YASP
Young Adult Offender Satellite Program
An Experiential/Cognitive Learning Program
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Acknowledgments and History

The concept and operation of young adult offender satellite programs is reflected in the Strategic Framework Young Adult Offenders. The original concept of young adult satellite programs were instigated through the Young Offender Program Development Review in 2002. A working party comprising, D. Carey Manager OS&P OCC and B. Keogh then State Co-coordinator Young Adult Programs answered to a steering committee comprising of; Terry Halloran Director Inmate Classification & Case Management, Wayne Ruckley then Director of Corrective Services Industries, Ross Hannah then Director of Corporate Planning & Development, Jim Kama then Governor John Morony Correctional Complex and Richard Hoskins then Governor of Oberon CC. The first working party’s report contained a review of national and international young adult offender programs and then current statistics of young adult offenders in NSW Corrections, as to locations, sentence and classification.

The statistics revealed a number of young adults in various centres around the state of NSW who were not able to access the Specialised Young Adult Program (SYAP), at Lithgow CC (45), because of classification status and sentence expiry dates were not able to access the Specialised Young Adult Program (SYAP), additionally there, were 103 young adults at John Morony CC who for similar reasons could not access the full SYAP. One specific issue the review had to examine was ‘manage young offenders currently not eligible to access the Specialised Young Adult Program’.

The Steering Committee at their meeting on 24 September 2002 tasked the working party to develop and trial a satellite program for those inmates. Two trials took place; one in January 2003 at JMCC1 for B &C1 offenders, this program was twenty days in operation with 15 offenders. The second trial took place in February/March 2003, at Lithgow CC for A, B and E classification offenders (3 were on methadone); the Lithgow trial was 15 days in operation with 20 offenders. A manual dated 2002 was produced and a number of evaluation reports on the satellite programs were produced.

Subsequently a further trial was undertaken at Kariong JCC for juvenile offenders and Area 5 at Parklea for remand SMAP offenders. The Kariong program has been ongoing since the trial as a regular program.

In 2008 a ‘test’ program was undertaken for female young adult offenders at Dillwynia CC.

Subsequent to the trials and with the launch of the Strategic Framework Young Adult Offenders, the satellite programs were named Young Adult Satellite Program (YASP). This edition (2011) of the program reflects modern program layout and lists program development and changes since 2002 and 2008 and takes into account results of evaluations and reviews. The program is seven working days in length.

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SCO Chris Fergusson and YASP facilitation teams at John Morony CC are acknowledged for their ongoing contribution to YASP.

The Corrections Victoria Treatment Readiness Questionnaire, located at Appendix 8 is utilised in YASP with the approval of CSNSW Offender Assessment Unit.
Executive Summary Young Adult Satellite Program (YASP)

What is a YASP?
Designed for those offenders who because of classification, sentence, medical or SMAP reasons cannot access the Specialised Young Adult Offender Program (see Strategic Frame Work Young Adult Offenders 2007-2009 and 2010-2012). Program is typically seven working days in length and consists of the following modules and strategies:

The modules and strategies of the program include:
- Adventure & experiential learning initiative activities addressing; trust, communication, open thinking, goal setting, social & personal responsibility.
- Cognitive learning, addressing; adult learning theory, goal focus, perspectives, individuality, attitudes, planning skills and peer pressure and bullying.
- A feature of YASP, drawn from the specialized program is the incorporation of immediate futures plan incorporating goals and programs.

Program Origins
The concept and operation of young adult offender satellite programs is reflected in the Strategic Framework Young Adult Offenders. The original concept of young adult satellite programs were instigated through the Young Offender Program Development Review in 2002. One specific issue the review had to examine was ‘manage young offenders currently not eligible to access the Specialised Young Adult Program’.
A number of trial programs took place over a range of correctional centres during the 2002 to 2005 period; Lithgow, John Morony, Parklea and Karing JCC. In 2008 a ‘test’ program was undertaken for women young adult offenders at Dillwynia CC. Since then the program has been rolled out to Berrima, Emu Plains, Wellington, Kirkconnell and Broken Hill Correctional Centres, currently the YASP is now a regular program at both John Morony and Dillwynia CC.
Subsequent to the trials and with the launch of the Strategic Framework Young Adult Offenders, the satellite programs were named Young Adult Satellite Program (YASP).
In 2011 a further trial program took place at Mudgee NSW, part of Bathurst District Office of COS, the Mudgee YASP consisted of COS offenders.

Manual
The YASP manual is divided into three parts; Overview, GRABBS (adventure/experiential learning) and Cognitive Learning.
This edition (2011) of the program reflects modern program layout and lists program development and changes since 2002 and 2008 and takes into account results of evaluations and reviews. The program is seven working days in length.

Program Locations
Any Centre and or Community Offender Support Program and or Community Offender Services location that holds a significant number of young adult offenders who because of classification and or other reason cannot access and or participate in Stage 3, commonly referred to as Gurnang Life Challenge (or Women’s Adventure Based Challenge (ABC), of the Specialised Young Adult Offender Program at Oberon CC.
Participant Suitability Criteria:
Selection criteria for participants who fulfil the following selection criteria:

- 25 years or younger in age (notes 1 and 2)
- Hold any classification (note 3)
- Can be on prescribed Methadone and Buprenorphine
- Can be on remand, though a lower priority for selection; must have a propensity to be sentenced.
- LSI(R) is completed.

Notes:
1. Dependent upon case needs the age can be varied up, case and LSI(R) needs is the driving force.
2. Medical is to exclude non controlled mental health issues of participants.
3. Classifications of A, B and C1 and E classifications (women alternatives) are a priority, though C2 offenders are not excluded. SORC, PRLC AND DIAC offenders are not excluded. The issue is; can a participant enter the Specialised Young Adult Offender program? Should the answer be “No” then entry into a YASP is encouraged.

Program Facilitators:
A minimum of two facilitators are required, if program involves women offenders one facilitator is to be a woman. Minimum training required: Young Adult Satellite training (State Manager Operations Young Adult Programs) and Managing Young Adults Offenders (OPTU).

Composition of Groups:
When conducted in Community Offender Services (COS), groups can be of mixed gender, there must be a minimum of two women if women are involved. In custody groups must be wholly men or women.

Participant Numbers:
Maximum number of participants: 20. Minimum number of participants: 8.

Session Delivery:
It is critical that sessions are to be delivered in the sequence of the manual, program can be delivered in a block or in modular form, whichever is utilised the session sequence is critical.
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 NSW Corrections 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 adult hood. 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 illness. 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.

Young adult offenders have a higher recidivism then other age groups and account for a significant number of Correctional Centre Misconducts. Access to programs for young adult offenders is encouraged within Correctional Centres, though the taking up of the available programs is low.

Dynamic Risks

The accepted common dynamic risks of male young adult offenders in accordance with 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.

*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.

The specific dynamic risks of 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.

Problems, Characteristics of Young Adult Offenders

The characteristics and problems confronting young adults are well documented and acknowledged in the Strategic Framework Young Adult Offender Programs and validated in the Young Adult Offender Review Working Party Report 2004 (see Bibliography).
The research on the characteristics and problems confronting young adult offenders remain constant.

These are:

**CHARACTERISTICS**

- History of poor educational achievement
- Poor literacy and numeric skills
- Poor or nonexistent employment history
- Dysfunctional family background
- History of abuse-physical, emotional, sexual
- Highly mobile - frequently changing residence
- Impulsive risk taking behaviour
- Lack of medium / long term planning

**PROBLEMS**

- Substance abuse
- Obtaining employment and low employability skills
- Handling peer group pressure, gang membership
- Motivation and self-direction
- Accepting personal responsibility for behaviour and it’s consequences
- Social skills - difficulties with relationships, communication, controlling anger and frustration
- Low self esteem possibly leading to depression and suicide/self harm ideation
- Accessing educational and community based programs
- Feeling isolated from main stream society

Some specific differences for women 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

**Young Adult Offender Strategic Framework**

Young adult offender programs are documented in the Strategic Framework and in Classification & Case Management Manual. Access to the Specialised Young Adult program is impacted upon by Classification, SMAP and/or medical reasons; hence a significant number of offenders cannot attend the Specialised Young Adult Offender Program.

**Young Adult Satellite Program (YASP)**

The purpose of this manual is to explain and detail the objectives, purpose, and processes of the satellite program for young adult offenders. The program will not address all of the issues with young adult offenders; other issues as listed above will need to be
incorporated into other dynamic risk programs as either a readiness program or post YASP experience.

It is an essential issue; that programs that address dynamic risks are incorporated into post Young Adult Satellite Program; performance reports on individual participants will guide CMT and COS Officers as to programs required, see page 17 this manual. Post YASP dynamic risk programs include resume and job seeking skill development (note job seeking skills is a dynamic risk for young adult offenders). The model for satellite programs is based on Gurnang Life Challenge program which incorporates cognitive based learning to balance experiential learning.

Program Rationale
The modules of the Young Adult Satellite Program (YASP) are based on the problems characteristics and common dynamic risks of young adult offenders; the objectives and learning processes of each module have been developed and transferred from the successful Specialised Young Adult Offender Program, including Gurnang Life Challenge and Women’s Adventure Base Challenge.

Purpose and Outcomes
The Young Adult Satellite Program (YASP) is designed for those offenders who cannot access the Specialised Young Adult Offender program because of classification, SMAP or medical reasons. Additionally a YASP can be utilised for those offenders who because of sentencing are under the care of COS.

The outcomes of YASP are:
• Readiness - enables motivational readiness of young adult offenders to participate in further readiness and dynamic risk, educational and work readiness programs.
• Behaviour - enable participants the motivation to reduce negative behaviour within a Correctional Centre environment and or COS location
• Marketing - enables a Correctional Centre to market the Specialised Young Adult Offender program and other dynamic risk, educational, work readiness and Community Access Programs to future participants.
• Case Management - enable participants to gain additional qualifications, motivation and skills to “own their case plans”.

Design
The YASP has been designed with the Corrective Services NSW program accreditation guidelines and the “What Works” philosophy and as such places emphasis on the following considerations:
• The YASP is designed within a through care concept.
• The program follows a sequence of identification of need, engagement, teaching of skills, practice of developed skills and testing of acquired skills.
• Each activity and module must utilise adult experiential learning techniques, and cognitive learning theories that balance the objectives and maximise the learning potential.
• Each module of the program must specify the criminogenic needs that it is attempting to address. Principles of dignity, respect and responsibility are integrated and incorporated in all modules.
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- Each module of the program must provide details of the module’s reference source and the learning style/process that are to be applied.
- Lead facilitator and co-facilitators must hold qualifications and appropriate experiences as specified at Appendix 1.
- An evaluation of the program is to take place at the completion, see Appendix 3.
- Selection of participants is based primarily on case management needs and particular reference is to be made to LSI(R), criminal history and associations attitudes, education, training and relationships in particular and other assessments.

Staff Participation
A unique feature of a YASP program; staff at the CC of Classification or COS location are invited to co-facilitate a YASP, a co-facilitators role is to co-ordinate selection, assist in facilitation, mustering of participants on a daily basis and assisting with liaison of lead and co-facilitation staff. A design principle of YASP programs is the sunset of lead facilitators to the point the co-facilitators at the CC of Classification or COS location are trained and accredited to conduct a YASP at their centre. Please note training and accreditation can be complex, detailed and requires commitment from these staff. The meta skills listed in Appendix 1 are essential for co-facilitators selection.
Additionally, OS&P, Education, Psychology and Industrial staff, (in the community, Community Organisations) is required to assist with presentation of available programs at the Future Case Planning module.

