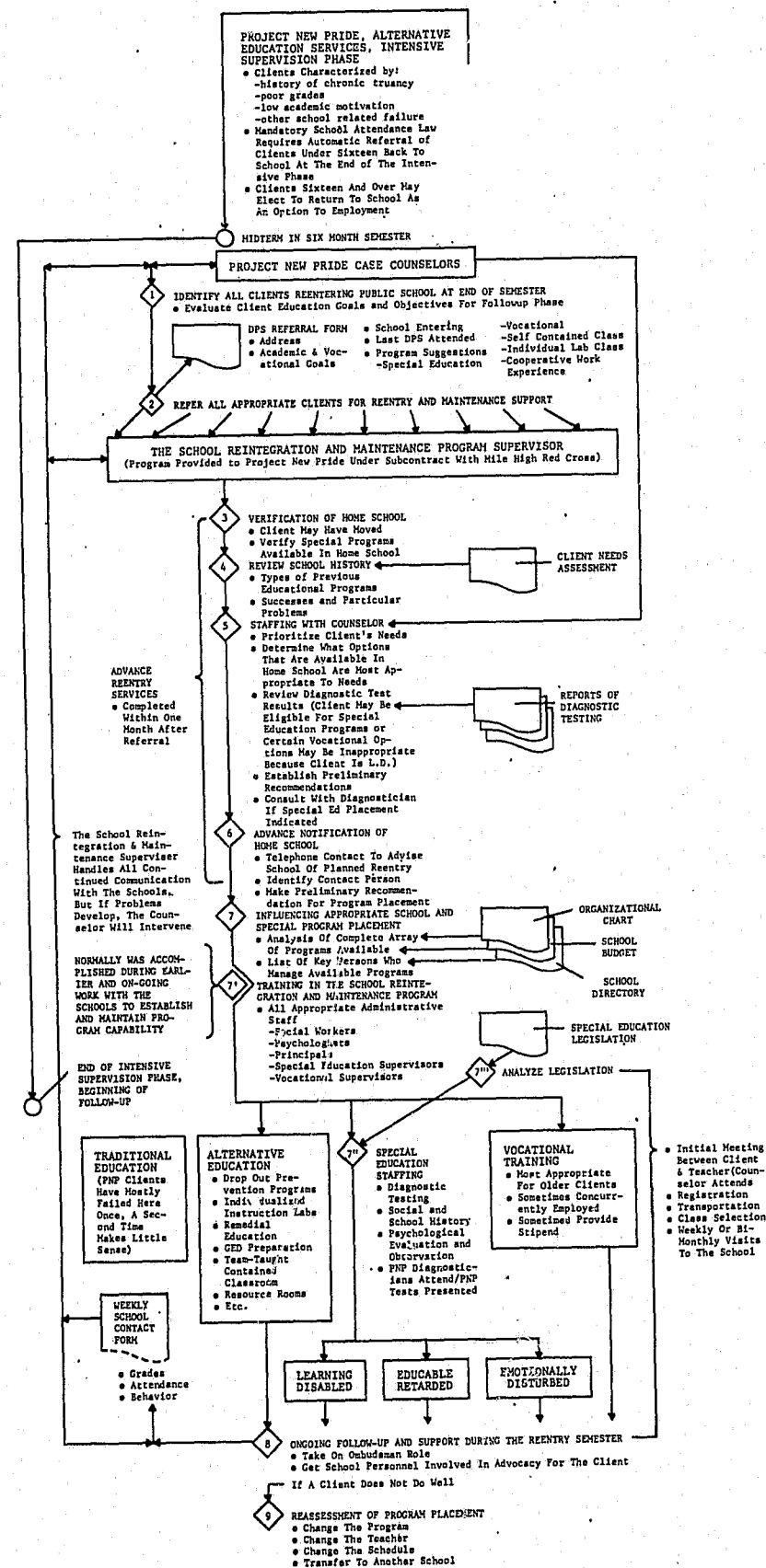


FIGURE THIRTY SIX: THE SCHOOL REINTEGRATION PROCESS

## Referral Schedule

Midway into the semester (about three months into the program), the counselors begin to refer clients for school reintegration services, completing the Referral Form shown in Figure Thirty Seven, which provides the basic background information needed on each referral including current address and educational plans. Upon receipt of the form, the School Reintegration and Maintenance Coordinator starts a file on that student and fills out a 3 x 5 card for a master file which is maintained for reporting and control purposes.

## Advance Reentry Services

There are four steps in this phase of service delivery:

- Verification of Home School;
- Review of School History;
- Staffing with Project New Pride Counselor; and
- Advance Notification of Home School.

## Verification of Home School

Because Project New Pride's client population tends to be very mobile, each client's correct home school is verified based on the current addresss of the legal guardian. It may or may not be the same school last attended. In addition, it is not uncommon to find students who have not been enrolled at all for several years, and thus may enter high school for the first time as a 17 year old. There are also youngsters who have been

DPS REFERRAL FORM

STUDENT \_\_\_\_\_ DOB \_\_\_\_\_ PHONE \_\_\_\_\_  
ADDRESS \_\_\_\_\_ LAST DPS ATTENDED \_\_\_\_\_ DATE \_\_\_\_\_  
SCHOOL ENTERING \_\_\_\_\_ GRADE \_\_\_\_\_ FOR (FALL/SPRING) \_\_\_\_\_  
REFERRING PROG \_\_\_\_\_ REFERRING COUNSELOR \_\_\_\_\_ DATE \_\_\_\_\_  
ACAD/VOC GOALS \_\_\_\_\_

Mark appropriate box(es)

- ☐ RE-ENTRY & PROG. PLACEMENT  
☐ FOLLOW-UP (PROG. REPORTS)  
☐ OTHER (specify) \_\_\_\_\_  
☐ REFERRAL TO MOTIVATION AIDE (student in reg. classes only)

PROGRAM SUGGESTIONS

SPECIAL EDUCATION

- ☐ I.P.C.D.  
☐ S.L.I.C.  
☐ S.I.E.B.D.  
☐ EXT. CENTER

VOCATIONAL

- ☐ CAREER ED. CENTER  
☐ SHOP CLASS  
☐ OPP. SCH.  
☐ METRO/ST. ACAD.

JUNIOR HIGH

- ☐ COOP. WORK EXPER.  
☐ HOLD YOUTH

HIGH SCHOOL

- ☐ SELF CONTAINED  
☐ INDI. LAB CLASSES

NO SPECIAL PLACEMENT NECESSARY

METRO HIGH SCHOOL: ☐ ZUNI

☐ PECOS

3800 YORK (Street Acad)

PRIVATE SCHOOL OR OTHER ALTERNATIVE SETTING


FIGURE THIRTY SEVEN: DPS REFERRAL FORM

placed in group homes within the city and will be attending a new school based on their placement address. It is important to verify the home school because not all special programs are offered in all schools throughout the city, and special program placement is an important feature of the School Reintegration and Maintenance Program.

Review of School History

The school history secured during intake is evaluated by the coordinator. It is an important source of information on what type of program and success the client has experienced in public school prior to involvement with Project New Pride.

Staffing with the New Pride Counselor

After the home school is verified and school history reviewed, a staffing is held with the counselor to accomplish two goals:

- Prioritize the client's needs; and
- Identify special program options in his or her home school which address the prioritized needs.

Is the client a 17 year old with no high school credit who is showing little interest in further academic work? Perhaps a vocational program is the best choice. Is he or she a ninth grader whose main problem has been attendance? Perhaps a self-contained, drop-out prevention

program aimed at ninth graders would be appropriate. An employed 17 year old with 8th grade post test scores? A GED prep program offered at night would allow him to work during the day but still get that important equivalency.

