



CHART

CHANGING HABITS AND REACHING TARGETS



RESOURCES

(Tools to assist in the delivery of CHART)

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CHART WORKER'S SUPERVISION GUIDE

For use by Juvenile Justice workers to reflect on CHART practice and process.
This tool is intended as a guide to improve skilled delivery of CHART.
Utilise some, or all, relevant questions to enhance your professional supervision.

Section A: Preparation

1. How much preparation for client supervision with CHART am I doing?
2. How am I explaining CHART to my clients?
3. How are my clients responding to my explanation of CHART?
4. Am I confident about my preparation and have I refreshed my memory by reading the CHART manual, particularly the current module I am beginning?

Section B: CHART overview

5. What activities/movements am I using with my client to create a positive learning environment?
6. Am I doing CHART in each session with this client and if not, what are the obstacles and how can I overcome them?
7. How do I incorporate CHART into supervision sessions?
8. How are my clients dealing with the Take-Aways?

Section C: CHART Content

9. What's a recent life event for my client that would indicate that he/she has been able to use CHART skills to assist him/her?
10. Am I able to drill down to discover specific triggers to the offending chain? What are some examples?
11. Can I demonstrate and summarize what my client has learned up to now, using the building blocks provided by the sequential and structured implementation of CHART?
12. What positive changes am I noticing about my client (feelings, thoughts, behaviours) and am I giving positive feedback when I observe such changes?
13. What types of learning experiences are working best with this client? How does that look?
14. What additional learning tools would be useful with this client?

Section D: Administration

15. Supervision case note – provide summary of key features / learning
16. Worksheets are kept together in a package and taken to supervision sessions – to assist fluidity – reflecting back and using previous sheets
17. At conclusion of CHART – originals provided to client in a package – copy kept on file for relapse prevention

Section D: Worker's needs

18. How is this CHART work impacting on me?
19. Is there anything my supervisor can do, or any further resources I require, to assist me to develop my CHART practice?

CHART MANAGER'S SUPERVISION GUIDE

For use by Assistant Managers in supervision with Juvenile Justice workers.
This tool is intended as a guide to improve professional supervision of CHART.
Utilise some, or all, relevant questions to enhance reflective supervision.

Section A: Preparation

1. Tell me about how you prepare for client supervision with CHART?
2. How did you explain CHART to this client?
3. How did your client respond to your explanation of CHART?
4. Have you refreshed your memory by reading the CHART manual, particularly the current module you are beginning?

Section B: CHART overview

5. What activities/movements are you using with your client to create a positive learning environment?
6. Are you doing CHART in each session with this client?
7. How do you incorporate CHART into your supervision sessions?
8. How are your clients dealing with the Take-Aways?

Section C: CHART Content (PART)

9. Show me how you are moving through the modules (PART).
10. Can you describe a recent life event for your clients that would indicate that he/she has been able to use CHART skills to assist him/her?
11. Are you able to drill down to discover specific triggers to the offending chain? What are some examples?
12. (case review) (PART) Could you summarize what your client has learned up to now, using the building blocks provided by the sequential and structured implementation of CHART?
13. What positive changes are you noticing about your client (feelings, thoughts, behaviours) and are you giving positive feedback when you observe such changes?
14. Describe your client's level of understanding of the content of CHART (PART)
15. (Using a Specific Worksheet) What do you think the purpose of this worksheet is?
16. What additional tools would be useful for you with this client? (examples of case-studies, role play ideas etc).

Section D: Worker's needs

17. How is this CHART work impacting on you?
18. Is there anything I can do, or any further resources you require, to assist you to develop your CHART practice?



CHART Supervision Case Note Guide

Case Work

Include any information that is not related to CHART or offence-focused intervention. E.g. employment/education referrals, discussion about legal conditions, accommodation, compliance, role clarification etc.

CHART Intervention

Review of last module & take-aways:

Client's reflection on lessons from last session. Any take-aways completed. Any additional thoughts / information from client.

CHART session focus:

Topic of session. Work completed and client's response to material. Worksheets completed.

Take-away and closure:

Any take-away worksheets or 'practice homework' given. Any strategies or plans for time in between sessions. Follow up tasks for client and/or worker. Any other details (i.e. train ticket provided). Day, time, date, and location of next session.



The Decisional Balance Scale – Adolescent Offending (DBS-AO) Administration Guidelines

- A.** As stated in the CHART Implementation Guidelines, it is expected that each JJO/C has previously established a reasonable level of rapport with the client, and has engaged the client in working towards reduced re-offending by the time the client meets with you to complete the Pre-Assessments.
- B.** It is recommended that a Pre-Assessment session separate from the intervention session is scheduled before starting an intervention with your client. This will then give you time to familiarise yourself with where your client is at and plan your intervention based on that client information obtained through the Pre-Assessments.
- C.** When the facilitator sets out the context relating to Pre-Assessment for the client before starting to ask questions, it will assist the client in providing (and the JJO/C receiving) more honest (or clear) answers. Here are some key messages that are likely to be helpful to communicate to your client before starting the DBS-AO.
- *Today I'd like to go through some questions with you to find out where you're at in terms of wanting to stop offending. Is that ok with you?*
 - *I'm not going to be using your answers against you or to judge you.*
 - *Your responses will help me in finding out what we work on together is working for you, and also in finding out the best ways that I might be able to help you in making choices around your offending behaviour.*
 - *People have different reasons for wanting to stop their offending, and some statements may not apply to you at all. If so, you can rate them as not important.*
 - *These statements are what other young people like you have said are personally important to them when they were thinking about stopping offending.*
 - *I will read out statements to you and I would like you to rate them as important or not important on a scale from 1 to 4, with 1 being not important to you at all, and 4 being very important to you.*

- *There are no right or wrong answers, just tell me how important to you each statement that I read out to you is.*
- *You may think some statements are not important at all or slightly important, or moderately important, or very important.*
- *If it's easier to think on a scale from 1 to 4 where 1 is not important at all and 4 is very important and 2 and 3 as in between, you can tell me the number that applies to you most.*
- *Are you ok to do this?*

- D.** It is strongly encouraged that the statements are read as written on the DBS-AO to obtain the client's rating. If your client indicates that s/he does not understand the question then you may need to rephrase it. Please see **I.** for guidance.
- E.** It is important to keep the question focused to rating the importance of the statement, especially when the client tries to divert away from the original question.
- F.** It may take a few steps to settle on a rating. For example, once the client indicates the statement is important to him/her, you will need to probe whether it is slightly, moderately, or very important.
- G.** It is important not to start analysing questions or give your interpretations of the questions and spend minutes on each question with your client. Most assessments that you use to collect qualitative information have required you to analyse the information and probe many sub-questions to obtain the relevant information. Spending time on each question is appropriate on occasions like that. However, psychological assessments like this one work best when the first response that comes to mind for the client is obtained. When the respondent starts spending too much time on each question the reliability and the validity of the answers are more likely to be compromised. The DBS-AO should only take about 10 minutes to complete. This gives you a guide on how much time should be spent on each item.
- H.** The DBS-AO was developed to be simple and straightforward scale that was easily comprehensible. The data indicates so far that clients are likely to understand the questions. Questionnaire items have been developed by adolescent offenders. These young offenders possessed a minimum 4th grade reading level (age 8 – 9) as tested by the Test of Adult Basic Education measure. The sentences contain a small number of words and each word has small number of characters. The young offenders were culturally diverse and had committed a variety of offences. The staff who had regular interactions with their clients also had input into the development of the items.

For more details please see the reference.^a

- I.** If a client indicates that s/he does not understand a particular word or phrase, please read the following background to each item. This may help you in identifying alternative words to use for your client without deviating from the original intention of the question. Please remember that if a replacement word or phrase is used, all efforts must be made to continue the use of that word or phrase for the remainder of the items that use the word/phrase that was replaced previously. It might help to note down the rewording for your future reference, and let know the client that you are only taking notes about the rewording that made sense to him/her so you can use that if your other clients do not understand the original wording.

Alternative suggestions are based on consultations with Juvenile Justice Officers and Counsellors and with Dthina Yuwali Aboriginal AOD program developers and trainers, responses from previous YDAC clients, and discussions with the author of the DBSAO.

'The young offenders' in this section refer to those who were part of the focus group to generate the items for the DBS-AO. The focus group consisted of the young offenders and was asked questions based on the eight categories the original decisional balance theory and research⁶ have identified as influencing factors in decision making.

1. The words 'tough image' is what the young offenders used when asked what things they could lose if they stopped offending. It is their words. From the experience so far adolescent offenders are likely to find this statement easy to rate. However, if your client indicates that s/he does not understand the concept, you may like to use "reputation with the boys", "reputation", "lose face" etc.
2. The concept of "I'll believe in myself" may be one that relates to cultural differences between the USA and Australia. Again these are the words the young offenders used when asked what good things they would feel about themselves if they stopped offending. What it's meant by it is the feelings of "I know I can do it". It is related to their confidence, self-belief, and self-control.
3. When the young offenders were asked "What are good things that others, who are important to you, feel about you if you stopped offending?" one of the things they said was that they will "be proud of me".
4. When the young offenders were asked "What are some bad things others, who are important to you, feel if you stopped offending?", one of the group of people they identified as important to them were 'the people they offend with (associates)', and one of the things they said was that the associates "will lose respect for me". The concept of 'respect' was big for the young offenders as apparent in many other items.
5. When the young offenders were asked "What good things could happen to you if you stopped offending?", they said "I'll have better friends". The friends here refer to those people the young offenders can trust and believe they really care about them. They are not necessarily non-offending friends.
6. When the young offenders were asked "What are things you would lose if you stopped offending?", they said "I won't feel a thrill". 'Thrill' is the word they used and the experience so far suggests that adolescent offenders are likely to find this statement easy to rate. However, if your client indicates that s/he does not understand the concept, you may like to use "adrenaline", "excitement", or "rush". YDAC clients often talk about being bored if they stopped offending and this item relates to that feeling.
7. The other group of people the young offenders identified as important to them was their family. They said that "my family will be more respected" when asked what others who are important to them gain if s/he stopped offending.
8. The young offenders identified as their friends not respecting them as one of the bad things others would feel if they stopped their offending. The friends here refer to those people the young offenders can trust and believe they really care about them. They are not necessarily non-offending friends.

9. This item relates to item 2 and “self-respect” was one of the words the young offenders used when asked about the good things they would feel about themselves if they stopped offending.
10. The phrase “getting my act together” is what the young offenders used and it relates to the concept of “getting back on track”. This was one of the things the young offenders identified as the good things others would feel if they stopped offending.
11. When the young offenders were asked “What would others, who are important to you, lose if you stopped offending?” they said “my family will not be accepted by the neighbourhood.” As it was considered an American lingo the word ‘neighbourhood’ in the original was translated to “the people around them”. The words “the neighbours”, and “the community” may make more sense to particular clients.
12. The young offenders said they would “feel better about myself” when asked what good things they would feel about themselves if they stopped offending.
13. The young offenders said that the people they care about will “trust me” when asked “What are good things that others, who are important to you, feel about you if you stopped offending?”
14. The young offenders said that the people they offend with will ‘lose me’ when asked “What would others, who are important to you, lose if you stopped offending?”
15. The young offenders identified “feeling safe” as one of the good thing that could happen to them if they stopped offending. They said that they would feel safe because they won’t have to worry about getting retaliated. They worried about getting their things stolen, beaten up, shot at and felt like they had to constantly look over their shoulders.
16. The young offenders also identified safety for others as something the other who are important to them gain if they stopped offending.
17. When the young offenders were asked “What would others, who are important to you, lose if you stopped offending?” they said “my friends will lose me as a friend.” The friends here refer to those people the young offenders can trust and believe they really care about them. They are not necessarily non-offending friends.
18. Not worrying about getting arrested was another common theme for the young offenders around the good things that could happen to them if they stopped offending.
19. When the young offenders were asked to brainstorm the good things that could happen to others who are important to them if they stopped offending they said “my family will be closer”. The discussion on family dynamics surrounded the concepts of “trust” within the family and not having to “worry”.
20. When the young offenders were asked what bad things they would feel about themselves if they stopped offending one of the things they said was “I won’t feel powerful”.

