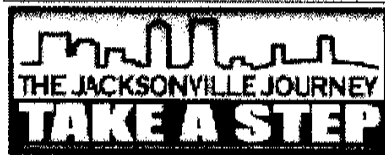


Juvenile Intervention Strategies Subcommittee
2/29/08

This packet contains handouts that were distributed at the Juvenile Intervention Strategies Subcommittee of the Intervention and Rehabilitation Committee on February 29, 2008 and includes the following items:

- United Way Brochure on 2-1-1, Get Connected. Get Answers.
- United Way Brochure on Full Service Schools
- United Way one-page review of Full Service Schools program
- United Way detail listing of Full Service School Locations
- Girls Scout of Gateway Council -- Academic Enrichment and Drop out Prevention Program
- Florida's Department of Juvenile Justice (DJJ) programs
 - DJJ Funded Programs for Youth in Duval County
 - Residential Facilities in Duval County
 - Florida Model - Cognitive-Behavioral Therapy
 - Florida Model - Character Education
 - Florida Model -- Mentoring
 - Florida Model -- Strengthening Families Program
 - Florida Model -- Motivational Interviewing
 - Florida Model -- Chaplaincy and Staffing /Design



OFFICE OF THE MAYOR

Public Record Information Packet Checklist

Meeting Information

Subcommittee and Workgroup Name	Intervention + Rehabilitation Juvenile Intervention Strategies
Date of Meeting	2/29/2008
Information Provided By	Shaun Jeror

Please check off what is supplied in the Public Record Information Packet for this meeting (put n/a if appropriate):

Agenda	<input type="checkbox"/>
Handwritten Minutes	<input type="checkbox"/>
Typed Minutes	<input type="checkbox"/>
Handouts	<input checked="" type="checkbox"/>
Sign-In Sheets	<input type="checkbox"/>
Comment Cards	<input type="checkbox"/>

Human & Social Services Directory

- Please send me the United Way 2-1-1 Directory @ \$44.95 (cost includes shipping & handling)

Quantity: _____

Tax Exempt # _____
 If your agency is not tax exempt, then please add 7% sales tax.

- For more information and special quantity discounts, please call 1-904-390-3278
- Please make checks out to United Way of Northeast Florida and mail to:

United Way 2-1-1
Attention: Director
P.O. Box 41428
Jacksonville, Florida 32203-1428

Please mail the directories to:

Name & Agency: _____

Address: _____

City, State, Zip: _____

Telephone #: _____

Fax Number: _____

E-Mail Address: _____

When you don't know who to call...

United Ways of Northeast Florida



Get Connected. Get Answers.

Serving Duval, St. Johns, Clay, Nassau, Baker, Putnam, Columbia, Suwannee, and Hamilton Counties

Connecting to the Elder Helpline, which offers information, assistance, and access to services for seniors.

IF 2-1-1 IS NOT ACCESSIBLE IN YOUR AREA, PLEASE DIAL

1-904-632-0600

OR

TOLL FREE

1-866-318-0211

The work of United Way 2-1-1 has been made possible thanks to grants and support from:



United Way of Northeast Florida
 United Way of St. Johns County
 United Way of Suwannee Valley



City of Jacksonville



Department of Children and Family Services



JaxCare



U.S. Department of Housing and Urban Development



PHOTOGRAPHY BY BRADLEY STOOKEY

Your first call for help.

Serving Duval, St. Johns, Clay, Nassau, Baker, Putnam, Columbia, Suwannee, and Hamilton Counties

United Ways of Northeast Florida



Get Connected. Get Answers.

www.nefl211.org

United Ways of Northeast Florida ★

2-1-1TM
Get Connected. Get Answers.

Need help? Know a friend, work associate, or neighbor who needs help? Simply dial 2-1-1 and find out about local programs and services that fit you and your family's needs.

DIAL 2-1-1

If 2-1-1 is not accessible in your area, please dial 1-904-632-0600 or 1-866-318-0211.

United Way 2-1-1 is information and referral (I&R) with a personal touch. Calls are answered by friendly, trained staff with a database of community services at their fingertips:

- Medical and Health Services
- Child/Adolescent/Adult Mental Health & Substance Abuse
- Food, Shelter, Clothing
- Support Groups
- Services for People with Disabilities
- HIV/AIDS Information & Testing
- Help for Victims of Abuse or Crime
- Adult, Child & Family Services
- Financial Assistance Information
- RealSense Prosperity Campaign - Earned Income Tax Credit and Individual Development Accounts

24-hour Crisis Intervention and Suicide Prevention

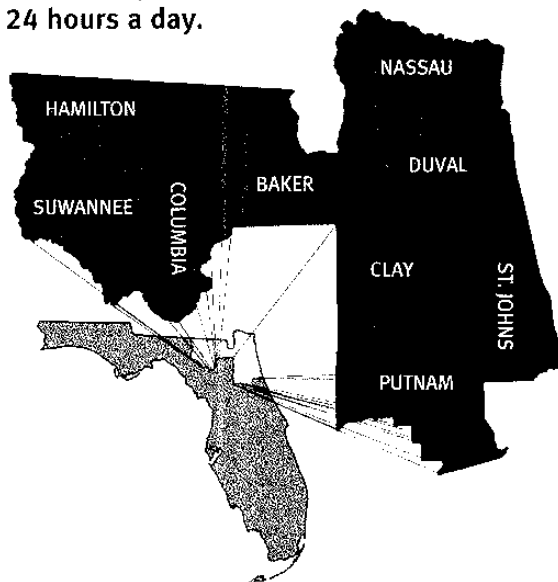
After the power outage caused by Hurricane Frances in 2004, mother of four Jeanie Curry was forced to throw out more than \$1,000 worth of spoiled food from their refrigerator. Curry called the United Way 2-1-1 helpline, which provided contact information for local food agencies. Through these services, the Curry family had enough food to sustain them until electricity returned.



United Way 2-1-1 provides...