It is also important that the diagnostic testing be examined at this time (and diagnosticians consulted when appropriate) as those diagnosed as learning disabled, educable retarded, or emotionally disturbed, may be eligible for special education programs.

Overall, this staffing enables the counselor and the coordinator to look at the previous school history, current diagnostic testing, and goals the youngster has set for himself or herself, and to establish some preliminary recommendations for programs available through public school which would meet the individual's needs.

#### Advance Notification of Home School

Telephone notification is provided to the administrative staff of the home school to which the client is assigned that he or she will be reentering at the beginning of the next semester. A designated contact person, usually the Assistant Principal or Social Worker, can set the administrative wheels in motion to facilitate appropriate school and special program placement.

At this same time, a preliminary recommendation to the school for program placement is made. If a special education program is being considered, or if the client was in a special education program prior to attending Project New Pride, lead time is especially important

because federal guidelines establish rigorous procedures for staffing.

#### Appropriate School and Special Program Placement

Placement in the appropriate school and/or special program is crucial for the successful reentry of students. The coordinator must have substantial knowledge of, and referral links to, the full range of programs available in the school system.

Utilizing a copy of the annual school budget, as well as organizational chart, as a basic planning tool, the coordinator lists all important programs and the key individuals who manage them. Securing their cooperation in the planning stage is critical to success.

Training is the key to cooperation. After making initial contacts, the coordinator arranges to deliver an inservice presentation about Project New Pride including the six steps for dropout prevention. The in-service training is given to all appropriate administrative staff, including social workers, psychologists, principals and special education and vocational supervisors. When they fully understand what the coordinator wants to do and what to expect, ongoing relationships are much smoother and more effective. They learn that Project New Pride is an advocate for the school as well as for the student, not an adversary.

While the specifics vary from site to site, special schools and programs fall into three general categories:

- Alternative Education;

- Special Education of Handicapped Persons:

- learning disabled
- retarded
- emotionally disturbed
- blind
- physically disabled; and

- Vocational Training.

#### Alternative Education

In most school systems there is a category of diversified programs which we are calling "Alternative Education". These programs include federally funded drop-out prevention programs, individualized instruction labs, remedial programs, community-oriented GED prep, special interest classes, outdoor education, team-taught contained classrooms, resource rooms, peer and paraprofessional tutoring programs, and so forth. They provide a reservoir of alternate educational settings to the traditional classroom in which our clients have shown so little success.

Quite often, no two schools offer the same programs and the coordinator needs to become familiar with all programs available in a particular school system. The coordinator should also survey other community alternatives and private schools as well.

The great advantage of these programs is that the teachers are usually specially trained and committed to having the "program" succeed. In turn, they are committed to seeing the individual student succeed. Many will take a stronger personal interest in the individual than the

traditional "one-period" teacher can.

Flexibility and individuality are built into many of these programs, rather than being geared to an abstract "average" student. They can recognize and reward the small positive changes which might go unnoticed in a regular classroom. This is especially significant because Project New Pride clients, even after making significant changes in behavior and academic performance, rarely reach the abstract "average" necessary to succeed in regular classes. Easily discouraged, a small supportive atmosphere gives them the confidence to continue to try to succeed.

#### Special Education

This category of special programs, Special Education, is the most complex because enrollment is controlled by federal guidelines as well as local regulations. The coordinator must consult with the local Special Education Department or State Department of Education for comprehensive information on availability of these programs locally.

There are three basic types of Special Education programs Project New Pride commonly has used:

- Learning Disabled (perceptual and cognitive disorders);
- Educable Retarded (limited intellectual capacity); and

- Emotionally Disturbed (behavior interferes with learning).

### Special Education Staffings

Because all students placed in these special education programs are labeled as "handicapped" under federal guidelines, students enrolled must be carefully evaluated by the public schools through diagnostic testing, social and school history, psychological evaluation, and observation. Project New Pride's diagnostic and counseling program provides much of the information needed by school personnel for a special education staffing. It is, however, up to the local school system whether this diagnostic information can be utilized for these staffings. For this reason, it is necessary to have a diagnostic team whose credentials are acceptable to the school system (i.e., I.Q. testing by a licensed psychologist, etc.). By securing all appropriate special education legislation from the public schools and reviewing them thoroughly, the coordinator is able to informatively address these issues in negotiations with the schools.

Whenever a special education staffing is being considered, whether initiated by Project New Pride or by the public school, the Project New Pride Diagnostic Team is consulted. They provide professional descriptive evaluations of all the diagnostic work which has been done as well as recommendations for program placement.

In addition, the primary diagnosticians should attend the staffing along with the coordinator and the Project New

Pride counselor, to present the evaluation. This professional team approach offers not only ongoing support to the client, but support to the school staff as well.

### Vocational Programs

Older students, or those who are not interested in furthering their academic education, benefit from placement in pre-vocational or career exploration programs. Quite often, these programs are designed so that students can be employed concurrently while enrolled, and some provide stipends.

The diagnostic testing is utilized by the counselor and coordinator to help each client identify strengths and weaknesses affecting the choice of an appropriate vocational program. This is especially important if the client has been diagnosed as learning disabled, as specific learning disabilities might render certain occupations less desirable.

### Advocacy: Ongoing Follow-Up and Support During The Reentry Semester

Working closely with the school administrative staff and classroom teachers, follow-up is carried out in three areas:

- Grades;
- Attendance; and
- Behavior.

The involvement of Project New Pride's staff and the School



Reintegration and Maintenance Program does not end with placement of the student in an appropriate special program. The follow-up and support will continue during the entire reentry semester. It begins with the initial introductory meeting between the student and the new teachers, continues through registration (transportation and additional class selection assistance), and continues during the semester with weekly or bi-monthly visits to the school, and phone contacts more often, if necessary.

The coordinator must know the school system and the program options, programs, entrance requirements, teachers and loopholes, as well, or better than, the administrators with whom negotiations take place during the semester. This information is the most effective resource that can be used to jog a sluggish and/or recalcitrant bureaucracy out of its natural state of complacency.

The follow-up is conducted with one major aim: to prevent or ameliorate the problems which might lead to an unsuccessful semester and/or dropping out. Because the reentry process has focused attention on a particular youngster, the ombudsman role is continued for at least one semester, sometimes longer, in an attempt to get school personnel invested in that particular student's success. Developing this in-school support system is key to seeing that the client will continue in school after Project New Pride's involvement ceases.

Ongoing Feedback to Project New Pride Counselors

During the course of the semester, Project New Pride's counselors receive regular reports on each client's progress in public school. These are illustrated in Figure Thirty Eight. If

WEEKLY SCHOOL REPORT FORM

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

ASSISTANT PRINCIPAL \_\_\_\_\_ SCHOOL COUNSELOR \_\_\_\_\_

WEEKLY ATTENDANCE	WEEKLY GRADES
PERIOD 1 _____	_____
PERIOD 2 _____	_____
PERIOD 3 _____	_____
PERIOD 4 _____	_____
PERIOD 5 _____	_____
PERIOD 6 _____	_____
PERIOD 7 _____	_____
PERIOD 8 _____	_____
COMMENTS: _____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

FIGURE THIRTY EIGHT: WEEKLY SCHOOL REPORT FORM



problems develop, the counselor intervenes, providing outside (sometimes court-supported) counseling intervention for problem students.

Over the course of the semester, the client should develop an independence from the Project New Pride counselor. This "weaning away" process is encouraged. One of the great benefits of placing a student in a special program within the mainstream of public school is that the teacher will then become an advocate inside the school system, and will hopefully continue the relationship of advocacy after involvement of Project New Pride has ceased. The client remains on the counselor's follow-up caseload for primary counseling. That is, the coordinator does not assume a direct service caseload, but monitors all students from Project New Pride who are on follow-up. Often several students will be in one school but may have different Project New Pride counselors. Assignment of monitoring responsibility to the coordinator enables school personnel to utilize one person, rather than many, to channel information.