21. The young offenders said they “will be happier” when asked what good things they would feel about themselves if they stopped offending.
22. When asked “What are good things that others, who are important to you, feel about you if you stopped offending?”, the young offenders said that they “will feel more comfortable around me”. The young offenders indicated that the people they care about won't have to worry about “me stealing from them” and can “trust me”.
23. When asked “What are good things that others, who are important to you, feel about you if you stopped offending?”, another thing the young offenders identified was that “the family will have more respect for me”.
24. “I won't have to look over my shoulder” relates to the feeling of safety again but put in another way by the young offenders.
25. The young offenders indicated that one of the gains for others who are important to them is that “I can help my family”. It was around getting a job, taking their sibling/s to school, and doing errands in the house.
26. “Feeling proud of myself” is another way the young offenders put as the positive feelings associated with stopping offending.
27. The people the young offenders taught crime to were identified as one of the group of people who were important to them, and they were concerned about losing respect from them if they stopped offending.
28. “I can be part of my neighbourhood” was another thing the young offenders identified as gains for themselves from stopping offending. The original term was “neighbourhood” but it was considered American so it was changed to “people who live around me”. If your client struggles to understand this you may refer it to as “my neighbours” or “my community” instead.
29. The people who taught the young offenders crime were also identified as important to them. They also expressed concerns for losing respect from the people who taught them crime when asked what bad things they feel if the young offender stopped offending.

Please note these background information is provided for you as the assessor and is not intended for you to discuss with the clients.

- J. If, despite your best effort to explain the item/s and obtain the most applicable response, you deemed that your client was unable to give accurate response/s to particular item/s due to the lack of understanding, please note that in the ‘Comments’ section when recording the data. This will be taken into consideration when the data is analysed. This will enable analysis about if a particular item is generally problematic for our population when the data is obtained across the state.
- L. The Post-Assessments may be conducted at the end of the last session of the intervention, or in a separate Post-Assessment session. When you enter the data, obtain the scores, and familiarise yourself with how the client has made progress you may schedule in a wrap up session where you discuss the progress with your client and present his/her Certificate.
- M. If you encounter problems with a particular item/s with your client/s please consult your supervisor and/or co-workers who are using the DBS-AO with their clients as

well. Your co-workers may be able to help you out and give you ideas on how some items were handled. If you have easy access to the Assistant Managers (Clinical), Forensic Mental Health Psychologists, or Professional Development Officers, they may be able to assist you. If you need further assistance, please contact the Programs Branch on 9219 9584.

- ^a Jordan, M. (2005). *Decisional Balance Scale: Restructuring a Measurement of Change for Adolescent Offenders*. Thesis Prepared for the Degree of Master of Science. University of North Texas.
- ^b Janis, I. L., and Mann, L. (1968). A conflict theory approach to attitude and decision making. In A. Greenwald, T. Brook, & T. Ostrom (eds.), *Psychological foundations of attitudes* (pp. 327 – 360). New York: Academic Press.
- ^b Janis, I. L., and Mann, L. (1977). *Decision Making: A psychological analyses of conflict, choice, and commitment*. New York: Collier Macmillan.

CHART Frequently Asked Questions (FAQ)

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Q1: What is CHART?

A1: CHART is a 12 module intervention for children and young people at risk of re-offending. The first six modules are mandatory and include:

- mapping offences
- motivation to change
- thinking and offending
- problem solving
- lifestyle balance
- relapse prevention

The last six modules are discretionary and are to be matched to a young person's assessed needs. These are offence specific modules responding to issues such as drugs and alcohol, motor vehicle offending and violence.

CHART employs a skills-oriented, cognitive-behavioural focus, is directive in its approach to intervention, and uses active learning methods that encourage client participation. The program can be used by Juvenile Justice staff as part of their casework intervention with individual clients or, where appropriate, with small groups of two to three clients.

CHART is designed to support consistency and improved effectiveness in interventions with young people. It should be used in conjunction with assessment, case reviews and supervision and in a way that is responsive to clients' needs, motivations and learning style.

There is scope for personal creativity by Juvenile Justice staff and young people in the use of CHART, enabling its contents to be tailored in a way that is relevant to the problems and needs of all young people. In any flexible delivery, it must be ensured that the integrity of the CHART principles are maintained.

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Q2: What is the theory behind CHART?

A2: An important feature of CHART is that it is based on the guiding principle that the young person's offending behaviour should be the prime focus of work undertaken with him or her. It is the client's offence that has provided the justification for the individual's involvement with Juvenile Justice. Positive changes in behaviour are much more likely to occur if negative behaviour is directly addressed.

Research over the past twenty years indicates that some interventions have a significantly better impact on reducing offending behaviour than others. Cognitive and behavioural methods are more successful than other types of treatment approach. Cognitive-behavioural programs are structured, goal-oriented, and focus on the links between beliefs, attitudes and behaviour. CHART is designed to use a cognitive behavioural approach.

The design of CHART is evidence-based and takes into account the 'What Works' literature following the key principles of effective interventions. CHART is greatly influenced by cognitive-behavioural methods and research and provides materials that allow Juvenile Justice workers to provide effective one-on-one interventions.

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Q3: What are the 'What Works' principles?

A3: The "What Works" principles are evidence based approaches for effective interventions with young people who offend. CHART is best delivered with consideration of the "What Works"

principles. Juvenile Justice staff are encouraged to regularly reflect on how they are applying these principles to their interventions.

1. The **risk principle** states that intervention is delivered with a focus on the assessed level of risk/need. The frequency and intensity of intervention should match the level of assessed risk / need. The risk principle suggests delivering CHART more frequently to clients with higher assessed risk / need.

2. The **need principle** states that a range of intervention types are delivered to address the complex, criminogenic needs of young people and their families. The goal of intervention should be the reduction of the dynamic risk factors directly associated with offending risk. Within Juvenile Justice these factors are informed by the YLS/CMI-AA. For example, CHART has six discretionary modules that can be matched to the needs of the young person. If a young person has drug and alcohol issues, and education and employment has been a risk factor in their risk/needs assessment, then completing these CHART modules are likely to result in the most effective intervention. In casework, always check that the young person's assessed needs are being addressed.

3. The **responsivity principle** states that intervention is delivered to young people and their family members in a way that meets their individual needs, promotes participation, and is culturally appropriate. Being responsive means matching the delivery of services to the preferred learning style and abilities of the clients. Responsivity factors can include: personality, learning capabilities and the current level of motivation of the client.

4. The **program integrity principle** states that intervention is evidence based and linked to theory and that the integrity of intervention is maintained. The integrity principle ensures that the intervention is delivered the way it has been intended. CHART was developed after 12 months of research and intense testing. Therefore, whilst you can be responsive as to how you deliver the program, it is important that the theories and content are consistently delivered to maintain the integrity of CHART. This is the key behind the program being effective with young people.

5. The **professional discretion principle** requires staff to utilise their professional knowledge and judgement when undertaking assessment and intervention with young people who offend. There may be times where professional discretion needs to override standard assessment or intervention in order to assist the client. Professional discretion should only be applied on logical and well founded reasons where casework outcomes can be improved with the application of this principle. The use of professional discretion must always be done with consultation and approval from the Assistant Manager.

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Q4: What are criminogenic needs?

A4: Criminogenic needs are characteristics of offenders that are directly linked to their criminal behaviour. Effective treatment of offenders must target their individual criminogenic needs.

There is significant evidence to suggest there are four main criminogenic needs associated with risk of re-offending, across most offenders. These are often referred to as 'The Big Four'. There are an additional four criminogenic needs that are also found to be associated with re-offending, but not as strongly. These factors together are often called 'The Central Eight'.

In order to address risk of re-offending, intervention must target the criminogenic needs that are identified for each individual. Research shows that the more time spent in supervision discussing 'The Big Four', the lower the rate of re-offending.

CHART 'core modules' are developed to address 'The Big Four', given that these factors are the most strongly associated with risk of re-offending. The discretionary modules focus on the next four factors, which make up 'The Central Eight'.

'The Big 4':

- Antisocial thoughts and attitudes (this is the strongest factor associated with risk of re-offending)
 - *Rationalisations for crime*
 - *Negative attitudes towards the law*
 - *Pro-criminal values and beliefs*
- Antisocial associates
 - *Criminal friends*
 - *Isolation from pro-social peers*
- History of antisocial behaviour
 - *Prior involvement with police, courts, or juvenile justice system*
 - *History of expulsion or suspension from schools*
- Antisocial personality pattern
 - *Impulsive and/or irritable*
 - *Risk taking behaviour*
 - *Aggressive behaviour*
 - *Disregard for rules*
 - *Violation of the rights of others*

+ 4 = 'The Central 8':

- Problematic family circumstances
- Problems at school / work
- Problems with leisure activities
- Substance abuse

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Q5: Who does CHART?

A5: All clients being supervised in the community, unless their assessment indicates an alternative agency endorsed program is available and would be more appropriate. In line with this agency's commitment to the delivery of effective offence-focused interventions to young people, CHART will be the primary casework intervention for all clients subject to a community based supervised order (including those on bail supervision for periods greater than four weeks).

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Q6: Who wouldn't do CHART?

A6: Clients might not be referred to CHART if they are:

- Participating in an Agency endorsed program that better meets their criminogenic needs. These might include the Sexual Offending Program, Profile, X-roads, Cognitive Self Change, Dthina Yuwali etc.
- In a drug rehabilitation centre
- Experiencing serious and active mental health issues, such as psychosis, and require mental health intervention

It is important to remember that a client who is not initially referred to CHART may be eligible at a later date, i.e. when mental health issues are managed, when completed drug rehabilitation, or when they have completed an alternative Agency endorsed program.

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Q7: How do I decide if CHART is the most suitable program for my client?

A7: CHART is the Agency's "way of working" when it comes to addressing offending behaviour. CHART should be implemented for all young people on community supervision, unless there is reason to believe a more specific program would better meet their criminogenic needs.

Individual YLS/CMI-AA domain scores may be helpful in determining whether the client requires a more targeted program such as Cognitive Self Change, Dthina Yuwali, Profile or the Sex Offender Program etc. They should be referred to complete that program **if it is available**. Refer to the Programs Branch list of programs or the Programs Branch intranet site for program details including eligibility criteria and exclusions.

Any decision about *not* referring to CHART must be made after the completion of a comprehensive assessment and in discussion with your Assistant Manager. This decision must also be documented on CIMS in a Case Review case note and approved by your Assistant Manager.

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Q8: Do worksheets need to be printed in colour?

A8: Yes. The fourth principle of the 'Risk-Needs-Responsivity' model is the program integrity principle. The program integrity principle states that, in order for an intervention or program to be effective, it must be delivered in the way that it was intended. CHART was intended to have coloured worksheets in order to be more appealing, dynamic, and client-friendly in order to encourage active participation. Therefore, to maintain the integrity of CHART, worksheets must be printed in colour.

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Q9: Can CHART be delivered in groups?

A9: CHART is not designed for group use; it is intended to be offered on an individualised basis. However, CHART may be implemented with small groups of two to three clients but it is not preferred.

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Q10: Is CHART a 'program'?

A10: CHART is both a 'program' and a "way of working". Given CHART is the cornerstone of offence-focused intervention in Juvenile Justice, the Operations Unit have oversight responsibility for the implementation and delivery of CHART. However, Programs Branch, as part of the Operations Directorate, will continue to oversee the programmatic integrity of CHART and play a key role in ongoing training and evaluation.

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Q11: Whose responsibility is the delivery of CHART?

A11: Everyone's!

Successful implementation of CHART will require leadership by Area Managers and Assistant Managers in motivating staff and conveying to them the benefits of CHART. JJO/Cs are responsible for delivering high quality and effective intervention to young people, and for seeking support and professional development as needed.

Area Managers are responsible for ensuring all staff have received appropriate training to deliver CHART and that the unit is resourced adequately to allow CHART to be delivered with integrity.

Assistant Managers are the key to the improved implementation, quality delivery and program integrity of CHART. This is achieved through the processes of consultation with Programs Branch, case review, and supervision with staff.

All staff should understand that completing CHART will assist clients to understand what leads them into risky and/or crisis situations. CHART helps clients to develop alternate thoughts, skills and behaviours to manage themselves more effectively in the future. If staff delay undertaking CHART we will not be addressing the underlying causes of the client's situation, but instead supporting their crisis mode of thinking and behaving.

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Q12: Is CHART used for clients on bail supervision?

A12: Yes. When a client has (a) pled or been found guilty, and (b) been on bail supervision in excess of four weeks, the YLS/CMI-AA and Case Plan will be completed. Once this is completed, commence CHART. See the CHART procedures for what to do when bail supervision ends.

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Q13: What about young people in custody?

A13: Currently, CHART is being successfully delivered at Pre-Release Units at Reiby and Acmena Juvenile Justice Centres. At this stage, CHART will not be offered in other custodial units. However, this may be reviewed in the future.

CHART was not designed for use in custody. A key component of CHART, and any cognitive-behavioural intervention, is the opportunity for the client to generalise knowledge and skills learnt by practicing them between sessions. Out of session practice is an important method of demonstrating each CHART module's key learning outcomes. This is not possible in most custodial environments, and therefore can have a significant impact on the effectiveness of the intervention. If a client enters custody during CHART delivery, it is recommended that you suspend the intervention until they return to the community.