- Free information and referral services over the telephone and at our website, www.nefl211.org
- Problem-solving support to people who are unclear about their referral needs.
- Follow-up services to verify that callers received helpful, quality referral information.
- Assessments of community needs based on types of calls.
- Information and referral for health and human service agencies and professionals, school personnel, and other policy makers.

United Way 2-1-1 is available 7 days a week, 24 hours a day.



Place an order for the 2006-2007 United Way 2-1-1 human and social services directory

United Way 2-1-1's Directory of Human Services - more than 300 pages - is published as the printed component of the computerized information and referral resource system operated by the United Way of Northeast Florida. United Way 2-1-1 is a non-profit, full-service call center operating 24 hours a day, 7 days a week.

United Way 2-1-1 service began in the Jacksonville calling area in 2002 and expanded to include 10 counties throughout Northeast Florida in 2003. Last year, United Way 2-1-1 answered more than 71,000 calls.

Every effort is made to identify human services agencies and organizations operating programs that desire to be included and that meet the inclusion criteria from the region. Inclusion of an organization does not imply an endorsement, nor does omission imply disapproval. The information about the agencies is based on data provided by the agency itself.

If you would like your agency to be included in United Way 2-1-1's shared database, please call (904) 390-3257 for more information.

Parents
+ Caregivers

Are your child's grades dropping? Do you suspect your child is using drugs? Is there a family crisis that has negatively affected your child? Are you concerned about your child's behavior? Want to know about community resources in your area?

Full Service Schools can help!



"The turn-around I have seen in my daughter is amazing. She loves her counselor and is truly responding to her therapy."

- Kim Ketchum
& daughter Denise



"Full Service Schools has so accurately provided the mentoring, support and fun that today's families desperately need. We look forward to implementing the lessons learned and building upon the friendships we've established."

- Roderick D. Haynes, Sr. and family

Full Service Schools Funders



Jacksonville Children's
Commission



Duval County Health
Department



Duval County Public
Schools

Lucy Gooding
Charitable Foundation Trust

Lucy Gooding Charitable
Foundation Trust



United Way of Northeast
Florida

Full Service Schools Partners

Child Guidance Center
Community Partnership for the Protection of Children
daniel

Duval County Health Department

Duval County Public Schools

Family Counseling Services

Family Support Services

First Coast Family Center

Gateway Community Services

Hope Haven Children's Clinic

Jacksonville Area Legal Aid

Lutheran Social Services of Northeast Florida

Mental Health Resource Center

Northwest Behavioral Health Services

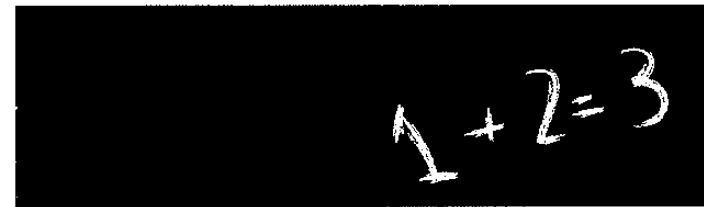
Neighborhood Partnership for the Protection of Children

St. Vincent's Foundation/Ronald McDonald Care Mobile

UF/Shands Child Protection Team

Youth Crisis Center

And more than 25 other community nonprofit service providers



Connecting schools, families, and neighbors



Full
Service
Schools
OF JACKSONVILLE

Teachers...

Are your students struggling to concentrate in class? Do they cause disruption or show disrespect? Do you know of a child that is struggling with family or emotional issues?

Full Service Schools can help!

"Full Service Schools has been a support system to me and my school. Their programs have had a major impact

in the lives of the children at Ribault Middle School."

- **George Maxey**
Principal at
Ribault Middle School

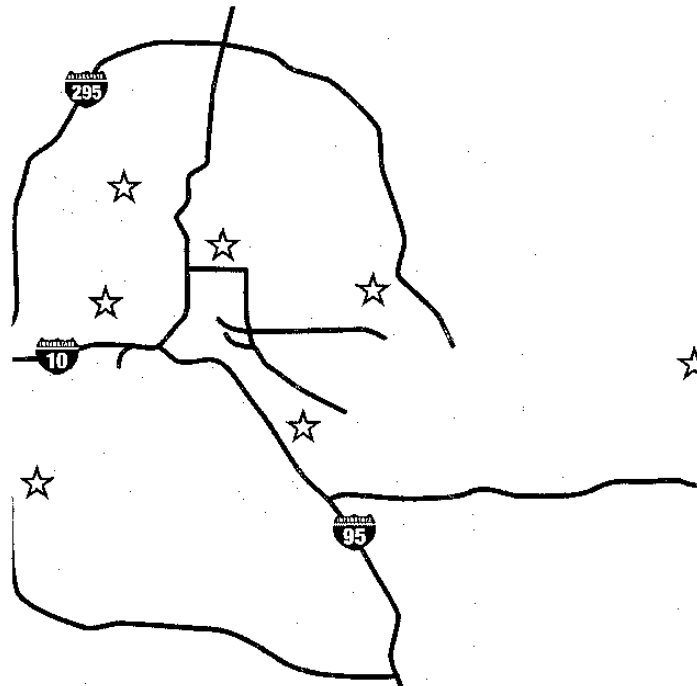


"Full Service Schools is a far reaching program that touches lives beyond basic needs. While it promotes academic success and counseling, it also enriches the relationship between families, school and community."