Staff Rostering
Once staff are experienced and or trained with the conduct of a YASP in their centre or COS location and a YASP is scheduled to be conducted in a centre or COS location without the direct facilitation or assistance of State Manager Operations Young Adult Offender Programs, the staff roster for a YASP is to consist of 10 day’s Detached Duty, see calendar at appendix 4 and Checklists at appendix 9; the ten days consists of:
  - 1.5 days preparation and research
  - 6.5 days on program (YASP concludes 12 noon on last day of seven days)
  - 1 day report writing, dynamic and future planning finalisation and graduation preparation (see calendar, a large component of these requirements need to be done over a weekend day)
  - .5 day conclusion and wrap up (includes securing equipment and entering OIMS Case Notes and evaluation analysis and if required an overall program report).

Participant Selection Criteria
Selection criteria for participants who fulfill the following selection criteria:
  - 25 years or younger in age (notes 1 and 2)
  - Hold any classification (note 4)
  - Can be on prescribed Methadone and Buprenorphine
  - Can be on remand, though a lower priority for selection; must have a propensity to be sentenced.
  - LSI(R) is completed, see last paragraph this section of the manual.

Notes:
1. Dependent upon case needs the age can be varied up, case and LSI(R) needs is the driving force.
2. A requirement exists for Nucleus (mentor inmates); restricted to 4 inmates per intake, see Young Adult Offender Nucleus Protocol.
3. Medical is to exclude non controlled mental health issues of participants.
4. Classifications of A, B and C1 and E classifications are a priority (women equivalents of Category 4, 3 and 2), though C2 offenders are not excluded. SORC, PRLC AND DIAC offenders are not excluded. The issue is; can a participant enter the Specialised Young Adult Offender program? Should the answer be “No” then entry into a YASP is encouraged. Recently long term remand inmates have responded well to YASP, accordingly, remand inmates are not excluded, essentially, remand inmates propensity to be sentenced is a decision factor for inclusion in a YASP.

Selection is conducted through a normal CMT at the Gaol of Classification, utilizing the above criteria and the Case Management Analysis, see below and Appendix 2.

The selection 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 history, schooling and behavioural issues. Areas to include in research of a participants needs include; Case Notes, Case Plan, LSI(R), OS&P OIMS Reporting modules, Judges Comments, Pre-Sentence Reports, Inmate Profile Documents, Sentence Printout & Classification History and Inmate Lodgement & Identification Sheets.

A tool to assist with the data collection and research to complete a Case Management Analysis (Appendix 2) is located in the Custodial Needs Analysis, see below and Appendix 2.

A paper copy of the LSI (R), Case Plan, Pre-Sentence Report, Inmate Profile and Case Management & Classification History documents are required for facilitators during the program (see checklist at appendix 9), once the program is finalised the documents can be placed back into the offenders Case Management File.

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 YASP can have a positive impact are:

- Criminal History- YASP can motivate participants to go on to other programs that in turn will reduce recidivism.
- Education /Employment- YASP can motivate participants to complete vocational education and gain work experience in Work Readiness programs.
- Family/Marital - YASP can enable participants to be open and responsive to the needs of significant others and open the participant to programs and/or counselling.
- Companions - YASP continuously examines the impact on negative peer pressure.
- Attitude - YASP focuses on the development of a positive attitude to overcoming dynamic risk and goal setting.
- Emotional / Personal – YASP has an excellent track record in developing strategies for raising self concept in participants.

A participant could have a Low Overall LSI(R) but is on Methadone and a goal for the CMT is assist the inmate to be free from Methadone dependency or a Low Overall Result with Correctional Centre negative behavioural issues, therefore these issues could be reasons for selection. YASP is an ideal program for those young adult offenders who don’t have sufficient sentence left to serve, though it would be hoped that a young adult offender addressed some of the needs of his/her case plan prior to a YASP. 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.

COS
YASP is suited for use within COS, particularly for offenders who are on Supervised Orders who look like they will fail to meet their obligations and responsibilities. These offenders may not have had custodial sentences previously and provided they receive additional program intervention, there is a possibility they will not be breached and receive custodial sentence. Additionally for those offenders on Parole, a YASP can be utilised to strengthen previous program learning outcomes.

The selection criteria for COS participants is similar to the participant selection criteria set out above, ideally, the program is best suited for high and medium risk offenders, however, a low risk offender who is non compliant on orders and or with multiple behaviour related issues is suitable for the program.

A COS YASP can be of mixed gender, however, if a mixed gender group is utilised, there must be at least two of the same gender participants. Facilitators must include a male and a female facilitator.

If in a CC environment there are NO mixed gender groups.

What’s In It For Me (WIIFM)
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 (see example at Appendix 7).
- A certificate of completion of the YASP program.
- Guidance on development of a resume with employability motivational skills.
- An opportunity to develop communication, problem solving, trust, self confidence and self efficacy skills in a unique and different manner.
- An opportunity to explore and experience the power of a positive attitude.
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- Develop an improved case plan, complete with a futures plan.
- An opportunity to receive information of programs available within Correctional Centres and Community Offender Services.

Role of Nucleus or Mentor Inmates
Nucleus inmates are allocated to each program; 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.

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 on one with reluctant and or fearful inmates, stop prankish and bullying behaviour.
Nucleus inmates require special assessments and are to be certified within the requirements of the Specialised Young Adult Offender Program, Nucleus Inmate Protocol. Nucleus inmates tasks are not completed at the completion of a YASP, if a Correctional Centre requires the ongoing services of a nucleus inmate as a mentor within a CC and are certified within the requirements specified in the Young Adult Strategic Framework; the services of a correctly trained and motivated nucleus can be invaluable in the ongoing management of young adult offenders.

Experiential Learning
The program is based upon experiential and cognitive 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 experiential learning, 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 a Young Adult Satellite Program (YASP)?

1. Essentially, the program is a personal development program that utilise experiential learning for initiative games, openness, trust development and communication exercises that accelerates a person’s learning potential in a personal development growth process. Additionally, cognitive based learning occurs to balance the practical of experiential learning with theory. 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.

2. The program includes a “Futures Module” where participants are briefed on types and availability of other programs such as work readiness, education and dynamic risk.

3. However, the program is also not to be confused with the Gurnang Life Challenge program, the YASP program can be utilised as a readiness and or behaviour modifier program, as well as a dynamic risk program.

4. The essential cornerstones of the objectives is development of:
   - Openness
   - Attitude
   - Communication
   - Self Confidence
   - Problem Solving
   - Goal setting
   - Self-Concept
   - Trust
   - Respect for the dignity of others
   - Self Efficacy
   - Impact of Peer Pressure

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.

How is the Program Conducted?

1. The program is conducted in a challenging, achievable manner that allows the participant to develop or at least question the development at his/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

2. 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, this means participants will achieve success and failure in various elements of the program. The wave process is also used to enable a procedure to be implemented. Essentially, a session and or activity will be briefed, the activity and or a related group of activities will be conducted, and thence it is critical that the activity is de-briefed.

3. A typical YASP will take seven working days to accomplish its goals, see Appendix 4 for a sample calendar; the seven working days do not include up to 3 working days for preparation, selection, briefings and co-facilitation awareness and for post program reporting and referrals.

4. A design principle of a YASP is that the program must be conducted within a CC, on ovals, tennis courts or any open area within the confines of a CC. Cognitive sessions are conducted in a group room, such as education classrooms or dining rooms or even Visits. The YASP is also conducted within a CC’s daily routine as to let go, lock-in routines etc. In the community practical sessions are conducted in a similar open area to above such as parks, ovals etc. Cognitive learning modules can be conducted in a COS group room. Ideal for the community is when a venue such as TAFE, Scout Halls etc. is hired.

Scheduling/Time table of YASP

YASP GRABBS sessions are scheduled over a 5 session period; each session is conducted over a time frame of 3 to 4 hours dependent upon whether it is scheduled for an am session or a pm session. The sessions are linked to YASP Cognitive Learning (Cog.) and hence are required to be sequenced with the cognitive sessions as well as sequencing of the individual aims and activities of YASP GRABBS. This means that YASP Cognitive 1 (theory) is linked to GRABBS 1 (practical), hence YASP GRABBS 1 is scheduled for an am session then YASP Cognitive 1 must be a pm session. See table below, as well as timetables in Appendix 4. Note some components of the program are interrelated to other sessions and yet are stand alone, see Cognitive 5 Future Planning. YASP is also to be scheduled and entered into OIMS Offender Services Screens, see Checklists at appendix 9.

When scheduling a YASP consider the scheduling of Job Seeking Skills and Dealing with Debt or NEXUS pre-release programs immediately after completion of YASP, see page 17 and checklists this manual.
Linkage of Experiential Learning and Cognitive Learning

It is emphasised that the GRABBS sessions are inherently linked to the Cognitive learning, as well as both programs linking and being part of the YASP program, each must co-exist and must be completed in the sequence and the objectives specified in the following table.

<table>
<thead>
<tr>
<th>YASP GRABB</th>
<th>Subjects</th>
<th>YASP Cognitive</th>
<th>Subjects</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acquaintance, De-inhibitisation, attitude and enthusiasm</td>
<td>1</td>
<td>Briefings, Adult Learning Theory and Perspectives</td>
<td>GRABBS 1 AM, Cog. 1 PM</td>
</tr>
<tr>
<td>2</td>
<td>Communication, Trust &amp; Empathy</td>
<td>2</td>
<td>Attitude, Emotions and Belief</td>
<td>GRABBS 2 AM, Cog. 2 PM</td>
</tr>
<tr>
<td>3</td>
<td>Decision Making &amp; Problem Solving</td>
<td>3</td>
<td>Goal setting</td>
<td>GRABBS 3 AM, Cog. 3 PM</td>
</tr>
<tr>
<td>5</td>
<td>Future dynamic risk and community planning and Change Focus, includes past, present and future</td>
<td>5</td>
<td>Future dynamic risk and community planning and Change Focus, includes past, present and future</td>
<td>Cog. 5 All day</td>
</tr>
<tr>
<td>4</td>
<td>Social responsibility</td>
<td>4</td>
<td>Modes of Behaviour, Peer Pressure and Bullying</td>
<td>GRABBS 4 AM, Cog. 4 PM</td>
</tr>
<tr>
<td>5</td>
<td>Personal Responsibility</td>
<td>6</td>
<td>Includes preparation of ratification of beliefs and affirmations of change</td>
<td>GRABBS 5 all day</td>
</tr>
<tr>
<td>6</td>
<td>Affirmation &amp; ratification of self belief, includes evaluation and graduation.</td>
<td>6</td>
<td>Affirmation &amp; ratification of self belief, includes evaluation and graduation.</td>
<td>Cog. 6 All day</td>
</tr>
</tbody>
</table>

**LEARNING IS SOMETHING DONE BY SOMEONE, NOT TO HIM**

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

GRABBS is a scanning tool that is written for each 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 there 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”

Activity Notes and Sequencing of Objectives and Activities.
It is critical to the integrity and learning outcomes that the sequence of YASP 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 session. Likewise the Cognitive Learning modules have Facilitator Guides; the guides are designed to give guidance to the facilitator in presentation of the Cognitive Learning modules.

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.

Judgement
Facilitator, the GRABBS in the sessions of YASP 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.

Judgement is essential, should a facilitator wish to vary and/or introduce a new activity, it is critical that the sequence and objectives are met. A Certificate III facilitator is not to vary the plan unless approved by a Certificate IV facilitator.