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Q14: How often should I deliver CHART to my clients?

A14: Decisions regarding frequency of CHART intervention must be developed in consultation with, and approval from, the Assistant Manager. The individual profile of each client, as determined by the assessment process determines the appropriate level of intervention for the client. The ideal frequency of CHART delivery is weekly, however current Agency staffing resources do not allow CHART to be delivered at this optimum frequency to every client.

Given that CHART is the "way of working" with clients; frequency of intervention should be guided by:

- Individual level of risk / need (high intervention 'dose' for high risk/need, medium for medium, low for low etc)
- Agency guidelines for *Schedule of standards for community supervision*

The individual level of criminogenic risk/needs must be considered when targeting resources and deciding the frequency of CHART delivery. As per the 'risk principle', more resources and more intense intervention should be targeted to higher risk offenders. The frequency of intervention should be consistent with the assessed risk of the client.

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Q15: Do I have to use the CHART worksheets?

A15: Yes, except in exceptional circumstances.

The worksheets should be completed, but are not the focus of the CHART intervention; they are a **summary of the work**. Completing the worksheets allows the client to consolidate their learning, thus they should be complete by the client in all instances unless they are physically unable to write or illiterate. Also, Juvenile Justice is committed to applying evidence-based practice, therefore we do require evidence of the client's progress, hence the worksheets.

How you present the content can be creative, however client needs to be able to demonstrate the key learning outcomes and demonstrate the development of new learning. The worksheets assist and record this learning process.

The client must be able to demonstrate a comprehensive understanding of each module's objectives so the worksheets tend to be a very good indicator. Verbal expression is **not** sufficient for cognitive change. Research on human learning shows that writing / drawing consolidates learning much better than only talking or listening. Therefore, this component of learning must be involved in order to support cognitive change.

There may be other modalities (eg drawing, cartooning etc) that are more responsive to the client's learning style, these may be used as well as the worksheets. You may like to provide evidence of these styles of intervention as well as the worksheets (i.e. photographs of whiteboard work, drawings, written diagrams, etc).

The worksheets are integral tools for eliciting information and working through the session content. Not all worksheets might be utilised in a module, however the important aspect is whether or not the client is achieving the module's objectives. Some worksheets may also be provided to the client as 'take-aways' to do in between sessions in order to help consolidate and further their learning.

If there is an exceptional circumstance that suggests worksheets should not be used, this **must** be approved and documented by your manager. As per the 'RNR' principle of Program Integrity, you have a responsibility to ensure that any alternative strategies you use to do CHART with your client must:

- be consistent with the underlying theories of CHART (see Q2) and each CHART module's objectives
- be consistent with the 'what works' principles of effective offender intervention (see Q3)
- address criminogenic needs (see Q4)
- be summarised and demonstrated to consolidate client learning
- be documented on CIMS as evidence of client learning

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Q16: Why do I have to provide 'evidence' of client learning?

A16: 'Verbal' learning isn't sufficient for longer term behavioural change, so you need to do something in writing to consolidate the learning. Also, without 'evidence' there will be no record of what has been done or, more importantly, what has been achieved in each session/module. As a Juvenile Justice worker, you are accountable for providing evidence-based practice to young people who offend; therefore you must be able to demonstrate that you are doing this.

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Q17: How long should it take to complete CHART?

A17: CHART can take between four to six months to complete in full. It is recommended to take a number of sessions to complete a module in order to explore the content, consolidate the learning,

and demonstrate achievement of the module's objectives. The pace of completion should be led by the client and their learning process. Clients should only progress to the next module when they have demonstrated achievement of all of the current module's objectives. Given the differences among young people and their learning styles, there will be differences in the length of completion for CHART.

If your client is resistant to addressing the issues covered by the CHART module, discuss this in case reviews with your manager. You will need to assess and consider their 'stage of change', 'roll with the resistance', and use motivational interaction strategies to facilitate the young person in progressing with addressing their offending behaviour and committing to change for themselves. If you are unsure what 'stages of change', 'roll with the resistance', or 'motivational interactions' mean (or how to apply these with clients), discuss this with your Assistant Manager and obtain further training or mentoring.

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Q18: Do I have to do all the modules or can I just do individual sessions?

A18: CHART is a deliberately sequential program with each module building on the one before. The core modules represent 'cumulative learning' with each module getting 'harder' as you go. The client must have developed the knowledge and skills from the prior module to be able to adequately complete the next module. If not, it is unlikely that the module will be very effective or create sustained change for the young person. Therefore, it is unfair to the client to expect them to appropriately complete a later module without having had the opportunity to develop the skills and knowledge they would need to complete it. This could be setting the client up to fail.

Its effectiveness will be compromised if you don't deliver the modules in order. The exception to this are the discretionary modules. These may be delivered in between the mandatory modules if it is felt necessary and appropriate to do so. You must still deliver the modules in order even if the supervised order seems shorter than the length of the program. If the young person has other areas of need/ risk which have been identified through assessment using the YLS-CMI-AA, these can be addressed through the discretionary modules or by other services. Completing individual sessions, as opposed to completing the full modules in sequence, is **not** completing CHART and this practice is not supported by Juvenile Justice.

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Q19: How can I do CHART when my client is always in crisis?

A19: If there is a presenting problem that needs to be addressed before a client has the capacity to concentrate on the CHART session planned for that day, then address this issue and commence CHART later during the session, or at the next session (as appropriate). However, if the client is frequently in crisis, then you need to complete CHART with them to assist them in moving out of a crisis mode of thinking. CHART will assist them to understand situations, thoughts and behaviour that lead them into risky situations and help them to develop alternative thoughts and behaviours in order to help them stay out of trouble. Consider utilising relevant discretionary modules that may be relevant to their particular crisis issues (i.e. accommodation). If we don't do CHART in this situation, nothing will change for that young person and they are likely to remain in crisis rather than becoming proactive and independent.

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Q20: Why do I have to do the six core modules in consecutive order?

A20: CHART is written so that each core module builds on the skills and knowledge developed in the previous module. This is called 'cumulative learning'. In order to be able to understand the next module and achieve its objectives, the client will be required to utilise and apply the skills and knowledge that were acquired through the previous modules. Therefore, if you skip modules, you will be setting your client up to fail as they are not likely to have the appropriate foundation or 'tools' to

achieve the goals of the later modules. Skipping and/or moving modules will not equate to long-term behaviour change or reduction in re-offending.

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Q21: Do I do the six discretionary modules?

A21: If assessment identifies other areas such as substance abuse, violence, motor vehicle offending, living independently and education/work, the discretionary modules can be worked through or other services engaged. Discretionary modules are not sequential; however you must be working through the core modules in order to commence a discretionary module (i.e. you can not start CHART with a discretionary module). If working on the core modules, a discretionary module can be integrated into the work a staff member is doing with the client.

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Q22: I do not have the time to do CHART with all my clients

A22: Supervision of a young person is a planned process from their entry into the justice system through to their successful exit. The Intervention Plan is the overall plan of what needs to occur to address each young person's identified risk/needs for the length of their order. Each supervision session is a step towards achieving this overall plan. Supervision sessions must be planned and have a purpose with identified and recorded outcomes. CHART enables this plan. Supervision sessions should be focused on addressing criminogenic needs. The CHART module does this for you. It will take longer at first whilst you are learning the content and structure for each session, but it is not additional work - just a different way of working. If you see a client for supervision, you have time to do CHART. CHART is supervision.

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Q23: What if I cannot do CHART with all my clients?

A23: Your caseload should be determined by how many clients you can supervise while providing effective intervention. CHART is the Agency's "way of working" with young people who offend in order to reduce their re-offending. Reducing re-offending is the core responsibility of Juvenile Justice, and therefore the core responsibility of your role. If you are not able to provide this intervention for clients, you are not meeting your, or the Agency's, core responsibility. In circumstances where there are more clients on your case load than you can effectively service, you and your Assistant Manager need to review your case load and consider:

- are any clients better suited to a program other than CHART?
- are there any low risk / need clients that can be filed down and referred to external supports?
- is there any way I can conduct CHART in small groups of two to three clients?
- are there any clients that could be seen at a lower frequency without jeopardising the effectiveness / progress of CHART intervention?
- can any clients be reallocated to other workers?

If you and your Assistant Manager have reviewed your case load to consider the above options and you are still unable to provide effective intervention to your clients, this issue should be raised with your Area Manager (and Regional Director) as a resource issue within your area.

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Q24: Chart will not work with my client

A24: CHART is just a script of the content you need to cover; if it is not working then you need to review if they are motivated or how you are delivering the modules. This is an area for discussion with your Assistant Manager during case reviews and/or supervision. You may also find it helpful to discuss this issue with other colleagues in a group practice session in your unit.

CHART works, but for a variety of reasons, it is normal for a young person to be resistant to intervention. No program will be effective if a client is not engaged. It is therefore important to review with your supervisor other engagement or delivery strategies. Modules can be delivered in any format or style that meets the needs of that young person and must take into consideration such factors as maturity, culture and learning style.

CHART also requires an understanding of the stages of change and how to use motivational interactions in order to assist the client to come to a point of 'readiness' to progress with intervention. This is why 'Motivational Interactions' training is compulsory when undertaking CHART training. If you are unsure how to engage your client in CHART, you should work on developing alternative strategies with your Assistant Manager, consider refreshing your Motivational Interactions training or seek the involvement of an appropriate mentor.

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Q25: My client is Aboriginal/CALD/has a disability and therefore CHART will not work with them

A25: CHART was devised for young people with low literacy/numeracy. The first client to successfully complete CHART in Victoria was a 14 year old Aboriginal boy with an intellectual disability. Research clearly shows that CHART does work with these client groups. In the Victorian region with the highest number of clients who are either Aboriginal, have substance abuse problems, or have intellectual disabilities, 80% are successfully completing CHART. Therefore, you need to consider why it is not working and how to change what you are doing to ensure you engage and motivate that particular client to complete the program (see Q24). You need to have skills to adapt the delivery of CHART to each young person's literacy level, disability, cultural background and learning style. If you do not feel confident in doing so, discuss this with your Assistant Manager, consider specific training, contact the Operations Unit, or seek the involvement of an appropriate mentor.

Q26: Is the I: Drive staying?

A26: The recording of CHART data will transfer to CIMS between September and November 2012. At this time, staff will no longer be required to utilise the I: Drive. All CHART recording will occur on CIMS.

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Q27: What training or help will we get to deliver CHART?

A27: Juvenile Justice is committed to providing thorough ongoing training and support to staff to assist them in delivering effective intervention to clients through CHART. The Programs Branch, in consultation with the Operations Unit and the regions, are considering the best way to ensure staff and managers are trained, supervised and supported to be able to deliver CHART to all eligible clients.

To sustain CHART and maintain its integrity the following options are being considered:

- Training regional staff to train others in order that training could be provided locally in response to need
- Operations / Programs staff attending local staff meetings or training, by invitation
- Skills development training for managers in supervising CHART
- More frequent Motivational Interactions and CHART training available for all staff
- Motivational Interactions and CHART training being included in PDP
- Refresher training being provided to experienced staff and managers
- Monthly group practice supervision within offices to discuss CHART, share intervention ideas, and problem solve difficulties in intervention

If you have further ideas, or requests, in relation to training and professional support, please speak with your Assistant Manager and request that this is raised with Programs Branch.

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Q28: What is the CHART Client Objectives poster?

A28: The CHART Client Objectives poster is a document that details each of the objectives to be achieved by the client for each CHART module. It is an easy guide for you to see how your client is progressing, whether they are achieving the objectives of the module and whether they are ready to progress to the next module. The poster is an easy reference guide that also identifies what you, as a worker, are trying to achieve with your client. It can help guide you in the kind of strategies you might use within CHART sessions to achieve each module's objectives. The poster can also be utilised during case reviews with your Assistant Manager to demonstrate the achievements of your client in CHART.

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Q29: Will CHART be part of Quality Assurance (QA)?

A29: Yes. With all Juvenile Justice practices, we should be striving to improve our practice. Performance indicators for CHART will be reviewed in the future, however the current performance indicators are:

- Juvenile Justice workers to have completed CHART training.
- Area Manager / Assistant Managers to have completed CHART training for managers.
- Juvenile Justice workers to have completed Motivational Interactions training.
- Juvenile Justice workers to have undertaken an assessment regarding whether to deliver CHART to clients subject to a supervised order.
- Assistant Manager to assist JJO/JJC in identifying young people appropriate to deliver CHART program in supervision / case review.
- Juvenile Justice workers to have incorporated CHART modules into Intervention and Case Plans
- Juvenile Justice workers to receive supervision / support in order to deliver CHART program
- Juvenile Justice workers to have recorded CHART participation on the I:Drive and on CIMS.

