Gurnang Life Challenge
Young Adult Offender
Women
Adventure Based Challenge
Experiential Learning/Adventure Therapy Program Overview
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Acknowledgments

The manual Gurnang Life Challenge Adventure Based Challenge program for female young adult offenders was written as a result of a direction issued by the Commissioner of Corrective Services Mr. Ron Woodham in May 2007. The Handbook reflects the objectives of the Strategic Framework for Young Adult Offenders 2007-2009.

Staff at Oberon CC who contributed their knowledge, experience and expertise are:

- SCO Elwin,
- SCO Sterling,
- SCO Ward,
- CO Morris,
- CO Franklin,
- CO Haslop
- CM&CC McMah.

Manager of Security Mr Sowter, Assistant Superintendent Mr Nash, Acting General Manager Oberon/JMCC Cluster MR Mcloughlin and General Manager Mr Mercer are acknowledged for their expertise, ideas and support.

History

The ABC manual was originally written in 2007, this edition 2011, reflects the knowledge gained since program inception and incorporates fine tuning of issues.

Acknowledgements

A significant number of people are involved in the development and implementation of women’s ABC programs from General Managers, Managers of Security and Managers of Offender Services & Programs through to OS&P, Education and ABC accompanying custodial staff, their contributions are acknowledged.

Many people have assisted in the development of this edition of the ABC Manual, they are:

- Senior Correctional Officer David Ward (now MOS&P OCC)
- Adventure Based Facilitator Ruth Hodgson OCC
- Adventure Base Facilitator Julian Anderson OCC
- Assistant Superintendent Andrew Sterling OCC
- Senior Correctional Officer Lockie O’Loughlin DCC
- Case Management & Classification Co-ordinator Debbie Abrahams (DCC)
- MOS&P Jean Dally (now MOS&P SCCC)
- MOS&P Catherine Haines (now Superintendent North West Region)
- MOS&P Cindy Moore (DCC)
- State Co-ordinator Young Adult Offenders Julie Telfer

Particularly supportive has been General Manager Dillwynia CC Shari Martin, General Manager JMCC/OCC Cluster Marilyn Wright, Acting General Manager JMCC/OCC Patrick Aboud, General Manager EPCC Cluster Craig Osland, MOS OCC Mark Kennedy, MOS DCC Leanne O’Toole and MOS EPCC Phillip Caffrey
Executive Summary

Program Title: Gurnang Life Challenge Adventure Based Challenge (ABC). The program is a seven day, experiential learning/adventure therapy program for women young adult offenders.

Program Origins: The program is specified in the Young Adult Offender Strategic Framework 2009 – 2012 and Commissioner of Corrective Services Mr. Ron Woodham issued a direction to ensure female young adult offenders participated in the Gurnang Life Challenge experience.

Program Locations: Offenders are housed at Oberon Correctional Centre in a purpose designed facility called "Kookaburra Cottage" and complete the program at Oberon CC and in a wilderness location within Kanangra Boyd and or Blue Mountains National Park. Additionally, modules are conducted at Dillwynia and Emu Plains Correctional Centres.

Participants: Women young adult offenders and nucleus inmates from Dillwynia or Emu Plains Correctional Centres of a classification of Category 1 or Category 2. Additionally, women offenders from other centres participate in the program and are temporarily transferred to Dillwynia CC for the duration of the program.

Context of Program: Program is a personal growth cognitive developmental and experiential and adventure therapeutic program that is conducted at a combination of Dillwynia (selection, introduction, motivational and adult learning theory and ratification of belief), Oberon CC (communication, trust, team work, self efficacy, impulsivity and self concept) and a wilderness expedition (tenacity, self and other’s reliance, reflection and self responsibility). The ABC program examines common dynamic risks of women young adult offenders and features planning for specific dynamic risk intervention requirements in the future for participants whilst in custody and post release.

The program utilizes cognitive and experiential initiative and problem solving activities, high challenge ropes course, wilderness camping and bushwalking as well as abseiling.

Manual: The program manual Adventure Based Challenge is divided into three separate but related manuals:

1. Overview manual. Presents information as to philosophy of adventure/experiential learning, effectiveness of adventure/experiential learning, how the program is conducted and how the program reflects “What Works” programming principles for offenders. The Overview also presents selection criteria, scheduling, reporting, and aims and objectives. A comprehensive reference listing is included as well as post program participation requirement and linkages.

2. Session Planning. Details as to specifics of objectives, facilitator guides, activity schedules and notes are included in this section. The section also contains principles and guidance on utilisation of de-briefing, metaphors and isomorphism.
This section is divided into six major areas, viz; *Introduction ABC* (briefing, perceptions, attitudes and adult learning theory), *ABC 1* (acquaintance and de-inhibitisation), *ABC 2* (communication and trust), *ABC 3* (self responsibility, self reliance and tenacity), *ABC 3* (self accountability and reflection), *ABC 4* (social responsibility) and *ABC 5* (personal responsibility).

Please note ABC Introduction/Briefing and GRABBS are in manuals (separate to this manual).

3. **Standard Operating Procedures and Risk Management.** Details the SOP and associated risk management criteria and is detailed in Gurnang Life Challenge Wilderness Expedition and Standard Operating Procedures manuals.
Introduction and Philosophical Overview

We do not believe in ourselves until someone (or something) reveals that deep inside us something is valuable, worth listening to, worthy of our touch, sacred to our touch. Once we believe in ourselves (or at least begin to believe) we can risk curiosity, wonder, spontaneous delight, or any experience that reveals the human spirit”

E. E. Cummings

What is the Issue?

Young Adult Offenders, arguably, can be the most difficult group of inmates in Corrections NSW as they, often are like all young people, still attempting to find their way in the world without the benefits of adult experiences to guide them, often many young adult offenders missed out on some early parts of their development into adulthood. These missing links can be caused through the lack of parental control or in some cases, too much control or through the influence of peers, the easy access to drugs and alcohol or a lack of responsibility or accountability for their actions or through such deep issues as physical, emotional or sexual abuse or mental disease. Young adult offenders all have some common issues such as; impulsive behaviour, not being accountable for their actions, negative peer pressure, a lack of communication skills, a lack of motivation and goal setting skills, anger and frustration and poor decision making and judgement skills. Additionally, a large number of young adults present with low self concept and hence the possibility of suicide/self harm are high, as well as confusion with relationships and even dealing with their own sexuality.

Dynamic Risks

The accepted common dynamic risks of male Young Adult Offenders IAW the Young Adult Offender Strategic Framework are:

Impulsive, risk taking behaviour, lack of long/medium term planning, peer pressure, motivation, lack of self direction, lack of acceptance of responsibility for behaviour, low communication and social skills and a low sense of self image and a low ability to achieve self efficacy. The specific dynamic risks of male young adult offenders vary from mental health issues to anger, to substance abuse to gambling. Specific dynamic risks are not directly dealt with in the experiential learning program, though the requirements, outcomes and processes of accredited specific dynamic risk related programs are referred to.

Common dynamic risks for women young adult offenders are similar to male young adult offenders, though the common dynamic risks can be more pronounced than male young adult offenders.

Some specific differences are: (Young Adult Offender Strategic Framework)

- Increased likelihood of experiencing depression, other mental health issues and negative body image
- High levels of substance abuse/dual diagnosis
- High incidences of health concerns
- Increased rates of sexual and physical abuse
- History of unhealthy and co-dependent relationships
Dependent children/primary carers

Gurnang Life Challenge Women Experiential Learning/Adventure Therapy Program
The purpose of this manual is to explain and detail the objectives, purpose, and processes of the experiential learning, adventure program for women young adult offenders. The experiential learning / adventure program will not address all of the issues with women young adult offenders; other issues as listed above will need to be incorporated into the overall women young adult offender program as either a readiness program or post Gurnang Life Challenge experience. Readiness, motivation and adult learning theories and detailed facilitator guides are specified in a separate module of this manual titled “Introduction/Briefing ABC Program”. Additionally a manual called GRABBS ABC specifies the detailed requirements of ABC 2 to 5 modules.

Future of ABC
This edition of the women’s ABC program is an interim manual; the Women’s Young Adult Offender Steering Committee has recently re-developed the program to incorporate a larger range of cognitive learning modules. Essentially the next edition will increase the length of the program from seven working days to fifteen working days. It is envisioned that the revised program will be in operation in 2012.
Historical Overview
Traditionally, the outdoor environment has been used effectively and efficiently for personal development of human beings for many years, the outdoor environment is mainly used in adventurous activities such as bushwalking, expeditions, climbing, abseiling, canoeing and river rafting, etc. These activities were and are utilised by diverse organisations such as Outward Bound, military, schools, commercial firms and youth organisations.

Corrective Services NSW was also using these adventurous activities, in the “Project Survival” and in what is now commonly referred to as the “Newnes Experiment or Experience”. Currently CSNSW utilises the expedition/climbing/abseiling/experiential learning concept in Gurnang Life Challenge program at Oberon Correctional Centre with results of visually seen characteristic changes in the participants, which is similar to what was seen in the “Project Survival” and “Newnes Experiment”.

Female programs were incorporated into Newnes and the Survival Project. The Survival Project had some note worthy achievements for early female programs in both Corrections and adventure training in the community. The NSW Department of Corrective Service publication “Managing Young Adult Offenders in NSW Corrections (“green and blue books”), specified a requirement for female young adult offenders.

Basically what is being said here is that adventurous activities are an essential requirement in any program that is going to effect life changing habits and attitudes, especially, with young adult offenders! However, the big question; will adventurous activities alone, inculcate long term life changing habits, characteristics and attitudes? The answer of course is NO; however, modern research shows that the adventurous activities will resolve the common dynamic risks and importantly will serve as a catalyst to impel young adult offenders into other programs with positive behavioural, attitudinal changes.

What Is Adventurous Activities and Experiential learning
(1) Before we can answer the question of the effectiveness of the adventurous activities a discussion on WHAT an adventurous activity exactly is, needs to be aired. A recent paper entitled “A Descriptive Analysis of the Experienced Based Training and Development Field” by Todd Miner of the University of Alaska, examines a variety of facts on what Todd calls Experience Based Training and Development (EBTD). The facets examined are:

- What is EBTD
- Extent of the EBTD field
- Activities and Setting
- Goals of EBTD
- Participants of EBTD
- Providers of EBTD

(2) Todd and a number of other writers divide EBTD into two main areas:
- Wilderness programs, where participants have to sleep in a wilderness setting e.g. tentage and usually involved an expedition of some sort. Todd argues that wilderness programs are principally concerned with individual growth through leadership, decision making and self-esteem.
- Outdoor – Centred programs, where participants mainly stay in housing style accommodation, participant in initiative games, ropes courses, confidence courses, etc. Todd further argues that these
activities are concerned with team building, self esteem, leadership, problem solving and decision making.

**Effectiveness of Adventurous / Experiential Learning activities**

(1) Todd also argues in his conclusion, and correctly so, that research is required as to how and why the challenges and real life experiences of EBTD are, or are not, efficient tools for improving organisational performance. Though there are a number of research papers that now state that there is positive and sustainable changes that have occurred with participants of adventure/ experiential learning programs, see References 1, 2, 3, 4, and 5 of this manual. The document, “Future Directions for Juvenile Justice in NSW” supports this argument in the statement “Adventure challenge based programs are conducted for juveniles and adults for a variety of purposes. However, claims that such programs can alter behaviour have not been founded on solid research”. This argument is being questioned by a number of organisations and individuals.

It is of interest to note that the document on Juvenile Justice further adds that “Whilst there has been little research to support their effectiveness, adventure based programs can provide a catalyst for change if incorporated as part of a wider program”. The adventure challenge activities within a program, but not as a sentencing option, have been included as a key objective of the Juvenile Justice system.

(2) A paper, entitled “Therapeutic Wilderness Programs and Juvenile Recidivism: A program Evaluation by Castellano and Soderstrom (1992) examined the effects of participation in an Outward Bound type program on the recidivism of sample juvenile probationers. Findings indicate a definite one year delinquency reduction, whilst the reduction was not evident in a two-year follow up. The writers further argue, “While overall results are mixed, the wilderness stress challenge program appears promising as an alternative to traditional juvenile justice placements”. Despite being a short-term intervention for a relatively high rate delinquent population, discernible reductions in arrest rates have been found. The fact that the delinquency reduction effect is short –lived begs questions such as what would happen if the intervention was lengthened or if systematic and supplemental follow-up services were provided to program participants once they returned to their natural environment”

(3) The reader of this manual will now be asking, where this information is heading. Essentially, this paper is arguing that wilderness programs or adventurous activities although effective, are not enough to effect life changing habits, particularly for clients of the NSW Specialised Young Adult Offender Program. The wilderness program at Oberon CC for male young adult offenders currently fulfils the requirement for the common dynamic risks and as the catalyst that propels a participant into being motivated to achieve vocational, educational and life changing habits and goals. Accordingly, what we are saying is that wilderness style programs are essential in a program of the type at Oberon, but wilderness programs are not enough to affect the desired outcomes in a participant. A further argument that the provision of academic, vocational, work ethic, drug and alcohol and living skills education, combined with wilderness
programs, are also not enough to effect the desired outcome of a decent, growth-oriented, positive, contributing member of society.

(4) Later research (Wilson & Mackenzie 2006) on recidivism and “What Works” documents (Wilson & Lipsey 2000, Singh & White 2000 and J. McGuire “Offender Rehabilitation and Treatment”), indicates that effective adventure orientated programs can prove effective with recidivism if the programs include the following components:

- Thorough assessments and ongoing monitoring of participants
- A risk management assessment of activities and screening of program staff
- Multi-modal treatments with cognitive-behavioural orientation, e.g. behaviour and attitude modification
- Addressing specific criminogenic needs, e.g. attitudes, peer pressure
- Meaningful and substantial contact between participants and staff
- Inclusion of an after care component

Additional research and practises gave rise to the term Adventure Therapy (AT); AT is the creation of challenge in a safe environment through experiential activities for groups or individuals to solve, provided there was effective and realistic processing. In AT there must be perceived risk, generating a level of anxiety that is significant to elicit a desired behavioural change. Positive behavioural changes, which are synonymous with psychological healing, generally occur through isomorphic connections. See Gillis 2000, Parker 1992, Ziven 1988.

What Else Is Needed
(1) The missing link in the equation of the women young adult offender programs program is essentially the Cognitive Personal Growth component. However, experience has shown that Cognitive Personal Growth programs are not effective enough, what is needed is the practical approach in real life of the subject, to experience the real life components one needs to actually experience the situations in real life which can obviously take many, many years. Should the reader be able to grasp this concept then they could quickly realise, that the emphasis is placed on the words REAL LIFE and EXPERIENCE. Therefore one could argue that the EXPERIENCE could be actually EXPERIENTIALLY ACHIEVED in a SIMULATED REAL LIFE SITUATION, and if this could be carried out in conjunction with the Cognitive Personal Growth program and inherently linked to the vocational education, self responsibility, work ethic and dynamic risk combined with the wilderness programs, then we could have (complete with a safety net of Case Management) a realistic, achievable, cost effective “holistic” program that crosses all spheres of a human beings potential as a decent, contributing member of society.