Judgement on activities will be dependent upon the composition and location of groups e.g. women offenders require variation in terms of lifting above shoulder height and personal space issues, juveniles will have shorter attention spans to other aged groups, combined gender groups will require common sense in relation to personal space.
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 viewpoints (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 handbook.

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. Accordingly reasonable adjustments are required.

Preparation and Mustering

Preparation

The facilitator is responsible for reading and understanding the context of the Intake Analysis (from the Induction Analysis of each intake) 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. GRABBS planning is impacted on by this information.

Facilitator is to obtain a copy of these documents and add to the YASP participants notes, complete with an imaging page of each intake. See participant selection criteria and Checklists at appendix 9.

Working Agreement

The working agreement is a document that will be placed on the participant’s case file upon completion of the program. The agreement requires signatories by the participant and a staff member, after signing a copy is to be given to the participant and the program facilitator will keep a copy, the original is to be placed on the case management file. The full working agreement is at appendix 6 however, the context of the agreement is as follows:
Young Adult Offender Satellite Program (YASP)
- an Experiential/ Cognitive Learning Program

- Be accountable for behaviour
- Conduct yourself in a responsible non threatening manner
- Treat all people staff, participants and visitors with dignity and respect at all times
- Be responsible for all equipment, or facilities that you use
- Follow directions of staff
- Keep yourself and your areas clean and presentable
- Complete all modules in the Young Adult Satellite Program, not just the ones that you like

The consequences of breaching the working agreement will range from counselling, to adjustment of the working agreement, to formal warnings, to dismissal from the Young Adult Satellite Program and if required, to disciplinary charges.

Mustering
YASP participants and nucleus inmates are mustered at the YASP area in the GOC, by the accompanying co-facilitation staff. On completion of the YASP sessions, facilitation staff escorts participants to appropriate areas as specified within GOC routine.
In a COS location; the COS co-facilitator is responsible for offenders attendance and record keeping such as a sign on sheet.

Briefings and De-Briefing

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 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 Cognitive Learning and or YASP goals.

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 YASP. 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, feelings will be presented when participants are ready, and to force presentation of the feelings will in all probability, result in failure to reach the objectives.

Some sessions of the YASP 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 a 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 within the community whilst under COS care and more importantly in the community upon total 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 YASP 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. The definition of a metaphor is “the application of a name or descriptive term or phrase to an object or action to which it is imaginatively but not literally applicable” an example of this on YASP is the marshmallow whereby, you have to let go of a marshmallow to gain another, like life to gain something or change you have to let go of something or a behaviour.

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”. YASP is designed around the concepts of metaphors and isomorphic. The definition of an isomorphic is “exactly corresponding in form or relations and having the same form” or in outdoor education parlance “make real the event”, an example on the YASP is Pick & Choose and Spiders Web, this time the activity is on the focus, concentration and commitment and perseverance required in order to achieve a goal, in other words the activity of Pick & Choose and Spiders Web does not exist, the success of goal achievement does. Definitions are from The Australian Concise Oxford Dictionary.
Principles of Operation (PoO) YASP

YASP has a number of standard PoO’s, additional PoO’s can be added to each intakes 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 (see Maslow’s Hierarchy of Needs)

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 and buried.** Systems and equipment do not fail people stuff up.

7. **“I can’t” is dead and buried, “I won’t” is alive and well.** Participants are encouraged not to say “I can’t” and are encouraged to say “I won’t”, 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 consider this a “soft” option there are real responsibilities involved.

**Participant Notes and Participant Reports**

Each session of YASP 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. All participants have to have a performance based report completed after YASP in time for Case Management Team meeting at Gaol of Classification or COS location, five working days from completion of the YASP.

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 than last week” etc. Issues such as attitudes, performance as reflecting the session goal, good/bad safety issues etc. should be noted.

The performance notes on each participant should include an annotation as to: Unsatisfactory, Satisfactory, Above Satisfactory, Above Average or Excellent. Should an offender receive an unsatisfactory annotation the offender is to be counselled and advised that unless they rectify the issue they are in danger of being failed from the program. Should an offender receive two or more unsatisfactory annotations and there are no known mitigations and the offender has been counselled, the offender is to be failed from the program, appropriate case notes and finalisation requirements into OIMS Offender Services & Programs Screens is to be made.

Further instructions for the compilation of reports are contained in GRABBS and Facilitator Guide YASP. Additionally the rationale, purpose and publication of reports are to be found in Program Performance Indicator (PPI) Protocol of the Gurnang Life Challenge Case Management Handbook. A sample report is attached to this handbook, appendix 7.
A formal program performance report on each participant will be supplied to GOC/COS for a CMT post YASP program, within 5 working days. The participant is to receive a copy of the program performance report as well as a copy being placed in the CMF and an electronic copy on e case notes.

**YASP Follow Up Programs**

YASP follow up programs are essential to reduction of recidivism of young adult offenders; the follow up programs are to be scheduled as close as possible to the conclusion of YASP to enable the motivation of the individual offender is utilised, follow up begins with case plan adjustment. Follow up includes case management meetings on a regular basis, the follow up case management meetings should be undertaken by a skilled case/COS officer who can utilise Motivational Interviewing techniques that includes challenging the offender to meet the goals specified in the Case Plan. The intensity of the case interviews are to be determined by the combination of the offenders level of risk, their individual needs, their levels of understanding, their perceived importance of the goals and their participation and behaviour.

Post YASP and within ten working days a CMT and or COS Officer if in COS, is to meet with the offender and address issues raised in the Performance Report and the Future Dynamic Risk and Community Plan, some measure of addressing the issues raised include; formal case plan adjustment, so that common issues of Job Seeking Skill and finalisation of Exit Summary Checklist as well as other issues of AOD, emotional, anger, education/employment and financial needs of the offenders case plan can be best met.

Most programs specified in CSNSW Compendium of Programs are open to young adult offenders in Correctional Centres and COS locations; dependent upon time to serve and needs, young adult offenders should also be targeted to participate in:

- Intensive Learning Centre programs at Mid North Coast, Lithgow, South Coast, Wellington and John Morony Correctional Centres.
- Intensive Drug Alcohol Treatment program at John Morony Correctional Centre

**Post YASP Issues and Programs**

The performance report complete with a Dynamic Risk and Community Plan will guide CMT and the offender as to what programs are required post YASP as stated earlier; A common issue for young adult offenders (in particular short term offenders) are the lack of Job Seeking Skills and Pre Release programs such as Dealing with Debt, both of these issues are risk factors in recidivism of young adult offenders. It is highly recommended that where facilities, staffing and time permits that YASP graduates undertake the following programs as early as possible post YASP:

1. **Job Seeking Skills**
   - NSWTSFM105B Identify job opportunities and training pathways
   - NSWTSFM102B Prepare and write job application documents
   - NSWTSFM101B Use effective personal presentation skills
   - NSWTSFM103B Prepare for an interview

2. **Pre-Release programs such as Dealing With Debt or NEXUS with an emphasis of**
completion of the Exit Summary Checklists.

Other program requirements such as AOD, emotional, anger, financial will need to be scheduled dependent upon needs and time to serve.

In COS the Job Seeking Skills programs can be accessed through Community Job Networks etc. Additionally, in the community completion of an Exit Summary Checklist is obviously not an issue, though in practise the majority of young adult offenders may need assistance with housing, financial and accessing important information such as Tax File Numbers etc.

**Risk Analysis Matrix**

The Risk Analysis Matrix (RAM) detailed in this section is a summary of potential risks covering; identification, management strategies and coping with emergencies. The summary is divided into two areas, one for general inherent risks with experiential learning and a section for specific activities that may have an extra risk, see Appendix 11.

The term Risk Analysis Management System (RAMS) is derived from Managing Risks in Outdoor Activities Cathye Haddock, 1993 New Zealand Mountain Safety Council Inc. originally the term was developed in 1987 by a group of outdoor educators as a checklist for planning and evaluation of outdoor education activities. Additionally, the context of The Risk Management Document, Strategies for Risk Management in Outdoor & Experiential Learning, Outdoor Recreation Industry Council of NSW (ORIC), has been subscribed to. The requirements of NSW Adventure Activity Standards are also fundamental to the risk management of YASP. A unique issue for YASP is the requirements of offender security, hence the requirements and protocols of Corrective Services NSW is intensely required.

The RAM detailed in this manual is not a full RAMS, but rather a summary tool that will give guidance and direction on a number of risk analysis issues. RAM is on the focus areas of; **People, Resource, Environment, Equipment and Specific Activities.**

Each focus area and sub focus areas are further broken down to Issues and Strategies.

**Note Young Adult Offender programs that utilise adventure/experiential learning have an enviable record (though not a perfect record) in the Outdoor Education Community in relation to incidences of injuries and loss through risk. The achievement of this record is due to the consistent focussed and responsible attitude of the staff involved in a direct and indirect manner. Issues occur when staff do NOT KEEP THEIR EYE ON THE BALL, above all else safe, efficient and focussed operations are essential at all times, remember we are dealing with young adult offenders (male and female) who can be not only described as youth at risk, but youth who have risked and lost.**

**Definition of Terms in Relation to Risk**


**Risk**
“Risk is the combination of the potential to lose something of value and the public’s perception or outrage as a result of that loss. It does not only refer to loss through injury of a physical nature it also includes, but is not limited to, the potential loss of a mental, social or financial matter”.

**Real and Perceived Risk**
“Risks may be divided into real and perceived. A real risk relates to the actual dangers inherent in the activity, while the perceived risks relates to the individual’s perception of that activity (which may not relate to the real level of risk). However, a person’s perceived risk is as important to consider as the real risks”.

All YASP activities are designed and are to operate in a perceived risk mindset, though staff are to be cognizant of the individual’s perceived risk in every participant. Hence the importance’s of understanding and having knowledge of every participant’s case plan and medical issues including mental health.

**Risk Management**
“The use of management procedures and practises at any level of an organisations and/or program to minimise the exposure to risk of the participants, staff, program provider, operator and their families in terms of physical, emotional, social, educational or financial loss or damage. Risk Management is a whole-of-organisation responsibility.”

**Duty of Care**
“The obligation owed to anyone whom it is reasonably foreseeable would be injured by the lack of care of that person”, source OPM 8.26.

**The Risk Management Equation**
“In the ideal world risk management would be easily quantified as it is in financial circumstances, but in outdoor and experiential learning, it is not so simple. Essentially what is being balanced up is the level of risk in an activity or program against the aims and objectives of the program. If it is possible to achieve the same aims and objectives in a less risky way then that may be the preferred program design.”

**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 if the YASP is a regular event in a CC or COS location unless the Lead Facilitator is a new facilitator and or based on a judgement call by the facilitators or if the YASP is for a special needs group where YASP has not been conducted prior. The Core YASP 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 3 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 YASP 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 YASP is to “develop personal effectiveness in participants” and “readiness for treatment”; it is necessary to gain information about the impact of the YASP 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. Additionally further information can be obtained through the Offender Assessment Unit site on CSNSW Intranet.

The CVTRQ is administered and entered into OIMS, pre program. A copy of the CVTRQ is located at Appendix 8.

A report will be generated from OIMS as to an offender’s treatment readiness status; this report is to be included into YASP information to facilitators folders see Checklist Appendix 9. It is important that if an offender is listed as “Not Ready for Treatment” they are not necessarily excluded from the program, utilise Motivational Interviewing techniques to ascertain reasons for the not ready for treatment issue.

**How Does YASP Measure up to “What Works”.**

1. **Thorough assessment and ongoing monitoring of participants**
   All participants assessed through a case management process utilising a selection criteria that incorporates a detailed review of LSI(R).
   Additionally, monitoring as to participants performance is by case notes, performance notes, and an individual performance report which are all subject to reviews via a CMT at conclusion of the program.