#### Reassessment of Program Placement

If a client does not do well - does not attend class, exhibits behavior problems, etc. -- then, the program placement is re-evaluated. All necessary steps are taken to keep the student from dropping out, including changing the program, the teacher, the schedule -- sometimes even securing a transfer to another school.

## CHAPTER SEVEN: VOLUNTEER SUPPORT

### Introduction

The involvement of volunteers has been a contributing factor to the effectiveness of Project New Pride. Contributions in the form of volunteer time and donations provide needed services to the project's clients and are also an important means to build a wide base of community support. Project New Pride's community-based approach is premised on an effective process to educate community groups about juvenile delinquency and what they can do to help remediate this problem. Volunteerism through Project New Pride addresses both these goals directly.

### The Volunteer Process

The general process describing operation of Project New Pride's volunteer support component and its relationship to the overall Project New Pride operational process is illustrated in Figure Thirty Nine.

### Volunteer Roles: Supplementary Staff

There are two main roles for volunteers in Project New Pride:

- Volunteer Interns; and
- Community Volunteers.

Both serve as extensions of the staff. They are carefully recruited, screened, and trained to specific tasks, and a degree of professionalism is expected from them in return.

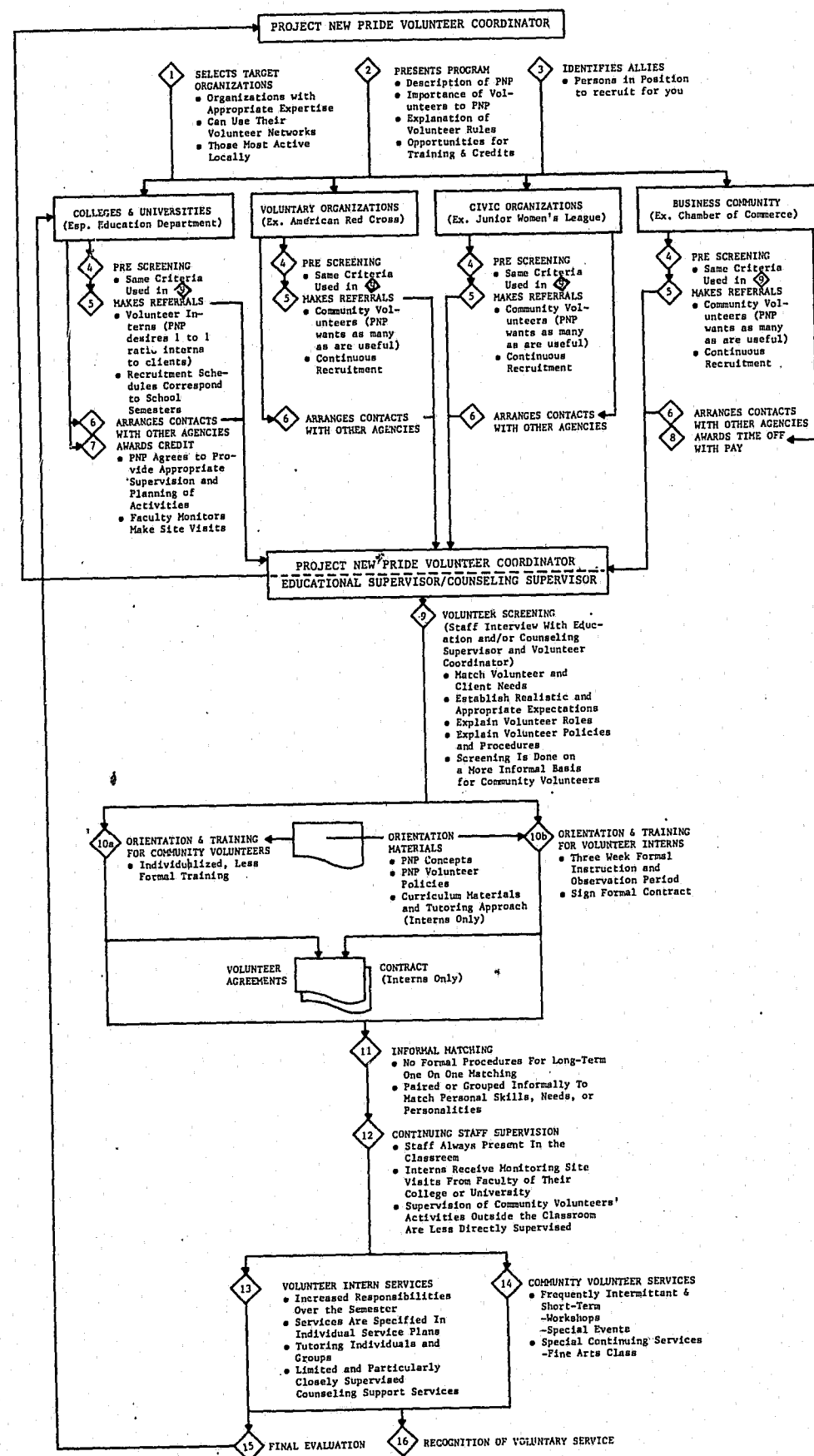


FIGURE THIRTY NINE: VOLUNTEER PROCESS

## Roles of Volunteer Interns

Volunteer interns are used almost exclusively in the Alternative Education Component. Initially, their main assignment is to assist with classroom instruction, either as small group facilitators, or as individual tutors. The interns are given lesson plans to follow that have been prepared by the teaching staff. Following completion of the lesson, the intern routinely reviews with the teacher what has been accomplished. They are to keep regular agreed schedules of attendance at the approximate rate of two half days per week.

## Increasing Responsibility in the Classroom

After four to six weeks, the interns are given more responsibility and encouraged to participate in setting daily client objectives and to make contributions to the overall lesson plan. For example, specific lessons and activities are designed around a particular intern's skills. This practice not only gives the intern an opportunity to test and develop their abilities, but also enriches the Project New Pride curriculum.

## Responsibility for Counseling

It is the policy of Project New Pride not to give volunteers actual caseloads. Interns with appropriate training and skills are used to support the counseling effort by working with clients in

implementing individual counseling objectives and activities specified and closely supervised by counselors and may eventually assist the counselors in establishing new client objectives. They do not implement any independent counseling.

#### A One to One Intern/Client Ratio

Project New Pride strives to maintain a one-to-one ratio of interns to clients in the educational program. This does not mean interns' services are always delivered on a one-to-one basis. Interns may assist teachers with group activities or work independently with small groups. It means the capability for individualized service should always be available, if needed.

#### Roles of Community Volunteers

Community volunteers provide a wide range of services including, for example, fine arts, drama, crafts, recreational activities, and financial assistance. Typically, their contributions to the program tend to be more intermittent than the services of student interns. A community volunteer may conduct a short-term special craft workshop for clients or organize a special recreational event or be recruited to respond to a particular and unique client need that has arisen. Community volunteers are required to submit lessons or project plans for approval by the Teaching Supervisor. These plans specify the objectives and activities involved in the project, materials and space needed, location, and needs for staff

supervision. Generally speaking, the community volunteers are providing a learning experience for the students in an area or subject in which they have specialized skills, therefore, staff supervision primarily provides teaching assistance or support. The community volunteers are also expected to submit results of their classes for discussion and suggestions.

In summary, the role of community volunteers is to augment the existing staff capabilities to enable the program to offer a richer, more diversified array of services.