- **Susan Kummernes**
Guidance Counselor at Don Brewer Elementary School

Full Service Schools of Jacksonville is a neighborhood-based collaboration designed to remove barriers to a child's academic success. All services are free and vary according to each neighborhood site. Common services offered include:

- Behavioral help for children
- Individual/family counseling
- Mentoring
- Parenting help
- After-school tutoring
- Case management
- Medical/health services
- After-school activities



Full Service Schools locations

Greater Springfield Family Resource Center
3816 Main Street
Jacksonville, FL 32206
(904) 359-6250

Englewood Family Resource Center
4412 Barnes Road
Jacksonville, FL 32207
(904) 730-6288

Arlington Family Resource Center
8015 Parker School Road
Box 4, Suite 160
Jacksonville, FL 32211
(904) 858-1955

Paxon Family Resource Center
964 St. Clair Street
Jacksonville, FL 32254
(904) 381-6073

Ribault Family Resource Center
3701 Winton Drive
Jacksonville, FL 32208
(904) 924-1680

Beaches Resource Center
700 Seagate Avenue
Neptune Beach, FL 32266
(904) 270-8200

Westside Family Resource Center
6910 Daughtry Blvd South
Jacksonville, FL 32210
(904) 390-3284

Full Service Schools Manager
United Way of Northeast Florida
1301 Riverplace Blvd., Ste. 400
P.O. Box 41428
Jacksonville, FL 32203-1428
(904) 390-3247



Connecting Schools, Families and Neighbors

Full Service Schools of Jacksonville is a neighborhood-governed funding and service collaboration led by United Way of Northeast Florida that works to remove the non-academic barriers to student and family success. Full Service Schools has been in existence for 15 years and is serving a total of 78 schools located in eight neighborhoods: Arlington, Beaches, Englewood, Greater Springfield, Paxon, Ribault, Sandalwood and Westside. Full Services Schools receives funding from the Jacksonville Children’s Commission, United Way of Northeast Florida, Duval County Health Department, Lucy Gooding Charitable Foundation Trust, J.Wayne and Delores Barr Weaver and Duval County Public Schools and has a total annual program budget of over \$4 million.

Each Full Service School site is located in one of the neighborhoods listed above. It is staffed by a program coordinator, secretary, intake social workers and direct service staff (therapists, behaviorists, nurses, substance abuse counselors, mentor match support personnel, etc...) all working to provide services to meet the mental health, medical and social service needs of students and their families. Direct service staff are employed by 25 different non-profit agencies with a long history of service to the community.

Each Full Service School site has a volunteer oversight committee made up of neighborhood residents, school personnel, partner agency staff, and business leaders who ensure that the services offered are based on the individual needs of the community that they serve. Each year neighborhood oversight committees allocate over \$30,000 in neighborhood grant funding provided by United Way to meet the service gaps identified in their comprehensive needs assessment.

Full Service Schools provides services to over 28,000 students and parents in Duval County each year. The array of services could include:

- | | | |
|--------------------------------|-----------------------------------|--------------------------------|
| Case management | Behavioral help for children | Medical and health services |
| Individual / family counseling | Information and referral services | Emergency financial assistance |
| Parenting help | Parent engagement programs | Basic needs assistance |
| Tutoring and mentoring | Positive youth programs | After-school activities |



For more information about Full Service Schools of Jacksonville contact Director, Ross McDonough, at 390-3247 or call United Way’s 2-1-1 Information and Referral Service.

Detailed Listing of Full Service School Locations

<p><u>Arlington Family Resource Center</u> Program Coordinator: Julie Besley 8015 Parker School Rd. Jacksonville, FL 32211 (904) 858-1955 JulieB@uwnefl.org Serving Zip Codes 32211, 32277 Participating Schools: Arlington Middle Don Brewer Elementary Fort Caroline Elementary Fort Caroline Middle Justina Road Elementary Merrill Road Elementary Parkwood Heights Elementary Terry Parker High School Woodland Acres Elementary Lake Lucina Elementary</p>	<p><u>Paxon Family Resource Center</u> Program Coordinator: Michael Willis 964 St. Clair Rd. Jacksonville, FL 32254 (904) 381-6073 MichaelW@uwnefl.org Serving Zip Codes 32254, 32205 Participating Schools: Annie R. Morgan Elementary Biltmore Elementary Dinsmore Elementary Palm Ave. Exceptional Center Paxon Middle Paxon Senior High Pickett Elementary Pinedale Elementary Ramona Elementary Reynolds Lane Elementary Ruth Upson Elementary West Jacksonville Elementary</p>
<p><u>Beaches Resource Center</u> Program Coordinator: Linda Hemphill 700 Seagate Ave Neptune Beach, FL 32266 (904) 270-8200 LindaH@uwnefl.org Serving Zip Codes 32250, 32233, 32266 Participating Schools: Atlantic Beach Elementary Finegan Elementary Fletcher Middle Fletcher High School Jacksonville Beach Elementary Mayport Elementary Mayport Middle Neptune Beach Elementary San Pablo Elementary Seabreeze Elementary</p>	<p><u>Ribault Family Resource Center</u> Program Coordinator: Sharon Robinson 3701 Winton Dr. Jacksonville, FL 32209 (904) 924-1680 SharonR@uwnefl.org Serving Zip Codes 32208, 32209 Participating Schools: Martin Luther King Northwestern Middle Phillip Randolph Raines High School Ribault Middle Ribault High School Rutledge Pearson S. A. Hull Elementary Sallye B. Mathis Elementary St. Clair Evans Academy Carter G. Woodson</p>
<p><u>Englewood Family Resource Center</u> Program Coordinator: Deloris Brown 4412 Barnes Rd. Jacksonville, FL 32207 (904) 730-6288 DelorisB@uwnefl.org Serving Zip Codes 32207, 32216 Participating Schools: Englewood Elementary Englewood Senior Greenfield Elementary Hogan Spring Glen Elementary Holiday Hill Elementary Love Grove Elementary Spring Park Elementary Southside Middle</p>	<p><u>Westside Family Resource Center</u> Program Coordinator: Karen Schum 6910 Daughtry Blvd. S. Jacksonville, FL 32210 (904) 390-3284 KarenS@uwnefl.org Serving Zip Codes 32210, 32244 Participating Schools: Bayview Elementary Cedar Hills Elementary Forest High School JEB Stuart Middle Lake Shore Middle Oak Hill Elementary Tinucuan Elementary</p>

Greater Springfield Family Resource Center

Program Coordinator: Felicia Simmons
3816 Main St. Jacksonville, FL 32206
(904) 359-6250 FeliciaS@uwnefl.org
Serving Zip Code 32206

Participating Schools:

Andrew Jackson High School
Andrew Robinson Elementary
Brentwood Elementary
Kirby Smith Middle
Lola Culver Elementary
Longbranch Elementary
Matthew Gilbert Middle
North Shore Elementary
R. L. Brown Elementary
John Love Elementary

Sandalwood Family Resource Center

Program Coordinator: Connie Fussell
2750 John Prom Blvd. Jacksonville, FL
32246

ConnieF@uwnefl.org

Serving Zip Codes 32224, 32225, and
32246

Participating Schools:

Sandalwood High School
Kernan Middle School
Landmark Middle School
Abess Park ES
Lone Star ES
Brookview ES
Windy Hill ES
Kernan Trails ES
Southside Estates ES



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DJJ Funded Programs for Youth in Duval County

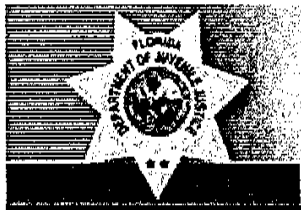
Duval County Circuit 4	Disproportionate minority Nurturing Site Community Resource Education an Development Institute <i>After school violence prevention disproportionate minority nurturing site.</i>	Darryl Henderson 2049 North Pearl St. Jacksonville, Florida 32206 (904) 354-7249
Duval County Circuit 4	Duval County SMART MOVES <i>Program will provide a comprehensive alcohol, tobacco, other drugs and teen pregnancy prevention program.</i>	Ms. Deborah Verges 313 E. 10th St./191 Pecan St. , Florida 904-396-4435
Duval County Circuit 4	Intervention for At Risk Youth <i>Mental health and substance abuse problems that are participating in the pre-trial intervention program.</i>	Mrs. Shelley Grant 323 E. Bay Street , Florida 904-630-2444
Duval County Circuit 4	Targeted Intervention Program <i>Program will include crisis intervention, individual counseling, family counseling and case management.</i>	Mr. Butch Sims 3015 Parental Home Rd. , Florida 904-720-0002
Duval County Circuit 4	YCC Youth Crisis Center, Inc	Dan Rushing 3015 Parental Home Road Jacksonville, Florida 32216 904/725-6662 -- Fax 904/724-8513

Other Programs

» **Substance Abuse Treatment Facility Locator** (Enter your city for program listing)
<http://dasis3.samhsa.gov/>

View Prevention Programs by County:

-- [Programs for Youth](#) --



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Residential Facilities in Duval County

Duval Halfway House, Duval County

3036 Philips Highway, Jacksonville, Florida, 32207
(904) 348-2680

Duval Juvenile Residential Facility is a structured non-secure moderate-risk state operated residential treatment for males ages 14-18. Youth receive individual mental health and group counseling and group substance abuse intervention and individual substance abuse counseling.

Impact House, Duval County

940 Bridier Street, Jacksonville, Florida, 32206
(904) 354-7545

Impact House is a structured residential treatment facility. Youth receive individual and group counseling, attend in-house school and participate in community recreational activities. Average length of stay is 6 to 9 months.

Tiger Serious Habitual Offender Program (SHOP), Duval County

4501 Lannie Road, Jacksonville,, Florida, 32218
(904) 924-1726

This program is a 9-12 month Juvenile Male Serious Habitual Offender Program (SHOP) and is sponsored by the State of Florida, Department of Juvenile Justice. The facility is hardware secure with a 12-foot fence surrounding the perimeter.

You may find more residential facilities by selecting a county with the drop-down list below.

View Residential Centers by County: Select -->

GO

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Incident/Complaint Hotline: 1-800-355-2280

[DJJ Home](#) | [Contact Us](#) | [Accessibility Statement](#) | [Privacy Statement](#) | [Employee Intranet](#) | [Site Map](#)

Knight Building • 2737 Centerview Drive • Tallahassee, Florida 32399-3100 • (850) 488-1850 [Google Map](#)
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The Florida Model

COGNITIVE-BEHAVIORAL THERAPY

The cognitive-behavioral approach is based on the theory that thoughts, beliefs, and attitudes determine emotion and behavior. That is, the way we perceive or evaluate a situation influences our emotional and behavioral response. Cognitive-behavioral treatment (CBT) involves teaching youth about the thought-emotion-behavior link and working with them to modify their thinking patterns in a way that will lead to better, more adaptive behavior in challenging situations. Cognitive-Behavioral treatment is usually short-term, and involves the use of homework as well as group sessions. The CBT approach is effective for youth in the juvenile justice system because it is highly structured and focuses on the triggers for their disruptive or aggressive behavior. There are several approaches to cognitive-behavioral treatment, including Rational Emotive Behavior Therapy, Rational Behavior Therapy, Rational Living Therapy, Cognitive Therapy, Cognitive Restructuring, Aggression Replacement Training and Dialectic Behavior Therapy.

Cognitive-behavioral approaches have been shown to be particularly effective with youth in the juvenile justice system, as well as for children with anger or conduct problems more generally.

Cognitive Restructuring

Cognitive Restructuring attempts to correct thought patterns that are characteristic of criminal thinking. Some now identified more than 50 criminal thinking errors, such as:

- Blaming others for criminal behavior.
- Failing to understand the concept of injury to others.
- Justifying, minimizing or rationalizing criminal behavior.
- Assuming an attitude of ownership or entitlement to the property of others.
- Using a self-serving sentimentality to excuse and avoid dealing with antisocial characteristics.

Cognitive restructuring concerns the content or substance of what offenders are thinking. Cognitive treatment addresses the process, or how they think.

Cognitive-Behavioral Therapy: Thinking for a Change.

The Thinking for a Change curriculum was developed by the National Institute of Corrections (NIC), and consists of 22 group format sessions of approximately 2 hours duration each. Groups have no more than 20 participants, and take place twice weekly, over an 11-week period. Each group is led by certified facilitators who have completed a (NIC) developed training program for Thinking for a Change. Facilitators are required to follow a scripted manual explicitly stating the content and objectives of each session. Most sessions include role-play illustrations of concepts, a review of previous lessons, and homework assignments in which participants practice skills learned in

the group.