2. **A risk management assessment of activities and screening of program staff**
   All activities in the YASP program have been assessed for risk management, both physical and more importantly emotionally. 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
YASP session as a co-facilitator of the session prior to presentation. See Appendix 1.

3. Multi-modal treatments with cognitive-behavioural orientation
The YASP program is designed around the concepts of Experiential learning (see earlier descriptions), essentially, YASP is practical orientated with elements of cognitive requirements. All of the programs are designed and operated to reflect improvements in behaviour, performance and attitude.

4. Addressing specific criminogenic needs
YASP programs specifically address some of the common dynamic risks of young adult offenders, see Young Adult Offender Strategic Framework, and earlier in this manual.

5. Meaningful and substantial contact between participants and staff
Meaningful and substantial contact between participants and staff occur during all sessions of the YASP program. Additionally, often participants require 1:1 counselling after a session due to behaviour exhibited in the session or when issues are raised in the sessions which require more in-depth examination or discussion. A bonus exists whereby staff from a CC co-facilitate and allow for ongoing support to participants post YASP.

6. Inclusion of an after care component
After care is provided through other elements of the Young Adult Strategic Framework in young adult offender programs; such as case management, participation in more specific dynamic risk related programs (see Compendium of Programs), personal growth and general behaviour and completion (graduation) and lowering of classification grading. After care includes post YASP Case Planning and programs.

Future and Variations to Young Adult Satellite Programs
A Young Adult Satellite Program can be carried out in any Correctional Centre or COS location; the obvious security and operational requirements of a CC have to be included in planning for a particular centre, extreme examples where a YASP has been successfully conducted are; Lithgow CC in auditorium and Parklea CC Area 5 SMAP.
Once a program has been conducted initially in a CC and staff are trained and assessed as competent, the CC can modify the program to suit the centres particular needs, for example; Kariong JCC conducts a 10 day YASP that utilises a partnership with the George Walpole School (a NSW Education Department School, within Kariong JCC), the Kariong JCC includes Head Space initiatives and Violence Against Women modules.

Oberon and John Morony CC utilises the YASP concept for short term young adults’ i.e. young adult offenders who do not have a sufficient sentence for the Gurnang Life Challenge program. Likewise Dillwynia CC also utilise YASP for offenders who cannot access the women’s Adventure Based Challenge (ABC) program. Other possibilities exist whereby after a YASP is introduced into a CC; a centre could conduct a YASP in modular format rather than block delivery.

YASP programs can occur in Community Corrections including COSP centres as well as direct into other Community Corrections.
Adventure Based Learning Module and Features Overview
This section presents an overview of the Adventure Based Learning modules, the overview will present data on; Subjects, objectives and features. For details as to how, why, when and guides please refer to GRABBS section.

Engagement Acquaintance and De-inhibitisation YASP GRABBS 1
The beginning of the program, a series of activities that allows the participants to begin to understand each other and their facilitator, they become acquainted with each other, what their goals are, where they are from, they are acquainted with experiential learning and the importance of learning in a different way to what they may have experienced in the past. The de inhibitisation process is equally important to ensure that the participant is open to new concepts, open to feedback, and that it is OK to fail or succeed. This topic is critical to the success of the Program; it is the building block upon which all other topics are based.

Acquaintance
Objective
To provide opportunities for participants to get to know each other and their facilitator/s and to begin feeling comfortable with each other and their facilitator through activities that are primarily fun, non-threatening and group based.

Features
- Fun is a major component
- Participants interact in a non threatening manner
- Success orientated; tasks can be easily accomplished with minimal amount of frustration
- Requires minimal verbal interaction and decision making skills

De-inhibitiser
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.

Communication and Trust YASP 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 utilise 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

**Decision Making and Problem Solving YASP GRABBS 3**
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 trust. The activities are complex and 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. 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.

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 YASP GRABBS 4
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 achieve a stated goal or to solve an activity. The benefits of the previous modules are capitalised upon in this module. A unique feature of this module is the 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. 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. Like all YASP GRABBS modules, debriefing is critically essential to the learning.

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.

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 YASP 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 achieved, sometimes easily. All the previously presented modules and topics will be tested to achieve the goals. The individual’s responsibility to himself or 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 in Cognitive learning into an isomorphic framework.

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.

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.

Cognitive Learning Overview
This section presents an overview of the cognitive learning modules and presents information as to; rational and objectives. Cognitive is essentially knowledge to ensure; recall data, understand (comprehension) information, apply information (i.e. use it), analyse data, synthesizing (create/build upon data) and evaluate (assess, judge in relational terms to self). The cognitive learning modules include significant experiential learning activities within the group room. For details as regarding, how, when, why and who, please refer to Facilitator Guides in Cognitive Learning Section.

Rational of Cognitive Learning
The Cognitive Learning modules consists of a series of theoretical delivered personal development subjects, that relate to the characteristics and problems of young adult inmates incarcerated in Corrections NSW and or under a Community Order. The Cognitive Learning Module is designed and sequenced in such a manner as to be cognizant of the characteristics and problems as well as to utilize the learning outcome and attitudes developed previously in the Adventure Based Learning Modules as a learning link. The Cognitive Learning Module consists of six sessions that cover the topics of; Introduction, adult learning theories and individual perspectives (Cog. 1), Awareness of individual self, attitudes, emotions and belief (Cog 2), Goal Setting (Cog 3) Modes of behaviours, peer pressure and bullying (Cog. 4), Future planning (Cog. 5) and Ratification of belief (Cog 6). The topics are related to the problems and characteristics of young adult inmates such as:
- Impulsive risk taking behaviour
- Lack of medium/ long term planning
- Handling peer group pressure
- Motivation and self direction
- Accepting personal responsibility for behaviour and its consequences
- Development of self efficacy
The topics of goal setting, attitudes, individuality, self beliefs and accountability and peer pressure are an integral component of the current Specialised Young Adult Program and were also included in the Personal Development requirements of the Young Adult Program at Newnes Correctional Centre in 1991.

Interesting to note, that these topics are part of the NSW Department of Education’s Personal Development Health and Physical Education Key Learning Areas for Years 9 and 10, and as internal research has shown that many of the young adult offenders left the school system in year 7 and 8, they would have missed these learning outcomes.

The “What Works” literature describes the requirements for the Cognitive Learning Modules as programs that examine “interpersonal skills and behavioural programs as effective program factors”, particularly for young offenders. Leschied A. W. (1998) “Informing Young Offender’s Policy in Current Research What the Future Holds” describes many of the treatments contained in the YASP i.e. the combination and sequencing of programs e.g. Adventure Based Challenge and Cognitive Learning modules form what Leschied refers to as Multi-Systemic Therapy (MST) which “attempts to influence the major criminogenic risk factors through the application of appropriate strategies in a systematic, multi determined and multi modal fashion”.

Leschied further describes the essence of the Cognitive Learning Module as Cognitive Behavioural Treatment (CBT) in that research continuously shows that programs that influence thought patterns in attitudes, beliefs and values are an effective method of change. Bloom’s Taxonomy (Taxonomy of Educational Objectives Bloom, Engelharst, Furst, Hill and Krathwohl, 1956) describes the Cognitive Domain (see earlier) and combined with the Affective Domain (attitudes/feelings) and Psychomotor Domain (skills/doing). The combination of Bloom’s Taxonomy, Leschied’s and experiential learning processes allows for a multi modal program to be put into action. Multi Systemic Therapy is a trade name, please do not confuse a multi modal program and refer to it as Multi Systemic Therapy.

A feature of Cognitive Learning modules is the assignment requirements, with resultant penalties for non-compliance, see Facilitator Guides.

**Introduction, Individual Perspectives and Adult Learning Theory**

**YASP Cognitive 1**

A group require acquaintance with the program requirements and with the concepts of Individual Perspectives and Adult Learning Theory. Introduction YASP is designed to be conducted on start date of YASP. From program participation selection, a build up of anticipation and excitement occurs amongst the participants, it is important to capture this excitement and accelerate the feeling. Aims of dignity and respect are amplified in the Introduction YASP session, a test occurs of the participant ability to listen to instructions as well as being on time and respecting fellow participants and staff.

Time management and punctuality of participants is important to the overall aims of Young Adult Satellite program. Cognitive 1 is critical in the sequence of objectives in the program, it is critical to success that the facilitator and co-facilitators operate in a professional, responsible and with a role model attitude. Time management is important for a role model see relationship to YASP. The success or failure of the majority of participants will depend on the facilitator’s attitude and how facilitators deal with situations, remember at all times
reservoir has to be earned, it is never freely given. By the same token be firm and fair, what is said and done in this session will set the tone for the program.

*Remember “When authority begins to inspire contempt it stops being an authority”*

**Objectives**
- Become aware of the program objectives, locations, schedules and logistical requirements
- Become acquainted with the principles of adult learning theory
- Be conscious of individual perspectives
- Complete any necessary documentation and preparation for participation in YASP.

**Awareness of Individual Self, Attitudes, Emotions and Beliefs**

**YASP Cognitive 2**

The development of positive attitudes is a cornerstone on which YASP is conducted, attitudes will bring with it an examination of a person’s beliefs and the resultant emotions, additionally, the concepts of self as to: self worth, self esteem, self concept, self confidence and self efficacy are established in this module. The examination of an individual self will bring fears and accountability of actions into play, accordingly fear and cause and effect issues are discussed. Issues raised in this module are extensively linked to the experiential learning activities.

**Objectives**
- Develop an awareness of individual self in relation to attitudes, belief and emotions
- Examine the principles of cause and effect on actions
- Examine issues in relation to fear
- Develop an awareness of self concepts, self esteem and self efficacy.

**Goal Setting**

**YASP Cognitive 3**

The topic is interactive and utilizes the benefits of the communication, trust and empathy topics covered in the experiential learning modules. The goal setting topic begins with a group discussion of an individual’s dreams; the discussion will include the realism of the dreams, and the blocks that can occur to the dreams. A format will be presented to the participants where a dream can be translated into reality by the use of effective realistic and achievable goals using SMART principles. Short-term goals of accessing other Departmental courses and programs and medium term goals of being released from Corrections without the uncertainty of returning to Corrections will be developed. Additionally, long-term life goal development will begin. The importance of affirmations will also be discussed. Elements of the goal - setting module will include some experiential learning techniques in the group room to balance the cognitive methodology. The goal development will not reach its fulfilment until the end of the YASP; see futures day and future case planning modules.

**Objectives**
- The importance of goal setting
- How to develop and implement a goal
- Develop and produce four goals using the SMART principles to reflect; *vocational direction, family, life and dream*

**Modes of Behaviour, Peer Pressure and Bullying YASP**

**Cognitive 4**

The topic is presented as an open discussion using case histories and seeking the advice of participants as to what happened in the example case history and what the subject should do about the situation. The topic examines and defines peer pressure in a positive and negative sense, as well as looking how peer groups and the resultant pressure can impact on behaviour of individuals within a group. The topic will also examine how as individuals we can find groups to be a part of that suits us, rather than adjusting our behaviour to gain acceptance into a particular group. The session includes reviewing the impact of bullying.

Additionally, concepts of assertive, passive, aggressive and passive aggressive are examined in relation to behaviours. Elements from previously delivered topics in experiential learning such as, communication and trust will be utilized as learning links.

**Objectives**

- Define term *peer pressure* and examine the impact upon self and others
- Describe passive, aggressive, passive aggressive and assertive behaviours.
- Examine *bullying* and impact upon self and others.