Note the Women’s Young Adult Offender Steering Committee is examining this issue; it is envisaged that the ABC program will incorporate a Cognitive Personal Growth component.
(2) It is worth noting the results of a recent Queensland survey, which reflects the issues of young adult offenders. The Mount Isa Mines carried out a detailed management survey, which focussed on what skills employers were looking for over the next decade. These are the results of a priority list of people’s characteristics needed for the future.
   i. Communication Skills
   ii. Problem Solving Abilities
   iii. Teamwork Skills
   iv. Greater Literacy and Numeracy
   v. People Management Skills
   vi. High Self-Esteem
   vii. Attitudes which recognise the need to work together
   viii. Accountability for actions or inaction
   ix. Reliability
   x. Flexibility and Adaptability
   xi. Being Multi Skilled

If one analysed the female component of the Gurnang Life Challenge program one would quickly see that some of these facets have been included in the existing programs in Correctional Centres housing women offenders. However, to further facilitate certain needs, the real-life experiential education needs to be included.

It is the sin of the soul to force young people into opinions – indoctrination is of the devil – but it is culpable neglect not to impel young people into experiences

   Kurt Hahn

(3) To implement this “real life experiential education” a name has to be added, the appropriate name is Adventure Based Challenge (ABC) which essentially covers Todd’s name of Outdoor and wilderness centred Programs. The Adventure Based Challenge concept was originally titled Adventure Based Counselling (ABC); see Islands of Healing A Guide to Adventure Based Counselling, Jim Schoel, Dick Prouty, Paul Radcliffe. Project Adventure Inc. 1988 ISBN 0-934-38700-1.

The term ABC is a major component of the Project Adventure Australia, a private firm operating in Victoria. The original developer of the term and concept was Project Adventure America.

**Experiential Learning**
The ABC program is based upon experiential learning; Please do not confuse experiential learning with experienced based learning. Experienced based learning is where people practice the skills they are learning. Experiential based learning is where the action experienced learning is subject to reflection, transfer and support.

- **Reflection** examines the process to enhance the awareness of the learning.

- **Transfer** change is expected in real life from the learning, this aspect is enhanced by the utilisation of metaphors and isomorphs in the activities.
• **Support** providing opportunities that permit people to continue changing and lessen resistance to change.

Programming of experiential learning can be defined as the deliberate use of action events and facilitated reflection to bring about lasting changes and learning. In outdoor education there are 5 types of programming (see Priest S 2004):

- **Sport** - the use of outdoor environments for sport; abseiling, climbing, bushwalking, rogaining etc.
- **Recreational** - the uses of outdoors and indoors to relax, entertain, re-energise and socialize.
- **Educational** - the use of experiential learning to allow people to gain knowledge and skills.
- **Developmental** - the use of experiential learning designed to change the way people feel, think and behave.
- **Therapeutic** - the use of experiential learning designed and intended to change the way people feel, think, behave and resist negative dysfunctional behaviour.

**What is Adventure Based Challenge (ABC)?**

1. Essentially, the program is a personal development, dynamic risk program that utilises outdoor environment, for initiative games, openness, situation leadership, trust development and communication exercises as well as goal setting, decision making, social and personal responsibility processes that accelerates a persons learning potential in a personal development growth process. The program utilizes **developmental programming** and **therapeutic programming** to achieve its aims and objectives; the program is definitely not to be confused with sport, recreation or education. Additionally the program utilizes a High and Low Challenge Ropes Course and wilderness expeditions as part of the tool kit. Additionally, **cognitive learning** is incorporated to balance the experiential/adventure therapy modules.

2. The essential cornerstones of ABC program, is the development of:

<table>
<thead>
<tr>
<th>Openness</th>
<th>Goal Development</th>
</tr>
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<tbody>
<tr>
<td>Attitude</td>
<td>Self-Concept</td>
</tr>
<tr>
<td>Communication</td>
<td>Trust</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Respect for the dignity of others</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Self Efficacy</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>Social Responsibility</td>
</tr>
<tr>
<td>Positive/Negative aspects of Peer</td>
<td>Personal Responsibility</td>
</tr>
<tr>
<td>Support</td>
<td></td>
</tr>
<tr>
<td>Impulsivity</td>
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</table>

**Definitions of Self Constructs**

The words self-concept, self-efficacy, self-esteem, self confidence appear throughout this document, accordingly an explanation is warranted.

A prominent experiential learning researcher James Neil 2006 refers to the need for definitions of the self constructs of self esteem, self confidence, self efficacy and self concept. The definitions are:
- Self-esteem: Self-esteem refers to general feelings of self-worth or self-value.

- Self-efficacy: Self-efficacy is belief in one's capacity to succeed at tasks. General self-efficacy is belief in one's general capacity to handle tasks. Specific self-efficacy refers to beliefs about one's ability to perform specific tasks (e.g., driving, public speaking, studying, etc.)

- Self-confidence: Self-confidence refers to belief in one's personal worth and likelihood of succeeding. Self-confidence is a combination of self-esteem and general self-efficacy.

- Self-concept: Self-concept is the nature and organization of beliefs about one's self. Self-concept is theorized to be multi-dimensional. For example, people have separate beliefs about physical, emotional, social, etc. aspects of themselves.

### Adventure Therapy (AT)

AT is the creation of challenge in a safe environment through experiential activities for groups or individuals to solve, provided there was effective and realistic processing. In AT there must be perceived risk, generating a level of anxiety that is significant to elicit a desired behavioural change. Positive behavioural changes, which are synonymous with psychological healing, generally occur through isomorphic connections. See Gillis 2000, Parker 1992, Ziven 1988.

### Gender Issues and Experiential/Adventurous Learning

Gender issues in experiential and adventurous learning can provoke many thoughts ranging from radical feminists to moderate views to radical male view points (James Neil (2005) Outdoor Education and Gender). A number of research papers exist in relation to gender see (Johnson, C.Y., Bower, J.M., & Cordell, K. (2001), Little, D.E. (2002), Pohl, S.L., Borrie, W.T., & Patterson, M.E. (2000) as well as Neil, J.T. (1997 and 2002). Neil (2005) ask some thought provoking questions, such as; Are outdoor education programs designed from a masculine mindset (or what would modern outdoor education looked like if Kurt Hahn had been female)? In what ways do outdoor education programs reinforce traditional gender stereotypes? These questions are being asked today; see reference materials in this manual.

Research has shown that females tend to:

- Report greater increases in self-construct issues as a result of experiential learning programs.
- Respond better to Adventure Therapy concepts as females tend to be more open to verbal processes and expression of feelings.

The two main issues appear to be:

1. Variations in Physical & Emotional Maturity of Male and Female Adolescents. It is well known that females develop and mature quicker than males; often the performance of participants is linked to maturity.

2. Variations in Physical Abilities of Male and Female Participants. Provided the experiential learning programs allow for these issues there are no
problems, like wise male programs are adjusted for different physical abilities of males.

How is the Program Conducted?
The program is conducted in a challenging, achievable manner that allows the participant to develop or at least question the development at her own pace. In the early sessions, success in the activities are easily achieved, provided the participant makes an effort, later in the program the activities are much more difficult. The difficulties are deliberately placed so that although the activity is difficult, it is achievable. To be able to handle failure, and be aware that success or failure are basically similar, and that the trying or putting in your best effort is more important than failure or even in some cases success. The reader can relate this philosophy with real life, not everyone is going to achieve at everything he/she does in life, but the man/woman who tries is a winner.

*Far better is it to dare mighty things, to win glorious triumphs, even though chequered by failure, than to rank with those poor spirits who neither enjoy much nor suffer much, because they live in the grey twilight that knows no victory nor defeat.*

Theodore Roosevelt

Essentially the sessions are conducted through a wave process. Like life there are high points and low points and life could be a succession of these waves; there often occurs these high crest parts and there are the lows (troughs). It just depends on the way a person handles the crests and troughs. The wave process is also used to enable a procedure to be implemented.

*LEARNING IS SOMETHING DONE BY SOMEONE, NOT TO SOMEONE*
The Aim and Terminal Objectives of ABC

PROGRAM NAME: Adventure Based Challenge (ABC)

PROGRAM AIM: To enable women young adult offenders to examine and experience the benefits of being a successful, positive, growth oriented contributing member of society who is confident and holds good communication, teamwork, leadership and self-esteem skills.

PROGRAM TERMINAL OBJECTIVES:

Upon successful completion of the program, each participant should:

(a) Experience success and failure and be aware that success or failure are not as important as trying or making the best effort.

(b) Be capable of achieving effective communication.

(c) Be responsible for one’s own actions or lack thereof, the cause and effect.

(d) Become assertive without aggression.

(e) Be a capable, positive and contributing team member.

(f) Be capable of tackling large problems with effective problem solving skills.

(g) Be able to ingrain one’s self with a mental tough attitude.

(h) Examine personal and life goals in a realistic manner.

(i) Be able to trust one’s self and others.

(j) Be capable of being involved and make decisions.

(k) Be capable of providing realistic respect for the dignity of others.

(l) Be able to discern and utilise the negative and positive aspects of peer support.

(m) Be aware of the rights and property of others.

(n) Experience and process self efficacy

(o) Develop social responsibility skills
(p) Develop personal responsibility skills
(q) Be capable of effecting change in a person’s abilities as a human being
(r) Become aware of and how to counteract impulsivity issues
(s) Set realistic achievable affirmations for change

Scheduling / Time table/ Selection Processes of Program
The Adventure Based Challenge (ABC) program is specified on the Flow Chart (later in this manual) titled Gurnang Life Challenge Pathways Sequence Flow Chart Women, additionally see, Selection Criteria and SMEAC document later in this manual.

Scheduling
The ABC program is to be scheduled on OIMS Offender Services & Programs Screen as soon as the final selection process is finalised at – working day 20; the sequence of the scheduling is to be as follows:

Adventure Based Challenge ABC women

<table>
<thead>
<tr>
<th>Session</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Intro</td>
<td>Introduction, Adult Learning Theory, Attitude, Perspectives</td>
</tr>
<tr>
<td>ABC 1</td>
<td>Acquaintance, de-inhibitisation, goal setting</td>
</tr>
<tr>
<td>ABC 2</td>
<td>Enthusiasm, communication, trust</td>
</tr>
<tr>
<td>ABC 3</td>
<td>Self efficacy, self confidence, self responsibility, future planning</td>
</tr>
<tr>
<td>ABC 4</td>
<td>Co-operation, problem solving</td>
</tr>
<tr>
<td>ABC 5</td>
<td>Persistence, change focus, affirmation</td>
</tr>
<tr>
<td>ABC 6</td>
<td>Ratification of belief</td>
</tr>
</tbody>
</table>

Notes
1. ABC means adventure based challenge
2. ABC Intro conducted at Dillwynia CC, ABC 1 to ABC 5 conducted at Oberon CC, ABC 6 conducted at either Dillwynia or Emu Plains CC

Time Table for ABC

1. -20 working days Selection
2. – 5 working Briefing/Introduction ABC at Dillwynia or Emu Plains CC
3. Mon Next Week   8.30 transport to Oberon CC, settle into Kookaburra Cottage
4. Mon PM Experiential Learning & Case Planning (one on one )
5. Tuesday AM Experiential Learning/Pack equipment
6. Tuesday PM Travel to Blue Mountains or Kanangra Boyd National Park, navigation, set up camp etc.
7. Wednesday AM Abseiling etc. Return to OCC approximately 4 pm
8. Thursday AM Experiential Learning and Ropes Course
9. Friday AM Ropes Course, De-Brief, depart for GOC @ 2.30 PM
10. Friday PM Back in GOC
11. Thursday week after ABC, graduation.
Selection Processes for ABC
The protocol specified below is to be followed as close as possible; the purpose of the protocol is to avoid double handling and confusion as to which participants and staff are on an ABC program and to reduce the confusion and last minute changes to staff/participant selection; it is envisaged that once the SMEAC is issued, the changes should be minimal.

a) Minus 25 working days (5 weeks), MOS&P Oberon CC will e mail GM, MOS, MOS&P and CM&CC of EPCC and DCC that ABC will occur on a specific date; MOS&P will request all parties to advise participants and accompanying staff to MOS&P and CM&CC Dillwynia CC.
b) Minus twenty working days (4 weeks) MOS&P and CM&CC DCC will prioritize participants (note includes participants from other Correctional Centres), MOS&P will liaise with GM DCC to ensure accompanying staff are rostered for that particular ABC.
c) Minus 15 working days (3 weeks) MOS&P OCC will issue a SMEAC containing up to date names of participants and staff.
d) Minus 10 working days (two weeks) CM&CC of each centre will ensure that a Section 26 Order is raised and authorized. CM&CC of each centre will finalise Participant Program and Case Management History document and forward to MOS&P OCC Accompanying staff are to ensure they are aware of their duties through their MOS/MOS&P.
e) Minus 5 working days (one week) ABC Program Introduction/Briefing module will occur at DCC, all participants and accompanying staff are to attend.
f) ABC program working day 1, participants escorted to OCC, arrival prior to 12 noon.

Transfer of Inmates
Young adult offenders and nucleus inmates involved in the women’s young adult offenders program, participating in the Adventure Based Challenge program at Oberon CC are to be transferred and authorised for the program under a Section 26 Order complete with a SMEAC. To authorise a Section 26 Order and SMEAC the signatures and agreement of the following must be completed in sequence:

1. SMEAC is raised by MOS&P OCC, complete with names of participants and staff.
2. SMEAC is issued by e mail to all MOS/MOS&P and GM of involved centres, all MOS/MOS&P/GM need to sign the SMEAC and return to MOS&P OCC by fax or e mail.
3. A final version of the SMEAC will be issued by MOS&P OCC once adjustments are made to ABC participants and/or staff should they occur.
4. CM&CC of each GOC raises a Section 26 Order utilising the SMEAC as an attachment to the Section 26 Order.
5. GM of GOC signs off the Section 26 Order.
6. Section 26 Order is then signed and authorised by Assistant Commissioner Regional Office (or approved delegate) of participating offenders from each GOC (Dillwynia, Emu Plains CC).

Under no circumstances is an inmate to participate or be transferred without her name and authorisation being placed on the subject documents. Prior to departure from GOC inmate is to acknowledge the Section 26 Order and a copy of the Section 26 Order is placed on their Warrant File. A copy of the Section 26 Oder is to be held by accompanying staff.

A sample group Section 26 and a SMEAC are located at Appendix 5 and 6.

Participant Selection Criteria
Selection of participants is divided into two selection sessions; see Flow Chart Women Young Adult Offender.
Selection criteria for participants are restricted to women offenders from any Gaol of Classification within Correctional Centres that hold women offenders, though principally Emu Plains and Dillwynia Correctional Centres (women from other centres are to be transferred to Dillwynia CC for the duration of the program, currently this will be for a three week period, contact MOS&P or CM&CC Dillwynia CC), who full fill the following selection criteria:

Selection 1
- Women Young Adult Offenders who are aged from 18 and under 25 (notes 1 and 2)
- Hold a classification of Category 2 or Category 1
- Methadone and Buprenorphine free
- Not on remand
- Completed and not excluded by attached medical checklist (Appendix 2), (note 3).
- LSI(R) is completed (see LSI(R) notes).
- Inmates with negative case notes or breaches of discipline history are not excluded, if deemed suitable by correctional centre management.

Notes:
1. Dependent upon case needs the age can be varied up, case needs is the driving force, inmates over the age of 25 are considered if deemed suitable by correctional centre management.
2. A requirement exists for Nucleus (mentor inmates), restricted to 2 inmates per intake, for criteria of Nucleus see Protocol Manual Nucleus attached to Strategic Framework Young Adult Offenders 2009-2012
3. Medical is to exclude insulin dependent, regular access to medical facilities within any 24 hour period, all pregnant inmates and non controlled mental health issues.