#### As Many as are Needed

No specific volunteer/client ratio is recommended for community volunteers. The goal is to use as many who can contribute new, meaningful, and complimentary dimensions to the program without distracting from the main curriculum.

#### Volunteer Recruitment

There are four main sources of volunteers for Project New Pride:

- Local colleges and universities;
- Voluntary organizations;
- Civic or religious organizations; and
- Businesses.

## Identifying Appropriate Organizations

While the Project New Pride model prescribes that the entire community should become involved, it is necessary to establish some priorities that will guide the volunteer recruitment effort efficiently.

### Sites to Recruit Volunteer Interns

The main roles of volunteer interns in Project New Pride dictate that emphasis should be directed toward college and university departments of education, particularly special education programs. Departments of social work, human services, criminal justice and corrections, psychology and sociology are secondary sources.

### Sites to Recruit Community Volunteers

National and local voluntary organizations can be of assistance in two ways:

- They can use their networks of volunteers to identify potential volunteers for your programs; and
- They can provide you with training to improve the effectiveness of your overall recruitment efforts.

Project New Pride has cooperated closely with and received invaluable support from the American Red

Cross for many years. The Red Cross has provided extensive volunteer services to the project in addition to providing technical assistance and financial support. Similar relationships can be established with the Red Cross and other voluntary organizations in each of the replication sites.

Local civic groups and churches can be similarly helpful. However, those that are most active in the community will vary from place to place. Project New Pride encourages each replication project to identify those groups locally most able and disposed to contribute voluntary support.

The business community can also provide very key voluntary assistance through providing jobs for project clients. Business men and women can also serve as employment skills training instructors. More generally, businesses are, in the final analysis, the "world's largest depository" of human talent of all kinds. Effective relationships with the business community can create access to the widest possible range of community volunteers.

Access to these volunteer resources can be achieved through developing relationships with individual businesses or with business associations such as the Chamber of Commerce and Junior Chamber of Commerce and the National Alliance of Business Men and Women. Project New Pride has used both approaches successfully. The business associations provide centralized access to a major portion of the voluntary support available from this sector. Many individual businesses will allow, sometimes

even encourage, employees to volunteer a portion of their time to worthy community projects without forfeit of their salary for that time. These sources should be identified and the general practice encouraged through your contacts with business associations and individual enterprises.

#### Gaining an Inside Ally

After appropriate community organizations have been identified, the next step in volunteer recruitment is to establish contact with persons in these organizations who are in a position to permit, encourage, even reward other members of the organization to volunteer. This person may be a teacher or dean in a college or university, a key manager or administrator in a business or voluntary organization, or it may be an office holder in a leading civic group. Many organizations have their own volunteer coordinator. It may be that person. In each instance, the effectiveness of the recruitment effort depends primarily on properly orienting appropriate potential volunteers in their organization and actively to recruit them for you.

Establishing the base of your contacts across the range of community organizations initially requires getting out there and introducing yourself and the project to people. Contacting the "right" person in an organization frequently requires several preliminary interviews. The effectiveness of the volunteer recruitment effort will always depend on the thoroughness with which this task is completed. If you are persevering about it at

the start, after awhile you will be able to use your "on board" insiders to help you identify and gain entry to other appropriate organizations. Once this process of referral is begun, it tends to be self-perpetuating.

#### Direct Contact with Potential Volunteers

You can assist the key insider to explain the project more fully to potential volunteers and to provide more powerful motivation for volunteering by giving direct presentations to groups assembled for you by the insider.

The main objective of these presentations is to invoke enthusiasm and interest from the audience. Points that should be covered in such presentations include:

- Description of the program, its goals and objectives, the services it provides, the target group, and special needs of the clients;
- The importance of volunteers in Project New Pride's community-based model;
- Explanation of the volunteer roles, particularly, the close professional staff support and the direct client contact;
- The training opportunity represented by the volunteer roles in Project New Pride; and
- For college students particularly, the pre-employment experience the volunteers will gain,

and, if applicable, the opportunities to receive academic or practicum credits.

#### Arranging for Award for Credit

Project New Pride encourages that all volunteer interns receive academic or practicum credit for their volunteer service. To facilitate colleges and universities making these arrangements, agreements are presented at the outset to schools and Project New Pride staff will directly supervise and evaluate the interns and provide regular feedback to appropriate faculty. It is also agreed that the interns will perform specified tasks in accordance with plans developed by qualified teachers and counselors and that an attendance record will be maintained. In most cases, faculty from the college will regularly visit the Project New Pride School.

#### Recruitment Schedules

The recruitment schedules vary slightly for community volunteers and volunteer interns. Community volunteers are recruited continuously or when a special need arises. Volunteer interns are recruited in waves, in the early fall and late winter, phases corresponding to school semesters.

#### Volunteer Screening: Meeting Mutual Needs

Project New Pride does not, of course, accept as a volunteer any person who indicates a desire to help. A careful screening

process is implemented to assure that each volunteer assignment in the program meets the needs of the clients and the needs and expectations of the volunteer.

#### Screening Volunteer Interns

The initial screening of volunteer interns actually takes place concurrently with the recruitment. The college instructors who assist in the recruitment also help screen out those individuals whose interests and abilities seem to them not to coincide with Project New Pride's approach, and only refer those whom they deem appropriate.

#### Interview

The next step in the screening process is an interview of the recruit by staff. This interview always includes the educational supervisor and usually at least one other staff member. The purpose of the interview is not only for the staff to "screen" the volunteer, but also for the volunteer to have the opportunity to learn more about the responsibilities involved in being a New Pride volunteer and to see if his/her interests and skills fit the needs of the program.

#### Intern Attributes

The main attributes required in an intern are: a sincere interest in gaining teaching and counseling

experience, enthusiasm, and a sense of responsibility and conscientiousness. Though any prior experience in working with delinquent youth or within an alternative setting is considered helpful, Project New Pride does not rule out individuals because of a lack of experience. The most important consideration is an openness to learning and contributing to Project New Pride clients. The Project New Pride teachers are committed to the training of interns to bring them to the skill level necessary to be effective in the alternative school setting.

#### Responding to the Intern's Needs and Expectations

Although there are certain set requirements for the interns, Project New Pride also emphasizes the importance of allowing for flexibility and responding to particular skills and interests of the interns. During the interview, the student is given the opportunity to express those interests, and if selected will further be encouraged to utilize his/her particular expertise in the classroom.

An important issue to be dealt with in the interview is the volunteer's expectations of the experience. He/she must have a realistic approach to dealing with the type of delinquent offenders which are Project New Pride clients. They should not expect to establish immediate rapport with, or to make instant friends with the students. Instead, they should be aware of the potential resistance and manipulations which they will be likely to face.

#### Reinforce Intern Roles and Responsibilities

The role of the volunteer intern is stressed throughout the screening process. They are also reminded of their importance to the functioning of Project New Pride and of the supervision and assistance from the staff which they will have.

Another important idea communicated to the volunteer interns during the interview is the active role which they are encouraged to take in the classroom, and the opportunity which Project New Pride provides for them to develop not only teaching skills, but also leadership and creative qualities. The ultimate objective of the interview is for both sides to learn what the other has to offer and requires, and to work towards a mutual satisfaction of needs and expectations.

#### Screening Community Volunteers

When they apply, community volunteers are interviewed to determine their suitability for the program. The interview process assesses the volunteer's skills in relating to students and programmatic needs and resources. If they are accepted for a position, it is required that they undergo an orientation period similar to that given the volunteer interns, but on a one-to-one basis by their staff supervisor.

#### Orientation and Training of Volunteers

All volunteers are given orientations to assure they fully



understand and can operationalize Project New Pride's key concepts, rules, procedures and methods. Figure Forty illustrates orientation materials used typically.