**Dynamic Risk and Future Case Planning Module**

**YASP Cognitive 5**

The future day and future case planning involves a process whereby participants can take the time under guidance to develop future plans whether in Corrections or in the community, this module is not about goal – setting, but rather utilizing the skills of goal setting to set realistic achievable future dynamic risk and community plans. The importance of change thinking and the confidence to achieve the change is incorporated into this module. A unique and open approach is taken with futures module, the participants are briefed on what/how/when/where and why an LSI (R) exists and the relationship of an individual’s case plan. The participants are given a copy of their individual LSI(R) and case plan; the participants are tasked with development of their future plan both inside and post Corrections using the LSI(R) as their major (but not only) guide. Obviously confidentiality is required and the participants are not permitted to keep or copy their LSI(R). Additionally, lead and co-facilitators are present to assist in interpretation of the LSI(R). A sample of the format on Future Case Planning is located at appendix A to Futures Module Facilitator Guide.

The plans to be developed dependent upon individual dynamic risks and other requirements for discharge and or parole requirements include:

1. **Criminogenic dynamic risk program requirements**, includes what, why, where, and when of a particular program, the participant must be able to specify what is involved in the program and what a potential participant in the criminogenic program needs to do in order to gain access to the program. Additionally, will the participant obtain the results required to address a particular need
2. **Education program requirements** includes needs and what is available within a sensible time frame, how can the education program be undertaken without hindering any work ethic programs, does the education program match stated vocational goals and vocational assessment conducted prior to program, can the education program attract recognition of prior learning, and or transfer to community education programs.

3. **Work readiness** includes benefits and how work readiness programs tie in with evidence to case plan issues.

4. **Classification plan**, time lines to be developed including potential reductions in classification to C3 if possible. Obviously, dynamic risk and education program plans will have to be considered if changes in placement are required.

5. **Parole requirements**, includes how parole can be accessed and what the participant needs to achieve in order to gain parole, and, what a participant needs to do in order to ensure that parole orders are not breached.

6. **Community program and or pre-release plan requirements**, what community programs exist, how to gain access to the community programs, how does an offender obtain I.D., e.g. Medicare, tax file, birth certificate, etc? What are the accommodation requirements? Where can housing be obtained? Resolution of financial issues.

7. **Non Criminogenic Affirmations**, an important feature of future planning are questions in relation to *ownership of the offense* and the setting of a non criminogenic affirmation.

The futures module will require details of programs undertaken and or availability in Corrections NSW, details of community programs and details of parole requirements, if YASP is in the community, a Community Offender Services Officer and a representative of community organisations will be required. Details of classification legislation and associated program requirements will also be required. Should the appropriate cognizant staff not be available, than the lead facilitator will need to ensure that the information is available to the participants of the Young Adult Satellite Program? Note ideal co-facilitators for this module are Chaplains, Case Officers, COS Officers, OS&P Officers and Case Management & Classification co-ordinators. Nucleus inmate’s experiences and plans will also be valuable assets.

The futures module is an all day Cognitive session.

**Ratification of Belief YASP**

**Cognitive 6**

The design of the Young Adult Satellite Program (YASP) specifies that a range of finalisation activities take place. Additionally, at the end of any program it is appropriate and required by the “What Works literature” to incorporate an evaluation and group development mourning or parting process. The activities and objectives of the finalisation module are:

- **Ratification of affirmations** the affirmations set in previous GRABBS and Cognitive learning modules are re-visited and using experiential learning isomorphic techniques are ratified and made real.
• **Program De-brief and Graduation Preparation**, the lead facilitator will conduct a group de-brief on the overall program using a process called "What, So What and Now What ". The de-brief will essentially serve as a reflection on the program and enable testing of program outcomes. The program specifies the requirement for a semi-formal graduation and a major component of the graduation is for the participant to present a talk to fellow participants, facilitators and staff of their achievements and futures, a practise speech is required in front of their fellow participants, it is best practise that they will be more comfortable in front of these people prior to actual delivery to an audience. Appropriate behaviours and procedures for the graduation are practised as well.

• **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.

• **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 Specialised Young Adult Program participants report that graduation is a proud moment for them. Accordingly, certificate and portfolios are formally presented at the graduation.
Appendix 1 Young Adult Offender Satellite Staff Competencies

All staff involved in YASP programs are to hold minimum standards and competencies to facilitate an effective program and to meet standards of What Works and Corrective Services NSW Program Accreditation requirements. This appendix specifies generic meta skills, co-facilitator staff minimum and ideal requirements and the specific Lead competencies.

YASP 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.

Co-facilitator 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. Interest in and or experience in co-facilitation of experiential learning.

Ideal Requirements

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

1. All of the generic meta and minimum requirement skills
2. Group Work Facilitation
3. Motivational Interactions
4. Managing Young Adults offenders
5. YASP Facilitation Training, see Facilitator Training Overview
7. High case management skills, with a deep understanding of de-briefing and report writing skills.
8. Accredited First Aid
9. A deep understanding of Adventure Management SOP and Risk Management practices
10. Excellent team work skills
**YASP Lead Facilitator Requirements**

Lead facilitator overall in YASP program must hold the following skills and competencies:

1. The ideal competencies of a co-facilitator complete with minimum and meta skill competencies.
2. High level of proven experience in conduct, development and evaluation of YASP programs.

**Facilitator Training Program Overview**

**Program Outcomes**

Upon successful completion participants will be issued a Certificate of Completion as YASP facilitator.

Upon successful completion of Assessment in ABL SISOABL402A, Adventure Based Learning, participants will be issued a Certificate of Attainment ABL SISOABL402A.

Upon successful completion of a further YASP program and dependent upon performance and demonstrated commitment, candidates will be Authorised Lead YASP facilitator

**Pre/Co- Requisites**

Participants are required to have completed a YASP as an accompanying staff co facilitator or have completed CO-OP 1 to 5 and PG 1-8 of Gurnang Life Challenge as an accompanying staff co-facilitator

**Target Group**

This course is suitable for:

Custodial Officers, OS&P and COS staff who conduct YASP programs within CSNSW

**Training Strategy**

Primary delivery mode for this course is face to face training. The course covers three days (24 hours) of face to face training, followed by assessment at a future YASP program.

Upon completion of the course participants will have the skills and knowledge required to:

- Schedule and research YASP in a CC or COS location.
- Conduct a YASP program
- Evaluate a YASP program

**Contacts**

State Manager Operations Young Adult Offender Programs or State Co-ordinator Young Adult Offender Programs.

State Co-ordinator Young Adult Offenders.
# Appendix 2 Case Management & Program History – YASP

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Developed by D Carey – 2008 This edition
July 2011
Appendix 3 YASP CORE Evaluation

YASP 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.

<table>
<thead>
<tr>
<th>My Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

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

| 1 | appalling | 2 | extremely poor | 3 | very poor | 4 | poor | 5 | just satisfactory | 6 | above satisfactory | 7 | good | 8 | very good | 9 | extremely good | 10 | perfect |
|---|-----------|---|----------------|---|-----------|---|------|---|------------------|---|-------------------|---|--------|---|-----------|---|--------|

**EXAMPLE:** The degree to which the program taught me about plants was: 1 2 3 4 5 6 7 8 9 10

---

**Total Program Evaluation 7 Day YASP**

**ORGANISATIONAL QUALITY**

<table>
<thead>
<tr>
<th>OQ1. The quality and availability of the equipment was:</th>
<th>Appalling</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>OQ2. The quality and suitability of the venue/facilities was:</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>OQ3. Overall, the total quality and effectiveness of this program was:</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>OQ4. Overall, the total quality and effectiveness of the staff involved with the program was:</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

**PROGRAM ORGANISATION**

<table>
<thead>
<tr>
<th>PO1. The planning and conduct of the program was:</th>
<th>Appalling</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO2. The order of activities and topics of the program was:</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>PO3. The administration of the program was:</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>PO4. Overall, the organisation of the program was:</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

**PROGRAM EFFECTIVENESS**

<table>
<thead>
<tr>
<th>PE1. The degree to which I achieved things I thought were beyond my personal limits was:</th>
<th>Appalling</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE2. The degree to which the program was valuable for my personal growth and development was:</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>PE3. The degree to which I learned about myself through this program was:</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>PE4. The degree to which I found the program to be challenging and stimulating was:</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>PE5. The degree to which the program increased my understanding of others was:</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

**PROGRAM QUALITY**

<table>
<thead>
<tr>
<th>PQ1. The degree to which I achieved what I wanted to get out of the program was:</th>
<th>Appalling</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>PQ2. The degree to which I gained a sense of satisfaction was:</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>PQ3. The degree to which the program was worth the effort it to me to do it was:</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>CH. The degree to which I think playing with aardvarks is important is:</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>
GROUP EFFECTIVENESS
GE1. The degree to which group discussions were useful and productive was:
GE2. The degree to which the group members cooperated and shared responsibilities was:
GE3. The degree to which everyone in the group was fully involved in the program was:
GE4. The degree to which I got help, support, and encouragement from the group was:
GE5. The degree to which the group worked well as a team throughout the program was:

GROUP RELATIONSHIPS
GR1. The degree to which I could talk openly and easily within the group was:
GR2. The degree to which I felt comfortable and accepted within the group was:
GR3. The degree to which I became fully involved and contributed to the group throughout the program was:
GF1. The degree to which my friendships with people I already knew became stronger throughout the program was:
GF2. The degree to which I made new friendships during the program was:

LEVEL OF DIFFICULTY
For me, the level of difficulty of the program:
(Please circle one number per row)

DP. PHYSICALLY: The demands on my fitness, endurance, strength, ability to do physical things etc. were:
DP. EMOTIONALLY: Managing my emotions, handling stress, etc. was:
DP. SOCIA LLY: I.e. getting along with others, cooperating, etc. was:

LI. Ideally how long do you think this program should be in the future: ____________________________ days / weeks.

COMMENTS
Use this space to write your own comments and evaluation of the program. You may cover issues above or issues not mentioned

Acknowledgement is made to National Outdoor Education Leadership (NOELS) for this form
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>SCORING:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>appalling</td>
<td>extremely</td>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
<td>just</td>
<td>satisfactory</td>
<td>above</td>
<td>good</td>
<td></td>
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<tr>
<td></td>
<td>very</td>
<td>poor</td>
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<td></td>
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<td></td>
<td>satisfactory</td>
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<tr>
<td>F1. The degree to which the facilitator encouraged me to take on challenge was:</td>
<td></td>
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<tr>
<td>F2. The degree to which the facilitator encouraged me to achieve things for myself was:</td>
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<tr>
<td>F3. The degree to which the facilitator let the group solve its own problems was:</td>
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<tr>
<td>F4. The facilitator’s work with the group was:</td>
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<tr>
<td>F5. The facilitator’s presentation of reasons and background information when explaining ideas or instructions was:</td>
<td></td>
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<tr>
<td>F6. The degree to which the facilitator gave information and explanations in a clear and understandable way was:</td>
<td></td>
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<tr>
<td>F7. The degree to which the facilitator was patient with me if I had difficulties was:</td>
<td></td>
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</tbody>
</table>

**FACILITATOR RELATIONS**

<table>
<thead>
<tr>
<th>SCORING:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1. The degree to which the facilitator made it easy for me to seek his/her help or advice was:</td>
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<tr>
<td>F2. The degree to which I could talk openly and easily with the facilitator was:</td>
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<tr>
<td>F3. The facilitator’s friendliness to me personally was:</td>
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<tr>
<td>F4. The facilitator’s understanding of me personally was:</td>
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<tr>
<td>F5. The facilitator’s genuine interest in me personally was:</td>
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<tr>
<td>F6. The facilitator listening and counselling skills with me were:</td>
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<tr>
<td>F7. The degree to which the facilitator gave me feedback on how I was going throughout the program was:</td>
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<tr>
<td>CH</td>
<td>My favourite pet is a gold fish:</td>
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</tbody>
</table>