LSI (R) is essential for selection; essentially not only read Overall Result e.g. Low, Medium etc. but utilise Detailed Results. Areas that are common to young adult offenders on LSI(R) and that the ABC can have a positive impact are:
- Criminal History- ABC can motivate participants to go on to other programs that in turn will reduce recidivism.
- Education /Employment- ABC can motivate participants to complete vocational education and gain work experience in Work Readiness programs.
- Family/Marital-ABC can enable participants to be open and responsive to the needs of significant others and open the participant to programs and/or counselling.
- Companions-ABC continuously examines the impact on negative peer pressure.
- Attitude-ABC focuses on the development of a positive attitude to overcoming dynamic risk and goal setting.
- Emotional / Personal – ABC has an excellent track record in developing strategies for raising self concept in participants and dealing with the numerous emotional/personal issues.

A participant could have a Low Overall LSI(R) but has issues e.g. impulsivity and motivation etc. and a goal for the CMT is assist the inmate to rectify these issues or a Low Overall Result with Correctional Centre negative behavioural issues, therefore these issues could be reasons for selection.

Please note if a short term participant exists whereby there is no LSI(R); CMT is to make a decision based on available information, such as, Pre-Sentence Report, Case Notes and Initial CMT documents.

Initial selection (Selection 1) is conducted through a normal CMT at the Gaol of Classification, utilizing the above criteria and the medical checklist. CMT at GOC is required to complete Case Management & Program History Matrix located at Appendix 3.

A tool to assist with the data collection and research to complete a Case Management & Program History Matrix (Appendix 3) is located in the Custodial Needs Analysis see Home >> Organisation >> Offender Management and Policy >> Offender Services and Programs Division >> Offender Programs Unit >> Offender Programs Unit - Planning & Reports >> Custodial Needs Analysis

0r alternatively TRIM Container FILE 12/40812 OFFENDER MANAGEMENT - NEEDS ANALYSIS - Correctional Centre Needs Analysis - Offender Services & Programs.

The custodial Needs Analysis is invaluable for data collection, though the production of the Case Management & Program History Matrix (Appendix 3) is essential for program facilitators to utilise “on the run” during YASP.

Selection 2 occurs at the Dillwynia CC with assistance from staff of Oberon CC.

Selection 2
- Participant presents a positive attitude and willingness to change
- Participant completes Briefing/Introductory module of ABC
- Participant signs an undertaking to complete a working agreement
- Participant agrees to complete either a readiness program and or follow up programs post Gurnang Life Challenge dependent upon case plan needs
Selection 2 includes a review of case plan to ensure that any known readiness and post program follow up issues can be met. Additionally, the case plan review will enable the collection of history and current and historical case planning and other data such as illicit substances, previous adult and Juvenile Justice, schooling and behavioural issues, see appendix 3.

**What's In It for Me (WIIFM)**
Additionally, at Selection 2 a detailed program briefing for participants and introduction program activities will be undertaken.
The briefing will include clothing, expectations and a sequence of events calendar. A major component of the briefing will include a WIIFM.

Benefits to the participants include:
- A performance based report for each participant that can be utilised at Classification or Parole.
- A certificate of completion of the Adventure Based Challenge program.
- An opportunity to develop communication, problem solving, trust, leadership, self confidence and self efficacy in a unique and different manner.
- An opportunity to explore and experience the power of a positive attitude.
- Develop a goal focus.
- The opportunity to undertake wilderness adventure and High Challenge Ropes Course programs

**Principles of Operation (PoO) ABC**
ABC has a number of standard PoO's, additional PoO's can be added to each intakes unique requirements. The standard PoO for each intake are specified below:

1. **Have F.U.N.N.** (an experiential learning manner of spelling fun, means Functional Understanding Not Necessary. To learn people have to have fun otherwise learning does not occur.
2. **Dignity and respect** to all people at all times, to learn and develop people need to feel safe and respected.
3. **Admit your fault- fix the problem.** ABC and experiential learning is about having a go, making a mistake and rectifying the mistake. Unless one first admits to a fault, it cannot be fixed.
4. **Never assume, like life unless you know the rules, you will stuff up.** Likewise never assume you know what is required in an activity until you get the goals and how the activity is to be conducted.
5. **No excuses.** No yes buts are accepted, which means don’t be late, don’t bullshit.
6. **Murphy’s Law (modern term is Shit Happens) whichever is used they are dead.** Systems and equipment does not fail people stuff up.
7. **I can’t is dead, I won’t is alive and well.** Participants are encouraged to say no when on climbing type activities, the argument is that people given freely the choice will generally say yes if a choice is given, and if they say no then there is a good chance they will say no to drugs, crime etc.. Please do not think of this as a soft option there are real choices and responsibilities involved. The following will help to explain this important PoO.
**“CHALLENGE BY CHOICE”**

**THE FOLLOWING IS A “CREDO” WITH GURNANG LIFE CHALLENGE**

“CHALLENGE BY CHOICE” means the participants are given the choice to determine their level of involvement (or challenge) in a given activity. Nobody is forced to do anything they don’t want to. Obviously, participants must still attend and contribute in a meaningful manner. This means, “The choice not to participate in a particular activity, or (more often) to assume a role that is more comfortable, is always respected”.

The motivation comes from within rather than from external influences. However, “CHALLENGE BY CHOICE” is more than simply saying “NO” and pulling out of the activity. It’s about creating a safe learning environment for all participants; it helps you make appropriate decisions in an atmosphere of care and support. In essence, the aim is empowering you to make your own decisions but also encouraging you to “give it a go”.

Real success and learning occurs only when individuals choose to commit to their own standards and goals that are personally meaningful.

**NOTE: “CHALLENGE BY CHOICE” is in operation whilst on High Challenge Ropes Course, Abseiling and Rock climbing ONLY.**

**The Role of G.R.A.B.B.S.**

GRABBS is a scanning tool that is written for each ABC session. Essentially GRABBS is a modality checklist, regarding important personal and interpersonal operations. The checklist of GRABBS include; Goals, Readiness, Affect, Behaviour, Body and Stage of Development. GRABBS is utilized by a range of adventure/experiential organisations and the development and usage of GRABBS is a standard generic skill in the Outdoor Recreation Council of Australia standard generic competencies. GRABBS originally comes from Arnold Lazarus “The Practice of Multimodal Therapy” 1981. More information is provided in “Islands of Healing” Schoel, Prouty and Radcliffe 1981.

**GRABBS Modality Checklist**

**Goals** How does the activity relate to the group and individual goals that have been set?
Readiness  This regards levels of instruction, skills and safety capabilities. Is the group ready to do the activity? Will they endanger themselves and others? Do they have the ability to attempt or complete? What will you have to do to change the event to compensate for lack of readiness?

Affect  What is the feeling in the group? What kind of sensations are they having? What is the level of empathy or caring in the group?

Behaviour  How is the group acting? Are they resistive? Disruptive? Agreeable? Are they more self involved or group involved? Are there any interactions that are affecting the group in a positive and negative? How co-operative are they?

Body  What kind of physical shape are they in? How tired are they? Do they have substance abuse? Are they on medication? How do they see their own bodies?

Stage  Which developmental stage are they at? Forming, storming, Norming, Transforming (also called mourning or termination. See Tuckman 1965, Schutz 1971, Bion 1961 and Webber 1982 “The group a Cycle from Birth to Death”

A final word on GRABBS.

Facilitator, the GRABBS in the sessions of ABC are designed as a guide and will give important information as to readiness, goals and planned group development stages. The remainder of affect, behaviour and body can only be written as a guide. Please ensure that you adjust for each group and individual, sometimes you will have to “adjust on the run”. Use your judgement wisely.

How Does ABC Measure up to “What Works”
Thorough assessment and ongoing monitoring of participants- All participants are assessed for suitability through local case management utilising selection criteria specified on page 19 of this document. Assessment currently includes an LSI(R) and local GOC Case Management needs. Ongoing monitoring of participants is carried out after every session and at program conclusion with a performance based report to CMT.

A risk management assessment of activities and screening of program staff- All activities in the ABC program have been assessed for risk management, both physical and more importantly emotionally (see GRABBS in ABC). The High Challenge Ropes Course is subject to specific risk management in terms of operation and internal and external inspection and accreditation cycles.

Staff facilitating the program are assessed as accredited facilitators with a requirement to have Training Small Groups, Work Place Assessor and Motivational Interactions and experienced each ABC session as a co-facilitator of the session prior to presentation. An ABC facilitator must be qualified in Certificate III Outdoor Recreation (minimum), with specific competencies in Adventure Based Learning Activities, Wilderness Expeditions, Abseiling and Low and High Challenge Ropes Course Facilitation. Additionally, staff who are operating ABC programs are to have
experienced each ABC session as a co-facilitator, prior to operating as lead facilitator. Certificate III means that the facilitator, can operate, facilitate and report on planned, scheduled operations. To amend, vary or perform unscheduled operations, the minimum qualification is Certificate IV. See Adventure Based Challenge Staff Competencies at appendix 4.

Accompanying staff are to have a positive, case management and program orientated attitude. These Staff have to be prepared to camp out with inmate participants and to participate as co-facilitators in experiential and High Challenge Ropes Course activities. A requirement for accompanying staff is to hold current Level 2 First Aid, (appendix 4).

**Multi-modal treatments with cognitive-behavioural orientation** - The ABC program is designed around the concepts of Experiential Learning (see earlier descriptions), essentially, ABC is practical orientated with elements of cognitive requirements. Personal Growth programs are designed around concepts of cognitive skills with some practical, experiential learning involvement. ABC and Cognitive Personal Growth and Cognitive elements within wilderness and Experiential Learning are designed to complement each other. All of the programs are designed and operated to reflect improvements in behaviour.

**Addressing specific criminogenic needs** - ABC and Cognitive elements programs specifically address the common dynamic risks of young adult offenders, see Young Adult Offender Strategic Framework, and earlier in this manual.

**Meaningful and substantial contact between participants and staff** - Meaningful and substantial contact between participants and staff occur during all sessions of the ABC and Cognitive programs. Additionally, often participants require 1:1 counselling after a session due to behaviours exhibited in the session or when issues are raised in the sessions which require more in depth examination or discussion.

**Inclusion of an after care component** - After care is provided through other elements of the Young Adult Strategic Framework in female young adult offender programs such as case management, participation in more specific dynamic risk related programs, personal growth and general behaviour and completion (graduation) and lowering of classification grading.

**Evaluations**
An evaluation of the program is critical to program outcomes; the feedback from participants is essential and valuable to ensure program outcomes are met and to ensure program integrity. Additionally, feedback on Lead and co-facilitation staff is critical to the program designs and operations. The facilitator evaluation is not required unless the Lead Facilitator is a new facilitator and or based on a judgement call by the facilitators. The Core ABC evaluation is always to be conducted. To ensure integrity the evaluations are to be conducted by an independent person who is not a program facilitator. See Appendix 5 for sample evaluation forms.

An analysis of the evaluations will be required, an excel spreadsheet program is available through State Manager Operations Young Adult Offender Programs to enable the analysis of the evaluations, the analysis will present the evaluation data in
percentage terms to enable the collection of quantitative data and an area for participants comments as qualitative data.

The Core ABC evaluation will cover the following issues:

- Organisational Quality
- Program Organisation
- Program Effectiveness
- Program Quality
- Group Effectiveness
- Group Relationships
- Levels of Difficulty
- Program Length
- Participants Comments

Corrections Victoria Treatment Readiness Questionnaire

A requirement of any program is to measure changes and or results in participants, and as a major aim of the ABC is to “develop personal effectiveness in participants” and “readiness for treatment”; it is necessary to gain information about the impact of the ABC on the personal and social development and readiness of participants. For the purpose of the program the Corrections Victoria Treatment Readiness Questionnaire (TRQ) is utilised to gain the information.

See Assessing Suitability for Offender Rehabilitation: Development and Validation of the Treatment Readiness Questionnaire Sharon Casey, Andrew Day, Kevin Howells and Tony Ward.

The CVTRQ is administered pre and post program. A copy of the CVTRQ is located at Appendix 6.

Until CVTRQ is fully in OIMS, an analysis of CVTRQ will be required, an excel spreadsheet program is available through State Manager Operations Young Adult Offender Programs to enable the analysis of the CVTRQ, the analysis will present the data in percentage terms

Preparation and Mustering

Preparation ABC Lead Facilitator

The facilitator is responsible for reading and understanding the context of the Case Management and Program History document and therapeutic requirements as specified in the Case Plan. Each document will guide the facilitator in issues such as; dynamic risk, special needs, behaviour, schooling level, medical and other alerts. This information is critical to effective learning outcomes and the changing of attitudes and the addressing of particular dynamic risks such as; peer pressure, impulsivity and attitude.

The Case Management and Program History document is specified later in this manual and is normally issued by the CM&CC of each sending/feeder Correctional Centre. However, documents also required are: Offender Conviction and Sentence History, Profile Document, LSI(R) and Pre-Sentence Report.
Facilitator is to obtain a copy of these documents and add to the ABC participant’s notes and the Case Management & Program History document, complete with an imaging page of each intake.

Note the Case Management & Program History document is to be as complete as possible, as this document is critical for staff during the program (it is expected that facilitators constantly read the document during the program) and the Case Management & Program History document forms the basis of information required in research on the program’s effectiveness.

Other documentation required includes SMEAC and Cognitive documents/handouts for Introduction/Briefing module (see Introduction/Briefing module manual) and Cognitive documents as specified in this manual such as Motivational Interview, Personal Program Review and Solo Letter.

Preparation includes liaising with OCC catering, ensure Kookaburra Cottage is ready and ensuring ABC wilderness equipment is ready.

Duties of Accompanying Staff Preparation
It is important that accompanying staff participate in the Briefing/Introduction session, programmed for minus five days prior to the ABC program at Oberon CC, the following issues are relevant:

1. Wilderness clothing equipment issues are listed on SMEAC for your relevant ABC program, if you have not received the SMEAC ask the Oberon CC facilitator and a copy will be issued.
2. Ensure that you have access to a signed copy of the Section 26 Order for your particular centre.
3. Ensure you check with Justice Health to arrange pickup of any medication requirements,
4. Ensure you pick up medical files from Justice Health, files should be in a secure green container, and files are to be deposited with Justice Health at Oberon CC whilst the participant is in Oberon CC. Ensure you pick up the medical files for the return after the program.
5. Talk to your Manager of Security and your Manager of Offender Services & Programs to ensure the following:
   a) ABC program offender profile and medical clearance forms (these are usually in a manila folder colour coded for your centre ;) Dillwynia CC-Pink; Emu Plains CC Purple, other centres such as Wellington, MNCC and Broken Hill will usually be handled by Dillwynia CC. Please ensure you also discuss this issue with your CM&CC.
   b) Ensure you understand transport/travel and security arrangements, often DCC and EPCC share transport, ensure you have an authorized bus driver, and note for seating of 12 no special licence is required.
   c) Ensure you know how to get to Oberon CC, see attachment for directions.
   d) Ensure you know Oberon CC’s phone numbers, please contact Oberon CC if you experience any problems including being late.
e) Ensure you have a point of contact in your centre in regards to issues such as mid program return of a failed participant or for extreme welfare issues.

f) Ensure you pick up rations for the week, usually made ready by Dillwynia MOS&P and CM&CC, see attachment for menu.

g) Ensure you arrange lunches (CSI inmate lunch packs), during travel to Oberon CC if you can arrange a secure non public location such as a park, please ensure you stop for a comfort break, including participant’s lunch. If a suitable venue is not available, the participants either eat at Oberon CC or on the bus.

h) Ensure you are aware of your motel accommodation bookings.

i) Discuss relevant allowances and the process required.

j) Discuss possibility of your attendance at the graduation of the ABC program.

6. Time on the program is critical please ensure you depart your centre by no later than 8.30 a.m. and allow sufficient time to be at Oberon CC by 12 noon.