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Q30: How effective is CHART?

A30: Juvenile Justice has not been able to conduct an evaluation of CHART due to difficulties collecting data. However, CHART is consistent with the principles that have been shown in the literature to be effective in reducing re-offending. With the integration of CHART into CIMS, ongoing evaluation of the effectiveness of CHART can be undertaken. Juvenile Justice staff are the key to measuring the effectiveness of CHART intervention. Timely and correctly entered data in CIMS allows evaluations to occur that accurately reflect the work being done in the field. The more accurate and thorough the documentation within CIMS, the better our evaluation of CHART will be. Once Juvenile Justice is able to evaluate the use of CHART, procedures and policies may be amended in order to ensure that CHART is implemented in the most effective way to the clients who will benefit most. Queensland have recently conducted a quasi-experimental analysis of CHART outcomes and found improvements in insight into offending behaviour and developing strategies to deal with high risk situations. Approximately 65% of the young people agreed that they have gone on to use some of the lessons from CHART in their everyday lives.

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Q31: If I am a counsellor, do I have to do CHART?

A31: Yes, unless you are delivering a more appropriate agency endorsed program. The core business of Juvenile Justice is to address offending behaviour and reduce re-offending. CHART is an intervention that assists staff to do this. CHART uses cognitive-behavioural therapy techniques in order to address criminogenic needs; these techniques are consistent with those used within the counselling context. If more appropriate to the client's needs, a counsellor may deliver AOD Education & Harm Minimisation, Profile, X-Roads, Sex Offending Program (SOP), Violent Offending Program (VOP), Cognitive Self Change (CSC), Dthina Yuwali, Love Bites, or Our Journey to Respect (OJTR).

Recent research on Juvenile Justice community supervision, most community staff consistently demonstrated excellent skills in developing relationships and reinforcing client pro-social activities. However, addressing criminogenic needs through problem solving and cognitive behavioural strategies was much less prevalent. The study demonstrated that workers with certain skills have clients with lower recidivism and that workers with relevant qualifications, and in a counselling role, also have clients with lower recidivism.

As such, counsellors are in a position to utilise these skills and deliver best-practice CHART intervention with their clients, increasing the likelihood of good outcomes and decreasing the likelihood of re-offending for their clients.

Counsellors are also able to be a resource to other staff to assist them in developing skills in cognitive behavioural strategies and how to apply CHART in flexible ways that maintain program integrity.

All community staff have a responsibility to deliver evidence-based, cognitive behavioural intervention to young people to address their criminogenic needs. Counselling staff have an integral role in this process.

If a young person presents with an immediate need (i.e. risk of suicide, trauma, etc), these needs should be addressed as a priority and may require placing a temporary hold on CHART progress. Counselling intervention may assist in this time to resolve the need or until an external service can intervene. Following this CHART (or more appropriate endorsed program) should be recommenced as a priority.

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'RNR' & 'CENTRAL 8' CHEAT SHEET

Evidenced based practice

- Young people should be provided with services that have proven effectiveness based on research of best practice
- There is considerable research that indicates **“what works”** in reducing offending behaviour
- Intervention needs to go beyond attending to the child or young person’s welfare needs
- There are both criminogenic and non-criminogenic offender needs
- Criminogenic needs are dynamic risk factors and when they change, so does the likelihood of criminal conduct. Noncriminogenic needs also change, but these changes have little influence on criminal behaviour
- Needs define treatment goals. For example, intervention may aim to reduce substance abuse (criminogenic need) or increase self-esteem (non-criminogenic need)
- If casework in Juvenile Justice is to be effective, interventions must be targeted and designed to meet the criminogenic needs of children and young people.
- Use referrals to other agencies (where possible) to meet the non-criminogenic needs

5 Principles of “what works”

1. Risk Principle
2. Needs Principle
3. Responsivity Principle
4. Integrity Principle
5. Professional Discretion Principle

1. Risk Principle

- Services should be matched to the risk level of the offenders
- High risk = high intensity intervention, medium risk = medium intensity intervention, low risk = low intensity intervention
- Resources for programs and services should target medium & high risk offenders, identified on the basis of standardised assessment of re-offending risk

2. Needs Principle

- The goal of intervention should be the reduction of the dynamic risk factors directly associated with offending risk (criminogenic needs)
- Criminogenic needs are the 'Big 4' or, more broadly, the 'Central 8' (see below)
- In practice, within Juvenile Justice these factors are informed by means of the Youth Level of Service/Case Management Inventory – Australian Adaptation (YLS/CMI-AA)

3. Responsivity Principle

- Refers to the principle of maximising the offender's ability to learn from a rehabilitative intervention by providing cognitive behavioural treatment and tailoring the intervention to the learning style, motivation, abilities and strengths of the offender
- Responsivity factors include:
 - personality
 - learning style
 - literacy
 - oral communication competency (ability to understand verbal information, process language and communicate verbally)
 - developmental disability (e.g. Autism Spectrum Disorders)
 - intellectual disability
 - culture
 - gender
 - language
 - anxiety / shyness
 - self-esteem issues
 - poor social skills
 - current level of motivation
- Responsivity factors are relevant in considering client suitability for participation in services and programs
- In practice, this means that if a child or young person has (or appears to have) literacy issues, oral communication issues, developmental disorders (i.e. Autism Spectrum Disorders), or intellectual disability issues staff need to ensure that interventions are delivered in a way that matches the capacity of the client. This may mean using more visual tools, drawings, or engaging with the young person in a very different way.
- If you are not sure, seek advice from colleagues, managers, psychologists, or Operations Unit and Programs Unit for guidance on how to ensure your intervention style suits the needs of the child or young person.

4. Integrity Principle

- Ensures that the intervention process is delivered the way it has been intended
- This requires that staff are appropriately trained, resourced, monitored and supervised when undertaking intervention with young people

5. Professional Discretion Principle

- Requires staff to utilise their professional knowledge and judgement when undertaking case management
- Professional discretion should only be applied or logical and well founded reasons where casework outcomes can be improved with the application of this principle
- **Example:** Staff rearranging the priorities identified in a case plan based on their judgement that the young person will benefit from such a change

When we assess and intervene with young people we need to consider both:

- **STATIC RISK FACTORS:** Unchangeable factors such offending history and age of first offence
- **DYNAMIC RISK FACTORS:** Changeable factors associated with young persons re-offending risk Eg: antisocial attitudes, negative peer influences

SO, NOW WHAT?

- What should you actually target in supervision of children and young people?
- There is significant empirical evidence to suggest there are four main factors associated with risk of recidivism. The 'Big 4'... or the 'Central 8'... (Andrews, Bonta, & Wormith, 2006)
- Although Juvenile Justice staff have a duty to enforce the conditions of the court and to deal with crisis and issues of a non-criminogenic nature, their time needs to be balanced with addressing the factors that are more directly related to criminal behaviour (Bonta et. al., 2010)
- Increased time spent focusing on the 'Big 4' in supervision is strongly associated with decrease in re-offending (Bonta, Rugge, Scott, Bourgon, & Yessine, 2008)

The 'Big 4' or 'Central 8'

The 'Big 4':

1. Antisocial attitudes / cognitions (thoughts)
 - *Rationalisations for crime*
 - *Negative attitudes towards the law*
 - *Pro-criminal values and beliefs*
2. Antisocial associates (peers)
3. History of antisocial behaviour
4. Antisocial personality pattern
 - *Impulsive and/or irritable*
 - *Risk taking behaviour*
 - *Aggressive behaviour*
 - *Disregard for rules*
 - *Violation of the rights of other*

+ 4 = The 'Central 8':

5. Problematic family circumstances
6. Problems at school / work
7. Problems with leisure activities
8. Substance abuse

The single strongest factor associated with predicting re-offending is 'antisocial attitudes / cognitions'. Pro-criminal attitudes are values, beliefs, and thoughts that promote or facilitate breaking the law. Pro-criminal attitudes and cognitions are inherent in all criminal behaviour and is the 'mother' of all criminogenic needs (Bourgon, 2010).

Changing Habits And Reaching Targets (CHART)

CHART is designed to assist clients of Juvenile Justice to:

- Understand the beliefs that support their offending behaviour
- Re-examine their motives and re-evaluate the potential consequences of their actions
- Develop the skills to find new directions
- Address their offending behaviour and make healthy considered choices leading to non-offending behaviours

References

Andrews, D.A., Bonta, J., & Wormith, J.S., 2006, 'The recent past and near future of risk and/or need assessment', *Crime and Delinquency*, Vol. 52, no. 1, pp. 7-27

Bonta, J., Bourgon, G., Rugge, T., Scott, T., Yessine, A., Gutierrez, L., & Li, J., 2010, 'The Strategic Training Initiative in Community Supervision: Risk-Need-Responsivity in the Real World', *Corrections Research: User Report*, Public Safety Canada

Bonta, J., Rugge, T., Scott, T., Bourgon, G., & Yessine, A., 2008, 'Exploring the black box of community supervision', *Journal of Offender Rehabilitation*, Vol. 47, no. 3, pp. 248-270

Bourgon, G. at Juvenile Justice, 2010, *Translating 'what works' to community supervision: how STICS brings research to everyday practice* [Powerpoint slides]

GUIDE FOR USING CHART IN INTERVENTION PLANS / CASE PLANS

Adapted from: Bourgon, G., 2007, Risk-need-responsivity model for offender assessment and rehabilitation

Major risk/need factor	Indicators	Intervention goals
Antisocial personality pattern	Impulsive, adventurous pleasure seeking, restlessly aggressive and irritable	Build self-management skills, teach anger management
Pro-criminal attitudes	Rationalizations for crime, negative attitudes towards the law	Counter rationalizations with pro-social attitudes; build up a pro-social identity
Social supports for crime	Criminal friends, isolation from pro-social others	Replace pro-criminal friends and associates with pro-social friends and associates
Substance abuse	Abuse of alcohol and/or drugs	Reduce substance abuse, enhance alternatives to substance use
Family/marital relationships	Inappropriate parental monitoring and disciplining, poor family relationships	Teaching parenting skills, enhance warmth and caring
School/work	Poor performance, low levels of satisfactions	Enhance work/study skills, nurture interpersonal relationships within the context of work and school
Pro-social recreational activities	Lack of involvement in pro-social recreational/leisure activities	Encourage participation in pro-social recreational activities, teach pro-social hobbies and sports

CHART CLIENT OBJECTIVES- Core Modules

- ALL core modules of CHART must be completed in sequence
- ALL objectives must be met for each module

MODULE

MODULE #1

Mapping My Offence

MODULE #2

Motivation to Change

MODULE #3

Thinking and Offending

MODULE #4

Problem Solving

MODULE #5

Lifestyle Balance

MODULE #6

Relapse Prevention Planning

OBJECTIVES

1. Client can (with assistance) apply the "offence map" model to their specific offending behaviour
2. Client can identify "red flags" (factors & circumstances) that contribute to their offending behaviour.
3. Client is beginning to demonstrate an understanding of how self talk can assist to make alternative choices & decisions that could lead them away from crime.

1. Client demonstrates an understanding of concepts of motivation and stages of change behaviour
2. Client can (with assistance) apply the model to their own behaviour
3. Client can (with assistance) verbalise arguments for change and weigh up the overall impact of their offending on their life.

1. Client can identify, through use of examples that their emotions are caused by their thought processes about specific events & situations.
2. Client demonstrates an understanding through examples, of how thoughts and self-talk can affect emotions.
3. Client can (with assistance) identify and monitor self talk to develop alternative thought patterns.

1. Client can identify the early warning signs that they may experience to signal when they have a problem.
3. Client can provide an example of a problem where they have applied the 8 stages of decision making model.
3. Client can demonstrate an understanding of the potential consequences of their decisions and how they could develop solutions to problems.

1. Client can identify contributing factors related to their chosen stress level.
2. Client can identify and has practised activities that can add balance to their lives and reduce stress
3. Having understood the fight/flight response, the client can identify & give examples of changes that occur in the body when the brain perceives there is a threat.

1. Client demonstrates an understanding that offending involves a series of choices, and has a clear understanding of both lapse and relapse.
2. Client understands the meaning of relapse prevention and its importance in reducing their risk of offending.
3. Client develops a personalised relapse prevention plan (with assistance) that is practised and reviewed.