**FACILITATOR QUALITY**

<table>
<thead>
<tr>
<th>SCORING:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1. The degree to which the facilitator set a good example for us to follow was:</td>
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<tr>
<td>F2. The degree to which the facilitator ‘s actions and decisions were fair and just was:</td>
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<tr>
<td>F3. The facilitator’s technical skills in the activities he/she was teaching were:</td>
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<tr>
<td>F4. The facilitator’s professionalism in his/her actions and style was:</td>
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<tr>
<td>F5. The facilitator’s teaching style was:</td>
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<tr>
<td>F6. The facilitator’s efficiency and organisation was:</td>
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<tr>
<td>F7. The facilitator’s teaching and maintenance of safety was:</td>
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<td></td>
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</tr>
</tbody>
</table>

**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.

Acknowledgement is made to National Outdoor Education Leadership (NOELS) for this form.
### Appendix 4 Typical 7 Day YASP Calendar

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOC/COS contact regarding YASP, briefing notes despatched.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visit to GOC/COS, brief staff, examine facilities, select GOC co-facilitators, and begin participant selection.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finalise participant selection at GOC/COS, despatch to Lead YASP facilitator</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lead facilitator finalises research on participants, data as on Appendix 2 is detailed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lead facilitator packs equipment, Detached duty, transport, accommodation arranged.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
</tr>
<tr>
<td>--------</td>
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<td>----------</td>
</tr>
<tr>
<td>Lead facilitator arrives at GOC/COS, equipment checked and stowed-secure, co-facilitator brief, participants briefed. TRQ Pre administered</td>
<td>GRABBS 1 am Gog. 1 continues pm Assignment O/N</td>
<td>GRABBS 2 am Gog. 2 pm</td>
<td>GRABBS 3 am Cog. 3 pm Assignment O/N</td>
<td>Cognitive 5 all day. Assignment over weekend</td>
<td>Facilitator types Future Plans</td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>GRABBS 4 am/pm Cog. 4 pm Assignment O/N</td>
<td>GRABBS 5 am/pm Cog 6 pm Assignment O/N</td>
<td>Cognitive 6 all day, includes evaluation and graduation. Individual performance reports finalised and placed on OIMS e case notes, CMF and e-mail to GOC/COS OIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YASP GOC report finalised and despatched to GOC/COS, includes; evaluation analysis.</td>
<td>Any resultant CMT action finalised at GOC/COS on participants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Training for GOC/COS co-facilitators to begin over next 2 to 3 months.

Note: Lead facilitator will follow up on participants behaviour and performance over next 2 to 3 months.
## DETAILED YASP Calendar

### Time Table Young Adult Satellite Program (YASP)

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>0900</td>
<td>0900 -1000 Participant brief, Cog 1</td>
</tr>
<tr>
<td>Mon</td>
<td>1000</td>
<td>1000- 1200 YASP GRABBS 1 Acquaintance/ De-inhibition</td>
</tr>
<tr>
<td>Mon</td>
<td>1200</td>
<td>Lunch</td>
</tr>
<tr>
<td>Mon</td>
<td>1300</td>
<td>Lead Facilitator Brief to Management</td>
</tr>
<tr>
<td>Mon</td>
<td>1400</td>
<td>Secure Equipment Set up Training Resources</td>
</tr>
<tr>
<td>Tues</td>
<td>0730</td>
<td>Arrival Facilitation Team Brief Set up activities</td>
</tr>
<tr>
<td>Tues</td>
<td>0900</td>
<td>Review</td>
</tr>
<tr>
<td>Tues</td>
<td>0930-1200</td>
<td>YASP GRABBS 2 Communication/ Trust/Empathy</td>
</tr>
<tr>
<td>Tues</td>
<td>1200</td>
<td>Lunch</td>
</tr>
<tr>
<td>Tues</td>
<td>1300-1330</td>
<td>YASP GRABBS 1 continues Acquaintance/ De-inhibition</td>
</tr>
<tr>
<td>Tues</td>
<td>1345</td>
<td>Cog 1 continues Adult Learning/ Perspectives</td>
</tr>
<tr>
<td>Tues</td>
<td>1450</td>
<td>Dismiss all Overnight assignment Newspaper</td>
</tr>
<tr>
<td>Tues</td>
<td>1450-1530</td>
<td>Facilitator De-Brief</td>
</tr>
<tr>
<td>Wed</td>
<td>0730</td>
<td>Arrival Facilitation Team Brief Set up activities</td>
</tr>
<tr>
<td>Wed</td>
<td>0900</td>
<td>Review</td>
</tr>
<tr>
<td>Wed</td>
<td>0930-1200</td>
<td>YASP GRABBS 3 Decision making/ Problem solving</td>
</tr>
<tr>
<td>Wed</td>
<td>1200</td>
<td>Lunch</td>
</tr>
<tr>
<td>Wed</td>
<td>1300-1450</td>
<td>Cog 2 commences Attitudes/Emotions/ Belief</td>
</tr>
<tr>
<td>Wed</td>
<td>1450</td>
<td>Dismiss all Overnight assignment Handout reading</td>
</tr>
<tr>
<td>Wed</td>
<td>1450-1530</td>
<td>Facilitator De-Brief</td>
</tr>
<tr>
<td>Thur</td>
<td>0730</td>
<td>Arrival Facilitation Team Brief Set up activities</td>
</tr>
<tr>
<td>Thur</td>
<td>0900</td>
<td>Review</td>
</tr>
<tr>
<td>Thur</td>
<td>0930-1200</td>
<td>Cog 5 joined by local OS&amp;P, P&amp;P @1100</td>
</tr>
<tr>
<td>Thur</td>
<td>1200</td>
<td>Lunch</td>
</tr>
<tr>
<td>Thur</td>
<td>1300-1445</td>
<td>Cog 3 commences Goal setting</td>
</tr>
<tr>
<td>Thur</td>
<td>1450</td>
<td>Dismiss all Overnight Assignment SMART Goals</td>
</tr>
<tr>
<td>Thur</td>
<td>1450-1530</td>
<td>Facilitator De-Brief</td>
</tr>
<tr>
<td>Fri</td>
<td>0730</td>
<td>Arrival Facilitation Team Brief Set up</td>
</tr>
<tr>
<td>Fri</td>
<td>0900</td>
<td>Review</td>
</tr>
<tr>
<td>Fri</td>
<td>0930-1200</td>
<td>Dynamic Risk Planning,</td>
</tr>
<tr>
<td>Fri</td>
<td>1200</td>
<td>Lunch</td>
</tr>
<tr>
<td>Fri</td>
<td>1300-1450</td>
<td>Cog 5 continues Plans completed in</td>
</tr>
<tr>
<td>Fri</td>
<td>1450</td>
<td>Dismiss all Overnight assignment Fall in hole</td>
</tr>
<tr>
<td>Fri</td>
<td>1450-1530</td>
<td>Facilitator De-Brief</td>
</tr>
<tr>
<td>Week</td>
<td>activities</td>
<td>LSI(R).</td>
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<tr>
<td>------</td>
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</tr>
<tr>
<td>End</td>
<td>Participants complete assignments</td>
<td>Facilitation teams type Dynamic Risk Plans</td>
</tr>
<tr>
<td>Mon</td>
<td>0730 Arrival Facilitation Team Brief Set up activities</td>
<td>0900 Review</td>
</tr>
<tr>
<td>Tues</td>
<td>0730 Arrival Facilitation Team Brief Set up activities</td>
<td>0900 Review</td>
</tr>
<tr>
<td>Wed</td>
<td>0730 Arrival Facilitation Team Brief</td>
<td>0900 Cog 6 Ratification of Belief</td>
</tr>
</tbody>
</table>

Notes:
1. Wet weather plan, use gymnasium or similar or wear raincoats
Appendix 5 Young Adult Satellite Program YASP Flow Chart

1. YASP Pre-Planning Commences
   - Site visit, calendar, co-facilitation and pre-planning

2. Selection IAW YASP Manual by GOC CMT
   - YES
     - Develop analysis YASP, Finalise Selection
     - Brief, set up YASP Mon.
     - COG 1 YASP am Tues
     - GRABBS 1 YASP Am/pm Tues
     - COG 1 continues YASP pm Tues
     - Assignment Overnight
     - Preparation for CMT; Inmate & Staff documentation Structured Day

   - NO
     - Develop alternative case plan
     - See YASP Manual

3. COG 4 YASP am Mon
   - GRABBS 4 YASP am Mon
   - Assignment Overnight

4. COG 5 YASP pm Tues
   - GRABBS 5 YASP am/pm Tue
   - Assignment Overnight

5. COG 6 YASP All day Wed.
   - COG 6 YASP All day Wed.
   - Inmate reflects on Pathway, Domains & Pathway

6. CMT
   - Next Case Plan.
Appendix 6 YASP Working Agreement

THE RESPONSIBILITY FOR SUCCESS IN THE PROGRAM IS YOURS

Working Agreement

I hereby agree to fully participate and be successful in the Young Adult Satellite Program (YASP), I further agree to the following:

- I will attend all programs on time as stipulated by facilitators and staff, and that I will stay with the group at all times whilst program modules are being delivered.

- I will participate in all modules of the YASP to the best of my ability.

- I will treat all people (participants, staff and visitors) with dignity and respect at all times, I am aware that dignity and respect are not restricted to the YASP exclusively.

- I will follow directions of staff.

- I will be responsible for all equipment, and resources I use.

- I will be accountable for my behaviour, and conduct myself in a responsible non threatening manner.

- I will keep myself and program areas clean and presentable.

I am aware of the consequences, i.e. warnings, counselling and removal from the YASP, should I not comply with the above requirements.

Participants' Signature............................ Staff Witness.........................

Name.......................... Staff Witness Signature..............................

Date....................................

Copy to Case Management File, inmate, and YASP lead facilitator

EDUCATION AND PROGRAMS ARE DONE BY SOMEONE **NOT** TO SOMEONE
Appendix 7 Sample Performance Report
Young Adult Offender Satellite Program (YASP)

Performance Report Inmate
Inmate……….. participated in the subject program, on …….at…..CC from………..
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.

Note. Self efficacy means belief in one’s ability to achieve any task.

Inmate ………….‘s performance in attitude, participation, social responsibility, personal responsibility and commitment was excellent; communication and leadership were rated as above average. Inmate……………‘s performance at YASP was rated as excellent overall, with the following comments from staff; “overall excellent, focussed and honest, can achieve and has achieved beyond his expectations”.