Mustering
ABC participants and nucleus inmates are mustered at Kookaburra Cottage, immediately upon arrival at Oberon CC. On completion of each ABC sessions, escort participants to Kookaburra Cottage and advise Assistant Superintendent Delegate or Manager of Security as to returns via radio. Manager of Security is to be advised immediately on entry and departure from Oberon CC. The overall responsibility for this action is ABC Lead Facilitator, though accompanying staff are to be involved.

Duties of Accompanying Staff Arrival at Oberon CC
Upon your arrival at Oberon CC, please ensure the following actions:

1. If you are not aware of where Kookaburra Cottage is, park your bus in the visitor's car park and make yourself known to an Oberon staff member, usually Oberon staff will be on the lookout for you.

2. Once aware of Kookaburra Cottage park your bus near the southern end of the building and ensure participants go direct into the building with their personal baggage, please ensure you brief them on choosing a bed and that smoking is only permitted out the back (eastern side of Kookaburra Cottage).

3. Ensure rations are placed securely in Kookaburra Cottage and perishables are secured in fridges/freezers, have nucleus take charge if this area (often CM&CC/MOS&P DCC will help to arrange these issues.

4. Ensure there is no interaction between female and male inmates at all; normally Oberon CC staff has isolated male staff from the female area, though should male inmates be in the area, you are authorized to tell them to move away.

5. Make sure that there is always a staff member in attendance at Kookaburra Cottage.

6. Your Oberon CC Lead Facilitator will make contact by 12 noon.

7. Please assist the program by having participants ready for a Security Brief by 12.30 pm, immediately after the brief program activities commence at 12.45 pm.

8. Your roles on the program are:
   a) Ensuring Kookaburra Cottage is neat and tidy on a daily basis
b) Ensuring participants are in location ready for program activity start and assist OCC staff at Let Go and Lock In.
c) Co-facilitate and get involved in activities, there are no passengers/observers; remember you are a role model to the participants and your role modelling is all the time.
d) Encourage involvement by participants.
e) Discourage and take necessary action in the advent of uncooperative/anti social behaviour.
f) Ensure Kookaburra Cottage is cleaned up and all personal equipment is taken away on the last day of the program.
g) Actively assist with equipment issue and de-issue.
h) Operate as a case officer during the program and although a detailed report will be published in e case notes after the program, you are requested to input a case note electronically upon program completion.
i) Ensure Oberon CC Area Manager and ABC Lead facilitator has a contact number for any out of hour’s issues.

Upon Return to GOC
Please ensure you return; Medical Files to Clinic and food containers to DCC Kitchen; ensure offenders receive their buy-up. Ensure bus is cleaned and returned. Brief MOS/MOS&P on offender’s performance. Follow up on case notes next available working day and assist facilitate offender’s graduation speeches.

Kookaburra Cottage
Kookaburra Cottage is a secure purpose designed building located on the eastern side, on a rise overlooking the High Challenge Ropes Course of Oberon CC within the OCC complex. Kookaburra Cottage has shower/toilet and kitchen and dining facilities and can sleep up to 20 participants (all on camp stretchers) in a large room. Kookaburra Cottage has a secure veranda and an open grassed area complete with a pergola, the Cottage and grounds have secure fencing around the building. Kookaburra Cottage is designed to be multi Purpose as well as the purpose design, as it is used for Cognitive Learning programs and de-briefs as well as accommodation.
Sleeping equipment provided by Oberon CC within Kookaburra Cottage consists of:
- Sleeping bag
- Stretcher bed x 20
- Blanket x 2 ea.
- Sheets x 2 ea
- Pillow x 1 ea
- Pillow slip x 1 ea
- Towel x 1 ea

Cooking equipment including pots, pans, utensils, cups, plates etc. are also provided, complete with a range of cleaning, sanitation are included.

Food and rations are detailed in appendix 7.

Telephone facilities for regular inmate phones are non existent, should emergency telephone be required, it will be conducted via an officer assisted telephone (telephone lines are installed and a telephone is connected on an as required basis).
Checklist ABC Program Participants
The following is a checklist of clothing/equipment/medical/administration requirements for ABC programs.

Clothing Participants
Approved gaol clothing (tracksuit pants/sloppy Joes) sufficient for 5 days, please note clothing can become dirty/wet etc.
Pair of shorts
Socks and underwear sufficient for 5 days
Sleepwear such as pyjamas/brunch coats
Work boots (note please ensure they fit and wear two pair of socks)
Runners
Jacket
Rain jacket/poncho
Beanie
Sunhat
Note: During program runners or boots are suitable

Ablutions Kit
Soap
Shampoo
Tooth brush/tooth paste
Brush/comb
Towel
Thongs

Other Equipment
Other equipment such as backpacks, sleeping bags and camping equipment will be issued at Oberon CC.

Personal Medications
Sufficient for 5 days, note if under medication supervision ensure accompanying officers have sufficient medication supplied through Justice Health at your centre.

Telephone Contacts
Ensure accompanying officers have an approved phone number of significant contacts; access to telephones is via an officer assisted phone call and for strictly emergency contact only.

Buy ups and Tobacco
If you are a cigarette smoker ensure you have sufficient supplies for five days, your buy up for the program week will be issued to you upon your return to your centre, normally Friday night of program completion. You are welcome to bring other buy up items such as sweets etc.
Briefing, De-Briefing and the Role of Destiny

Briefings

“If only we knew what we were about perhaps we could get about it better”

Abe Lincoln

A guide to briefing requirements is on each GRABBS of each ABC session, as well as in activity notes and activity schedules, all of these are mandatory. Always ensure that each session commences with a brief on the goals and a reflection on the link to dynamic risk.

A brief should be always conducted in a thoughtful, disciplined and controlled tone. If it is a safety brief ensure you use the words “This is a safety brief you must position yourself in such a manner where you can see and you must listen very carefully”

Always include What, How, When, Why, Where and Who in your brief. Check for understanding by first asking for any questions and then check with the group or individuals by asking participants questions as to the brief, expectations, goals, safety and rules.

Additionally, a brief should always include:
- Authority and safety
- Framing the experience
- The PoO’s
- Goals

Ensure you don’t over brief; remember adventure/experiential learning is about trial and error, making mistakes, solving problems and discovery about an individual. Don’t be too authoritative, “When authority begins to inspire contempt it stops being an authority”.

De-Briefing

De-briefs or processing the experience are critical to the success of ABC. Each GRABBS and activity notes and activity schedules provides a guide to the de-briefing requirements. Essentially, the de-briefs are built around the concepts of What, So What and Now What (see Knapp “The Art and Science of Processing Experience” and “Processing the Adventure Experience Theory and Practice”, Reldan S. Nadler, John L. Luckner).

There are numerous and effective de-briefing techniques, provided the context of the goals is de-briefed as well as specific instructions are met, any style is appropriate. A mistake is to ask about feelings.

An effective technique is to conduct edge counselling, this works very well on HCRC and abseiling activities. The de-brief is conducted in the moment, when a participant is on the HCRC and won’t let go or move. Sooner or later it will be necessary to get the participant down from the activity and if it is necessary to forcibly remove the participant then all is lost in terms of development or therapy; in fact the force has retarded the participant. It is much better to treat the situation as an opportunity for the participant to gain significant ground. An example; a participant won’t let go of an activity in order to descend, facilitator climbs to the participant and discuss the concept of (“to gain something you have to let go of something”), a basic outcome
from a practical point of view, when the participant lets go he will gain relief, or if the isomorphic concept of *to let go of drugs will cause some fear, but also relief*, is understood then significant gains have been made.

Some sessions of the ABC activities have deliberate *Frontloading*, meaning questions are asked prior to the activity at the briefing stage, de-briefs generally, are spontaneous at the end of these sessions if the Frontload is well presented. See GRABBS on each ABC for Frontloading.

The old adage of adventure education of “Let the mountains or activity, speak for themselves”, is nowhere near effective. The adult learning and the experiential learning cycle is dependent upon the sequence of; *experience reflection, processing and applying*. Therefore, always ensure that the ABC session is de-briefed, at times the GRABBS will guide as to mini de-briefs in the activity schedules.

The essential aim of the program is that the participants *apply the learning* in the Correctional system and more importantly in the community upon release; therefore without processing or de-briefing the session, the learning may be lost, taken out of context or ignored.

**Metaphors**
A significant number of activities in ABC are metaphorical designed; Metaphor is an idea, object or description used in place of another different idea, object or description to denote similarity between the two.

**Isomorphic**
The term isomorphic is normally associated with minerals, organisms and mathematical equations. In Adventure Therapy, the term isomorphic is defined as; transferring of learning from a specific experience to other life experiences. To avoid confusion between isomorphic and metaphoric activities; isomorphic activities will make “real the event”, see ABC 5 GRABBS.

**Destiny**
People learn by auditorily, visual and kinaesthetically, the adage of adventure learning is worth remembering:

> I hear and I forget
> I see and I remember
> I do and I understand

Confucius

Often a mistake made by people in processing/de-briefing sessions is when we forget the small number of people (1%) who learn in the auditory (blah, blah) and visual, 1%, (green tomatoes) means, the majority of people 98%, still learn best by doing (kinaesthetic). As much as possible ensure that de-briefs are conducted in the *doing* manner. An effective way of achieving a doing manner, is to attach a Destiny to each group.

Let me introduce Destiny; Destiny unlike us as humans, went through three birthing processes; firstly she was born as a pine tree, thence she was processed into a piece of MDF and finally cut into her shape. Essentially, Destiny is a piece of MDF approximately one metre by half a metre in the shape of a woman human being.
Destiny’s purpose is to record the goals and PoO’s of each intake, additionally, she will record the achievements and learning of each member of the intake at each ABC session. Hence de-briefs are now auditory, visual and often kinaesthetic.

Once the group graduates (Destiny goes to a graduation as an official guest), Destiny is placed on a tree or post in the CO-OP/HCRC field at Oberon CC for all to understand her wisdom.

**Activity Notes and Sequencing of Objectives and Activities.**
It is critical to the integrity and learning outcomes that the sequence of ABC and the activities of each session are rigidly followed, otherwise learning is not achieved. Each GRABBS schedule has Activity Notes, they are designed to assist the facilitator achieve the requirements of the GRABBS, it is vital that the facilitator reads and understands each GRABBS and associated activity notes prior to the presentation of the ABC.

A range of activity notes do not include instructions as to how to do, it is expected that each facilitator develop their own lesson plan format, all activities can be located in the various reference materials. Some activities have detailed lesson plans; these activities are ones peculiar to Gurnang Life Challenge.

**Participant Notes and Participant Reports**
Each session of ABC has a section for performance notes on each participant, the purpose is to record goals, performance, issues and observations for individual de-brief and performance based reports. The performance notes are essential for the facilitator to write up the reports, please ensure that the performance notes actually reflect the goals of each session, and not words such as “travelling well”, “better then last week” etc. Issues such as attitudes, performance as reflecting the session goal, good/bad safety issues etc. should be noted.
Further instructions for the compilation of reports are contained in GRABBS ABC. Additionally the rationale, purpose and publication of reports are to be found in Program Performance Indicator (PPI) and Exit Summary Protocols of the Gurnang Life Challenge Case Management Handbook. A sample report is attached to this handbook, appendix 1.

A formal program performance report on each participant will be supplied to GOC staff, participants and on an electronic case note at the graduation. All participants have to have a performance based report completed after ABC in time for ABC 6 Graduation and future Case Management Team meeting at Gaol of Classification. Sample Performance Reports are contained at appendix 12.

Role of Nucleus or Mentor Inmates

Nucleus inmates are allocated to each intake; their role is to assist with presentation of activities, act as co-facilitators/peer educators and to participate. They also help to rig and de-rig activities and clean up, put equipment away etc. Nucleus inmates assist in the management of the self managed Kookaburra Cottage.

The nucleus major role is to lead by example and participate, lead in de-briefs (particularly when participants are reluctant to open), support the program contexts, work one on one with reluctant and or fearful inmates, stop prankish and bullying behaviour.

To operate as delay supervisors on High Challenge Ropes Course, nucleus inmates require approval from the ABC Facilitator.

Nucleus inmates require special assessments and are to be certified within the requirements of the Specialised Young Adult Offender Program, Nucleus Inmate Protocol.

Warning, often in exuberance a nucleus will attempt to help too much, the facilitator is responsible for ensuring the nucleus learns the hardest thing in adventure facilitation “Shut Up”.

Originally developed by D Carey 2007, this edition 2011
HOW ABC SUCCEEDS IN A NUT SHELL

THE PARTICIPANT

EXPERIENCES A STATE OF

DISEQUILIBRIUM

BY BEING PLACED IN

NOVEL SETTINGS

AND

A COOPERATIVE ENVIRONMENT

WHILE PRESENTED WITH

UNIQUE PROBLEM SOLVING SITUATIONS

THAT LEAD TO

FEELINGS OF ACCOMPLISHMENT

WHICH ARE AUGMENTED BY

PROCESSING THE EXPERIENCE

WHICH PROMOTES

GENERALISATION AND TRANSFER

TO FUTURE ENDEAVOURS

(Source Nadler, Luckner “Processing the Adventure Experience” 1992)
Overview of Cognitive and Experiential and Adventure Therapy Modules ABC
This section presents an overview of the modules in ABC, the overview will present data on; Modules, objectives and features. For details please as to how, why, when and facilitator guides please refer to ABC Introduction Briefing and GRABBS manuals.

Introduction, Briefing, Adult Learning, Perspectives and Attitude
The beginning of the program; module is a one day program with three sessions of a series of cognitive and experiential learning in a group room. This session is commonly referred to as (currently) minus 5 day and is conducted at Dillwynia CC. Oberon CC lead facilitator joins ABC accompanying co-facilitator staff and participants at Dillwynia CC. The purpose is allow staff and participants to; become acquainted with each other, acquainted with the program and objectives and the importance of learning in a different way to what they may have experienced in the past.

Objectives
- Become aware of the program objectives, locations, schedules and logistical requirements
- Become acquainted with the principles of adult learning theory and experiential learning/adventure therapy
- Be conscious of individual perspectives
- Be aware of the requirements of attitude
- Complete any necessary documentation for participation in ABC

Features
Briefings on the program occur as to location, travel issues, clothing, rations and other issues. The objectives of the program are discussed complete with expected outcomes. Adult and experiential learning concepts are examined; some activities of experiential nature are delivered in the group room. Issues of individual perspectives and attitude are also examined. Essentially, the purpose of the module is to ensure that participants and staff are fully aware of all requirements and that everyone is ready for ABC.

Acquaintance and de-inhibitisation ABC GRABBS 1
Conducted at Oberon CC on completion of settling into Kookaburra cottage, after lunch and settling in of personal affects, a security brief and welcome is conducted by MOS OCC and generally by 12.30 pm the experiential learning process begins.

Acquaintance
Objective
To provide opportunities for participants and facilitators to get to know each other and to begin feeling comfortable with each other through activities that are primarily fun, non-threatening and group based.
Features
- Fun is a major component
- Participants and staff interact in a non threatening manner
• Success orientated; tasks can be easily achieved with minimal amount of frustration
• Requires minimal verbal interaction and decision making skills
• Set up and validate individual goals and agree to Principles of Operation (PoO)
• Introduce and practise processing concepts.

De-inhibitisation

Objective
To provide a setting where participants are able to take some risks in a supportive environment, as well as make improvements in commitment and a willingness to appear inept in front of others, i.e. success or failure are not important, trying is.