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CHART CLIENT OBJECTIVES

Discretionary Modules

- ALL core modules of CHART must be completed in sequence

- ALL objectives must be met for each module

MODULE

MODULE #7

Healthy Relationships

MODULE #8

Violence

MODULE #9

Motor Vehicle Offending

MODULE #10

Drugs and Alcohol

MODULE #11

Living Independently

MODULE #12

Education and Work

OBJECTIVES

1. Client can identify healthy and unhealthy relationship behaviours.

2. Client can unpack the problem/s of a relationship and find alternative ways of deal with the relationship to make changes if appropriate

3. Through role play and practise, client can demonstrate conversation, social, negotiation and assertiveness skills.

1. Client demonstrates an understanding of the negative effects of violence.

2. Client can identify thought patterns that support violent behaviour

3. Client can recognise the early warning signs of violent behaviour, and utilise positive self-talk to assist with self-control, confrontation and deal more effectively with provocation.

1. Client has demonstrated an increase in personal responsibility and victim awareness, and has make plans for the future to become road legal.

2. Client can identify safe driving skills in writing and discussion
3. Client demonstrates knowledge and understanding of the legal response to stolen cars in NSW and the personal consequences.

4. Client can draw up a relapse prevention plan specific to motor vehicle offending

1. Client demonstrates a clear understanding of the effects of alcohol and other drugs on the human body, through writing and discussion.

2. Client has demonstrated an understanding of how their thinking patterns support alcohol and other drug use, and the connection between this use and their offending.

3. Client can identify self control methods and relevant support services available to them

1. Client can define and demonstrate a reasonable budget for themselves, and put this in a budget format (with assistance)

2. Client can identify their preferred accommodation options and has demonstrated the necessary skills needed to pursue this type of accommodation

3. Client is aware of support services for housing and can identify two housing support service options

1. Client can identify barriers to education or employment for the general population and also for their specific needs

2. Client can identify preference for employment or educational interest

3. Client demonstrates knowledge and can identify with educational and employment needs

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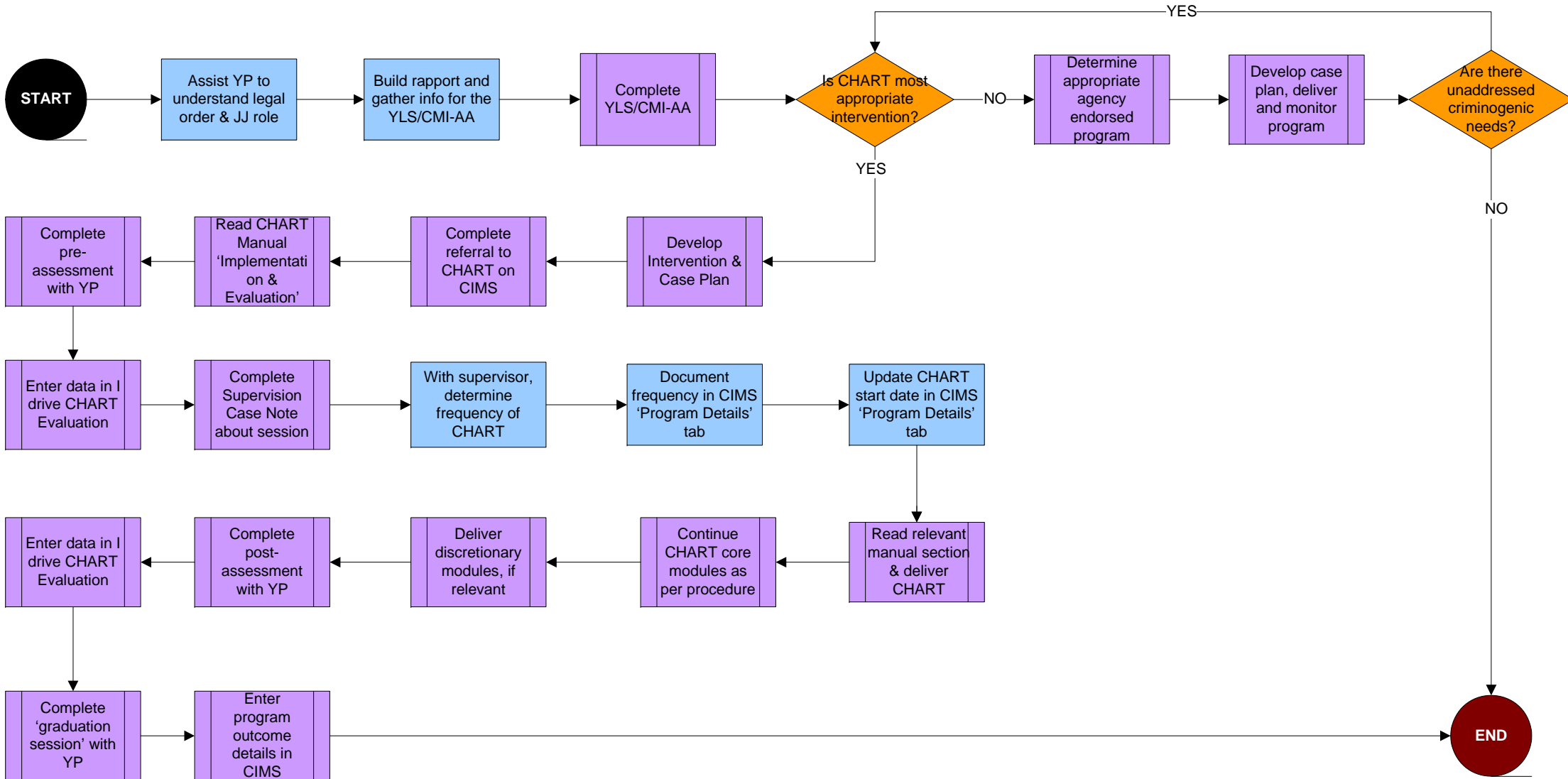
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CHART procedure for when young person is on supervised community based order





Juvenile Justice
Attorney General & Justice

CHART

CHANGING HABITS AND REACHING TARGETS



Facilitator Guide

(a tool to supplement the CHART manual)

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Introduction:

This document contains a summary of the CHART manual designed to support staff in the delivery of the program. This resource is designed to supplement the full CHART manual.

This guide combines a number of individual resources available on the intranet, such as the 'Creative Ideas for CHART' in a structure that closely mirrors that of the program.

This guide is designed to be followed by staff as they implement CHART in order provide staff in delivering comprehensive and quality intervention to clients. It is intended to be simple and straightforward to assist staff in understanding and delivering cognitive-behavioural interventions that target criminogenic needs.

It is also anticipated that this guide will assist staff in utilising a variety of different creative strategies to achieve the CHART module objectives, as each client is likely to respond differently to intervention and may require different approaches (as per the principle of responsivity).

This guide is structured module by module, allowing easy access to relevant information and to follow the same progression of the CHART program that staff would be implementing.

Other relevant information:

Changing Habits And Reaching Targets (CHART) is to be implemented as the primary approach to interventions and way of working with young people subject to community based orders with Juvenile Justice supervision.

An important feature of CHART is that it is based on the guiding principle that the young person's offending behaviour should be the prime focus of work undertaken with him or her. It is the client's offence that has provided the justification for the individual's involvement with Juvenile Justice. Positive changes in behaviour are much more likely to occur if negative behaviour is directly addressed.

Research over the past twenty years indicates that some interventions have a significantly better impact on reducing offending behaviour than others. Cognitive and behavioural methods are more successful than other types of treatment approach. Cognitive-behavioural programs are structured, goal-oriented, and focus on the links between beliefs, attitudes and behaviour. CHART is designed to use a cognitive behavioural approach.

The design of CHART is evidence-based and takes into account the 'What Works' literature following the key principles of effective interventions. CHART is greatly influenced by cognitive-behavioural methods and research and provides materials that allow Juvenile Justice staff to provide effective one-on-one interventions.

CHART is designed to support consistency and improved effectiveness in interventions with young people. It should be used in conjunction with assessment, case reviews and supervision and in a way that is responsive to clients' needs, motivations and learning style.

There is scope for personal creativity by Juvenile Justice staff and young people in the use of CHART, enabling its contents to be tailored in a way that is relevant to the problems and needs of all young people. In any flexible delivery, it must be ensured that the integrity of the CHART principles are maintained.

Pre and Post Assessments:

Decisional Balance Scale – Adolescent Offending ~ Purpose and Administration:

The Decisional Balance Scale and instruction guidelines are used when commencing and ending CHART intervention in order to assess the thoughts of the clients that are contributing to offending behaviour. This is one component of the pre and post assessments used to measure the effectiveness of CHART intervention.

The instruction guidelines provide clear instruction to staff on exactly how to complete the scale with the client. The text written in *purple* are the words that should be read out by staff to assist clients to understand and complete the scale. By reading out the written text, it ensures that each Decisional Balance Scale is conducted in a consistent way across different clients, different workers, and different times.

The Decisional Balance must be completed when ending CHART intervention, even if the CHART core modules have not been completed in full. This can provide an idea of whether or not any of the client's thoughts have changed after some intervention. The scale may also be used at any point during CHART intervention as an interim assessment if deemed useful by the worker. For instance, this may occur if the client has gone into custody for a brief period of time.

It is important to keep the question focused to rating the importance of the statement, especially when the client tries to divert away from the original question. The scale should only take about 10 minutes to complete. The scale will work best when the first response that comes to mind for the client is obtained.

The last set of questions (A – G) is intended to provide staff with information on one of the possible reasons why the client rated some previous items as 'not important'. This is useful for staff in deciding on the best possible ways to address the client's barriers to addressing offending behaviour.

My Motivation and Confidence scale ~ Purpose and Administration:

The My Motivation and Confidence Scale is used when commencing and ending CHART intervention in order to assess the level of motivation and confidence the client has to address their offending behaviour. This is another component of the pre and post assessments used to measure the effectiveness of CHART intervention.

The My Motivation and Confidence Scale must be completed when ending CHART intervention, even if the CHART core modules have not been completed in full. This can indicate if the client's motivation and confidence has changed following intervention. The scale may also be used at any point during CHART intervention as an interim assessment if deemed useful by the worker.

The scale provides staff with an insight into the client's readiness to change their offending behaviour. The scale assists staff to distinguish the difference between client's readiness to change versus their confidence in their ability to change. This can assist staff to choose the most appropriate action. Clients who are not ready to change would benefit from motivational interactions to progress them further in the 'stages of change'. Clients who are ready but not confident to change would benefit from strategies to assist them in implementing and maintaining changes in their behaviour.

Core Modules

Module 1 – Mapping My Offence

AIM:

- To introduce the young person to the concept of offence mapping and assist them to apply the model to their offending behaviour
- To work with the young person to connect thoughts and feelings with behaviours
- To work with the young person to develop pathways away from offending

Summary of CHART sessions for Mapping My Offence:

Session 2 ~ Making the Map:

Worksheet 3: Starting to think about my offences – a basic checklist to consider circumstances in which clients commit offences. Also gives pointers towards criminogenic needs.

Worksheet 4: My Map - a structured method of examining an offence related to a clients current order. Explores the Who, When, Where, What and Why of an offence.

Take-aways: Have client complete any unfinished worksheets and continue to build on worksheet 4 (My Map)

Detailed session guide on page 15 of CHART manual.

Session 3 ~ Before, During and After the Offence:

Worksheets 5: Before the offence map – explores thoughts prior to an offence, prompts exploration of alternate thinking and feelings immediately prior to the offence.

Worksheet 6: During the offence map – explores thoughts during an offence, prompts exploration of alternate thinking and feelings during the offence.

Worksheet 7: After the offence map – explores thoughts and feelings after the offence and introduces the concept of high risk situations.

Take-aways: Ask client to fill in any further details of their offence map that need further detail.

Detailed session guide on page 16 of CHART manual.

Session 4 ~ Red Flags:

Worksheet 8: Red flags and different choices – identifies Red Flags in regards to the offence map (who, where, when, what, why) and prompts alternate options to be identified.

Worksheet 9: Red flags and Thinking - identifies Red Flags in regards to the offence map (who, where, when, what, why) and prompts alternate thoughts.

Take-aways: Ask client to think about their Red Flags. Have the client try and recognise and monitor Red Flags that could assist them to make a decision that could stop them from offending.

Detailed session guide on page 17 of CHART manual.

Client Objectives:

1. Client can (with assistance) apply the “offence map” model to their specific offending behaviour.
2. Client can identify “red flags” (factors & circumstances) that contribute to their offending behaviour.
3. Client is beginning to demonstrate an understanding of how self talk can assist to make alternative choices & decisions that could lead them away from crime.

Staff Objectives:

- Identify and highlight triggers (“red flags”), high risk situations and patterns in clients’ offending.
- Begin to gauge the clients’ level of responsibility for the offence, their level of remorse/recognition of the effect of their crime on themselves and others.
- Identify and challenge a clients’ ‘distorted thinking’ related to offending behaviour, justification, victim empathy, racism, sexism etc.
- Introduce the concept of self talk as a strategy of self-monitoring thoughts and moods that lead to offending. This can be tested with a client throughout the session.