Inmate……………..’s EPRD is…. inmate ………….needs to complete a program such as Drug Alcohol Addictions (DAAP), coupled with his excellent performance on the YASP program. Inmate……….….has plans for future life, however to minimise recidivism, strongly recommend that inmate……………..completes a Nexus pre-release program along with a Job Seeking Skills program that incorporates Vocational Guidance as well as DAAP, prior to his release in ……. Please note there is no evidence that inmate……………..has completed any dynamic risk related programs despite an LSI(R) of Medium with high needs in alcohol, drug and education/employment. Recommend the following:
- 
- 

D. Carey
State Manager Operations
Young Adult Offenders Programs
Appendix 8 CVTRQ

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

**MANUAL TRS:** __________
## Appendix 9 Checklists for YASP

### Pre YASP GOC/COS General Checklist

<table>
<thead>
<tr>
<th>Checklist No</th>
<th>Item/Requirement</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GOC/COS contact, agreement on dates, venue, staffing, rosters, offender selection</td>
<td>Minus one calendar month</td>
</tr>
<tr>
<td>2</td>
<td>Visit by Lead Facilitator, staff briefings, final staff co-facilitator selection, agreement on specific activity venues, agreement on start finish times and resource requirements (see appendix 10) if COS agreement on catering and other issues</td>
<td>Minus three calendar weeks</td>
</tr>
<tr>
<td>3</td>
<td>Finalisation of offender data collection including; Case Management and Program History spreadsheet, LSI(R), Pre Sentence Report, Case Plan, Offender Profile Report, Conviction &amp; Sentence Printout. Note documents are required in a folder, Lead Facilitator will require documents throughout program, upon completion of program documents will be placed into CMF or P&amp;P file, if possible an imaging (photograph) sheet of the offenders is advantages.</td>
<td>Minus two calendar weeks</td>
</tr>
<tr>
<td>4</td>
<td>Complete YASP Profiles on Case Management and Program History Spreadsheet, send spreadsheet to Lead Facilitator copy to State Manager Operations Young Adult Offender Programs by e mail.</td>
<td>Minus two calendar weeks</td>
</tr>
<tr>
<td>5</td>
<td>Ensure Corrections Victoria Treatment Readiness Questionnaire (CVTRQ) is administered and entered into OIMS, add TRQ result sheet are placed in folder for Lead Facilitator, see note Checklist 3</td>
<td>Minus two calendar weeks</td>
</tr>
<tr>
<td>6</td>
<td>Ensure YASP is scheduled into OIMS Offender Programs Screen</td>
<td>Minus one week</td>
</tr>
<tr>
<td>7</td>
<td>Consider scheduling of Job Seeking Skills and NEXUS pre-release immediately upon completion of YASP, see page 17 this manual</td>
<td>As required</td>
</tr>
<tr>
<td>8</td>
<td>Lead facilitator arrives at GOC/COS, equipment checked, resources finalised, co-facilitators briefed, participants briefed.</td>
<td>Minus one day</td>
</tr>
</tbody>
</table>
### Pre-YASP Lead Facilitator Checklist

<table>
<thead>
<tr>
<th>Checklist No</th>
<th>Item/Requirement</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ensure issues covered in General Pre YASP checklist are covered</td>
<td>Minus one week</td>
</tr>
<tr>
<td>2</td>
<td>Photocopy classroom and other activity resources and handouts</td>
<td>Minus one week</td>
</tr>
<tr>
<td>3</td>
<td>Ensure certificates are typed and ready</td>
<td>Minus one week</td>
</tr>
<tr>
<td>4</td>
<td>Ensure YASP manual and cognitive learning slides are up to date</td>
<td>Minus one day</td>
</tr>
<tr>
<td>5</td>
<td>Ensure GRABBS and classroom equipment is secured and that you are aware of how to access</td>
<td>Minus one day</td>
</tr>
<tr>
<td>6</td>
<td>Ensure laptop, power point projector and DVD works</td>
<td>Minus one day</td>
</tr>
<tr>
<td>7</td>
<td>Ensure co-facilitators are briefed and are given copy of YASP manual, timetable and Case Management &amp; Program History of participants, agree on mustering issues.</td>
<td>Minus one day</td>
</tr>
<tr>
<td>8</td>
<td>Ensure participants are briefed.</td>
<td>Minus one day</td>
</tr>
</tbody>
</table>

### Conduct of YASP Lead Facilitator Checklist

<table>
<thead>
<tr>
<th>Checklist No</th>
<th>Item/Requirement</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conduct program as per manual and calendar</td>
<td>On going day one to 7</td>
</tr>
<tr>
<td>2</td>
<td>Ensure Working agreements are collected</td>
<td>Day 1</td>
</tr>
<tr>
<td>3</td>
<td>Ensure assignments are marked and feedback given to participants</td>
<td>Daily basis</td>
</tr>
<tr>
<td>4</td>
<td>Ensure co-facilitators and yourself conduct a de-brief on each participant, on the activities and on next day’s activities</td>
<td>Daily basis</td>
</tr>
<tr>
<td>5</td>
<td>Ensure comments are entered on OIMS Offender Programs Screen</td>
<td>Daily basis</td>
</tr>
<tr>
<td>6</td>
<td>Brief OIC on graduation requirements as to catering, location, graduation schedule, procedure and recommended guest list</td>
<td>Day 3 of YASP</td>
</tr>
<tr>
<td>7</td>
<td>Ensure Dynamic Risk and Community Plans are typed</td>
<td>Day 4 of YASP</td>
</tr>
<tr>
<td>8</td>
<td>Ensure Performance Reports are typed</td>
<td>Day 6 of YASP</td>
</tr>
<tr>
<td>9</td>
<td>Ensure affirmation information is collected from participants and typed</td>
<td>Day 6 of YASP</td>
</tr>
<tr>
<td>10</td>
<td>Finalise graduation procedure, guest lists and venue</td>
<td>Day 6 of YASP</td>
</tr>
<tr>
<td>11</td>
<td>Ensure YASP Core evaluation and if required Facilitator evaluation (see Overview Manual) are completed; note no facilitator is to be involved, utilise a non involved staff</td>
<td>Day 7 of YASP</td>
</tr>
</tbody>
</table>
member, ensure evaluator is briefed

<table>
<thead>
<tr>
<th>No</th>
<th>Item/Requirement</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Finalise graduation portfolios complete with certificate signatures, performance reports, future plans and relevant assignments and affirmation sheets. Note 1. Ensure a copy of certificate (once signed), dynamic risk and community plan is photocopied and placed in CMF.</td>
<td>Day 7 of YASP</td>
</tr>
<tr>
<td>13</td>
<td>Act as Master of Ceremonies for graduation, if possible collect graduation speeches on completion of graduation for future research purposes.</td>
<td>Day 7 of YASP</td>
</tr>
<tr>
<td>14</td>
<td>Ensure all equipment utilised is secured, resources borrowed are returned and that all venues utilised are left clean and tidy</td>
<td>Day 7 of YASP</td>
</tr>
</tbody>
</table>

**Note 1** A YASP graduate folder is to have the following documents in sequential order; YASP certificate, Performance Report, Dynamic Risk Plan, Community Plan, Individual affirmation in large bold type, relevant assignments with lead facilitator comments e.g. hole diagram.

### YASP Lead Facilitator Post YASP Checklist

<table>
<thead>
<tr>
<th>Checklist No</th>
<th>Item/Requirement</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ensure OIMS Offender Services and Programs Screen for that particular YASP is finalised</td>
<td>Post day 1</td>
</tr>
<tr>
<td>2</td>
<td>Place Participant Performance Report into OIMS Case Notes</td>
<td>Post day 2</td>
</tr>
<tr>
<td>3</td>
<td>Analyse core evaluation, send electronic copy to State Manager Operations Young Adult Offender Programs</td>
<td>Post day 3</td>
</tr>
<tr>
<td>4</td>
<td>Conduct de-brief of YASP with co-facilitators and Manager (MOS&amp;P in a CC, Manager of Operations in COS)</td>
<td>Post day 3</td>
</tr>
<tr>
<td>4</td>
<td>Develop and disseminate an Overall Report on the YASP (if required, a requirement will exist when the location is new or the participants are different from normal)</td>
<td>Post day 3</td>
</tr>
<tr>
<td>5</td>
<td>Ensure State Manager Young Adult Offender Programs is e mailed a copy of; Case Management &amp; Program Checklist, Participant Performance Reports and a copy of Post YASP Report (information is required for YASP data studies)</td>
<td>Post day 3</td>
</tr>
</tbody>
</table>

### Post YASP GOC/COS Requirements

<table>
<thead>
<tr>
<th>Checklist No</th>
<th>Item/Requirement</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conduct a CMT to develop post YASP programs and or impact from YASP</td>
<td>Post 5 working days</td>
</tr>
<tr>
<td></td>
<td>Arrange for Job Seeking Skills and NEXUS pre-release programs post YASP</td>
<td>As required</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>3</td>
<td>Examine future YASP training for GOC/COS co facilitators, see Appendix 1 this manual, contact State Manager Operations Young Adult Offender Programs or State Coordinator Young Adult Offenders</td>
<td>As required</td>
</tr>
<tr>
<td>4</td>
<td>Decide when and if a YASP is to continue in the GOC/COS, dependent upon training of local staff</td>
<td>As required</td>
</tr>
</tbody>
</table>
Appendix 10 Equipment & Resources

Resources Required by GOC/COS for YASP

<table>
<thead>
<tr>
<th>Item</th>
<th>Item/Resource</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cleared area for GRABBS such as oval, gym, tennis court etc, min. area 50 square metres</td>
<td>Can have trees etc.</td>
</tr>
<tr>
<td>2</td>
<td>Group room with chairs and desks with sufficient numbers to match participants</td>
<td>Chairs and desks will need to be moved around.</td>
</tr>
<tr>
<td>3</td>
<td>White board</td>
<td>Butchers paper will work</td>
</tr>
<tr>
<td>4</td>
<td>Power Point projector and laptop</td>
<td>Screen and or clear wall area</td>
</tr>
<tr>
<td>6</td>
<td>Manilla folder, paper (or exercise book) and pen per participant</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Access to a computer complete with colour printer</td>
<td>Without access to a computer, approval is required for USB stick and a CSNSW approved laptop to enter the centre</td>
</tr>
<tr>
<td>8</td>
<td>Graduation portfolio blanks</td>
<td></td>
</tr>
</tbody>
</table>

Resources Supplied by Facilitator

All handouts to participants
Assignments
All evaluation tools
Power point slides
Certificates
Performance Reports

Inventory GRABBS Young Adult Satellite Program

ITEM                                                                 ACTIVITY USE
21 x Tennis Balls                  Goal writer, warp speed, Goal traveller, Mine Field
2 X Teddy Bears fluffy toy         Mine Field
2 X Frisbee                        Mine Field
1 X Tent Pole 3.3m                  Pole Levitation
2 X Beer cans Plastic toys         Mine Field
2 X Beer bottles Plastic toys      Mine Field
1 X White dog head                 Mine Field
1 X Bulldog dog head               Mine Field
2 X Grey Cats with Xmas hat        Mine Field
1 X Brown Cats with Xmas hat       Mine Field
1 X Brown Dog with Xmas hat        Mine Field
40 X Field markers (Various Colours) Add on tag, Tusker, Italian Golf Mine field 1 & 2,
4 X 2.5 Meter Rope
1 X Elastic Cord
20 X 55cm pieces of rope
3 X Grave yard crosses
6 X Painted cans
1 X large sheet of Plastic 2mX3m
4 X Pool Noodles 75cm
17 X Marshmallows 30cmx20cmX5mm (Pieces of wood)
3 X Hula hoops
2 X Rope hoops (Untied Length: 3.4m)
20 X 50cm semi circle PVC pipes
1 X Spiders Web
2 X 20m rope

Additional Items required:

17 X Gym Spots
30 X Finger Snaps
40 X Balloons 25 cm various colours
15 X Milk crates
White Board Markers various
Masking tape
Signs for Pick & Choose

Note 1 Finger snaps made from pool noodles cut 25 mm sections and then cut in half.
Note 2 Awareness of OH&S issues with balloons; be aware that inside a CC balloons become a security issue.
Note 3 Master signs for Pick & Choose are located in GRABBS Manual.
## Appendix 11 Risk Analysis Matrix Summary