#### Intern Orientation and Training

Due to the specialization in the learning disabilities programming, orientation and training may be more or less intensive, depending on volunteers' familiarity with l.d. In either case, the orientation of volunteer interns consists basically of a review of the curriculum materials, presenting a profile of the students at the school, and further discussing the expectations of both the interns and staff. Once interns begin their work in the classroom, they receive on-going training and supervision from the teaching staff. Once a week a meeting of volunteers and staff is held to review the activities of the volunteers.

#### Observation Period

The volunteer interns spend the first two to three weeks primarily observing and interacting with the staff, with limited involvement with the students. During this time the interns are presented with a general overview of the program, and are given the chance to raise whatever questions may occur to them as they observe the classroom functions. For those interns working with l.d. students, there is also a discussion of l.d. theory, and the Project New Pride approach to working with these students. This observation period allows volunteer interns to

become familiar with all the forms, materials, and procedures utilized at Project New Pride, and gives both the interns and teaching staff the chance to see if they can work together effectively.

#### Policies and Contracts

All interns are supplied with a list of Project New Pride volunteer policies which must be met in their roles. These are discussed with the interns to provide a sound understanding of what is expected of them. The interns also sign a formal contract which outlines their responsibilities, job description and hours. These materials are illustrated in Figure Forty-One.

#### Tutoring Approach

In keeping with Project New Pride's individualized approach to instruction, there is no one set method of tutoring which is used. However, there are certain guidelines and fundamental tasks which are essential to the on-going course of instruction. Interns must help to maintain a general atmosphere in the classroom which is conducive to effective learning. The interns are expected to work relatively quietly, and to keep the students on task with whatever lesson or activity they are assigned. The delivery of immediate feedback to students on their lessons is very important. Whether in the form of positive strokes or corrective criticism, the students should know immediately the progress they are making on their lessons. It is also important for the interns to be aware of, and learn to deal with the manipulations and games which



Project New Pride's clients range in age from fourteen to seventeen years. Each has two or more prior contacts with the Denver Juvenile Court system. Generally, the students are functioning between a third and sixth grade level in reading, math, and spelling. A few are higher in some areas and several are below third grade level.

Many students have problems in using their eyes for close range work. It has been observed by a visual perception specialist that these students experience difficulty in focusing, therefore, they have an imbedded avoidance of any such work. This has inevitably resulted in a short attention span as well as specific disabilities in reading, math, and spelling. Glasses have been prescribed for those who have visual acuity problems, however, glasses may or may not be the complete answer.

Many of the students experience difficulty in understanding and remembering what they hear. This is due to an inability to accurately process auditory information rather than a hearing loss.

He/she has difficulty functioning adequately with deficits appearing in directionality and spatial awareness. He/she also has difficulty with continuous flow of movement in fine and gross motor activities.

In conjunction with process deficit remediation, the tutoring program is geared to remediate his/her educational disabilities to a level where he/she can find success in school as well as to a job world. A program which is based on educational diagnosis and is individualized according to the student's strengths and weaknesses will be given to the tutor to follow. The tutor is encouraged to vary the approaches used in any creative manner which would benefit the student educationally, vocationally, or culturally.

The tutor must be a person who is not necessarily skilled in the teaching profession, but will need to be able to follow educational guidelines. This must be a person sensitive to the needs of another -- someone who is empathetic rather than sympathetic. This relationship will need to command respect

at all times, and when necessary represent a position of authority. Above all, the tutor must be able to convey to the kid, "I accept you not for what you have done or have not done, but for who you are. I know that you need help in certain areas and I am here to offer you what I can."

These are some of the do's and don'ts to remember:

#### DO:

1. Be consistent: Don't lead the kid to believe one thing, then change your mind. Be able to follow through with promises--or don't make them. Don't let him down.
2. Be flexible: Change your session plans around if he needs special help with a school project or needs something lighter to start with if he's uptight.
3. Use praise: Point out his strengths -- "Hey, you really do this well." Have the kid learn from mistakes but don't dwell on them or convey "that was a stupid thing to do" attitude.
4. Admit your own mistakes: Let the kid see you are human too and you can learn from your errors.

#### DON'T:

1. Attempt to function as a counselor: You will be given background information which is needed for tutoring only. If a student brings a problem to you for advice, be a good listener and try to help him figure out what possible solutions he may choose from. Refer to his group leader if a different situation arises.
2. Patronize or talk down to these kids: They are entering the adult work world and need to develop self-respect.
3. Don't pity: These kids have had and still have many problems, but they don't need or want someone who feels sorry for them. Emphasize with their situation, but help them to realize that they must work from what is positive in their lives, and hopefully you are giving them positive learning experiences.
4. Don't label or moralize or pass judgement: Avoid imposing your value system on them.
5. Don't be afraid to set limits when necessary: You can establish rapport and command respect at the same time.

FIGURE FORTY: ORIENTATION MATERIALS

VOLUNTEER INTERN CONTRACT

Name: \_\_\_\_\_

Starting Date: \_\_\_\_\_ Termination Date: \_\_\_\_\_

Total Hours: \_\_\_\_\_ Hours/Week: \_\_\_\_\_

Goals or Objectives:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Learning Activities:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Evaluation:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Signatures

\_\_\_\_\_  
Instructor/Professor

\_\_\_\_\_  
Project New Pride  
Supervisor

\_\_\_\_\_  
Volunteer  
Intern

FIGURE FORTY ONE: VOLUNTEER INTERN CONTRACT/AGREEMENT

## VOLUNTEER AGREEMENT

### PROJECT NEW PRIDE AGREES TO:

1. Provide a clear description of the job.
2. Provide thoughtfully planned pre-service training that will enable the volunteer/intern to perform with confidence.
3. Provide continuing education on the job as a follow-up to initial training and information about new developments.
4. Provide guidance and direction by someone who is experienced and well informed.
5. Provide information about the organization, its policies, its people, and its program.
6. Provide on request a written evaluation of the volunteer's/ intern's performance on the job.
7. Offer the opportunity to have a part in planning and to make suggestions, respecting honest opinions.
8. Consider the volunteer/intern as a co-worker, not just as free help, nor as a prima dona.

### THE VOLUNTEER INTERN AGREES TO:

1. Take the job seriously.
2. Spend a minimum of \_\_\_\_\_ working with Project New Pride staff and students.
3. Be on time and dependable about working specified hours.
4. Notify the appropriate staff person if unable to work.
5. Respect the procedures, methods and philosophy of the program.
6. Seek assistance or guidance before embarking on a new course of action or if uncertain about how to proceed concerning the program.
7. Exercise caution and confidentiality.

## FIGURE FORTY ONE: VOLUNTEER INTERN CONTRACT/AGREEMENT

the students may try out on them. This is an area which is dealt with in their initial training, and interns also receive support from the staff on a daily on-the-spot basis.

### Supervision

All volunteer interns receive on-going supervision and training from the staff throughout their assignment with Project New Pride. A staff member is always present in the classroom, available for assistance, while interns are working with the students.

In addition, many interns are visited by a field placement instructor from their respective college or university. The teaching staff is often responsible to the university for an evaluation of the intern's work throughout the semester.

### Training and Supervision of Community Volunteers

Because of the varied nature of services provided by community volunteers, training is performed on an individualized basis, according to the particular needs of the volunteer. Community volunteers receive direct supervision in the classroom, similar to that of the volunteer interns.

### Volunteer Matching

Project New Pride does not implement any formal procedures for

long-term matching of volunteers on-to-one with clients.