Features
• Activities involve some emotional and physical risk which may arouse some discomfort and frustration
• Success and failure are less important than trying and making a good effort
• Fun activities which allow participants to view themselves as more capable and confident in front of others
• A co-operative and supportive atmosphere tends to encourage participation and increase confidence for all participants.

Women’s Adventure Based Challenge Motivational Interview ABC GRABBS 1
On completion of experiential learning ABC GRABBS 1 and after staff de-brief and program performance notes an individual motivational interview is conducted with each participant. See Annex 11. Please note when the revised ABC program is developed this session will be conducted prior to Oberon CC.

Objective
To provide participants the opportunity to focus on their past achievements, their future goals and aspirations and in particular to identify dynamic risk needs that may require attention, including highlighting of dynamic risk needs if impulsivity, peer pressure and personal growth needs that can be examined during ABC.

Features
• Examines past history and behaviours
• Explains LSI(R) and Pre-Sentence Reports and current case plans
• Highlights current and future dynamic risk and other program requirements
• Provides opportunities for participants to present their perspective of their future incarcerated aspirations
• Provides more detailed information to staff of offenders.

Enthusiasm, Communication, Trust ABC GRABBS 2
A skill development module that builds upon the acquaintance and de-inhibitisation topics conducted earlier, activities are generally unique to the participants. The activities are designed to allow the participants to experience their strengths and weakness in communicating with themselves and other people; activities will incorporate self-talk, communication styles and effect, appropriate use of body language and voice tones. Trust and empathy will be experienced to exhibit the advantages of effective and realistic trust among a group of people and the
development of trust in themselves. Communication and trust skills are critical to further development of the participants.

**Communication**

*Objective*
Provides an opportunity for participants to enhance their ability and skill to communicate thoughts, feelings and behaviours more appropriately through activities and de-briefs with an emphasis on listening, verbal and non-verbal communication.

*Features*
- Physical activities which utilises verbal interaction and discussion as major components in the sharing of ideas
- The solving of a problem is the established goal
- Some frustrations will be experienced in the solving of the activities
- Leadership skills and abilities will form, from the communication activities as bonus learning
- Some activities will be undertaken without any verbal interaction

**Trust and Empathy**

*Objective*
Trust and empathy modules provide an opportunity for participants to trust their physical and emotional safety with others by attempting a sequenced series of activities that involve taking some physical and emotional risk. Once real trust is experienced, empathy occurs as a result.

*Features*
- Involves group/staff interaction both physically and verbally
- Generally involves fun, but elements of fear
- Involves the support, encouragement and co-operation of participants to care for the safety of other participants and staff
- Risk taking occurs at many levels
- Trust will develop within the participants gradually, activities commence at a very basic level and can be repeated to ensure that trust exists, prior to attempting a high trust required activity

**Self confidence, Self efficacy, Future planning ABC GRABBS 3**
The basis of ABC is to present in participants a state of disequilibrium, by being placed in a novel setting. Expeditions are the basis of adventure therapy. Dignity and respect, communication, leadership, team work and cause and effect of actions will be tested and experienced. The module is conducted in a wilderness environment and incorporates bushwalking, abseiling, rock climbing, wilderness camping and a solo experience.

ABC GRABBS 3 commences at 12 noon on day 3 and concludes at 4pm day 3 of ABC.

*Objective*
The major outcomes are related to self confidence development, the beginning of self efficacy development and the development of a future case and community plan.
Features

- Impels the development self-confidence and self-responsibility
- Allows the development an awareness of themselves and others with a view to inculcate a dependency on their own abilities whilst respecting the help of others.
- Begins the development self efficacy
- Allows participants to examine future case and life planning in an environment that is conducive to personal life reflection.

Social responsibility, Problem solving ABC GRABBS 4

The design of ABC 4 is to allow testing of communication, trust, commitment. Overall one can call this area team work, though realistically it is called Social Responsibility. The activities will build upon previous activities and other ABC sessions. Additionally, true colours such as impulsive behaviour, frustrations and a lack of or the availability of the correct attitudes will be evident. Additionally issues in relation to problem solving activities will be undertaken. ABC 4 activities include High Challenge Ropes course.

Problem Solving

A skill development module in problem solving and decision-making, and allows the participant to experience and test the previously gained skills in communication and Debriefing during this module becomes difficult as the group are starting to respond to the changes that they are experiencing, and provided the debrief is well conducted the learning potential is high.

Objectives

Provides an opportunity for participants to effectively communicate co-operate and compromise through activities that upon first exposure appear impossible, but by trial and error can be achieved. The activities range from the more simply solved to the more complex. The complex activities require thinking, trying different ideas, responding to input from group members, occasionally the activities are designed to experience failure, and when a better process is undertaken by the group success in overcoming the problem is achieved.

Features

- Physical activity, verbal and non-verbal communication are involved to solve the problems.
- Activities are designed to demand that participants can demonstrate the ability to listen, co-operate and compromise.
- Arouses a higher level of frustration, which in turn allows for respect of others and the ability to have patience.
- Trial and error approaches with some processes are utilised.
- Roles in the participant group are involved and shared leadership often evolve.

Social Responsibility

A skill development module in the area of teamwork, the activities is designed in such a manner whereby the participants must use realistic teamwork in order to The Social Responsibility module, allows the participant to examine his role in his family, workplace and society, with the accountability and responsibilities that come with the roles.
Objectives
Social responsibility modules provides opportunities for the participants to build upon previous gains in trust, communication and decision making, to develop the skills of assessing and working effectively with the strengths and weaknesses of individuals in a group of people. The benefits of the previous modules are capitalised upon in this module. A unique feature of this module is the more involved and direct use of isomorphic, "make real the event", in other words the activities are framed in such a manner that the concepts are reflected in the participants current life i.e. corrections or in the outside world.

Features
- Success in the activities are dependent upon individuals being able to support and encourage each other
- Participants quickly learn the value of thinking and planning ahead rather than reacting in an impulsive and random manner, skills in assessing problems and formulating solutions are developed
- Participants begin to reflect on their real life situations in relation to their performance
- Leadership and an individual’s role in group activities begin to stand out.

Personal responsibility, Change, Affirmations ABC GRABBS 5
The module that will incorporate a peak experience that will demonstrate effectively to the participant that they have changed in terms of their outlook and attitudes, although the activities are difficult and challenging they are achievable, sometimes easily. All the previously presented modules and topics will be tested to achieve the goals. The individual’s responsibility to herself is examined and the activities provide the proof to the participant that they can solve a problem, the beginning of self-efficacy. Isomorphic utilisation in this module is very high, personal responsibility module introduces and practises the concept of affirmations and links the goals and future plans previously developed into an isomorphic framework. ABC 5 utilises High Challenge Ropes Course.

Objectives
Personal responsibility modules provide activities that are more individualistic in nature, whilst still being supported from a team. The activities will challenge participants to develop persistence and resistance to frustration in reaching a goal. Additionally in this session will enable participants to set and experience in a unique manner the setting of an affirmation that will have an impact on their future life.

Features
- Activities assist participants to acknowledge individual and common reactions to fear, stress and personal limitations.
- Encourages team support for individual effort
- Participants extend the limits of their self perceived competence and builds self confidence by successful completion of a difficult task, the concept of self efficacy
- The activities will enable the participants to act upon what they have previously learnt, as they will be responsible for their own and others safety.
- Affirmation setting involves placing an affirmation on a flag and placing the flag on a high point on the High Challenge Ropes Course.
Final De-brief, Evaluation
All sessions of ABC require de-briefing (see page 25 this manual). The final de-brief occurs in Kookaburra cottage at the conclusion of ABC GRABBS 5, often staff from Dillwynia/Emu Plains (other than accompanying co-facilitators) are in attendance at ABC, accordingly these staff attend the final de-brief as guests. The final de-brief will cover overall learning and changes achieved by the participants. Additionally the final de-brief allows the beginning of the “mourning” process of groups and the beginning of development for ABC 6 which is ratification of belief.

Evaluation
All programs conducted have to include an evaluation to enable future programs to be better delivered and to ensure that the actual product matches the program outcome design. The facilitators are not to be involved in the presentation of the evaluation; an independent evaluator is essential, see earlier in this manual. Additionally, the TRQ post YASP is administered.

Ratification of belief ABC 6
Graduation
Ratification of belief occurs through a graduation; the graduation is the final personal growth activity, the mark of a human being is the capability to get up in front of their peers and superiors and present a speech on what they have achieved and what they will now do with any changes in knowledge, skills and attitudes. Additionally many young adult offenders have not achieved any certificates and or have been acknowledged for achievement in their life and in the ABC program participants report that graduation is a proud moment for them. Accordingly, certificate and portfolios are formally presented at the graduation.
Ratification of belief module occurs at either Dillwynia or Emu Plains CC. Generally officials from CSNSW, program facilitators, other interested staff, and participants of the relevant ABC group and family members of the ABC participants attend the graduation.
APPENDICES

Appendix 1  Program Performance Indicator
Appendix 2  Participant Medical Checklist
Appendix 3  Case Management & Program History
Appendix 4  Staff Competencies
Appendix 5  ABC Facilitator and Core Evaluation
Appendix 6  Corrections Victoria Treatment Readiness Questionnaire
Appendix 7  Food/Rations
Appendix 8  SMEAC Samples
Appendix 9  Section 26 Order Sample
Appendix 10  Flow Chart Women’s ABC
Appendix 11  Motivational Interview
Appendix 12  Sample Performance Report
Appendix 1 - Program Performance Indicator

Management Program - Young Adult Offender Women
Program Performance Indicator
Adventure Based Challenge

**DATE:**

________________________

**ABC No:**

________________________

**INMATE NAME:**

________________________

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<th>Indicators</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Above Satisfactory</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
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**PERFORMANCE**


**Recommendation**

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<th>Above Average</th>
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<tr>
<td>Satisfactory</td>
<td>Excellent</td>
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Reporting Officer Name: ____________________________ Reporting Officer Signature: ____________________________
**Appendix 2 - Participant Medical Checklist**

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<td>Given Name(s):</td>
<td>[Name]</td>
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<td>DOB:</td>
<td>[Date]</td>
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<td>Sex:</td>
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**Do you have any known allergies?**

- [ ] Yes
- [ ] No

If yes, complete Allergic Reaction Management Form.

**Do you have any disabilities or illnesses?** (e.g. Asthma, Diabetes, Epilepsy, Dyslexia, Deafness, Vision Impaired, High Blood Pressure, Heart or Lung Condition, etc.)

- [ ] Yes
- [ ] No

If yes, please give details:

**Asthma:** You must complete the Asthma Management Plan on the reverse side of this form. If yes to any of the above, have you ever been hospitalised for your condition?

- [ ] Yes
- [ ] No

Please give details:

**Have you ever suffered from a stress-related illness?**

- [ ] Yes
- [ ] No

If yes, please give details:

**Date of last Tetanus Inoculation** *(we strongly recommend you have a current inoculation)*

- [ ] Yes
- [ ] No

If yes, please give details including dosage, frequency and name:

**Do you have any past injuries?**

- [ ] Yes
- [ ] No

If yes, please give details:

**Have you undergone surgery in the past three (3) years?**

- [ ] Yes
- [ ] No

If yes, please give details:

**How far can you swim without any assistance?**

- [ ] 50 metres
- [ ] 100 metres
- [ ] 250 metres or more

**Do you wear glasses or contacts?**

- [ ] Yes
- [ ] No

**Do you have dentures or false teeth?**

- [ ] Yes
- [ ] No

**Are there any other medical conditions we should be aware of?**

---

**Consent allowing Medical Issues on this form Front/Back Being passed on to Expedition Staff at OCC**

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<th>Inmates Signature</th>
<th>Date</th>
<th>NIC Witness signature</th>
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Originally developed by D Carey 2007, this edition 2011
Asthma Management Plan
Name of Participant: ________________________________
Regular Medication: ________________________________
Quantities and daily dosages: __________________________
Additional medication to be taken during an attack: __________________________
The medications listed above must be brought to the camp by the student.

Known Trigger Factors (please tick an appropriate form)
- Dust of any sort, in sufficient quantities
- Sudden changes in temperature
- Contact with animals
- Grass and weed pollens, mould
- Atmospheric pollution
- Vigorous exercise
- Other, details: __________________________

Allergic Reaction Management Form

Seek the advice of your Medical Practitioner if necessary when completing this form.
Name of Participant: ________________________________
What is the participant allergic to: __________________________
What are the signs and symptoms of the participant’s reaction: __________________________

Has the participant at any time in the past suffered from?
- A localised reaction (any rash, itching, swelling at the site the poison has entered)
- A systemic reaction (any rash, itching, swelling at the site the poison has entered)
- A anaphylactic reaction (severe breathing problems, swelling of the body, emergency situation)

What medication does the participant take (if any) for prevention against allergic reaction?

(All medication for the sufferer’s allergic reaction must be brought on the course by the participant and noted on the medical form.)

What treatment is followed for the participant if an allergic reaction occurs?

-----------------------------

Female Issues Only

Is participant pregnant? Yes ☐ No ☐
If pregnant, how many months?
Does participant experience heavy and or painful menstrual cycles? Yes ☐ No ☐
Please note adventurous activities can induce heavy menstrual flow.
### Appendix 3 - Case Management & Program History

**Women's Adventure Based Challenge**

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<th>AGE</th>
<th>DOB</th>
<th>SENT</th>
<th>NPP</th>
<th>CURRENT SENTENCE START</th>
<th>EPRD</th>
<th>OFFENCE</th>
<th>DYNAMIC RISK</th>
<th>CURRENT CLASSO</th>
<th>REMARKS</th>
<th>SPECIAL NEEDS</th>
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# Appendix 3 - Case Management & Program History

## Women’s Adventure Based Challenge

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<th>MIN</th>
<th>NAME</th>
<th>Prior/Prep Programs</th>
<th>LSI (R) Score and Domains</th>
<th>Schooling Level</th>
<th>Work History</th>
<th>Correctional Centre Alerts</th>
<th>Correctional Offences in Custody/Behaviour</th>
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Appendix 4 - Adventure Based Challenge Staff Competencies

All staff involved in Adventure Based Challenge programs are to hold minimum standards and competencies to facilitate an effective program and to meet standards of What Works and NSW Department of Corrective Services Program Accreditation requirements. Staff facilitating the program must include appropriate members of Oberon Correctional Centre, one of whom must be female. Accompanying staff from GOC must consist of two, one of whom must be female.

This appendix specifies generic meta skills, accompanying staff minimum and ideal requirements and the specific Oberon Lead and Co-facilitator competencies.

ABC Generic Meta Competencies and Attitudes

All staff custodial and OS&P are to hold the following generic competencies in addition to their individual discipline qualifications and competencies:

- Ability to make sound decisions and to take responsibility for the decision,
- Ability to earn people’s trust and confidence,
- A good understanding of self, including strengths and weaknesses,
- Good interpersonal communication skills,
- Good facilitation and organizational skills,
- A high sense of personal ethics,
- A flexible, non-judgmental style of person who can make a judgment call based on common sense whilst adhering to legislative/departmental policies and protocols.