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>ISSUE</th>
<th>STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PEOPLE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>a. Participant Selection</td>
<td>Page 6 and appendix 2 this manual</td>
</tr>
<tr>
<td></td>
<td>b. Assaults, inmate on inmate, inmate on</td>
<td>Staff &amp; Nucleus monitor, intercede. YASP ethos and Working Agreement. CSNSW OPM. MOS/MOS&amp;P/COS Manager immediate contact, individual program removal, program curtailed, potential NSW Police action</td>
</tr>
<tr>
<td></td>
<td>staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Prankish Bullying Behaviour</td>
<td>Staff &amp; Nucleus monitor, intercede. YASP ethos and Working Agreement. CSNSW OPM. MOS/MOS&amp;P/COS Manager immediate contact, individual program removal, program curtailed, potential NSW Police action</td>
</tr>
<tr>
<td></td>
<td>d. Escape</td>
<td>Staff vigilance &amp; Participant selection strategies, CSNSW OPM, program immediately curtailed; immediate MOS/MOS&amp;P/GM/COS Director contact, specific time lined Officer reports. Programs to be conducted within CC of classification risk.</td>
</tr>
<tr>
<td>Staff</td>
<td>a. Participant/Staff Ratios</td>
<td>Lead facilitator and minimum of one co-facilitator, programs often have centre of origin accompanying staff. A maximum number of offenders are to consist 18 on any one program, a minimum is to consist of eight.</td>
</tr>
<tr>
<td></td>
<td>b. Staff Skills (Hard, soft, meta)</td>
<td>Staff volunteer, require specific skills and attitudes as specified appendix one this manual. Staff complete YASP facilitator training; must have completed a YASP as an untrained co-facilitator as pre-requisite to enter training</td>
</tr>
<tr>
<td>Case Management</td>
<td>a. Performance Reporting</td>
<td>Performance reports are required for all participants; see Performance Reporting this manual.</td>
</tr>
<tr>
<td>Personal/ Dynamic Risk Development</td>
<td>b. Case Notes</td>
<td>Electronic case notes are also required, case note can be Performance Report.</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>c. Case Plan</td>
<td>Offenders Case Plan is to be adjusted if required as specified in Performance Report and Future Dynamic and Community Plans developed.</td>
</tr>
</tbody>
</table>

| a. Failure to achieve group acceptance | Staff/nucleus intercession, reports via Case Notes and Performance Report. Referral to Case Officer/COS Officer and MOS&P/COS Team Leader. |
| b. Failure to achieve objectives group | Staff/nucleus intercession, Performance Reports/Case Notes, referral to MOS&P/COS Team Leader. |
| c. Failure to achieve objectives individual | Staff/nucleus intercession, Performance Reports/Case Notes, referral to CMT/COS Officer. |
| d. Dynamic risk issues not previously known. | Case Notes, referral to CMT/MOS&P/Case Officer and appropriate Services & Program Officer and COS Officer. Case Plan to be amended. |
| e. Dangerous non prescribed activities of participants | Potential program or individual participant curtailment, Performance/Case Notes, judgement call by staff (potential mega learning curve) |
| Emergencies | a. Injured participants/staff, minor | Staff render first aid; Complete Injury Report, complete 48 hour notification and Incident Reporting Module as soon as practical. |
| b. Injured participants/staff, major | Staff render first aid; YASP Lead facilitator organises staff/nucleus/participants as to roles, develop time lined Incident Report (Incident Reporting Module); initiate and continue to complete Injury Report, Contact MOS/MOS&P/COS Manager a decision will be made as to assistance plan, examine and decide evacuation and or medical assistance. Any equipment used is to remain in place until told otherwise. |
| c. Death | All deaths are to be treated as a crime scene, whether death of a participant, staff or finding a dead body. During radio and/or telephone communication the names/descriptions are to be treated with confidentiality and sensitivity. Immediately upon a death MOS/MOS&P/COS Manager is to be informed, Police will be informed via MOS; **General Manager (COS Director) is the only position to release information to Departmental and other authorities and media.** YASP participants and staff are to remain on site at a discrete distance and ensure the scene is not contaminated, any equipment utilised is to remain in place until told otherwise. Counselling for offenders and staff is to be arranged. |
| d. Medical conditions of participants & or staff | Case Management & Program History Spreadsheet to advise issues on nucleus/participants; briefings/updates by YASP Lead facilitator at initial and subsequent briefs, medications advised. Staff are responsible for their own medications and in best practise to discretely advise facilitators. Staff responsibility to provide advice of physical fitness for activities. |
| Communications | a. Operational Briefings | Executive staff are to be briefed on YASP issues, outcomes and program initially, facilitators are to be briefed daily. |
b. Participant Briefings

Participants are to be briefed prior to the program and thence in Cognitive Learning 1 and thence as required; see GRABBS and Cognitive Learning Facilitator Guide.

c. Communication

Access to a landline telephone is required for Cognitive Learning modules and for GRABBS activities, a radio to Control in a CC environment.
In a COS environment either access to a landline or a mobile telephone is required.

**RESOURCES**

<table>
<thead>
<tr>
<th>a. Experiential learning areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>The area utilised is generally to be close to the location of the YASP Cognitive Learning group room to ensure easy access between experiential learning and cognitive learning; in a COS program the area is to be negotiated in conjunction with the arrangement of the group room owners, if a local park, football field etc. approval from the local council is to be requested. No damage is to occur to any areas of the experiential learning area. No activities are to be left unsupervised in any experiential learning area; unless the area is secure (an exception occurs if the area has fixed low ropes facilities).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Cognitive Learning areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Cognitive learning group room is to have the ability to be secure, if the room is for multi use by other groups, arrangements will need to be made to ensure security of equipment and other resources. At no time are offender information (case plans, LSI(R) etc.) to be left in the group room unsupervised. Computers and power point projector equipment is to be closed down overnight and secured. See Checklist for group room requirements.</td>
</tr>
</tbody>
</table>

**ENVIRONMENT**

<table>
<thead>
<tr>
<th>a. Weather extreme heat</th>
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<tbody>
<tr>
<td>Judgement call by lead facilitator in consultation with co-facilitators, delay or bring forward, experiential learning activities til cooler hours,</td>
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<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>b. Weather extreme cold</strong></td>
</tr>
<tr>
<td><strong>c. Weather snow</strong></td>
</tr>
<tr>
<td><strong>d. Floods and excessive rain</strong></td>
</tr>
<tr>
<td><strong>e. Storms</strong></td>
</tr>
<tr>
<td><strong>f. Flora/fauna</strong></td>
</tr>
<tr>
<td><strong>g. Insects</strong></td>
</tr>
<tr>
<td><strong>h. Environmental damage minimisation</strong></td>
</tr>
<tr>
<td><strong>EQUIPMENT</strong></td>
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</tbody>
</table>

<p>| <strong>SPECIFIC ACTIVITIES</strong> | a. Tag activities | Generally safe activities, though if played on concrete can pose a hazard, restrict to a walk if on concrete or gymnasium. |
| | b. Blind fold activities | Safe if supervised, ensure a facilitator watches unguided blind folded participants, and restrict prankish behaviour. |
| | c. Trust Fall activities | Be conscious of reluctant or too confident participants, ensure good supervision. Keep trust fall activities to the ground. |
| | d. Scissor walk | Ensure all are focussed prior to a participant entering scissor walk, one facilitator continuously controls focus. |
| | e. Tangled Knot activities | Be aware of twisted hands and arm, head hits, control pace of group. |
| | f. Electric Fence | Very high risk activity, ensure participants remain in human contact and with metaphorical electric floor, stops people jumping. If using milk |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>g. Spiders Web</strong></td>
<td>crates ensure milk crates are good quality, ensure co-facilitators maintain a spot posture.</td>
</tr>
<tr>
<td><strong>h. Chocolate Marshmallows</strong></td>
<td>Brief and constantly supervise for inappropriate lifting, inappropriate touching, ensure no participant dives through net.</td>
</tr>
<tr>
<td><strong>i. Balloon activities</strong></td>
<td>Be conscious of last person to ensure the pickup is completed without stretching straining limbs. Balloons are a source of fear for some participants; give them other tasks such as time keeper etc. Ensure area is safe with no obstructions. Inculcate an awareness of OH&amp;S issues with balloons.</td>
</tr>
</tbody>
</table>
Appendix 12 Post YASP Report

YASP Report

A YASP report is to be completed by lead facilitator as soon as practical, post completion of a YASP whether in a Correctional Centre or COS location. The purpose of a YASP report is to ensure the following:

- Ensures a YASP is finalised appropriately by a checklist.
- Enables dissemination of information in relation to YASP for CSNSW Annual Report and other reports.
- Collects information to examine emerging trends to enable YASP Facilitator development.

YASP reports complete with attachments are to be forwarded to State Manager Operations Young Adult Offender Programs within ten working days of YASP completion.

<table>
<thead>
<tr>
<th>Location</th>
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<tbody>
<tr>
<td>Dates of YASP</td>
<td></td>
</tr>
<tr>
<td>Facilitators</td>
<td></td>
</tr>
<tr>
<td>Participants Total</td>
<td></td>
</tr>
<tr>
<td>Commenced</td>
<td></td>
</tr>
<tr>
<td>Sex of Participants</td>
<td></td>
</tr>
<tr>
<td>Participants Total</td>
<td></td>
</tr>
<tr>
<td>Graduated</td>
<td></td>
</tr>
<tr>
<td>Total Participants</td>
<td></td>
</tr>
<tr>
<td>Failed/Non Completed</td>
<td></td>
</tr>
<tr>
<td>Comments/Issues</td>
<td></td>
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</tbody>
</table>

**Note if new staff co-facilitated, provide names and duration of involvement**

**Note provide reasons for failure/non completion**

**Activities added, venue issues, unusual issues**

**Attach:**
- Case Management History Spreadsheet
- YASP Core Evaluation Analysis
- YASP Facilitator Evaluation Analysis

**Checklist:**
- Equipment secured
- Participant Performance Reports in OIMS e case notes
- Participant Performance Reports, certificate and Future Plans in Case Management File
- OIMS Program Screen finalised Evaluations analysed
- Facilitators and Manager De-brief
- This report and attachments forwarded
BIBLIOGRAPHY AND REFERENCE MATERIAL

The following documents / books are required to operate the YASP 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.

   Abstract. The essence of de-briefing in adventure/experiential learning.

   Abstract. Easy to read book on initiatives and activities that mean things in terms of learning and development in adventure/ experiential training.


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.


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.

20. **Back Pocket Adventure**

Abstract. Games and initiatives with minimal to no props.

**Design References:**

1. Young Adult Offender Strategic Framework, NSW Department of Corrective Services, 2007.
3. Young Adult Satellite Program manual, Dennis Carey, NSW Department of Corrective Services 2002.
4. Young Adult Offender Female Adventure Based Challenge Program manual, Dennis Carey, NSW Department of Corrective Services, 2007.
5. Young Adult Offender Female Satellite (YASP) manual, Dennis Carey, NSW Department of Corrective Services, 2008.
7. NSW Department of Corrective Services Accreditation Manual.
8. NSW Department of Corrective Services Compendium of Programs.
11. Bloom’s Taxonomy (Taxonomy of Educational Objectives Bloom, Engelharst, Furst, Hill and Krathwohl, 1956
13. Job Network Australia
14. Salvation Army Employment Plus
15. “Why Wasn’t I Told” by Lisa McInnes

**References Female - 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]