Cognitive Restructuring; Sessions 1-9:

- Sessions 1-4 include introductions, expectations of participants, and a course overview with illustrations of the three main parts of the program: cognitive restructuring, social skills, and problem solving. Beginning sessions focus on cognitive restructuring and cognitive self-change, involving self-evaluation and self-correction. These sessions attempt to teach offenders to self-reflect, to recognize underlying attitudes, beliefs, and feelings, and to change them when they are maladaptive.
 - Sessions 5-6 focus on teaching and practicing the objective observation of thoughts, feelings, and attitudes. Participants learn to use "thinking reports" 56 (structured, objective reports of thoughts and feelings) to recognize their thoughts, feelings, attitudes, and beliefs in an objective, non-argumentative manner.
 - Session 7 teaches offenders to recognize those cognitive processes that lead them to trouble, where "trouble" is defined as "breaking a rule or hurting someone."
 - Session 8 is devoted to helping participants find new, more adaptive thinking that reduces their risk of doing something hurtful or criminal.
 - Session 9 focuses on practicing all of the steps of cognitive self-change via "thinking check-ins." A thinking check-in consists of participants reporting a situation in which they were at risk of doing something harmful, recording the accompanying thoughts and feelings they had, identifying the risk in those thoughts and feelings, and describing the new thinking they used or could have used.
 - Social Skills Training; Sessions 10-15: Although social skills training is embedded in the program curriculum from the first session, Sessions 10-15 focus explicitly on building social skills while continuing to strengthen and reinforce cognitive restructuring.
 - Sessions 10-12 constitute exercises in empathy training and perspective taking: Session 10 is devoted to extra practice focusing on identifying feelings; Session 11 is designed to help participants understand the feelings of others; Session 12 equips participants to respond to others' feelings.
 - Session 13 teaches participants to prepare for, and have, stressful conversations.
 - Session 14 provides group members with skills to manage and respond to their anger in a manner that will reduce the risk of acting out.
 - Session 15 teaches participants adaptive ways of dealing with accusations of wrong-doing, whether true or false.
- Problem Solving; Sessions 16-22: These sessions provide participants with tools they can use to more effectively "navigate their world" and avoid trouble. Problem solving in this program is designed to integrate the skills of cognitive restructuring and social skills; concepts from the first 15 sessions continue to be practiced and reinforced.
- Session 16 teaches group members to recognize the "conflict cycle," a cycle of thoughts, feelings, beliefs, and actions that tend to escalate problem situations.
 - Sessions 17-22 Participants are introduced to 6 problem solving steps, each of which is addressed and practiced in its own lesson in . These steps are: 1) stop and think; 2) describe the problem; 3) get information to set a goal; 4) consider choices and consequences; 5) choose, plan, do; 6) evaluate.

The National Institute of Corrections is in the process of developing a system of quality assurance to help ensure that Thinking for a Change is implemented over time as designed. This increases the Department's ability to maintain a high standard of service delivery for evidence-based treatments.

The Florida Department of Juvenile Justice utilizes the National Institution of Corrections (NIC) curriculum for Thinking for a Change (T4C)

http://www.nicic.org/WebPage_220.htm

Please visit their website for more information on how to access manuals and training for your area or State.


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The Florida Model

CHARACTER EDUCATION

The Faith and Community Based Delinquency Treatment Initiative (FCBDTI) has implemented the Florida Department of Juvenile Justice's, "The Character Education and Moral Development Curriculum." This curriculum is a nonpartisan, nonsectarian character education framework that teaches the Seven Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, Faith and Citizenship. The curriculum is designed for the Juvenile Justice population with examples and role-plays that are applicable to the struggles delinquent youth are faced with each and every day. Youth are presented with different ethical dilemmas for discussion in view of the Seven Pillars framework. Decision-making skills are taught and common thinking errors are discussed.

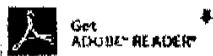
The character curriculum is used to address specific risk factors or criminogenic needs and enhance specific resilience factors. The FCBDTI program design targets and addresses the following specific risk factors:

- Antisocial thinking.
- Antisocial attitudes and feelings.
- Antisocial peer networks.
- Replacement of the skills of lying, stealing and aggression with prosocial alternatives.
- Family communication and affection.
- Parental monitoring and supervision.

The Character treatment chosen for the FCBDTI program was selected, not only because of its effectiveness, but because it is supported by research evidence and the built-in capacity to monitor the quality of implementation over time.

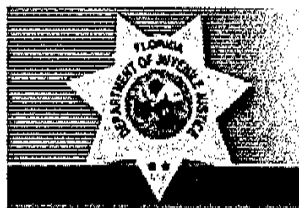
To view the Florida Department of Juvenile Justice own [Character Curriculum with the Seven Pillars of Character](#) please click this link.

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The Florida Model

MENTORING

In Homer's *Odyssey*, Odysseus, the hero of Homer's *Iliad*, left home to fight in the Trojan war. Odysseus had a son, Telemachus. While Odysseus was off at war, the goddess of domestic arts, Athena, disguised herself as an old man, and became Telemachus' guardian and teacher. Her name was "Mentor". So what is mentoring, then? Mentoring is when a trusted and experienced individual freely acts as a friend, advisor, coach, guide, teacher or role model to someone less experienced and in need of such a relationship (the protégé or mentee). Two common characteristics of the mentor are trust and experience. Mentors provide growth opportunities unavailable anywhere else. OJJDP defines a mentor as an adult, 18 years of age or older, who works with only one at-risk youth, on a one-to-one basis, at least 1-2 hours per week for at least 1 year.

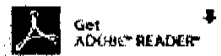
Training for mentors in the basic skills of mentoring will take place, along with an orientation to juvenile delinquency and the Department. It will also include exposure to Motivational Interviewing, Thinking for a Change, the Department's Character Curriculum and the Strengthening Families Program. This is to help ensure that mentors understand what the youth experiences in the program so that mentors can determine that their contact with the youth reinforces, or at least does not conflict with, the treatment program provided to their mentee.