Accompanying Staff Qualification and Specific Competencies

Minimum Requirements

1. The generic meta skills and competencies specified above
2. Accredited Level 2 First Aid
3. Competent Case Management skills
4. One member must hold a bus licence (LR, MR)

Ideal Requirements

In an ideal world accompanying staff should hold the following skills, competencies and attitudes please note initially, minimum requirements are sufficient, however, best practice development of the ABC program calls for:

1. All of the generic meta and minimum requirement skills
2. Accredited Remote Area First Aid qualification
3. Training Small Groups
4. Work Place Assessor
5. Motivational Interactions
6. Managing Young Adults offenders
Adventure Based Challenge Co-Facilitator Minimum Requirements Oberon Staff

1. All of the generic meta and accompanying staff competencies
2. Experience in co-facilitation of wilderness expeditions, experiential learning, high challenge ropes course and abseiling.
3. High case management skills, with a deep understanding of de-briefing and report writing skills.
4. Managing Young Adult Offenders

Ideal Requirements

Again, in an ideal world and to facilitate best practice a co-facilitator is to hold:

1. Generic and minimum requirements
2. Certificate III in Outdoor Recreation with specific competency of abseiling co-facilitator
3. Accredited Remote Area First Aid
4. High level of experience in wilderness expeditions, abseiling, experiential learning and High Challenge Ropes Course
5. A deep understanding of Adventure Management SOP and Risk Management practices
6. Excellent team work skills

Adventure Based Challenge Lead Facilitator Requirements

Lead facilitator overall in the Gurnang Life Challenge Female Young Adult Offenders Adventure Based Challenge program must hold the following skills and competencies:

1. The ideal competencies of an accompanying co-facilitator and Oberon CC facilitator
2. Certificate IV Outdoor Recreation SRO03 with competencies of; instructor bushwalking, generic, guide abseiling, adventure based learning and manage high and low challenge ropes courses.
3. High level of experience in conduct and development of ABC programs.

Specific ABC Sessions Lead Facilitator Competencies

To lead facilitate abseiling the minimum requirements are; Certificate III abseiling and/or certified by overall lead facilitator.
To lead on expeditions, the minimum requirements are; Certificate III bushwalking and/or certified leader by overall lead facilitator.

Note: The essential difference between Certificate III and Certificate IV is:

- A Certified III person can only lead over an established route or area and must follow procedures and plans specified.
- A certificate IV person can alter and design, develop new procedures, plans, routes and areas.
Appendix 5 Participant Evaluation of Quality – Facilitators

We would like to keep improving the program. Please help us do this by completing this form honestly and thoughtfully. Your answers are confidential and will only be used for research or program and staff development.

<table>
<thead>
<tr>
<th>My Name:</th>
<th>Facilitator’s Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**SCORING:** Please circle the number you think best describes how you feel about each statement.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>appalling</td>
<td>extremely poor</td>
<td>very poor</td>
<td>poor</td>
<td>just satisfactory</td>
<td>above satisfactory</td>
<td>good</td>
<td>very good</td>
<td>extremely good</td>
<td>perfect</td>
</tr>
</tbody>
</table>

**FACILITATOR EFFECTIVENESS**

(Please use a separate page for each facilitator)

| FE1. The degree to which the facilitator encouraged me to take on challenge was: | 1 2 3 4 5 6 7 8 9 10 |
| FE2. The degree to which the facilitator encouraged me to achieve things for myself was: | 1 2 3 4 5 6 7 8 9 10 |
| FE3. The degree to which the facilitator let the group solve its own problems was: | 1 2 3 4 5 6 7 8 9 10 |
| FE4. The facilitator’s work with the group was: | 1 2 3 4 5 6 7 8 9 10 |
| FE5. The facilitator’s presentation of reasons and background information when explaining ideas or instructions was: | 1 2 3 4 5 6 7 8 9 10 |
| FE6. The degree to which the facilitator gave information and explanations in a clear and understandable way was: | 1 2 3 4 5 6 7 8 9 10 |
| FE7. The degree to which the facilitator was patient with me if I had difficulties was: | 1 2 3 4 5 6 7 8 9 10 |

**FACILITATOR RELATIONS**

| FR1. The degree to which the facilitator made it easy for me to seek his/her help or advice was: | 1 2 3 4 5 6 7 8 9 10 |
| FR2. The degree to which I could talk openly and easily with the facilitator was: | 1 2 3 4 5 6 7 8 9 10 |
| FR3. The facilitator’s friendliness to me personally was: | 1 2 3 4 5 6 7 8 9 10 |
| FR4. The facilitator’s understanding of me personally was: | 1 2 3 4 5 6 7 8 9 10 |
| FR5. The facilitator’s genuine interest in me personally was: | 1 2 3 4 5 6 7 8 9 10 |
| FR6. The facilitator listening and counselling skills with me were: | 1 2 3 4 5 6 7 8 9 10 |
| FR7. The degree to which the facilitator gave me feedback on how I was going throughout the program was: | 1 2 3 4 5 6 7 8 9 10 |
| CH My favourite pet is a gold fish: | 1 2 3 4 5 6 7 8 9 10 |

**FACILITATOR QUALITY**

| FQ1. The degree to which the facilitator set a good example for us to follow was: | 1 2 3 4 5 6 7 8 9 10 |
| FQ2. The degree to which the facilitator’s actions and decisions were fair and just was: | 1 2 3 4 5 6 7 8 9 10 |
| FQ3. The facilitator’s technical skills in the activities he/she was teaching were: | 1 2 3 4 5 6 7 8 9 10 |
| FQ4. The facilitator’s professionalism in his/her actions and style was: | 1 2 3 4 5 6 7 8 9 10 |
| FQ5. The facilitator’s teaching style was: | 1 2 3 4 5 6 7 8 9 10 |
| FQ6. The facilitator’s efficiency and organisation was: | 1 2 3 4 5 6 7 8 9 10 |
| FQ7. The facilitator’s teaching and maintenance of safety was: | 1 2 3 4 5 6 7 8 9 10 |

**COMMENTS**

Use this space or on the back to write your own comments and evaluation of the facilitator. You may cover issues above or issues not mentioned.
Appendix 5 Women’s Adventure Based Challenge (ABC) Core Evaluation

We would like to keep improving the program. Please help us do this by completing this form honestly and thoughtfully. Your answers are confidential and will only be used for research or program and staff development.

My name: ____________________________ Today’s Date: _______ / _______ / _______

SCORING: Please circle the number you think best describes how you feel about each statement.

1 2 3 4 5 6 7 8 9 10
Appalling Extremely Poor Very Poor Poor Just Satisfactory Above Satisfactory Good Very Good Extremely Good Perfect

EXAMPLE:

(a) The degree to which the program taught me about plants was

<table>
<thead>
<tr>
<th>SCORING</th>
<th>Appalling</th>
<th>Extremely Poor</th>
<th>Very Poor</th>
<th>Poor</th>
<th>Just Satisfactory</th>
<th>Above Satisfactory</th>
<th>Good</th>
<th>Very Good</th>
<th>Extremely Good</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>7</td>
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<td>9</td>
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<td>10</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

The 7 was circled here because the person answering believed the teaching about plants was “good”.

ORGANISATIONAL QUALITY

OQ1 The quality and availability of the adventure/co-op equipment was

OQ2 The quality and suitability of the adventure/co-op venue/facilities was

OQ3 The quality and suitability of the wilderness food/provisions was

OQ4 Overall, the total quality and effectiveness of this program was

OQ5 Overall, the quality and effectiveness of the staff involved with the program was

PROGRAM ORGANISATION

PO1 The planning and conduct of the program was

PO2 The order of activities and topics of the program was

PO3 The administration of the program was

PO4 Overall, the organisation of the program was

PROGRAM EFFECTIVENESS

PE1 I achieved things I thought were beyond my personal limits was

PE2 The program was valuable for my personal growth and development was

PE3 I learned about myself through this program was

PE4 I found the program to be challenging and stimulating was

PE5 The program increased my understanding of others was

PROGRAM QUALITY

PQ1 The degree to which I achieved what I wanted to get out of the program was

PQ2 The degree to which I gained a sense of satisfaction through the program was

PQ3 The degree to which the program was worth the effort it took me to do it was

CH1 In my spare time I enjoy playing with aardvarks
Gurnang Life Challenge

- Adventure Based Challenge (ABC)
  - an Experiential Learning/Adventure Therapy Program

NOTE: “GROUP” = ALL OF THE INMATES IN ABC

GROUP EFFECTIVENESS

<table>
<thead>
<tr>
<th>GE1</th>
<th>Group discussions were useful and productive was</th>
<th>Appalling</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE2</td>
<td>The group members cooperated and shared responsibilities was</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>GE3</td>
<td>Everyone in the group was fully involved in the program was</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>GE4</td>
<td>I got help, support, and encouragement from the group was</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>GE5</td>
<td>The group worked well as a team throughout the program was</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

GROUP RELATIONSHIPS

<table>
<thead>
<tr>
<th>GR1</th>
<th>The degree to which I could talk openly and easily within the group was</th>
<th>Appalling</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>GR2</td>
<td>I felt comfortable and accepted within the group was</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>GR3</td>
<td>I became fully involved and contributed to the group throughout the program was</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>GR4</td>
<td>The degree to which my friendships with people I already knew became stronger during the program was</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>GR5</td>
<td>I made new friendships during the program was</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

ENVIRONMENTAL RESPONSE

<table>
<thead>
<tr>
<th>ER1</th>
<th>During the program my knowledge of the natural environment increased</th>
<th>False</th>
<th>True</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER2</td>
<td>During the program my enjoyment of the natural environment increased</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>ER3</td>
<td>During the program my respect for the natural environment increased</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

LEVEL OF DIFFICULTY

<table>
<thead>
<tr>
<th></th>
<th>Very Easy</th>
<th>Easy</th>
<th>Moderately Easy</th>
<th>Moderately Difficult</th>
<th>Difficult</th>
<th>Very Difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>DP</td>
<td>PHYSICALLY: the demands on my fitness, endurance, strength, ability to do physical things, etc were</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
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<tr>
<td>DE</td>
<td>EMOTIONALLY: managing my emotions, handling stress, etc was</td>
<td>1 2 3 4 5 6</td>
<td></td>
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<tr>
<td>DS</td>
<td>SOCIALLY: i.e. getting along with others, cooperating, etc. was</td>
<td>1 2 3 4 5 6</td>
<td></td>
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<tr>
<td>DT</td>
<td>TECHNICALLY: outdoor skills such as, abseiling, pitching a tent, tying knots, etc were</td>
<td>1 2 3 4 5 6</td>
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</tbody>
</table>

L1  Ideally, how long do you think this program should be in the future: weeks

L2  Ideally, how long should the bush expedition be in the future: days

COMMENTS

Please write here your own comments and evaluation. NOTE: Facilitator Evaluations are in another section.
Appendix 6 Treatment Readiness Questionnaire

Name: ____________________________________________________________
MIN: _______________ DOB: _________________ Date:  __________________

Instructions: 1. Please read each statement below carefully and then decide whether you agree or disagree with each statement. 2. Please circle the number that best represents how you feel. 3. Please circle only one number for each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Treatment programs are rubbish</td>
<td></td>
<td></td>
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<tr>
<td>2. I want to change</td>
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<tr>
<td>3. Generally I can trust other people</td>
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<tr>
<td>4. I am not able to do treatment programs</td>
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<tr>
<td>5. I am to blame for my offending</td>
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<tr>
<td>6. Treatment programs don't work</td>
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<tr>
<td>7. When I think about my last offence I feel angry with myself</td>
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<tr>
<td>8. Others are to blame for my offending</td>
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<tr>
<td>9. I am upset about being a corrections client</td>
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<td>10. Stopping offending is really important to me</td>
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<td>11. I am well organised</td>
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<tr>
<td>12. I feel guilty about my offending</td>
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<tr>
<td>13. I have not offended for some time now</td>
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<tr>
<td>14. I don’t deserve to be doing a sentence</td>
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<tr>
<td>15. Being seen as an offender upsets me</td>
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<tr>
<td>16. When I think about my sentence I feel angry with other people</td>
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<tr>
<td>17. I regret the offence that led to my last sentence</td>
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<tr>
<td>18. I feel ashamed about my offending</td>
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<tr>
<td>19. I hate being told what to do</td>
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<tr>
<td>20. Treatment programs are for wimps</td>
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</tbody>
</table>
Appendix 7 Rations and Catering Issues

YAOP ABC
Dinner Menu FOR APPROX 20 WOMEN

Monday

Spaghetti bolognese, garlic bread, soft drink, juice, mud cake and ice-cream

Tuesday

Out bush provided by OCC, expedition rations, see next page.

Wednesday

Hamburgers, salad and chips, ice cream cones

Thursday
Chicken schnitzel, mashed potato, corn and peas, cheese cake, ice cream and juice

**Friday Lunch**

Sausage sizzle provided by OCC, on the Ropes Course, eaten on the run

Butter, milk, bread, tea and coffee will be supplied by Oberon CC Catering Section. Lunch Monday is CSI Sandwich packs issued by your GOC Lunch Tuesday is CSI Sandwich packs issued by Oberon CC Catering Lunch Wednesday will be part of Bush Rations issued by Oberon CC Lunch Thursday is CSI Sandwich packs issued by Oberon CC Catering Lunch Friday is a sausage sizzle, supplied by Oberon CC Catering and usually cooked by OCC.

**Rations during the expedition phase are carbohydrate based and consist of the following:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight Each</th>
<th>Kilojoules Each</th>
<th>Cost</th>
<th>Item</th>
<th>Weight Each</th>
<th>Kilojoules Each</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pasta &amp; sauce</td>
<td>90g</td>
<td>464kj</td>
<td>1</td>
<td>Pasta &amp; sauce</td>
<td>90g</td>
<td>464kj</td>
<td>1</td>
</tr>
<tr>
<td>Noodles flavoured</td>
<td>85g</td>
<td>1520kj</td>
<td>2</td>
<td>Noodles flavoured</td>
<td>170g</td>
<td>3040kj</td>
<td>4</td>
</tr>
<tr>
<td>Muesli bar</td>
<td>24g</td>
<td>540kj</td>
<td>4</td>
<td>Muesli bar</td>
<td>24g</td>
<td>540kj</td>
<td>4</td>
</tr>
<tr>
<td>Milk Powder</td>
<td>120g</td>
<td>2040kj</td>
<td>1</td>
<td>Milk Powder</td>
<td>120g</td>
<td>2040kj</td>
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</tr>
<tr>
<td>Sultanas</td>
<td>190g</td>
<td>2280kj</td>
<td>1</td>
<td>Sultanas</td>
<td>190g</td>
<td>2280kj</td>
<td>1</td>
</tr>
<tr>
<td>CSI Breakfast Pack</td>
<td></td>
<td></td>
<td></td>
<td>CSI Breakfast Pack</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rice bubbles 20g</td>
<td></td>
<td>320kj</td>
<td>1</td>
<td>Rice bubbles 20g</td>
<td>20g</td>
<td>320kj</td>
<td>1</td>
</tr>
<tr>
<td>Tea bags</td>
<td></td>
<td>3</td>
<td></td>
<td>Tea bags</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Coffee sachet</td>
<td></td>
<td>3</td>
<td></td>
<td>Coffee sachet</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Sweetener</td>
<td>14 g</td>
<td>176kj</td>
<td>1</td>
<td>Sweetener</td>
<td>14 g</td>
<td>176kj</td>
<td>1</td>
</tr>
</tbody>
</table>

**Totals**

- 700g
- 10,585kj

The above ration pack is based upon a Kick Start Ration Pack (28 hour expedition). The ration pack does not include a CSI Lunch Pack issued with the ration pack; the CSI lunch pack requires an analysis in terms of energy (Kilojoules).
The above ration pack is required for:
Evening meal (night one)
Breakfast (next day)
Lunch (next day)
Snacks

The ration pack is to include four slices of bread per participant.