Reminders for staff:

- As many times as possible, try to identify where a client could have made a different decision or acted differently; in order to strengthen factors that make offending less likely, and weaken the factors that make offending more likely.
- Assist clients to understand that they have a **choice** in offending (there are a sequence of events that lead to offending).
- Introduce the concept of there being consequences of offending for the victim, the client and the wider community.
- Explain the purpose of a safety plan (an “out” from offending) to assist the client to identify pro-offending decisions and alternative courses of action in order to abstain from further offending.

Creative Ideas for delivering Module 1:

- Cartoon or sketch the offence map on butcher’s paper, a white board.
- Use the St Luke’s “reflections” cards or the feeling sheets located in the back of the CHART manual to assist the client identify feelings.
- Test the clients “self talk” during a session (This can be humorous).
- Request the client keep a journal for a set period of time identifying feelings, thoughts and behaviours leading to offending behaviour.
- Use an appropriate role play of an offence, with “freeze” moments for the client to identify feelings, thoughts and behaviour throughout.

Module 2 – Motivation to Change

AIM:

- To introduce the young person to the concepts of motivation and stages of change and assist the client to apply the model to his/her own offending.
- To engage the young person and assist in building a case for change
- To increase the young person's skills in asking for help

Summary of CHART sessions for Motivation to Change:

Session 5 ~ Assessment of Motivation to Change:

Worksheet 10 & 11: Working with Marijuana User, 'Adam' – introduces the cycle of change as a 'case study' of a young person that uses marijuana.

Worksheet 12: Stages in the process of Change – prompts discussion around the defining characteristics of each stage of change; Pre-Contemplation, Contemplative, Decision, Active Change, Maintenance and Lapse.

Worksheet 13: My stages of Change – prompts clients to think about a change they have gone through and consider how the six stages of change applied.

Take-aways: Have clients set one small goal using SMART principles. Ask clients to monitor their progress and plan to report back at next session. SMART goals are Specific, Measurable, Achievable, Relevant, and Time-framed.

Detailed session guide on page 30 of CHART manual.

Session 6 ~ Pros and Cons of Change:

Worksheet 14: The Pros and Cons Chart – a basic tool to explore motivation to change and to prompt consideration of making change.

Take-aways: Ask clients to continue to considering and adding to the Pros and Cons Chart. Ask that they bring it back to the next session for review.

Detailed session outline on page 31 of CHART manual.

Session 7 ~ Support Networks:

Worksheet 15: My Relationships Net – allows the client to visually assess their relationships, or lack of relationships.

Worksheet 16: My Support Networks – prompts the client to make a list of different types of support and help they will need to be successful with change.

Worksheet 17: Asking for help – outlines 4 key steps in asking for help and starts the journey of problem definition.

Take-aways: Encourage clients to work on expanding their support networks and improving on skills in asking for help. Encourage clients to record this on worksheets 16 & 17 and return to next session.

Detailed session outline on page 32 of CHART manual.

Client Objectives:

1. Client demonstrates an understanding of concepts of motivation and stages of change
2. Client can (with assistance) apply the model to their own behaviour
3. Client can (with assistance) verbalise arguments for change and weigh up the overall impact of their offending on their life.

Staff Objectives:

- Identify and assess what stage of change a client is at, and if they are ready, and able, to change.
- Convey to a client that they have the ability to change their behaviours.
- Assist the client to apply the stages of change to their own offending behaviour.
- Facilitate expressions of both sides of a clients' ambivalence, and guide the client towards an acceptable resolution that triggers change, rather than trying to persuade them to change.
- Identify and discuss the obstacles that a client might face in attempting to achieve their goals, and the ways they can handle these.
- Pinpoint opportunities for client change and be aware of approaches that might be most useful to move a client on positively (e.g. SMART goals).
- Explain the difference between a lapse and a relapse to your client.
- Identify who might place the client at "risk", under particular circumstances.
- Coach clients through the process of asking for help, through role play.

Reminders for staff:

- Recognise that motivation is dynamic and can change. Become familiar with the 'stages of change' model.
- Recognise that a clients' internal state, mood and external factors (such as relationships with peers etc), can impact on a clients' motivation.
- Recognise that a client has autonomy and freedom of choice (and consequences) regarding their behaviour.
- Assist the client to explore their motivation to change, not by immediately focusing on change, but encouraging them to come to their own conclusion about their ambivalence.
- Help the client develop and verbalise arguments for change, to strengthen their desire, ability, reasons and need to change.
- Convey to the client that every time a decision to change is made, there are pro's and con's (that is why it is important to weigh up the pro's and con's). Also look at the supports a client will need to make change.
- Be aware of, and identify problematic relationships in the clients "web" and resourcefully locate supports to meet the clients need (e.g. outside agencies, extended family).

Creative Ideas for delivering Module 2:

- Use role play to demonstrate motivational change techniques successfully in another area of the client's life e.g. Disagreements with another peer.
- Use magazine cut outs, song writing, a poem etc to assist clients create a pro's con's list.
- Use magazine cut outs, real life photos, draw names or faces on clients support network.
- Role play the client asking for help: Can they solve the problem themselves?
- Create stages of change on the floor for the client to stand next to & discuss their motivation to change and associated ambivalence.

Module 3 – Thinking and Offending

AIM:

- To assist the client to understand how thoughts and self-talk effect emotions
- To work with the client to identify and monitor negative self-talk
- To work with the client to develop alternative thought patterns.

Summary of CHART sessions for Thinking and Offending:

Session 8 ~ ABCD Model:

Worksheet 18: ABCD model and negative thinking – a tool used to explain the ABCD model; Activating (Trigger), Beliefs (Thoughts), Consequences (Feelings) and Direction (Behaviour) and how negative thinking can negatively impact behaviour.

Worksheet 19: ABCD model and realistic thinking – a tool used to explain the ABCD model with a focus on realistic thinking positively impacting on behaviour.

Worksheet 20: My ABCD model and negative thinking – prompts the client to identify a situation where they have been angry or upset and consider each step of the ABCD model.

Worksheet 21: Fiery thoughts and Cool thoughts – Identifies Fiery thoughts that can lead to the client getting in to trouble and Cool thoughts that can lead to the client avoiding trouble.

Worksheet 22: (Take-away) My thoughts and moods diary – Allows clients to develop skills of self-monitoring and mood management out of session.

Detailed session guide on 45 of CHART manual

Session 9 ~ Using Self-Talk to stay out of trouble:

Worksheet 23: What was I thinking? – Requires the client to generate the thoughts that might have occurred prior to the behaviour.

Worksheet 24: Alternative self-talk – Encourages clients to identify their own examples of self talk with a focus on how these thoughts can keep them out of trouble.

Worksheet 25: (Take-away) Cool thoughts diary – Allows clients to keep a record of when they have managed negative emotions using self-talk and utilised ‘Cool Thoughts’.

Detailed session guide on page 46 of CHART manual

Client Objectives:

1. Client can identify, through use of examples that their emotions are caused by their thought processes about specific events & situations.
2. Client demonstrates an understanding through examples, of how thoughts and self-talk can effect emotions.
3. Client (with assistance) can identify and monitor self talk to develop alternative thought patterns.

Staff Objectives:

- Assist a client to slow their thinking down so that they can develop an awareness of negative self-talk.
- Challenge clients' negative self-talk in order to replace them with more realistic thoughts.
- Apply the ABCD model to draw connections between a client's triggers, thoughts, emotions and behaviours; to uncover the clients' cognitive distortions or "Thinking errors" that are important in the pathway towards offending.
- Assist the client to identify times where they have refrained from offending; to increase their self-awareness and to allow alternative thoughts to become dominant.

Reminders for staff:

- Highlight that clients have the skills to turn away from offending.
- Workers must be constantly alert to examples of cognitive distortions and should draw client's attention to such thought processes as they occur.
- Workers need to teach clients how to use self-talk positively and how to use self-instruction to control negative thoughts. (Often referred to as Self Instructional Training).

Creative Ideas for Module 3:

- Clients can use pictures, magazine cut-outs or words to complete the ABCD model.
- Create "Cool Thought" cards for clients to take away: "It's not worth it" "It's not that bad".
- Ask the client keep a thoughts and mood diary. This can be presented creatively through rap, art etc.
- Role play a potential offending situation and ask client to use negative self-talk in one example and positive ones in another. Client can discuss the differences in each scenario.
- Use newspaper articles about offending to explore what the offender might have been thinking to commit the offence and how they could have changed their thoughts to avoid offending.

Module 4 – Problem Solving

AIM:

- To work with the young person to learn problem-solving skills.

Summary of CHART sessions for Problem Solving:

Session 10 ~ 8 Step Model:

Worksheet 26: 8 Step Model of Problem Solving – A tool to introduce the 8 step model of Problem-Solving. An example can be utilised to walk through this model.

Worksheet 27: STEP 1 – Identify the problem – focuses on developing the client's Early Warning System to identify symptoms that indicate they may have a problem.

Worksheet 28: STEP 2 – Define the Problem, STEP 3 – Gather information – prompts the client to define what the problem is and form a list of all the things they need to know to solve the problem.

Take-aways: Encourage clients to practice the first three steps of problem solving covered in this session. Review in discussion during next session.

Detailed session guide on page 58 of the CHART manual.

Session 11 ~ More Problem Solving Steps:

Worksheets 29: STEP 4 - Producing Ideas and Options, STEP 5 - Work out Steps – prompts the client to determine possible solutions to a problem and developing steps to achieve a solution.

Take-aways: Ask client to keep a record of times that they use these problem solving steps. Review this at next session.

Detailed session guide on page 59 of the CHART manual.

Session 12 ~ Final Problem Solving Steps:

Worksheet 30: STEP 6 – Anticipate Consequences – focuses on looking ahead at the consequences (consequential thinking) of each possible solution the client has identified.

Worksheet 31: STEP 7 – Make Decisions – using all the information produced from previous Problem-Solving steps, a decision can be made. The client can also weigh up the Pros and Cons.

Worksheet 32: STEP 8 – Other Views – explores the client's decision from previous step from other people's perspective.

Take-aways: Ask client to keep a record of times that they use these problem solving steps. Review this at next session.

Detailed session guide on page 60 of the CHART manual.

Client Objectives:

1. Client can identify the early warning signs that they may experience to signal when they have a problem.
2. Client can provide an example of a problem where they have applied the 8 stages of decision making model.
3. Client can demonstrate an understanding of the potential consequences of their decisions and how they could develop solutions to problems.

Staff Objectives:

- Assist the client to recognise the “early warning signs” of detecting a problem, so that they can prevent things from getting worse by early detection. (Early warning signs can be feelings and behaviours).
- Effectively demonstrate knowledge of the 8 step decision making process (outlined in CHART) and demonstrate creative problem solving abilities in devising solutions.
- Assist a client to “refine/re-define” a problem that is too general. (This is to assist the client to make the problem easier to solve).
- Assist the client to look at the potential consequences of their decisions & assist the client to explore solutions to problems from another person’s perspective (To assist clients to develop consequential thinking).
- Assist clients to identify examples of their use of the problem solving model.

Reminders for staff:

- Encourage a client to persevere with the problem solving process in times where they want to give up too easily or lose patience.
- Continuously highlight clients’ strengths, and past achievements throughout the module.

Creative Ideas for Module 4:

- Journal for a period of time demonstrating situations where problem solving was good or problem solving skills were weak and/or not used. Identify the correct outcomes of these examples.
- Using a given case study, client identifies good, positive problem solving skills for the specific situation.
- Use the pros and cons of decision making tool to assist in problem solving. (Module 2).

Module 5 – Lifestyle Balance

Aim:

- To work with the client so that they learn to balance their lives more effectively and learn stress management skills.

Summary of CHART sessions for Lifestyle Balance:

Session 13 ~ Achieve Lifestyle Balance:

Worksheet 33: Lifestyle Questionnaire – a stress rating and basic lifestyle questionnaire. Introduces the client to factors that contribute to a balanced lifestyle.

Worksheet 34: How did I spend last week? – Helps clients to see how, where and with whom they spent their time. Prompts identification of imbalances within the client's life.

Worksheet 35: How will I spend my days? – Provides the client an opportunity to design a more balanced life chart for the week ahead.

Take-aways: Encourage clients to work towards the goals set out in worksheet 35.

Detailed session guide on page 70 of the CHART manual.

Session 14 ~ Stress Management:

Worksheets 36: What is going on in our bodies when we think we are under threat? – Explains the body's response to perceived threat – the fight or flight response.

Worksheet 37: Stress Management Tips – presents a range of stress management tips to assist the client to achieve a lifestyle balance.

Worksheet 38: What bodily changes take place during the relaxation process – explains the body's relaxation response.