The Florida Department of Juvenile Justice developed its own training curriculum, with the gracious assistance of Don Smarto, Founder and President of [Youth Direct Ministries](#)

Click below to download the following Mentoring material:

- [Florida DJJ Mentor Manual](#)
- [Training Guide](#)
- [Mentor Training PowerPoint Presentation](#)
- [Mentor Presentation Guide](#)
- [FDJJ Mentor Application](#)
- [FDJJ Mentor Interview](#)

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The Florida Model

Strengthening Families Program

The Strengthening Families Program involves not just parents or children alone, but the whole family. It was developed specifically as a selective prevention strategy for 6 to 11 year-old high-risk children of substance-abusing parents, and has been adapted for use with older teens. The Strengthening Families Program (SFP) is an evidence-based life skills training program. In multiple replications with diverse ethnic groups in universal settings (schools, churches, neighborhoods), it has been found effective in reducing risk factors and increasing protective and resilience factors for behavioral, emotional, academic and social problems. SFP builds on protective factors by improving family relationships, parenting skills, and improving the youth's social and life skills. The most immediate results are improvements in pro-social behaviors, mental status, and grades combined with reductions in aggression, violent behaviors, and substance use. Longitudinal follow-ups find reductions in alcohol, tobacco, and other drugs after up to five years.

SFP has been modified for African American families, Asian/Pacific Islanders, Hispanic and American Indian families, rural families, and families with teenagers. Although originally developed for children of high-risk substance abusers, SFP is widely used with non-substance abusing parents.

The SFP curriculum includes three 14-week courses: Parent Training, Children's Skills Training and Family Life Skills Training. Parents learn to increase desired behaviors in children by using attention and rewards, clear communication, effective discipline, substance use education, problem solving and limit setting. Children learn effective communication, understanding feelings, social skills, problem solving, resisting peer pressure, consequences of substance use, and compliance with parental rules. During the second hour families engage in structured family activities, practice therapeutic child play, conduct family meetings, learn communication skills, practice effective discipline, reinforce positive behaviors in each other, and plan family activities together. SFP uses creative retention strategies such as special incentives for attendance, good behavior in children, and homework completion. To reduce barriers to attendance family meals, transportation, and child-care should be provided. To increase generalization and use of skills learned, booster sessions are encouraged as well as providing on-going family support groups for SFP graduates at the agency site.

The creators of the SFP Program, Karol Kumpfer and Henry Whiteside, are in the process of developing tools to monitor the implementation of SFP over time. As with the other treatments selected for the Faith-Based Corrections Initiative, this feature enables the Department to maintain high-quality service delivery.

The treatments chosen for the program were selected not only because their effectiveness is supported by research evidence, but also because each has a built-in capacity to monitor the quality of implementation over time. This enables us to employ the fifth DJJ strategy, "Monitor implementation quality and treatment fidelity."

In order to enhance the effectiveness of the treatment, all staff, including mental health and education staff, will be

introduced to the model, and will receive training in the specific treatments implemented in the program. In addition, mentors and staff from the faith-based partner(s) will also receive introductions to the treatments, including training as appropriate, to enable them to reinforce and support progress made by the youth.

The Florida Department of Juvenile Justice uses the Strengthening Families Curriculum provided by:
<http://www.strengtheningfamiliesprogram.org/index.html> .

Please visit their website for more information on how to access manuals and training for your area or State.

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The Florida Model

MOTIVATIONAL INTERVIEWING

Motivational interviewing is a directive, client-centered helping style for eliciting behavior change by helping clients explore and resolve ambivalence. In other words, Motivational Interviewing (MI) is a technique that gets youth to change themselves by increasing their own desire to change. It helps them see the benefits of moving in a new direction by leading the youth through a comparison between his or her goals and his or her current behavior. The goal is to create tension in the youth, and to place the youth in charge of the process of resolving the tension in pro-social ways. The focus is on getting the person to rely on inner motivation rather than external control. Rollnick and Miller summarize the characteristics of MI:

1. **Motivation to change is elicited from the client, and not imposed from without.** Other motivational approaches have emphasized coercion, persuasion, constructive confrontation, and the use of external contingencies (e.g., the threatened loss of job or family). Such strategies may have their place in evoking change, but they are quite different in spirit from motivational interviewing which relies upon identifying and mobilizing the client's intrinsic values and goals to stimulate behavior change.
2. **It is the client's task, not the counselor's, to articulate and resolve his or her ambivalence.** Ambivalence takes the form of a conflict between two courses of action (e.g., indulgence versus restraint), each of which has perceived benefits and costs associated with it. Many clients have never had the opportunity of expressing the often confusing, contradictory and uniquely personal elements of this conflict, for example, "If I stop smoking I will feel better about myself, but I may also put on weight, which will make me feel unhappy and unattractive." The counselor's task is to facilitate expression of both sides of the ambivalence impasse, and guide the client toward an acceptable resolution that triggers change.
3. **Direct persuasion is not an effective method for resolving ambivalence.** It is tempting to try to be "helpful" by persuading the client of the urgency of the problem about the benefits of change. It is fairly clear, however, that these tactics generally increase client resistance and diminish the probability of change (Miller, Benefield and Tonigan, 1993, Miller and Rollnick, 1991).
4. **The counseling style is generally a quiet and eliciting one.** Direct persuasion, aggressive confrontation, and argumentation are the conceptual opposite of motivational interviewing and are explicitly proscribed in this approach. To a counselor accustomed to confronting and giving advice, motivational interviewing can appear to be a hopelessly slow and passive process. The proof is in the outcome. More aggressive strategies, sometimes guided by a desire to "confront client denial," easily slip into pushing clients to make changes for which they are not ready.