**ITEMS TO BE PURCHASED AND PACKED INTO STORAGE CONTAINERS AND PUT ON BUS WITH OFFENDERS.**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>3KG mince</td>
<td></td>
<td>$25.00</td>
</tr>
<tr>
<td>3 x 500g packets of spaghetti</td>
<td></td>
<td>$6.00</td>
</tr>
<tr>
<td>3 x jars of spaghetti sauce</td>
<td></td>
<td>$12.00</td>
</tr>
<tr>
<td>3 x packets of garlic bread</td>
<td></td>
<td>$9.00</td>
</tr>
<tr>
<td>3 x cans tomatoes and herbs</td>
<td></td>
<td>$6.00</td>
</tr>
<tr>
<td>4 x litres ice cream (for both nights)</td>
<td></td>
<td>$8.00</td>
</tr>
<tr>
<td>2 x Woolworths mud cakes</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>2 x 2lt juice</td>
<td></td>
<td>$8.00</td>
</tr>
</tbody>
</table>

**Total:** $84.00

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 hamburger paddies</td>
<td></td>
<td>$35.00</td>
</tr>
<tr>
<td>20 hamburger buns</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>3 x lettuce</td>
<td></td>
<td>$6.00</td>
</tr>
<tr>
<td>1kg tomatoes</td>
<td></td>
<td>$5.00</td>
</tr>
<tr>
<td>2 cans beetroot</td>
<td></td>
<td>$4.00</td>
</tr>
<tr>
<td>2 1kg packet oven fries</td>
<td></td>
<td>$8.00</td>
</tr>
<tr>
<td>1 kg grated cheese</td>
<td></td>
<td>$5.00</td>
</tr>
<tr>
<td>3 x Woolworths cheese cakes</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>3 x 1lt soft drinks</td>
<td></td>
<td>$6.00</td>
</tr>
</tbody>
</table>

**Total:** $89.00

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 chicken schnitzels</td>
<td></td>
<td>$40.00</td>
</tr>
<tr>
<td>20 corn</td>
<td></td>
<td>$20.00</td>
</tr>
<tr>
<td>2 kg packet peas</td>
<td></td>
<td>$3.00</td>
</tr>
<tr>
<td>5 kg potatoes</td>
<td></td>
<td>$6.00</td>
</tr>
<tr>
<td>3 x 1lt soft drinks</td>
<td></td>
<td>$6.00</td>
</tr>
</tbody>
</table>

**Total:** $75.00

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 box Nutra Grain</td>
<td></td>
<td>$8.00</td>
</tr>
<tr>
<td>1 box Weetbix</td>
<td></td>
<td>$5.00</td>
</tr>
<tr>
<td>1 jar Pen nut butter</td>
<td></td>
<td>$5.00</td>
</tr>
<tr>
<td>1 jar vegimite</td>
<td></td>
<td>$5.00</td>
</tr>
</tbody>
</table>

**Total:** $23.00

**Approximate cost would be $271.00**

This cost is then journaled between centres by Bushiness Manager Dillwynia CC
Gurnang Life Challenge

Adventure Based Challenge (ABC) - an Experiential Learning/Adventure Therapy Program

- BUTTER, MILK AND BREAD FROM KITCHEN OBERON
- CM&CC Dillwynia 3 x $100.00 advances to do the shopping
- Shopping is facilitated by CM&CC and packed into containers these are kept in Dillwynia kitchen and taken on bus on the first day of program.
- Coordinated by CM&CC at Dillwynia CC
- Nucleus arrange cooking roster
ADMINISTRATIVE INSTRUCTION

OBERON CORRECTIONAL CENTRE

YOUNG ADULT OFFENDER WOMEN ADVENTURE BASED CHALLENGE

SMEAC: ABC18  14TH – 18TH NOVEMBER 2011

SITUATION
Women young adult offenders require access to Adventure Based Challenge (ABC) programs to the standard of the Gurnang Life Challenge program for male young adult offenders in accordance with Corrective Services NSW Strategic Plan for Young Adult Offenders. Adventure Based Challenge program is a purpose designed female program utilizing adventurous activities such as; initiative and team work activities, high challenge ropes course, abseiling and bushwalking. The model is based upon Gurnang Life Challenge program.

MISSION
To develop attitudinal, communication, goal setting, personal effectiveness and self efficacy for female young adult offenders through the medium of experiential learning, high challenge ropes course, bushwalking and abseiling; see ABC manual.

EXECUTION
Training will be conducted in three locations; Dillwynia CC, Oberon CC and Burnt Hole Creek area of Blue Mountains National Park. Burnt Hole Creek is located on Gurnang 1:25000 map 8829-1-NS; operational area is restricted to the following grid references (GR) on Gurnang 1:25000, GR680320, east to 710320, south to 710250 & west to 680250.

Introduction training will commence at Dillwynia Correctional Centre at 0930 on Monday 7th November 2011.
Training will recommence at Oberon CC at 1230 on Monday 14th November 2011. Participants will depart for Yerranderie Rd at 1230 Tuesday 15th November and return to Oberon CC at 1600 on Wednesday 16th November.
Training will re-commence at Oberon CC at 0745 Thursday 17th November and will conclude at 1430 Friday 18th November 2011.
Participants will be returned to Emu Plains & Dillwynia CC at 1730 Friday 18th November 2011.

Annex A: Detailing staff, their roles (command and communication), together with a detailed and recommended equipment list.
Annex B: Specifies participant’s names and MIN (note Section26 Order)
Annex C: A detailed schedule of location, events and training.
Annex D: A detailed communication schedule, transport plan, evacuation and warnings
ADMINISTRATION

1. Catering Officer
Catering officer OCC is responsible for supply of 14 inmate lunches Tuesday 15\textsuperscript{th} November 2011, preparation of 14 Kick-start modified ration packs for issue at 0930 Tuesday 15\textsuperscript{th} November 2011. 14 inmate lunches on Thursday 17\textsuperscript{th} November 2011. Friday 18\textsuperscript{th} November 2011 is to consist of a sausage sizzle for approx 22 persons. Inmates do not require breakfast ration packs – however bread, butter, tea, coffee and milk for the period of stay at OCC is requested.
General Manager DCC/EPCC/MNCCC is requested to supply ingredients for quantity 14 inmate meals for dinner Monday 14\textsuperscript{th}, Wednesday 16\textsuperscript{th} and Thursday 17\textsuperscript{th} November 2011.
Note; 1. Dinner ingredients will be transported by DCC staff, all costs for all catering are to be costed to each women’s CC.

2. Transport
DCC, EPCC, and MNCCC will arrange their own transport to OCC; see transport plan in notes at Annex D. OCC will assist with expedition transport.

3. Medical
Lead facilitator is responsible for the provision of first aid kits for the expedition. Medical files will be transferred as required in a secure medical bag (green), medical files are to be kept secure at all times and held in OCC’s Clinic. Clinic is to note the intense movements of participants and is requested to meet the deadlines listed.

4. Equipment
Facilitating staff are responsible for the issue and return of group equipment as detailed in Annex A of this instruction.

5. Security
Manager of Security OCC is responsible for ensuring that no male inmates are in the areas of immediate visual range of the Co-op, HCRC and Multi Purpose Building. ABC facilitators are responsible for ensuring female inmate’s movements are restricted.
Manager of Security and MOSP&E of Dillwynia, Emu Plains, and Mid North Coast are responsible for ensuring all participants are specified on a Section 26 Order, the order is to be certified by General Manager for the duration of ABC program.
Note during expedition male staff will camp remote from participants; female staff will be in radio contact with male staff.

COMMAND & COMMUNICATION

1. Command
AF WIPPL is lead facilitator and is responsible for the training leadership and safety. AF WIPPL is wilderness expedition leader.
OIC of accompanying staff is CO Shona Robertson and is responsible for security of inmates during ABC.

2. Communications
CO Peter Morris is responsible for communications (expedition), which will be available throughout the training in the form of Satellite Phone. Inter - team communication in the form of hand held GRN will be available.

3. Security at OCC
MOS OCC is responsible for security and rostering of C & B watch staff and liaison with CC accompanying staff.

4. Staff Duties
All staff listed on Annex A, are to participate in equipment issue, de-issue and case management during Adventure Based Challenge program.

APPROVALS AND ENDORSEMENTS

Endorsements
I certify the objectives/participants of Adventure Based Challenge program 18 are suitable.

David Ward
MOSP OCC
Mark Kennedy
MOS OCC
Maria Dowsing
MOSP EPCC
Angela West
MOS EPCC
Cindy Moore
MOSP&E DCC
Leanne O’Toole
MOS DCC

Signature
Date
I approve Adventure Based Challenge Program 18

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dennis Carey</td>
<td>State Manager Young Adult Offender Programs</td>
<td>Signature..............</td>
<td>Date...........</td>
</tr>
<tr>
<td>Pat Aboud</td>
<td>General Manager JMCC/OCC</td>
<td>Signature..............</td>
<td>Date...........</td>
</tr>
<tr>
<td>Craig Osland</td>
<td>General Manager EPCC</td>
<td>Signature..............</td>
<td>Date...........</td>
</tr>
<tr>
<td>Shari Martin</td>
<td>General Manager DCC</td>
<td>Signature..............</td>
<td>Date...........</td>
</tr>
</tbody>
</table>
ANNEX A STAFF/EQUIPMENT LISTS

**Oberon CC staff:**
- Lead Facilitator/Safety: AF Wippl
- Expedition Leader: AF Wippl
- Program Co-ordination: MOSP Ward
- Equipment: All
- Communication/group equipment: CO Morris

**Accompanying CC staff:**
- Co facilitator: CO DCC Shona Robertson
- Co facilitator: CO DCC Craig Reynolds
- Co facilitator: CO EPCC Peter Morris

**OCC C and B watch staff:** TBA

**EQUIPMENT**

<table>
<thead>
<tr>
<th>Individual</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate clothing &amp; Footwear</td>
<td>Co-op equipment</td>
</tr>
<tr>
<td>(runners or boots)</td>
<td>HCRC Equipment</td>
</tr>
<tr>
<td>Beani</td>
<td>Participant harness (18)</td>
</tr>
<tr>
<td>Hat</td>
<td>Participant helmets (18)</td>
</tr>
<tr>
<td>Jumper or warm jacket</td>
<td>Karabiners (20)</td>
</tr>
<tr>
<td>Personal medication</td>
<td>Figure 8 descenders (18)</td>
</tr>
<tr>
<td>Gloves</td>
<td></td>
</tr>
</tbody>
</table>

Above individual equipment issued at CC of origin
Below & above group equipment issued at Oberon CC

<table>
<thead>
<tr>
<th>Back pack</th>
<th>Set up ropes (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleeping bag</td>
<td>Belay ropes (3)</td>
</tr>
<tr>
<td>Ground sheet</td>
<td>Descent Ropes (3)</td>
</tr>
<tr>
<td>Water bottles (3)</td>
<td>Gri-Gri (2)</td>
</tr>
<tr>
<td>Dixie</td>
<td>Stitch Plates (2)</td>
</tr>
<tr>
<td>Cup canteen</td>
<td>Para-Guard</td>
</tr>
<tr>
<td>Shelters (4)</td>
<td>Rain jacket</td>
</tr>
</tbody>
</table>

**Facilitators - Additional to individual**
- Radio (4) - UHF and a Satellite Phone.
- First aid kit (2)
- Evacuation kit
- Personal abseil equipment
- Personal bushwalking equipment
- Navigation kit
- Glow sticks (8)
- Hexamine tablets (1 box)

**Note:** Walkmans and Discmans and or other devices are not allowed on ABC.
## ANNEX B  PARTICIPANTS NAMES / MIN

<table>
<thead>
<tr>
<th>MIN</th>
<th>Surname</th>
<th>Given Name</th>
<th>EPDR</th>
<th>Centre</th>
<th>Young Adult / Nucleus</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
## ANNEX C SCHEDULE OF EVENTS

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Activity - Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>07/11/2011</td>
<td>930</td>
<td>Dillwynia CC</td>
<td>Introduction ABC, includes final briefings for staff and participants</td>
</tr>
<tr>
<td>Monday</td>
<td>14/11/2011</td>
<td>800</td>
<td>CC of origin</td>
<td>Participants depart CC</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td>1100</td>
<td>Arrival OCC</td>
<td>Arrival, reception MPU, lunch</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td>1230</td>
<td>OCC/MPU</td>
<td>Security brief.</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td>1600</td>
<td>OCC/MPU</td>
<td>ABC1 CO-OP Field</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td>1930</td>
<td>Oberon CC/MPU</td>
<td>Stand down</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td>Note on completion of ABC 1; Individual interviews</td>
</tr>
<tr>
<td>Tuesday</td>
<td>15/11/2011</td>
<td>745</td>
<td>Oberon CC</td>
<td>ABC2 Co-op Field</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td>1030</td>
<td>Oberon CC/MPU</td>
<td>Issue/pack equipment</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td>1100</td>
<td>Oberon CC</td>
<td>Operational brief staff</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td>1200</td>
<td>Oberon CC</td>
<td>Lunch</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td>1230</td>
<td>Oberon CC</td>
<td>Expedition departs</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td>1300</td>
<td>GR 707245</td>
<td>Arrive drop off, ABC3, navex</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td>2230</td>
<td>GR708273</td>
<td>Set up camp, ABC3</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td>1930</td>
<td>GR708273</td>
<td>Night navigation ABC3</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td>2030</td>
<td>GR703286</td>
<td>De-brief</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td>2130</td>
<td>GR703286</td>
<td>Stand down</td>
</tr>
<tr>
<td>Wednesday</td>
<td>16/11/2011</td>
<td>630</td>
<td>GR708273</td>
<td>Rise</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td>730</td>
<td>GR708273</td>
<td>Break camp, navex ABC3</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td>930</td>
<td>GR 703273</td>
<td>Abseiling ABC 3</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td>1200</td>
<td>GR 703273</td>
<td>Journal ABC3</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td>1430</td>
<td>GR 703273</td>
<td>Depart navex ABC3</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td>2230</td>
<td>GR688251</td>
<td>Arrive pick up, de-brief</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td>1600</td>
<td>Oberon CC</td>
<td>Return/clean equipment</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td>1630</td>
<td>Oberon CC/MPU</td>
<td>Reflections</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td>1730</td>
<td>Oberon CC/MPU</td>
<td>Lock In</td>
</tr>
<tr>
<td>Thursday</td>
<td>17/11/2011</td>
<td>745</td>
<td>Oberon CC</td>
<td>ABC 4 Co-op field / HCR</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td>1200</td>
<td>Oberon CC/MPU</td>
<td>Lunch</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td>1300</td>
<td>Oberon CC/MPU</td>
<td>ABC 4 High Ropes Course</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td>1430</td>
<td>Oberon CC/MPU</td>
<td>Personal Program Review - Continued</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td>2230</td>
<td>Oberon CC/MPU</td>
<td>Lock In</td>
</tr>
</tbody>
</table>
Notes

1. ABC male staff camp remote from females, radio communication between male and female camps is to be constantly available.

2. Lock in times at MPU in November vary when program changes occur, the minimum time is 1730, and variations will occur if facilitating staff are working back. Should variations occur, C1 OIC will be consulted.
ANNEX D  COMMUNICATION SCHEDULE/TRANSPORT PLAN

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
<th>CALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Nov</td>
<td>1700</td>
<td>GR708273</td>
<td>SITREP</td>
</tr>
<tr>
<td>16 Nov</td>
<td>0800</td>
<td>GR708273</td>
<td>SITREP</td>
</tr>
<tr>
<td>16 Nov</td>
<td>1400</td>
<td>GR703273</td>
<td>Confirm Pick up 1500</td>
</tr>
</tbody>
</table>

Notes:
- Oberon CC is to record all communications from ABC in Communications Log.
- All expedition radios are to be turned on during all travel and one radio is to be turned on at other occasions.
- Plus 30 minutes from scheduled Satellite SITREP and if communication is not received from ABC, Oberon CC will initiate a radio call from GR691252. ABC is to listen out until radio communication is achieved.
- Communications can “team up” with Expedition Motivator operating in South Head area.