Take-aways: Ask the client to keep a record of times that they have used stress management techniques.

Detailed session guide on page 71 of the CHART manual.

Session 15 ~ Manage Mates:

Worksheet 39: People I spend my time with – explores the client's friendships and the influence of peers on offending behaviour.

Take-aways: Ask clients to keep a record of how they have taken utilised Problem-Solving steps to achieve a better lifestyle balance.

Detailed session guide on page 72 of the CHART manual.

Client Objectives:

1. Client can identify contributing factors related to their chosen stress level.
2. Client can identify and has practised activities that can add balance to their lives and reduce stress
3. Having understood the fight/flight response, the client can identify & give examples of changes that occur in the body when the brain perceives there is a threat.

Staff Objectives:

- Assist the client to identify the benefit of lifestyle balance, given their individual criminogenic risk factors.
- Offer strategies that will assist clients to have more balanced lifestyles (e.g. stress reduction/management activities, local area supports that client's can engage with, hobbies).
- Explain the “Fight/Flight/Freeze response” and the related changes that occur to a body when there is a perceived threat (This process can also happen “involuntarily”).
- Confidently deliver relaxation exercises with a client (can educate about muscle relaxation techniques/body scanning, to release tension quickly before things get out of control).
- Explore a client's peer relationships and potential impacts these peers have on their offending behaviour, and vice versa.

Reminders for staff:

- You need to probe client responses in order to elicit what contributing factors are impacting on their chosen stress level (is it boredom, frustration etc).
- Use SMART goals to introduce lifestyle balance (new activities to do) and problem solving skills.

Creative Ideas for Module 5:

- Provide clients with a list of pro-social activities and allocate a task or a SMART goal to be completed before the next session. (These can be free activities).
- Provide clients with some effective sleep strategies to rehearse.
- Conduct a muscle relaxation exercise/body scan/grounding exercises with the client.
- Ask the client to record positive aspects of time management through journal entries for a period of one week.

Module 6 – Relapse Prevention Planning

AIM:

- To help the client develop a relapse prevention plan, tailored to their needs, to help them reduce their risk of re-offending.

Summary of CHART sessions for Relapse Prevention Planning:

Session 16 ~ Relapse Prevention:

Worksheet 40: What is relapse prevention? – provides the client with a clear explanation of relapse prevention processes and emphasises the importance of developing a Relapse Prevention Plan.

Worksheet 41: My Full Relapse Prevention Plan – allows the client to develop their own relapse prevention plan.

Worksheet 42: My Relapse Prevention Plan – Being on Track – presents the client's relapse prevention plan as a road map and reinforces relapse prevention with a strong visual aid.

Take-aways: Encourage the client to implement their Relapse Prevention Plan. They may want to take a copy home.

Detailed session guide on page 59 of the CHART manual.

Client Objectives:

1. Client demonstrates an understanding that offending involves a series of choices, and has a clear understanding of both lapse and relapse.
2. Client understands the meaning of relapse prevention and its importance in reducing their risk of offending.
3. Client develops a personalised relapse prevention plan (with assistance) that is practised and reviewed.

Staff Objectives:

- Explain the meaning of a relapse prevention plan and its importance in reducing their risk of re-offending again. (It is the art of planning ahead for high risk situations, where clients might find it hard to resist from offending). People have more success changing when they plan it, rather than just leaving things to chance.
- Assist clients to recognise their high risk situations, triggers, “red flags”, negative thoughts.
- Correct clients “thinking errors”
- Assist the client to rehearse strategies noted in their relapse prevention plan (Encourage clients to plan ahead, find alternative behaviours, practice their refusal skills when dealing with other offenders and self-monitoring for high risk situations).

Reminders for staff:

- Continuously promote the clients use of problem solving and coping skills. You have the ability to prepare the client for the possibility of a “slip”/ lapse / mistake.
- Support the development of self-control, lifestyle balance, the development of a positive support network.
- If completing CHART (not doing any further discretionary modules) complete the feedback on CHART (Worksheet 2) and the post CHART evaluation (Decisional Balance Scale and My Motivation and Confidence Scale).

Creative Ideas for Module 6:

- Through a role play scenario, the client is able to difference between lapse and relapse.
- Over a set period of time, the client is able to identifying other situations where they have either gone through a lapse in behaviour or totally relapsed, e.g. relationships, school attendance, not smoking.
- Use magazine cut outs, art, drawings to complete the relapse plan. (This can be done on the white board, butchers paper, the worksheets).
- Role play the clients relapse prevention plan, to safely reality test it in the community.
- Use “High Risk” situation cards to test the clients’ skills.

Discretionary Modules

Module 7 – Healthy Relationships

Aim:

- To work with the client to develop an understanding of healthy relationships and to apply this learning to a particular relationship
- To develop specific relationship skills

Summary of CHART sessions for Healthy Relationships:

Session 17 ~ What is a healthy Relationship?

Worksheet 43: What is a healthy relationship? – Guides discussion surrounding key aspects of a healthy relationship including respect, self-control, fairness, responsibility, honesty, negotiation and communication.

Worksheet 44: Healthy Relationships Brainstorm – Prompts the young person to compile a list of further characteristics of a healthy relationship.

Worksheet 45: Looking at one of my relationships – Gives the client an opportunity to think about one relationship that may be causing him or her difficulties and presents an option for the young person to identify a goal to work on within this relationship over the next week.

Take-aways: Encourage client to try and achieve their goal identified in worksheet 45.

Detailed session guide on page 92 of the CHART manual.

Session 18 ~ Skill-building for Healthy Relationships:

Worksheet 46: Relationship Skills Checklist – Explores a list of skills that young people require in order to develop, maintain and deal effectively with relationships. Also assists in identifying areas of focus for the following worksheets.

Worksheets 47 – 50: Are skills training exercises that can be practiced in role plays. These skills cover: conversations, social skills, negotiation and assertiveness.

Take-aways: Encourage client to continue to practice the skills demonstrated in the above role plays.

Detailed session guide on page 93 of the CHART manual.

Client Objectives:

1. Client can identify healthy and unhealthy relationship behaviours.
2. Client can unpack the problem/s of a relationship and find alternative ways of deal with the relationship to make changes if appropriate
3. Through role play and practise, client can demonstrate conversation, social, negotiation and assertiveness skills.

Staff Objectives:

- Assess and recognise client's skill deficits in order to provide advice on what will be the most effective skills for the client to learn and practise.
- Reflect on the clients' use of conversational skills, social skills, negotiation skills and assertiveness skills through use of role plays, to further provide the client with skills training in these areas.
- Use instruction, modelling, rehearsal, coaching and feedback strategies to guide the client through each skill identified in the module.

Reminders for staff:

- Observe the clients body language, manners, eye contact, facial expressions and use of personal space.
- Assist the client to unpack problems within a relationship and explore alternative ways to deal with problems identified.
- Pick out things that the client did well, before providing any constructive criticism (Implement with clients the ratio of 3 positives to one negative when giving feedback).

Creative ideas for delivering Module 7:

- Conduct role plays with your client regarding: conversation, social skills, negotiation and assertiveness skills.
- Use of SMART goals and the 8 step problem solving process to create relationship goals.
- Ask the client to identify, through journaling, family behaviours in their relationships with each other and identify if they are healthy or unhealthy.
- Client demonstrates, using the scenario of an issue between a couple, acting in a healthy manner to deal with the situation.
- Ask the client to write or design a presentation about an important relationship in their life and identify the healthy and unhealthy aspects of that relationship and its impact on them personally.

Module 8 – Violence

AIM:

- To increase clients' understanding of the negative effects of violence and abuse on their own relationships
- To work with the young person to develop an understanding of thinking patterns that support violent behaviour and to develop alternative ways of thinking.
- To increase clients' self-control in high risk situations.

Summary of CHART sessions for Violence:

Session 19 ~ Do I have an anger problem?

Worksheet 51: Anger Inventory – A wide-ranging assessment of the situations, events and interactions that may lead to violent behaviour.

Worksheet 52: Problematic Anger – A greatly simplified assessment of a young person's anger. This may be more suitable for younger or less literate clients.

Worksheet 53: Abusive Relationship Brainstorm – Explores the many types of violence that can occur in relationships.

Worksheet 54: What is an abusive relationship? – Presents the characteristics that can define an abusive relationship.

Worksheet 55: Effects of Violence and Abuse – Presents the physical, emotional, behavioural and cognitive effects of violence and abuse.

Take-aways: Ask client to monitor a situation in the next week where they became angry. Encourage them to pay close attention to the thoughts they had at the time, to be revisited at next session. Also remind young person of 'Cool Thoughts' covered in module 3.

Detailed session guide on page 110 of the CHART manual.

Session 20 ~ Thinking away from violence:

Worksheet 56 & 57: Thinking Quiz & Thinking Straight – Assists the young person to identify specific "Thinking Errors" that may lead to them to act violently, then compare these to relevant "Good Thinking" examples.

Worksheet 58: Getting Wound-Up: Reading the signs – Assists the young person to identify the signs that indicate they are beginning to get angry and promotes awareness of signs as valuable in helping them stay in control.

Worksheet 59: Ways of controlling my temper – Prompts the client to identify positive self-talk and actions through 4 stages; Preparing for High Risk situations, Confronting High Risk situations, Coping with arousal and agitation and self reward.

Worksheet 60: Defusing aggression – Explores verbal and non-verbal skills for clients that face physical violence themselves.

Take-aways: Encourage clients to continue to consider their thinking patterns, early warning signs and to practice "Good Thoughts".

Detailed session guide on page 111 of the CHART manual.

Client Objectives:

1. Client demonstrates an understanding of the negative effects of violence.
2. Client can identify thought patterns that support violent behaviour.
3. Client can recognise the early warning signs of violent behaviour, and utilise positive self-talk to assist with self-control, confrontation and deal more effectively with provocation.

Staff Objectives:

- Hold a discussion regarding how violence and abuse affects victims.
- Recognise and challenge client specific thought patterns and cognitive distortions (worksheet 55).
- Provide clients with skills training in managing potentially violent situations (The worksheets guide staff through “reading the signs of getting wound up”, coping and confronting high risk situations and defusing aggression).

Reminders for staff:

- Understand that relationship violence is not just an “anger control” problem. It arises from a set of beliefs, the key features of which are power and control.
- Understand that relationship violence is rarely an isolated incident and tends to become more serious over time.
- Encourage the client to practise “good thinking” to combat their identified “thinking errors” in situations that could lead to violent behaviour.

Creative Ideas for Module 8:

- Using a case study, ask the client to identify the main thought patterns behind violent perpetrator and victim.
- Ask the client to keep a journal for a given period to process thoughts and understanding around violence especially thought patterns that support violent reactions, and thought patterns that support non-violent reactions.
- Develop role-plays with your client to explore and understanding of consequences of violent and non-violent behaviour.

Module 9 – Motor Vehicle Offending

Aim:

- To work with the young person to develop a positive change in their attitudes to road safety
- To increase the clients' personal responsibility and victim awareness, and help them make plans for the future to become road legal.

Summary of CHART sessions for Motor Vehicle Offending:

Session 21 ~ Road Legal:

Worksheet 61: My Road Map – Allows the client to record their broad driving experiences.

Worksheet 62: Driving History Questionnaire – Allows the client to record their broad driving experiences in more detail. This questionnaire may be more suitable for older clients.

Worksheet 63: Safe Driving Skills – Prompts the young person to consider the skills needed for safe driving. It also sorts these skills from most to least important.

Worksheet 64: Knowledge of driving conditions – a tool to educate clients about road safety issues, explore gaps in their knowledge and any distortions in their thinking.

Take-aways: Encourage clients to set a goal for the next week that will lead towards becoming road legal.

Detailed session guide on page 124 of the CHART manual.

Session 22 ~ It's not your car!:

Worksheet 65: What happens when a car is stolen? – Assists the client to explore the effects of car theft on victims.

Worksheet 66: My Relapse Prevention Plan for Motor Vehicle offences – Allows the client to develop a plan specific to motor vehicle offences by identifying high risk situations, appropriate thoughts, tactics and positive post-thinking.

Take-aways: Encourage clients to continue to set goals so they can move towards being road legal.

Detailed session guide on page 125 of the CHART manual.