5. **The counselor is directive in helping the client to examine and resolve ambivalence.** Motivational interviewing involves no training of clients in behavioral coping skills, although the two approaches not incompatible. The operational assumption in motivational interviewing is that ambivalence or lack of resolve is the principal obstacle to be overcome in triggering change. Once that has been accomplished, there may or may not be a need for further intervention such as skill training. The specific strategies of motivational interviewing are designed to elicit, clarify, and resolve ambivalence in a client-centered and respectful counseling atmosphere.
6. **Readiness to change is not a client trait, but a fluctuating product of interpersonal interaction.** The therapist is therefore highly attentive and responsive to the client's motivational signs. Resistance and "denial" are seen not as client traits, but as feedback regarding therapist behavior. Client resistance is often a signal that the counselor is assuming greater readiness to change than is the case, and it is a cue that the therapist needs to modify motivational strategies.
7. **The therapeutic relationship is more like a partnership or companionship than expert/recipient roles.** The therapist respects the client's autonomy and freedom of choice (and consequences) regarding his or her own behavior.

Motivational Interviewing will be used in conjunction with a "Stages of Change" approach. This conceptualization of the change process helps staff and mentors understand where the youth is in terms of readiness to change.

Pre-contemplation. Offender is not aware of the need to change. "My life would be great if you would just get off my back!" Youth is not interested in change and is resistant to the suggestions that they need to change.

Contemplation. The youth considers and likely rejects change, makes excuses, attempts avoidance, minimization, generally trying to talk himself out of the realization that there is a problem. The task is to "tip the balance" by evoking contradictions and reasons for change, helping the youth discover the risk in not changing, and developing "ends-means reasoning skills."

Determination. "I see the problem—I'm on board to make a change." Commitment takes place here, but commitment and behavior are two different things. Temporarily, the offender wants to change. However, he probably has no idea how to begin, and most likely cannot do it alone.

Action. The youth is doing lots of things to bring about positive change (attending counseling, new support systems, and avoiding criminal associations.) The greatest evidence of change is changing their associations.

Maintenance. New skills and good intentions are not enough to sustain change. Different skills are needed for long-term success.

Relapse. An important task is to differentiate between a genuine failure and the repetition of an old behavior the youth had not really intended to change.

The MI and stages of change approach helps eliminate power struggles and conflict that often is the result of direct confrontation through blaming, negative attributions, unsolicited advice, or lecturing.

Means of monitoring the skill levels of MI practitioners are currently under development. Repeated refresher training, and an aggressive "train the trainer" program will help guarantee that individuals maintain a sharp edge on



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The Florida Model

Chaplaincy & Staffing Design

Each Faith and Community Based Delinquency Treatment Initiative site is staffed with a Chaplain. The job description for the Chaplains is as follows:

Chaplain: The chaplain will provide directly or arrange for spiritual services to meet the needs of each youth assigned to their program. Chaplains will also work with local faith institutions and the families of youth to implement the strengthening families curricula. Chaplains will be required to possess the required credentials for the position of chaplain in the State of Florida Personnel System.

In addition to the Chaplain, each FCBDTI site is staffed with the following staff:

Program Coordinator: These positions are responsible for the overall program within their residential facility and adjoining community. They directly supervise the other FCBDTI program staff assigned to their facility and work for the facility superintendent or administrator. The Program Coordinator is the primary recruiter and trainer of mentors. This position, along with the assigned chaplain, provides all services to youth in residential status.

Aftercare Coordinators: Aftercare Coordinators are the direct coordinator of all assigned mentors, during both the residential and non-residential phases of the program. Each Aftercare Coordinator shall coordinate approximately 30 mentors at any one time (15 in residential and 15 in post residential status). Aftercare Coordinators are responsible for transition planning for each youth and assigned mentor, and are the prime point of contact for the post-release supervision, i.e. with the assigned probation officer.

Treatment Coordinator: These positions are responsible for the group treatment aspect of the Faith and Community Based Delinquency Treatment Initiative. They shall conduct training for mentors and the program staff. They will conduct and/or oversee Cognitive Behavior Therapy groups called "Thinking for a Change", the family group curriculum, "Strengthening Families", as well as the Character Education component. These individuals, along with the Program Coordinator, help ensure correct treatment implementation and continued program fidelity.

The Florida Department of Juvenile Justice developed it's own FDJJ Chaplaincy Guidelines. [Click here to download the Florida Department of Juvenile Justice Chaplaincy Guidelines](#)
[FDJJ Chaplaincy Guidelines](#)

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Girl Scouts of Gateway Council Academic Enrichment and Drop-Out Prevention Programs

While the majority of girls experience Girl Scouting in traditional troops, Girl Scouts of Gateway Council has a number of special programs for girls in specific settings. These programs address the issue of staying and succeeding in school.

Girl Scouting builds girls of courage, confidence, and character, who make the world a better place. Financial contributions support direct services to girls and the following initiatives.

COMMUNITY DEVELOPMENT GIRL SCOUTING

Community Development reaches out to girls living in low-income housing sites in Duval County. Simply put, this program brings traditional Girl Scout troops to neighborhoods that desperately need safe, positive personal development programs for youth. Community Development differs from traditional Girl Scout troops in that adult leadership, direct program services, financial resources, transportation, and staff involvement must be offered at levels significantly greater than most troops. However, Community Development is similarly girl-driven—each troop selects badges and goals that reflect its needs and interests, and troop activities help girls reach their goals. Girls participate in a variety of field trips, community service projects, camping experiences, and leadership opportunities. This program serves over six hundred girls at 20 sites.