Transport Plan
1. DCC Staff will collect BUS pick up DCC Inmates thence proceed to EMU collect inmates thence travel to Oberon returning Friday 26th November 2011
2. BCC will travel direct to and from OCC; returning Friday 26th November 2011

Expedition Emergency Evacuation
Evacuation route pm hour’s day 1 and 2 are Wattle Ck. trail, accessing all points from evacuation meeting point on unnamed trail at GR 701276 to road junctions at GR 705265 and GR688251.

Warning: All expedition personnel are to be warned on safety issues and are reminded that expeditions pose inherent dangers possibly resulting in injury or even in extreme cases, death.
Appendix 9 Section 26 Order Sample

GRIMES (ADMINISTRATION OF SENTENCES) ACT 1999
LOCAL LEAVE PERMIT ISSUED PURSUANT TO SECTION 26 (1) OF THE ACT

Section 26 (1) Local Leave Permit Number: DIL/ ABC 16

1. Inmate Details:

<table>
<thead>
<tr>
<th>Name</th>
<th>SMITH, Sally</th>
<th>MIN:</th>
<th>123456</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctional Centre:</td>
<td>WEL C/-Dillwynia</td>
<td>Security Rating:</td>
<td>CAT 2</td>
</tr>
<tr>
<td>Alerts:</td>
<td>SEE ALERTS</td>
<td>EDOR:</td>
<td>03/07/2012</td>
</tr>
</tbody>
</table>

In accordance with the provision of Section 26(1) of the Crimes (Administration of Sentences) Act 1999 for the purpose specified in Section 26(1) (b) as the Commissioner considers appropriate to enable the inmate to:

**AS THE COMMISSIONER DEEMS APPROPRIATE**

As set out below the abovementioned inmate may be absent from the correctional centre at which he/she is currently being held.

2. Details

<table>
<thead>
<tr>
<th>Reason</th>
<th>SMEAC DETAILS: Participants will depart Dillwynia at 7.00am Monday 22\textsuperscript{nd} May 2011 travel to Oberon, Training will commence at Oberon CC at 1230 on Monday 2\textsuperscript{nd} May 2011. Participants will depart for Yerranderie Rd at 1230 Tuesday 03\textsuperscript{rd} May and return to Oberon CC at 1600 on Wednesday 04\textsuperscript{th} May. Training will re-commence at Oberon CC at 0745 Thursday 05\textsuperscript{th} May and will conclude at 1430 Friday 06\textsuperscript{th} May 2011. Participants will be returned to Dillwynia CC by 1730 Friday 06\textsuperscript{th} May 2011.</th>
</tr>
</thead>
</table>

3. The temporary period of absence is:

<table>
<thead>
<tr>
<th>Hours</th>
<th>As per SMEAC ABC 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leave Complex</td>
<td>7.00am Monday 2\textsuperscript{nd} May 2011</td>
</tr>
<tr>
<td>Return Complex</td>
<td>5.30pm Friday 6\textsuperscript{th} May 2011</td>
</tr>
</tbody>
</table>

- All reports and documentation in support of the request for a local leave permit are attached in accordance with departmental policy and procedures Yes ☐ No ☐ (please tick)
- Abovementioned inmate must agree to comply with the Standard Conditions &/or the Special Conditions (if any) listed on the reverse side of this permit

4. Permit prepared by:

<table>
<thead>
<tr>
<th>Signature</th>
<th>Position</th>
<th>Classification &amp; Case Management Review Coordinator, Dillwynia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Deb Abrahams</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5\textsuperscript{TH} April 2011</td>
</tr>
</tbody>
</table>
5. The permit is APPROVED pursuant to the authority delegated to me by the Commissioner.

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Additional conditions attached to Local Leave Permit No:

.................................................................
.
To attend Gurnang Life Challenge ABC16 as per approved SMEAC.
.
.................................................................
.
Must comply with all directions of the escorting officer and program facilitators.
.
.................................................................
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<table>
<thead>
<tr>
<th>Inmate Agreement</th>
<th>Witness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature</td>
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NOTICE OF REVOCATION

In accordance with the provisions of Section 26 (4) of the Crimes (Administration of Sentences) Act 1999 the Commissioner may at any time revoke this local leave permit.

This local leave permit number (insert)…………………………is revoked by me pursuant to Section 26 (4) (c) of the Act.

Comments:

<table>
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<th>Signature</th>
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| Name: | Date: |

Note: Where it is intended to vary, omit or substitute any conditions of a local leave permit under Section 26(4) (a) or (b) of the Act, a new local leave permit must be issued.
<table>
<thead>
<tr>
<th>Gurnang Life Challenge</th>
<th>Adventure Based Challenge (ABC)</th>
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<td></td>
<td>- an Experiential Learning/Adventure Therapy Program</td>
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Originally developed by D Carey – 2007; this edition 2011
Appendix 10 Flow Chart ABC (current)

MOS&P OCC issues ABC notification - 25 days

MOS&P OCC issues SMEAC - 15 days

Section 26 Order Issued – 10 days

ABC Introduction Briefing Module DCC – 5 days

Adjust participant selection if required

Participants/staff prepare for ABC @ OCC; see page 2

Complete Case Management & Program Hx

MOS&P/CMM&C DCC issue final selection list to MOS&P OCC – 20 DAYS

MOS&P OCC Issues SMEAC – 15 days

MOS&P OCC

MOS&P/CMCC

-20 days

MOS&P/CMM&C DCC/BCC/EPCC Liaison

Participant Selection MOS&P/CMCC -20 days

Staff Selection MOS&P/MOS - 20 days

MOS&P/CM&CC

MOS&P/OCC

-20 DAYS
Gurnang Life Challenge - Adventure Based Challenge (ABC) - an Experiential Learning/Adventure Therapy Program

ABC day 1
Participants & Accompanying Staff
Tx. to OCC; Arrival 12 noon

Participants settle into Kookaburra Cottage
Welcome and security brief

ABC day 1
GRABBS 1
Acquaintance /De-inhibit

ABC day 1
Motivation
Interaction
Case Plan

Lock in Kookaburra Cottage on completion; approximately 1830

ABC day 1
De-brief

ABC day 2
GRABBS 3
Night NAVEX

ABC day 2
GRABBS 3
set up camp

Operational Brief; Depart for bush 1300

ABC day 2
GRABBS 3
Pack Equipment

ABC day 2
GRABBS 2
Communication/Trust

Let go approx.

ABC day 2
De-brief

ABC day 3
GRABBS 3
Abseil/Climb

ABC day 3
GRABBS 3
Solo Letter

ABC day 3
GRABBS 3
Individual De-brief

ABC day 3
GRABBS 3
NAVEX

ABC day 3
NAVEX

ABC day 3
De-brief

ABC day 5
GRABBS 5
Personal Resp. HCRC

Clean Kookaburra Cottage

ABC day 4
GRABBS 5
Social Resp. HCRC

ABC day 4
GRABBS 4
Problem Solving

Options PM hours; PPR/Swamp/HCRC

Conducted by nucleus after lock in 1730

TX OCC

Return/clean equipment

ABC Group De-brief

Pack personal effects; depart OCC; TX GOC

1430

Completion 2200 approx.
Commence 2000 approx.
1630

1600

Originally developed by D Carey – 2007; this edition 2011
Annex 11 Women’s Adventure Based Challenge Motivational Interview

Name
MIN
DOB/Age

Readiness
Ensure you have access to and read (if possible): Pre-Sentence Report, LSI(R), Profile, Conviction Sentence Printout and ABC Analysis Sheet.
Explain why and what you will be doing, i.e. collecting more information for the ABC report, ensure you explain that the purpose of the information is to ensure that the report is accurate and will reflect the needs and possibly the goals of the participant. Be sensitive to any very personal issues raised; ensure you get agreement to share with staff.

Interview
Read the documents, show them to the participant, and point out issues relevant.
Explain the LSI(R), Circle any domain of a score of 2 or 50%, explain that nothing will be done yet, you just need to examine and circle the scores. If no LSI(R), utilize the other documents.

Note recent evidence indicates the following results on overall scores if no action taken:
Low Risk 19% recidivism
Low/medium 35% recidivism
Medium 54% recidivism
Medium high 67% recidivism
High 79% recidivism
Ensure you explain that if an effective dynamic risk program is completed the chances as specified above are dramatically reduced, provided the program is completed in a genuine and focused manner. ABC can help by identifying the dynamic risk and provide the motivation to do something about it.

Remember, programs are done by people NOT for people.
Juvenile Justice
Incarcerated/number of
times/charges……………………………………………………………………
CSO/Section 12 Bonds
etc……………………………………………………………………………………

Adult System
Incarcerated/number of
times/charges……………………………………………………………………
Other
states……………………………………………………………………………………
CSO/Section 12 Bonds
etc……………………………………………………………………………………

Family/Relationships/Community Issues
Family
supportive………………………………………………………………………………
Accommodation upon
release………………………………………………………………………………
Financial
Issues………………………………………………………………………………

Education/Work History Pre-Sentence
School Level achieved………………………Other education courses
completed/attempted……………………………………………………………………

Work
history………………………………………………………………………………

Education/Work History Incarcerated
Education
courses………………………………………………………………………………

Work
……………………………………………………………………………………

Dynamic Risk Programs completed/attempted, Incarcerated and COS
……………………………………………………………………………………

What caused your crime? What do you believe is your dynamic risk?
……………………………………………………………………………………

Originally developed by D Carey – 2007, this edition 2011
Tell me your story in relation to the crime?
...........................................................................................................................................
...........................................................................................................................................
...........................................................................................................................................
...........................................................................................................................................

What is your goal?
Incarceration
Category 1
Programs.................................................................................................................................
SPA...........................................................................................................................................

Post Incarceration
Accommodation
Assistance...............................................................................................................................
Work........................................................................................................................................

Education................................................................................................................................

What is your Vocational
Goal........................................................................................................................................

What Dynamic Risk or Other programs do you need?
.................................................................................................................................................
.................................................................................................................................................

What future program or classification do you believe is achievable after ABC?
.................................................................................................................................................
.................................................................................................................................................
Identify those feelings, thinking and behaviours which have led you to experience the very pits’ of life, and LEARN from them: Place your feelings, thoughts and behaviour in the speech bubbles below. **GIVE BACK TO LEAD FACILITATOR BY WED**
Appendix 12 Sample Performance Report

Young Adult Offender Women Adventure Based Challenge Program (ABC) 10 Performance Report Inmate SMITH, Sally MIN 123456
Inmate Smith participated in the subject program, at Dillwynia CC on Monday 9 November 2009 and at Oberon CC from 17 to 20 November 2009. The aims of the program were:

- Develop a positive attitude and be aware of individual perspectives of dynamic risks.
- Develop communication, and social and personal responsibility skills.
- Achieve self efficacy in relation to personal growth and dynamic risks of criminogenic factors.
- Develop a future plan in relation to incarceration and future (post incarceration) life.

Notes:
1. Self efficacy means belief in one’s ability to achieve any task.

Inmate Smith’s performance in; attitude, participation, personal responsibility, communication and commitment were above average; social responsibility was excellent, leadership and punctuality was satisfactory. Overall inmate Smith was rated as an above average performance with the following comments from staff as; “A keen attitude though needs to be more consistent with self confidence, once this is achieved she will prove to be a capable and responsible woman”. Inmate Smith is a Concrete Random learner with some influence as Abstract Sequential, this means she will learn best by experiential based learning and will organise the learning in an organised, linear fashion and through reflections, though the reflections may take some time.

Inmate Smith’s LSI(R) is Medium (test date November 08), and presents with needs in Education/Employment, Financial, Leisure, Companions, Emotional and A&OD (drug related). In answer to the question of “what caused your crime?” her reply was “drugs, anger and arranged marriage”. In answer to the question “how can you guarantee not returning to gaol?” Inmate Smith replied “By following my dreams, keep away from bad influences, I will NOT touch drugs again, talk to people when I need to”.

ABC staff believes that inmate Smith is ready for change (and wants to change) and program intervention, there is evidence that she has addressed some of her dynamic risk during her incarceration by completing; Managing Emotions, Out of the Dark and Best Bet. Additionally, inmate Smith has completed RSA, RCG, Parenting, and Barista courses whilst incarcerated and or the community and is currently completing a Manicure/Pedicure program.

Inmate Smith’s EPRD is 4 February 2010 (total sentence expiry 4 November 2011) accordingly, the following actions are recommended:

- Enhance work readiness skills in Custody (Community work and work readiness programs are positive)
- Complete DAAP and or Getting SMART and develop a plan to continue with Staying SMART in the community.
- Access a skilled counsellor in relation to some personal issues that appear to be unresolved.
- Complete NEXUS and or Exit Summary Checklist as readiness for release.
- Access to Category 1 programs and classification is supported to enable inmate Smith to “test” herself in the community whilst under CSNSW control.

Lead Facilitator
Oberon CC
4 November 2011

MOS&P
Oberon CC
4 November 2011
BIBLIOGRAPHY AND REFERENCE MATERIAL

The following documents/books are required to operate the CO-OP program and/or they are utilised in explanations.

References for Adventure Experiential Learning

   Abstract. Group of managers, control group of 11 and experimental group of 17, all completed a Team Development Inventory (TDI), 2 months before experimental group completed a 3 day initiative training program. Both groups completed TDI 2 months post training. Post test scores of the experimental group were significantly different from control group in areas of group goals, effective listening, decision making, respect for peers, and encouragement of feedback.

   Abstract. Meta-analysis to examine effects of adventure programs on a diverse array of outcomes such as self-concept, locus of control, and leadership. Meta analysis based on 1,728 effect sizes from 151 unique samples from 96 studies. Average effect size at the end of the programs was .34. Effect size varied with ages of groups and program length.

   Abstract. A study of literature of outdoor programming for young offenders in detention, much of the literature focuses on extended wilderness experiences in the Outward Bound style, this book may help destroy the myth that programs for young offenders must use wilderness experiences to effect change.

   Abstract. A study on the personal growth outcomes of participants in the Gurnang Life Challenge Program, study found significant changes in participants in such areas as self efficacy, leadership, self concept, dealing with authorities, and dealing with relationships.

   Abstract. A descriptive web site, explains modern experiential learning programming and de-briefing concepts.
Abstract. The bible or essential reading to develop a program utilizing adventure/experiential education and personal growth, examines and advise on Challenge by Choice, GRABBS, group development issues and leadership/facilitation.


10. **Ropes Course Facilitators Handbook Adventure Training Systems** Brookvale NSW (NON PUBLISHED) Abstract. A decisive guide to operation of low and high challenge ropes course gives advice as to front loading and de-briefing, plus helpful maintenance and design issues of a HCRC.


   Abstract: Games, initiatives and more games.

   Abstract: Games and more games

   Abstract: A guide to games initiatives ropes courses and adventure curriculum

   Abstract: A guide to initiative problems, adventure games, stunts and trust activities.

19. **No Props Great Games With No Equipment** Mark Collard Project Adventure Australia 1996 ISBN 0 646 29708 2
   Abstract: Some of the best games, trust exercises and initiatives using no equipment whatsoever.

   Abstract: Games and initiatives with minimal to no props.
References Female References - Outdoor Education & Gender


Humberstone, B. (1995). Bringing outdoor education into the physical education agenda: Gender identities and social change. QUEST, 47, 144-157. [Abstract only]