Client Objectives:

1. Client has demonstrated an increase in personal responsibility and victim awareness, and has made plans for the future to become road legal.
2. Client can identify safe driving skills in writing and discussion
3. Client demonstrates knowledge and understanding of the legal response to stolen cars in NSW and the personal consequences.
4. Client can draw up a relapse prevention plan specific to motor vehicle offending

Staff Objectives:

- Assist the client to identify the risks their driving behaviour poses to themselves and other road users.
- Identify patterns of driving behaviour, and challenge clients' attitudes to driving, road safety and the importance of being road legal.
- Help clients achieve positive change in attitudes to improve the clients' safety on the road.
- Highlight the impact associated with car theft for victims

Reminders for staff:

- You need to have a basic understanding of road safety requirements in order to assist the client complete the required worksheets.
- The aim of this module is to increase the clients' personal responsibility and victim awareness, and help them to make plans for the future to become road legal.
- Recognise that motor vehicle offending is often minimised by the offender.
- It is important to explore each client's reasons and patterns of behaviour individually, to increase awareness of the impact for the victims.

Creative Ideas for Module 9:

- Practise the Roads Traffic Authority (RTA) knowledge test with your client.
- Use SMART goals to set road legal targets with your client.
- Use newspaper clippings and/or victim impact statements relating to car accidents and car theft to emphasise the consequences of motor vehicle related crime on the victims and offenders.

Module 10 – Drugs and Alcohol

Aim:

- To work with the young person to develop an understanding of thinking patterns that support alcohol and other drug use.
- To increase clients' self-control in high risk situations.

Summary of CHART sessions for Drugs and Alcohol:

Session 23 ~ Assessment:

Worksheet 67 & 68: Alcohol and Other Drug Use and Offending Behaviour Checklist – Assists clients to understand the level and type of AOD use and its impact on their offending behaviour.

Worksheet 69: Scaling – Assists clients to consider their current motivation to change their AOD use.

Worksheet 70: Alcohol and/or Drug Diary – Assists clients to accurately map and understand the extent and patterns of their AOD use.

Take-aways: Encourage clients to notice and record their drug use, when, where, how much, who with, to assist them to get a more accurate understanding of their substance use patterns.

Detailed session guide on page 150 the CHART manual.

Session 24 ~ Developing Self-Control:

Worksheet 71: Pros and Cons of reducing use of alcohol and drugs – Assists clients to identify broad pros and cons for reducing AOD use and prompts them to identify major pros for themselves.

Worksheet 72: High Risk times – Explores with the client times that they may be likely to want to use AOD. Identifies early warning signs of such situations.

Worksheet 73: Taking control of my Alcohol and Drug use – Assists clients in prioritising the factors that they would need to change to gain more control over their use of AOD.

Worksheet 74: Ways of changing my habits to help control my drinking and drug use – Explores strategies the client may use to prevent relapse prevention in regards to AOD use.

Worksheet 75: Refusing drinking and drugs – Provides guidance on how to refuse, what to say and dealing with 'shout'.

Take-aways: Clients are asked to monitor their high risk times and practise problem-solving skills

Detailed session guide on page 151 of the CHART manual.

Client Objectives:

1. Client demonstrates a clear understanding of the effects of alcohol and other drugs on the human body, through writing and discussion.
2. Client has demonstrated an understanding of how their thinking patterns support Alcohol and Other Drug (AOD) use, and the connection between this use and their offending.
3. Client can identify self control methods and relevant support services available to them.

Staff Objectives:

- Recognise and acknowledge the pleasurable aspects of Alcohol and Other Drug (AOD) use, in order to facilitate a balanced discussion with clients.
- Conduct a basic AOD assessment, and refer clients to AOD services where necessary.
- Provide information about the risks associated with AOD use, provide safety information about use and educate about the legality of substance use in NSW.
- Differentiate between experimental, recreational and dependant use (Listed on page 139).
- Assist the client to detect high-risk situations relating to their AOD use and strategies to deal with these situations (Harm minimisation and safety strategies listed on page 149).
- Identify cognitive skills that may place the young person at risk of further AOD use; acting impulsively, difficulty in understanding reason, inflexibility, poor problem-solving, lack of sensitivity, poor critical reasoning (illogical), the belief that “If it’s good for me – it’s good”.
- Assist the client to prioritise what they would need to change in order to gain more control over their use of drugs and alcohol (e.g. Pick the top 3 and work through 8 step process).
- Highlight the potential link between a client’s offending behaviour and AOD use. (Is their offending substance inspired, substance induced or substance defined?-as explained on page 135 of the CHART manual).

Reminders for staff:

- Be mindful to deliver developmentally appropriate AOD interventions (for child/adolescent), and be aware of support services for juveniles.
- When delivering this module workers need to be aware of their own thought thoughts about working with AOD users.
- Indicate that AOD use is something that the client can control.
- Recognise that there can be multiple reasons for AOD use and that there are factors that can impact on the effects of substance use: e.g. a person’s individual characteristics of age, weight, gender, the way the drug is taken (oral, injected), the situation/location.
- Take a non-judgemental approach to discussing the young person’s AOD issues and their perception of it; understanding causation and acknowledging pressures the young person faces.
- Be mindful of the role culture and gender may play in a young persons AOD misuse.
- Don’t form “narrow goals” by focusing on ‘cure’ and ‘conversion’.

Creative Ideas for Module 10:

- Provide your client with Alcohol and Other Drug (AOD) information brochures; advertise harm minimisation posters throughout your workplace.
- Assist client to access relevant support networks.
- Refer back to the 8 stages of change model to assist the client to effectively problem solving abilities.
- Create solution focused games to creatively discuss your clients AOD use.
- Use scaling questions to encourage your motivation to address their AOD use.
- Ask clients to keep a diary of their AOD use (recording the financial costs of their use).

Module 11 – Living Independently

AIM:

- To assist clients to develop the necessary skills to live independently in the community, particularly in regard to accommodation and money management.

Summary of CHART sessions for Living Independently:

Session 25 ~ Accommodation:

Worksheet 76: Accommodation history – Explores the client's accommodation history in detail. This assists in identifying any patterns of difficulties.

Worksheet 77: Accommodation available to me/us? – Explores the possible accommodation options and prompts the potential benefits/problems to be considered.

Worksheet 78: Accommodation – sharing or not? – Assists the client to assess the impacts of living in shared accommodation and make an informed decision if this option is suitable.

Worksheet 79: Choosing accommodation – how much will it cost? – Assists the client in comparing two accommodation options with a particular focus on costing.

Worksheet 80: Choosing accommodation – other considerations – A checklist of things a client may want to consider when seeking accommodation.

Worksheet 81: Moving in and staying put – A guide for tasks that need to be completed before and after moving in.

Worksheet 82: Tips for working it out with housemates – Provides clients with guidance on how to resolve issues with housemates.

Worksheet 83 (take-away): My shopping list – a quiz to assist clients in budgeting for essential items.

Detailed session guide on page 182 of the CHART manual.

Session 26:

Worksheet 84: Money Management – A checklist to gauge the client's ability to manage their finances independently. Identifies areas they may require further support.

Worksheet 85: Planning my telephone call to Centrelink – Assists the client build a script to convey their situation to Centrelink staff.

Worksheet 86: How I spent my money last payday and afterwards – Allows the client to map how they spent their money over a previous period.

Worksheet 87: How I would like to spend my money next payday and afterwards – Allows the client to map how they would like to spend their money over a future period.

Worksheet 88: My income and outgoings – Assist the client to consider all income and expenses with a view to achieving a working budget.

Take-aways: Provide clients with copies of worksheets that are relevant to their needs.

Detailed session guide on page 184 of the CHART manual.

Client Objectives:

1. Client can define and demonstrate a reasonable budget for themselves, and put this in a budget format (with assistance).
2. Client can identify their preferred accommodation options and has demonstrated the necessary skills needed to pursue this type of accommodation.
3. Client is aware of support services for housing and can identify two housing support service options.

Staff Objectives:

- Assess a young person's need for accommodation in order to assist in a referral to the most appropriate service available (homeless services, youth refuges, post release support etc).
- Assist the client to set a budget and address their State Debt Recovery Office (SDRO) fines (Contact Shopfront Legal service or applying for a Work and Development Order)
- Encourage thoughtful use of a clients' income.
- Assist the young person to complete housing referrals forms and gain relevant identification. (Where possible it is best for the young person to make their own accommodation referrals).

Reminders for staff:

- Accommodation issues can occur due to a multitude of issues including; relationship and family breakdown, eviction, experience of abuse and a history of child protection involvement, financial difficulties stemming from high levels of unemployment and relatively low level of income support etc.
- Be aware that homeless young people will offend most frequently, and commit more serious offences in comparison with those who have stable accommodation.
- Be aware of the local housing resources and accommodation services to discuss what services they can provide to a client.

Creative Ideas for Module 11:

- Contact the State Debt Recovery Office (SDRO) and register your client for a Work and Development Order (WDO) to assist your client to pay off their SDRO fines.
- Assist your client to phone and make referrals to accommodation and support services.
- Conduct mock accommodation interviews and role plays with your client to prepare them for housing interviews.
- If time permits, take your client to the local shopping centre or an ATM to practise the skills identified in this module.

Module 12 – Education and Work

AIM:

- To increase a clients' motivation to gain skills and engage in education or employment activities.
- To identify barriers to education and employment.
- To develop skills to assist clients to participate in education or employment activities.

Summary of CHART sessions for Education and Work:

Session 27 ~ Education and Work Assessment:

Worksheet 89: Literacy and Numeracy – a basic assessment to assess a client's confidence in using 'survival' English and Maths.

Worksheet 90: School Survival Checklist – Assists client to identify and address problems they may have at school.

Worksheet 91: Employment, Training and Education Self-Assessment – A general assessment of the client's education and work related needs.

Worksheet 92: Police Records Information Release Policy – Presents the NSW Police guidelines for the release of Criminal History information to individuals or organisations outside the Police.

Worksheet 93: Pros and Cons of disclosing my Offence(s) – Assesses the arguments for and against disclosure of offences when applying or being interviewed for a job.

Worksheet 94: What I want from a job – Assists client to think about the things they would or would not like in a job situation.

Take-aways: Encourage clients to set one SMART goal in relation to the material covered in this session.

Detailed session guide on page 205 of the CHART manual.

Session 28 ~ Taking Action:

Worksheet 95: Resume (or C.V.) Prompt list – A starting point for a client to work on a resume.

Worksheet 96: Phoning up – ringing employers – Provides a guide for clients to plan a phone call to a potential employer.

Worksheet 97 & 98: Letter writing do's and don't and example of a letter applying for a job – Tools to assist in writing appropriate letters to employers.

Worksheet 99: Typical interview questions – Provides a list of questions that a client may practice to assist them prepare for a job interview.

Worksheet 100: Attending the Interview – Provides the client with simple job interview tips.

Take-aways: Provide clients a copy of worksheets relevant to their needs.

Detailed session guide on page 206 of the CHART manual.

Client Objectives:

1. Client can identify barriers to education or employment for the general population and also for their specific needs.
2. Client can identify preference for employment or educational interest.
3. Client demonstrates knowledge and can identify with educational and employment needs.

Staff Objectives:

- Conduct a general assessment of the client's education and work-related needs; assessing employability skills (using the phone, application forms, interviews, etc.), attitudes towards employment, training, further education, and problems relevant to these.
- Explore clients' attitudes towards, and experience of, education and work.
- Identify clients' barriers to education and employment and hold discussions, and develop practical strategies, for clients to confront and cope with the discrimination (on the grounds of their cultural background, gender, health difficulties, etc).
- Assist clients to develop the skills to participate in education or employment.
- Assist your client to contact Centrelink and inform the client about the registration requirements for un-employment benefits.
- Be aware of the job networking agencies/employment programs in your client's local area (available at your local Centrelink office).
- Use role-plays and simulations to deliver confidence and assertiveness training to your client, in order to skill them for education or employment.
- Use SMART goals to encourage clients in their pursuit for education or employment.

Reminders for staff:

- Often clients have difficulty in relating to others, in dealing with authority, following instruction, and have low self-esteem and confidence due to poor experiences of being taught. They additionally might carry a self-image of being marginalised as offenders, or labelled as 'inadequate'. These factors might impact on a young person's motivation to change and their ability to find and/or stay in work or education and training.
- Constantly review your client's attempts to secure employment.
- Conduct role-play interviews with your client; assist them in writing resumes, practising phone skills and goal-setting.
- Be aware of your clients' stage in the cycle of change. Continue to motivate them to persist with perusing education or employment.
- Be aware of the legislation relevant to: *Police Records Information Release Police*. This pertains to the New South Wales Police Guidelines for the release of criminal history information to individuals and organisations outside the NSW Police.

Creative Ideas for Module 12:

- Conduct role-plays, simulations and assertiveness training as part of your strategy to improve the confidence of your client.
- Introduce your client to positive pro-social role models who will encourage participation in education and/or employment.
- Conduct a general assessment your client's education and work-related needs.
- Assist clients to further develop their employment skills; sit with them when they call a potential employer and provide constructive feedback, assist them to complete application forms, conduct mock interviews, etc.