Program Sites

Anders Park
Brentwood
The Bridge
Fort Caroline Apartments
Carver Center
Cleveland Arms
Courtney Manor
Emmett Reed Center (Durkeeville)
Gregory Cove
Hill Top Village Apts
Hollybrook Apts.
Hubbard House
IM Sulzbacher Center
Kendall Court
Leigh Meadows
Lindsey Terrace
Nia Terrace Apt
Ravenwood Apts
Sable Palms
Shiloh Holiness Church
Silver Creek Apts
Southwind Villas Apts.
Spanish Oaks
Tru Way Church
Westgate Apartments

Address

10770 Anders Blvd 32246
3465 Village Center Drive 32206
1824 N Pearl St. 32209
6457 Ft. Caroline Rd 32277
738 Fourth Avenue South, 32250
5020 Cleveland Road, 32209
5620 Collins Road, 32244
1093 Sixth Street, 32209
5601 Edenfield Road, 32277
1646 W 45th Street, 32209
104 King Street 32204
POB 52221
611 E Adams Street, 32202
10535 Lem Turner Rd 32218
4320 Sunbeam Rd 32257
6455 Argyle Forest Blvd, 32244
6455 Argyle Forest Blvd. 32244
8030 Old Kings Road S, 32217
2150 Emerson Street, 32207
2102 Thomas Court, 32207
300 Silver Creek Trace, 32216
8711 Newton Road, 32216
7557 Arlington Expwy, 32211
2297 Edison Ave 32204
5202 La Ventura Drive, 32210

GET REAL MENTORING

In this 30-week program, girls alternate from weekly sessions to individual mentoring. Group sessions are facilitated by trained adults leading interactive dialogue and activities with girls. Each session focuses on a specific topic, including self-esteem, responsibility, caring for others, prejudice and stereotyping, peer pressure, abstinence, substance abuse prevention, conflict resolution, and social skills. On alternating weeks, girls will participate with their individual mentors with conversations based on the topic presented during the previous session. Ideally, mentors and mentees will meet in a one to one ratio; however, some mentors may meet with two or three girls for their individual mentoring sessions. Educational off-site experiences are incorporated for teambuilding and opportunities to demonstrate learned skills. Volunteers are needed on a bi-weekly basis to serve as mentors during the school year. Some part time staff positions are available at some sites.

Participating Schools

Arlington Middle School
Eugene Butler Middle School
Duncan Fletcher Middle School
Duncan Fletcher High School
Fort Caroline Middle School
Andrew Jackson High School
Jefferson Davis Middle School
Landmark Middle School
Landon Middle School
Mayport Middle School
Northwestern Middle School
Southside Middle School

PASSAGES

Passages is a fun-filled orientation for girls preparing to enter middle school. Girls develop their abilities to manage school projects, stay safe at school, develop healthy peer relationships, express their personal styles within school dress codes, open their lockers, navigate the hallways, and get to classes on time. Passages programs are held at middle schools in mid to late July or early August. They last one week, and usually are held from 8:00 to 1:00 each day. Volunteers are needed. Part-time staff positions are available in some locations.

Participating Schools

Eugene Butler Middle
LaVilla Middle
Mandarin Middle
Highlands Middle
Jefferson Davis Middle
Ribault Middle
Southside Middle
Landmark Middle
Mathew Gilbert Middle
Ft. Caroline Middle
James Weldon Johnson Middle

Darnell Cookman Middle
Oceanway Middle

CLASSROOM GIRL SCOUTING

Classroom Girl Scouting brings the Girl Scout experience to over 700 girls with emotional, mental and physical disabilities. Because of their special needs, Girl Scouting is brought to the classroom, where they are able to earn badges and recognitions while satisfying school curriculum requirements. Volunteers support classroom teachers by assisting with classroom activities, helping to conduct award ceremonies, or assisting at a field trip to camp in April.

Participating Schools

Justina Road Elementary
Highlands Elementary
Don Brewer Elementary
duPont Middle
Jean Ribault Middle
Kernan Trail Elementary
Nathan B. Forrest High
Reynolds Lane Elementary
Woodland Acres
Alden Road 6-12
Biltmore Elementary
Brentwood Elementary
Landmark Middle
Lola M. Culver Elementary
Rutledge Pearson Elementary
Sabal Palm Elementary
Sallye B. Mathis Elementary
San Jose Elementary
Brookview Elementary
Jacksonville Heights Elementary
Kirby-Smith Middle
Loretto Elementary
Merrill Road Elementary
Windy Hill Elementary
Annie R. Morgan Elementary
First Coast High
Fort Caroline Elementary
Oceanway Middle
R.L. Brown Elementary
Rufus Payne
Sadie Tillis Elementary
Eugene Butler Middle
Kernan Middle
Louis S. Sheffield Elementary
Normandy Village Elementary
Ramona Boulevard Elementary
Terry Parker High
Arlington Middle
Baldwin Middle/High

A.R. Robinson Elementary
Mandarin Middle
Southside Estates Elementary
Thomas Jefferson Elementary
Hyde Grove Elementary
Oceanway Elementary
Southside Middle
Timucuan Elementary
Crystal Springs Elementary
Palm Ave E.S.C.
Highlands Middle
Hogan-Spring Glen Elementary
Mt. Herman ESC
Pickett Elementary
Spring Park Elementary
Susie E. Tolbert Elementary
Northwestern Middle
Mandarin Oaks Elementary
J.E.B. Stuart Middle
Atlantic Beach Elementary
Edward H. White High
Mamie Agnes Jones Elementary
Paxon Middle
West Jacksonville Elementary

Sandra B Tysver, CGSEO
Chief Executive Officer



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HEAD START DAISY GIRL SCOUTS

In Head Start Daisy Girl Scouts, girls four to five years of age participate in age-appropriate activities encouraging pre-literacy skill development. Through active listening, storytelling, singing, dramatic play, dancing and drawing, girls learn to express themselves, understand others and look forward to learning to read. Volunteers can assist in training Head Start leaders or can facilitate Girl Scouting program at Head Start Centers sponsored by the Jacksonville Urban League in Duval County. Meetings are held weekday mornings in several counties beginning in March and ending in Mid-May, serving 303 girls at 32 sites.

REACH OUT WITH READING

Reach out with Reading has two target audiences: 1) children ages 4-12 living in low-income housing areas and 2) teen Girl Scout program aides ages 14-17. Campers will have an opportunity to improve their reading skills and develop a positive attitude toward reading. Teen program aides will improve their leadership skills and deepen their commitment to community service by leading campers. Each camp serves 20+ campers and 6 teen program aides.

Participating Sites:

Brentwood
Durkeeville- Emmitt Reed
Sherwood Forrest
Kennedy Center
Community Connections (Downtown)
Windy Hill