Though much of their experience is done on a one-to-one level, most interns work with a variety of different students. The informal matching which does take place is performed to serve a specific need of a student, pairing a need with a corresponding skill or strength in an intern. Another basis for matching may occasionally occur in the case where a particular student works better with a male or female instructor. However, on the whole, Project New Pride seeks to provide the interns with a realistic setting and experience and therefore gives the intern exposure to all types of students.

Matching community volunteers is even more informal. When community volunteers are interviewed by the educational supervisor and volunteer coordinator they are selected on the basis of the applicability of their particular skills to the needs of Project New Pride clients. For example, a volunteer to teach a specific craft such as pottery, may be sought because an interest has been expressed by clients of the program.

#### Training Staff to Work with Volunteers

Staff understanding and respect of the role of volunteers in Project New Pride lays the groundwork for the effective use of volunteers in the program.

Staff must gain an appreciation of the need for volunteer support and realize that the involvement of the community in the program is crucial to the project's conceptual basis. Staff must be trained in volunteer supervisory skills. It

is critical for them to recognize that although volunteers are to be regarded as staff, they are not subject to the same administrative relationships and procedures. Their supervision should always be instructive in nature.

#### Volunteer Recognition

It is a practice of Project New Pride to make recognition of the volunteers part of the daily pattern of interaction with the staff. Volunteers are treated as staff, given important responsibilities, and are expected to contribute their skills and energy in whatever way will mutually serve both their needs and the needs of the clients.

In addition, formal recognition at the completion of volunteer service is recommended. Whether it be a certification, a copy of their final evaluation, or a party; some type of special recognition helps to reinforce within the volunteer that he or she is appreciated and has made a contribution to be proud of.

## CHAPTER EIGHT: MANAGEMENT INFORMATION SYSTEM

### Introduction

If, as we have suggested elsewhere, the process of Intensive Supervision is the cornerstone of Project New Pride, the Management Information System is the mortar that binds the components of the program together.

Given even the limited caseload required by the Project New Pride model (twenty cases per case manager), the demands upon case managers, their supervisor, and overall project management made by the comprehensive, integrated, and intensive individualized service delivery approach that is the reason for Project New Pride's effectiveness, severely strain individual capability to keep fully abreast of the details. The Project New Pride Management Information System is primarily designed to provide each case manager, their supervisor, and overall project management with a complete, up-to-date record of service delivery and to provide them with cues that help them address their attention to the most crucial service delivery situations at any one time. Of vital but secondary importance is the system's capability to provide program managers with information on the performance of individual program components and staff to assure all relevant performance standards are being implemented. Project New Pride's MIS design establishes the capability for performance monitoring to be conducted fairly, reliably, and predictably. This same system design also creates comprehensive data files providing a wealth of information that is pertinent to longer range program evaluation questions regarding the impact of the program, the types of services most effective with certain types of clients, and so on.

### Client Based Management Information System (MIS)

Because of the importance of the New Pride MIS in meeting the information needs of several audiences--program staffs, project directors, referring agencies, evaluators, OJJDP--this system's objectives, rationale, and technical design are necessarily somewhat complex.

The design objectives for the MIS are:

- Provide a system for monitoring service delivery activities on a client-specific basis throughout the treatment process;
- Provide a system for measuring the effectiveness of the program by tracking and analyzing client outcome data;
- Provide a system for generating accurate and timely population accounting statistics for external reporting purposes to referring and funding agencies;
- Provide a system to serve internal project management needs; and
- Provide data base to support special research studies.

The MIS is a system for collection, storage and retrieval of hundreds of data elements captured on a client-specific basis at several points in the client processing cycle. The complex nature of the project, the extensive number of research questions to be addressed, and the use of data to make decisions about client treatment, necessitate a data-intensive approach.

A MIS is defined as a repository of recorded information about the activities of a program which is useful for decision-making purposes. The system is a true management information system since it is designed to assist in operational, planning, and evaluation decision-making. In the design of the MIS, local information needs for caseload monitoring and project management are given equal priority with the evaluation and research information needs.

Historically, evaluations of juvenile offender projects have been plagued with problems in attempting to capture timely, uniform, and complete data sets. Because of the "batch" processing and orientation of these systems, the computer analysis and feedback stages of these systems typically occur several weeks or months after data has been submitted by a project. A typical scenario would involve submission of data collection forms, keypunching of data, creation of the data base, pre-processing of data (i.e., cleaning and editing data), feedback to project of inaccurate and incomplete data, resubmission of data collection forms, and update of the data base. All these steps are preliminary to the actual computer analysis which generates management reports and conducts statistical analyses. Such an approach to data base development requires considerable delay in the feedback of information useful for decision-making purposes.

The key necessity is to design a system that is data intensive (i.e., collection of a series of data elements at several client processing points) and has currency (i.e., reflects up-to-date client processing data). To accomplish these, data entry occurs at the project site itself by way of what is termed a "remote" terminal. Only a remote data entry approach provides both project staff and the evaluator with accurate, complete and timely information because it is fast, simple, and located where the project action is.

In addition to using remote data entry via teletype terminals, the MIS needs an interactive system (one which responds to the user in a conversational mode) that is cost-effective, has extensive software packages for statistical analysis, file maintenance and report generation, and is user-oriented (i.e., can be utilized by non-programmers). Through the use of existing telecommunication networks, several such systems are in existence. The Michigan Terminal Systems (MTS), for example, is currently being utilized by both the LEAA Training Division and LEAA SAC Centers. System performance has been more than adequate in terms of both response time and system "up" time. Costs are quite reasonable at \$10 to \$20 per hour of connect time. This and other available systems have extensive software for analysis and report generation purposes as well as security systems to insure confidentiality of data sets. The Michigan Terminal System or its equivalent, has a variety of statistical software packages (both interactive and batch) that can be used, including SPSS, MIDAS, and OSIRIS. Additional software are available to support functions such as file creation and editing (EDITOR), report generation (FORMAT), graphical output (GIST), and common languages such as FORTRAN and COBOL. Even for distant projects data processing costs are consistent with other computing alternatives while providing more capability than most "local" alternatives. The total cost should not normally exceed \$4,000, which includes approximately \$1,000 per year to lease a terminal (T1745 or equivalent).

To summarize, the purpose of the MIS is to create and maintain a client-specific data base of client characteristics, service delivery, and outcome data in such a way that data can be retrieved in a timely and flexible manner for management reporting and evaluation purposes. Operational guidelines for this system are outlined on the following page.

(1) Data Capture

- (a) the number of steps from origin to data to input into system should be minimized
- (b) data entry methods must be easy to use
- (c) responsibility for cleaning and editing data should be at the local project level. .

(2) File Maintenance

- (a) the project should accept responsibility for timely updates and maintenance of client files
- (b) maintenance of files should be monitored by the evaluator
- (c) updates to active client records should be, at a minimum, on a weekly update cycle
- (d) programs to maintain client files should be provided by the evaluator.

(3) Data Retrieval

- (a) data displays and inquiries by project staff should be limited, through software, to clients for whom they are responsible as case managers
- (b) programs should be developed by the evaluator to facilitate retrieval of selective records and data elements.

(4) Report Generation

- (a) a series of management-oriented status and

statistical reports should be developed by the evaluator and made available to project staff

- (b) statistical, evaluation-oriented reports should be designed and programmed using the integrated data base.

Over-riding design considerations are that the MIS should be well documented, and project staff should be trained in the operation of the system and assisted in implementing it.

The discussion thus far has centered upon the rationale, design considerations and system configuration for the client MIS. It is now appropriate to discuss the MIS in more detail and to outline the relationship between the evaluation design, case processing information flows and data capture for the MIS. Figure Forty Two displays a system flowchart for the MIS. The figure illustrates the five key client processing points and examples of categories of data to be collected at each processing point. Each category represents a string of data elements. It should be clear that data originates at each sequential processing step for juveniles participating in the program. Two of the five steps shown, service delivery and follow-up, actually represent a series of data base updates since these steps consist of lengthy time spans whereas the other steps are short duration activities.

