

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.