The linkage between the MIS and the research questions of the evaluation design is quite obvious. The MIS provides for collection of variables and statistical software that can be utilized to test each hypothesis that relates specifically to clients. The MIS consists of hundreds of unique data elements, some of which are collected in several cycles (e.g., service delivery



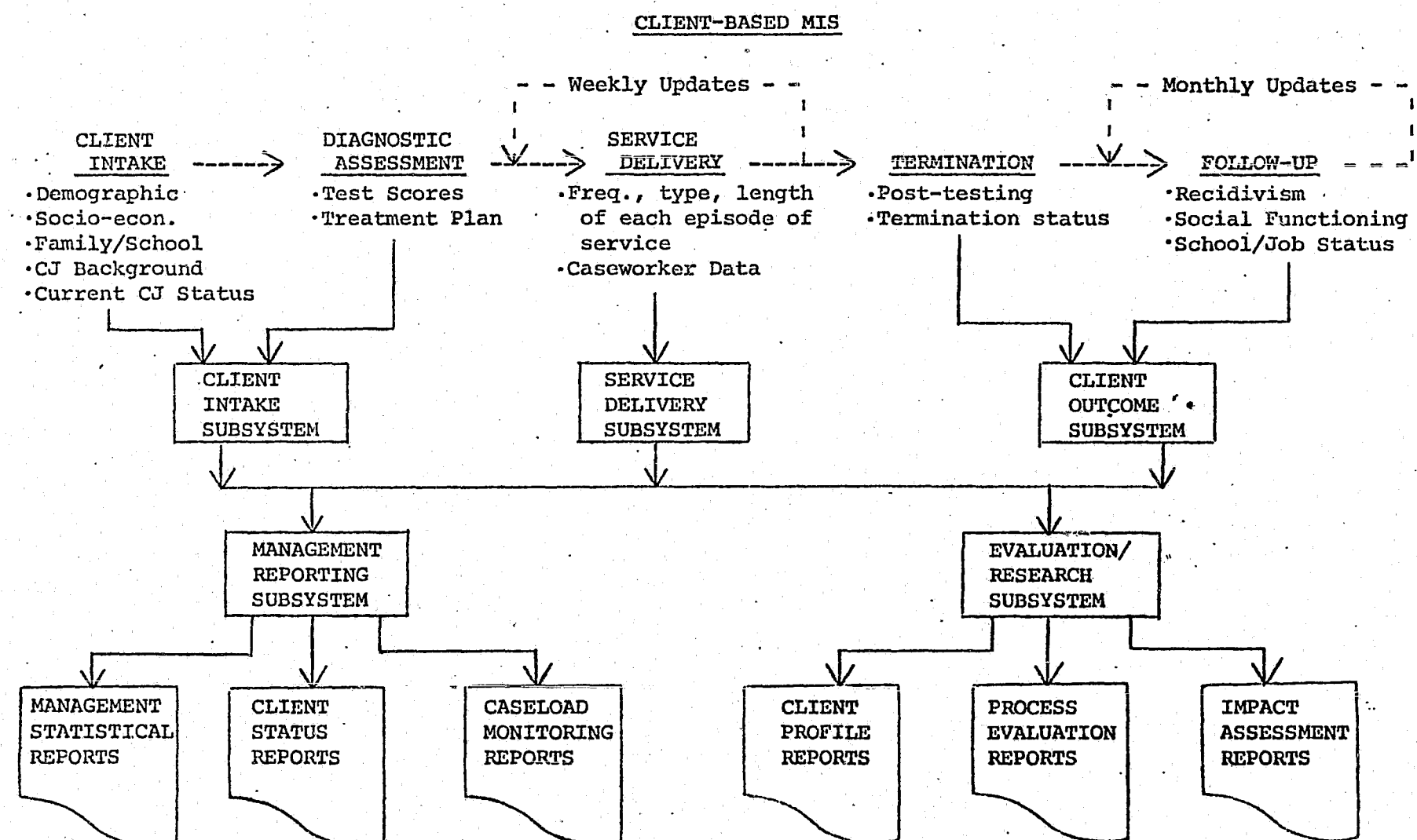


FIGURE FORTY TWO: CLIENT BASED MIS

variables). The data base is extensive and flexible enough to address evaluation issues related to program structure, processes and outcomes.

At the fundamental level, the MIS consists of a data base with several categories of data designed to measure the evaluation concepts outlined in the evaluation design. Project New Pride is currently preparing a data element dictionary for the MIS. This dictionary will include category, name, description, source, values (codes) and frequency of update for each data element.

In summary, it should be noted that the MIS is designed to meet the information needs of a diverse audience in a cost-effective manner. It is felt that the system is innovative, yet relatively easy to implement using existing computer technology. The data base itself consists largely of data elements that have proven to be feasible to collect and useful for management and evaluation processes in Project New Pride.

#### Data Collection Plan for MIS

##### Referral

Purpose - To identify potential referrals and record various background characteristics. Data elements include information on eligibility criteria, juvenile justice system involvement, and demographic identifiers.

Administration - The form is completed at the time the referral is made to the project. The referral source completes the form. Project staff use the information on the form to determine eligibility. Data from the form are coded onto the intake information sheet.

Referral Disposition (See next page)

##### Referral Disposition

Purpose - To record the processing information on a referral. Data elements include the date the referral was made, reasons for acceptance or rejection of a referral, and the dates the referral is given over for needs assessment and diagnosis.

Administration - The information is recorded by project staff when various decisions are made concerning the referral. Data from the form are coded onto the intake information sheet.

##### Needs Assessment

Purpose - To record information gathered during the intake process on the client's background, the client's needs and demographic characteristics. Data elements focus on a profile of the client's involvement with school, employment, family, and social relationships. The present status of the client as well as the client's needs are of interest.

Administration - Project staff complete the form as the information is gathered. Data from the form are coded onto the intake information sheet.

##### Diagnostic Information

Purpose - To record the test scores obtained from the battery of tests administered. Data elements include scores from achievement tests, learning disability tests, intelligence tests, and other psychological tests.

Administration - Diagnosticians complete the form as the tests are administered. Data from the form are coded onto the intake information sheet.

### Staffing

Purpose - To record the details of the treatment plan and accompanying justification. Data elements include the types of services to be given to the client relative to specific measurable service objectives, the frequency of service delivery and staff responsibilities for service delivery. Additionally, types of information more useful in the decision-making process are specified.

Administration - Project staff complete the form after the staffing is completed. Data from the form are coded onto the intake information sheet. At this point the evaluation staff enters all data on the intake information sheet into the computer terminal.

### Service Delivery

Purpose - To track the number of service contacts by type of activity, by service objectives, and the amount of time involved in each activity area. Changes in client status in school and employment are also recorded in order to maintain current records on the client's participation in these areas.

Administration - The service deliverers record each client contact and the amount of time spent in the contact. On a weekly basis the total number of contacts in each activity areas along with the total amount of time spent with the

client are forwarded to the evaluation staff. On a monthly basis the evaluation staff summarize the weekly reports and enters the data in the computer terminal.

### Termination

Purpose - To record the status and profile of the client at the time of termination from the intensive phase of the treatment plan. Data elements include the degree of success in treatment plan completion, perceptions of project staff on degree of success, school status, employment status, and the identification of follow-up needs.

Administration - Project staff complete the form at termination. Data from the form are coded into the terminal.

### Termination Diagnosis

Purpose - To record the test scores obtained from the battery of tests administered at termination. Data elements include scores from achievement tests, learning disability tests, and other psychological tests.

Administration - Diagnosticians complete the form as the tests are administered. Data from the form are coded onto the termination information sheet. When the termination information sheet is complete, the data are entered into the computer terminal.

Follow-Up (See next page)

### Follow-up

Purpose - To track the number of service contacts by type of activity and the amount of time involved in each activity area during the follow-up phase. Changes in client status in school and employment are also recorded on the form in order to maintain current records on the client's participation in these areas. Client status includes school attendance rates and grades, employment stability and salary, and indicators of social functioning.

Administration - On a periodic basis, project staff contact designated people in the school, employment and social areas to determine client status. This information is recorded on the form. When staff deliver services to the client, the number and types of services are recorded by activity area. On a monthly basis the information is forwarded to the evaluation staff. The monthly reports are summarized and the evaluation staff enters the data into the computer terminal.

### Recidivism Record

Purpose - To record the number, type and dates of any rearrest that involves project clients. The extent of penetration in the juvenile justice system resulting from the rearrests is also recorded.

Administration - The law enforcement agency(ies) in the project jurisdiction will notify the project of any rearrests of project clients. The project staff uses court records to track the results of rearrests. Rearrest data are entered into the computer terminal at the time of notification and when resulting juvenile justice status becomes known.

### MIS Forms

The design of Project New Pride's MIS has been premised on the rule of parsimony, that the best system is the one with the fewest forms and that is the most self-explanatory. To provide input of all the necessary information required for service monitoring, Project New Pride has attempted to achieve a minimization of the forms settling with three:

- The Needs Assessment Checklist;
- The Individualized Integrated Service Plan; and
- The Service Delivery Record.

The first two of these forms are integral operational products of the program's Intensive Supervision process. Their preparation is necessitated by procedures of that process already so, their uses within the Management Information System and the service monitoring process create no new demands for paper generation whatsoever. Only the third, the Service Delivery Record, has been implemented mainly for the purpose of service monitoring and is the only form within the program required uniquely by the Management Information System. This optimum degree of parsimony has been achieved by making this single form comprehensive in its scope and in its detail. Overall, these three forms established the basis for thorough recording of all the information required to theoretically link services delivered to specific measurable objectives to descriptions of each client's needs and priorities. Monitoring of the actuality and utility of these theoretical linkages enables Project New Pride, at every management and operational level, to be continuously empirical and self-correcting. In the end, this is the only certain formula for success.

The Needs Assessment Checklist (See next page)

### The Needs Assessment Checklist

The Needs Assessment Checklist is illustrated in Figure Twelve which appears on pages 80-85. This checklist which is completed by case managers after all needs assessment and diagnostic information has been thoroughly reviewed provides a categorization and prioritization of each client's "problems" or needs. The completed checklist defines the parameters of the project's goals for each client; basically, that these "problems" be resolved or remediated. These categorizations (goals) are not uniformly measurable or always mutually separate and independent. The checklist is an empirically derived taxonomy of descriptions used by Project New Pride's direct service providers to identify the needs of their clients. The checklist contributes a fundamentally important element to the Management Information System. The descriptions of needs input from this form are the system's best touchstones with the "real" life problems faced by the project's clients. Though the project's subsequent preparation of measurable objectives and prescriptions of services are normally more tangible and measurable, they are nonetheless, more artificial at the same time. They are merely tools and indicators of achievement. Resolving or remediating the client's needs are the goals against which these criteria of program performance must be weighed in the final analysis.

### The Individualized Integrated Service Plan (IISP)

The IISP is illustrated in Figure Thirteen which appears on pages 59-61. This form is keyed back to the Needs Assessment Checklist. As the instructions to the form explain, each measurable objective written into a client's plan is identified with a number corresponding to a specific,

previously identified client need. The objective numbers also indicate the order of priority of the objectives.

In addition to the objectives, the plan format allows for input of planned dates for accomplishment of objectives, prescription of specific types and quantity of services, and assignment of service responsibilities. It summarizes basic client descriptive and diagnostic information and records the completion of assessment procedures. In-so-far as possible, this form capsulizes, on one piece of paper, the project's statement of what needs of the client will be addressed through a specific plan of services and provides supportive documentation of the priority of these needs.

For the MIS, the IISP format allows for two key links in the program's logic to be established: it specifies measurable indicators of client progress in linkages with identified needs; and it prescribes specific services to help the client achieve each measurable objective. It provides the systematic basis for continuous feedback on how the project is doing generally and how individual clients are progressing in the program.

### The Service Delivery Record

The Service Delivery Record is illustrated in Figure Fifteen which appears on pages 72-73. This format allows for a comprehensive record to be maintained of services delivered to the client, a continuous assessment of client progress toward planned objectives, explanation of planned services not delivered, explanation of inadequate client progress, and for revision, deletion and addition of measurable objectives to the service plan. Changes in client

employment and educational status are recorded on this format and it also provides for a record of client termination from the program, reasons, overall progress assessment at termination, and specific assessment of progress achieved on all planned objectives up to the point of termination. These pieces of information, in conjunction with that input from the previous two forms, provide a highly sophisticated capability to give useful feedback to project managers and case managers pointing them toward specific service delivery situations that deserve immediate special attention and thus helps them more effectively direct their time and effort. It enables these persons regularly and systematically to examine the empirical credibility of the conceptual linkages the service plan establishes between delivery of services, accomplishment of measurable objectives, and resolution or remediation of the client's needs or problems. It can point them toward needs to revise that plan (at any one of the conceptual stages) and toward needs to revise or more effectively motivate the service delivery system itself (in cases when the plan is simply not being implemented effectively or conscientiously).

#### Routine Management Reports

The Management Information System assists the case management and overall program management processes through the routine generation of several key management reports.

##### Service Delivery Summary

A periodic Service Delivery Summary aggregates all available information on services provided to clients. It cross-tabulates services by project component and staff,

enabling management regularly to monitor conformance to specified performance standards.

##### List of Reminders

The system routinely generates Lists of Reminders of client objectives coming due under the plan. These are provided individually to case managers to help them organize their work load accordingly and to the Counseling Supervisor to help him or her focus attention appropriately during case staffings.

##### Report on Non-Conformance with Plans

The system regularly provides lists to each case manager and to his or her supervisor of all cases for which the services planned are not delivered (or where the comparison between planned and actual was highly unfavorable). The report directs their attention to these "problem" cases for which a more effective service delivery strategy would seem in order.

##### Report on Insufficient Progress

Regularly, the system provides lists to the case managers and their supervisor of cases for which reports have chronically indicated slow progress being achieved. These lists bring their attention to reconsideration of the client service plan itself. Particularly, when all the planned services have been delivered, but the client is still not progressing, revision of the prescription of services or even of the planned objectives may be appropriate.

### Reporting on Outstanding Achievement

Just as important as knowing what does not seem to be working, is knowing what does. The system also regularly provides reports to the case managers, their supervisor, and overall project management on cases whose progress has been exceptional. These demand as much attention as those that are problems. Through careful, in-depth investigation, clues to "what seems to work best" can be gained from these exceptional cases.

### Making the System Work for You

The key to effectiveness of the New Pride Management Information System model is that it performs key management tasks for the project's staff (management, supervisory, and case management alike). If it did not exist, the "sorting through files" the system performs would have to be performed manually and individually for the Intensive Supervision process to be implemented effectively. The system releases project personnel from a tedious and inefficient clerical chore by automating and centralizing these functions. The MIS has tremendous additional potential for longer term input to management decision making.

The success of the New Pride experience in Denver is owed in great measure to management's access to the wealth of data provided by the MIS. To continue its effectiveness the project's management will require constant monitoring of the project's performance to assure its on-going viability in a changing environment.

# END