

RESPONDING TO THE KID INSIDE: INTRODUCING RESPONSE ABILITY TRAINING

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The presentation

- A restorative approach
- Introducing RAP
- Meeting the needs of young people in the juvenile justice system

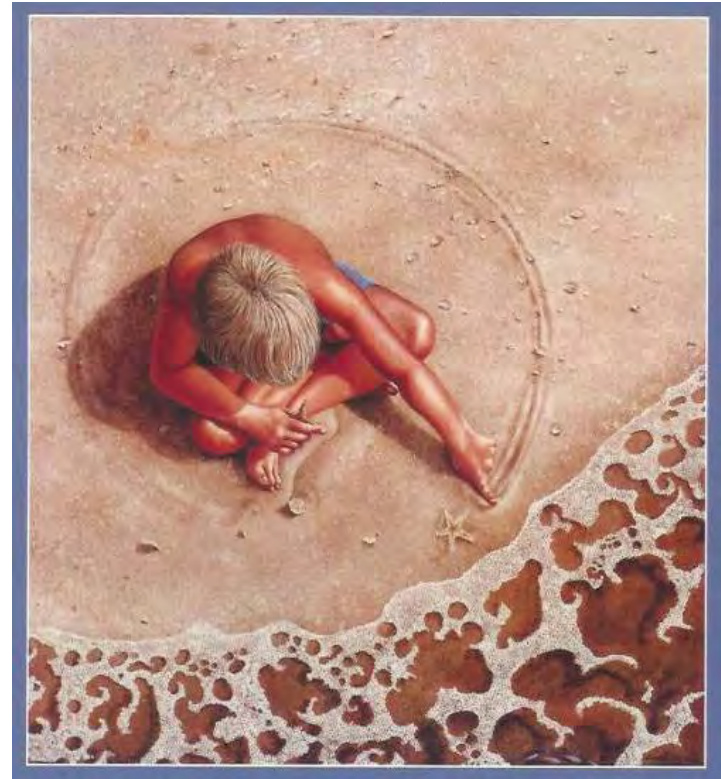
Different approaches to youth justice

Responses

- ▣ Deterrence
- ▣ Containment
- ▣ Retribution

- ▣ Rehabilitation

Restorative processes



Fritz Redl, 1963:



- *It is a real art to produce a delinquent. It requires persistence and perseverance in making the same fatal mistakes all over again, in piling injury upon insult, in combining personal rejection with wrong handling or sentimental coddling with outbursts of punitive righteousness. And even then you are liable to fail unless destiny comes to your rescue and also exposes the youngster in question to wrong handling by other people, to undesirable influences through prestige-loaded age mates, criminal adults, or the boredom of insufficient and inadequate recreational facilities. And still you may be licked unless you happen to put your child into a neighborhood with a high degree of delinquency lure and unless the school complies by refusing to give your youngster personal guidance in his first great conflicts with life or bores him into truancy.*

Response Ability Pathways



RAP™

Restoring Bonds of Respect

Goal of RAP training

- To positively transform the way significant adults understand and respond to the troubling behaviour of young people in their care.

RAP Training

- ❑ To provide a **COMMON FRAMEWORK** for understanding and responding to delinquent behaviour
- ❑ To introduce our recent understanding of the **ADOLESCENT BRAIN** and how that informs our intervention strategies
- ❑ To introduce the notion of the effects of **TRAUMA** on the developing brain and to reframe dangerous and delinquent behaviour as **PAIN BASED BEHAVIOUR**
- ❑ To discover and build on the young person's **STRENGTHS**
- ❑ Skill building for educators/youth workers/community workers to develop positive pathways to wellbeing through **CONNECTING, CLARIFYING AND RESTORING**

THE CIRCLE OF COURAGE

GENEROSITY



INDEPENDENCE

BELONGING

MASTERY

RESPONSE ABILITIES FOR MENTORS



CONNECT

1. Treat youth with concern to build trust.
2. Recognize the pain beneath the problem.
3. Respond to needs rather than react to crisis.

CLARIFY

4. Approach difficult events as teaching moments.
5. Explore the logic and motives behind behavior.
6. Discover potentials to enable successful coping.

RESTORE

7. Encourage young persons to take responsibility.
8. Identify specific ways to build strength and support.
9. Mend broken bonds through relationships of respect.
10. Restore belonging, mastery, independence, generosity.

RESPONSIBLE PATHWAYS FOR YOUTH



CONNECT

1. Find persons to trust who treat you with concern.
2. Express pain without causing problems for others.
3. Seek supportive adults and peers in times of crisis.

CLARIFY

4. Turn difficult events into opportunities to grow.
5. Explore the thinking and goals behind your behavior.
6. Discover your potentials to cope with difficulties.

RESTORE

7. Take responsibility for setting the course of your life.
8. Identify specific ways to build strength and support.
9. Mend broken bonds through relationships of respect.
10. Restore belonging, mastery, independence, generosity.

Implementation

New pathways are created through REPETITION
REPETITION REPETITION in the life space of
young people

To effectively implement RAP there needed to be

- Leadership and program support
- Clinical participation
- Supervision
- Training and competency

Above all, does it meet the growth and
development needs of the young people?

Key findings: Connect

- Most young people argued that they needed help to make change in their lives and that they needed to have a connection with a worker before they would accept support. However:
 - Most could not identify anyone who they had such a relationship with
 - Those who did often felt that the JJ process acted against this relationship
 - Most did not feel as though they had the skills or confidence to ask for help
 - Most plans required for young people to take the lead

- *“No judgment. That’s got to be number one. They can’t have any judgments and criticisms... they have to make the time, the patience and also have the connections to make things happen... You want someone who is committed to the job, and is actually there to help. Not something that you can’t just walk into and go like ‘I’ve got qualifications at TAFE. I’m a youth worker.’ It’s not like that anymore... You got to have a worker who knows how to reach inside someone and go ‘look, I am not gonna hurt you, I am not gonna tell other people ‘bout ya, I am not gonna put judgment and criticism on ya, I am gonna help ya to the best of my ability. What do ya wanna...tell me everything I need to know – and to have trust. I wish I had someone”.*

- *I think they're pretty important because if I didn't have them I would've, I don't reckon I'd be going as well as I am at the moment... I see them mostly once a week, twice a week. Whatever, whenever I need to talk to them. I talk to them on the phone every day. They help you. But they're there for you too. To talk to and that*

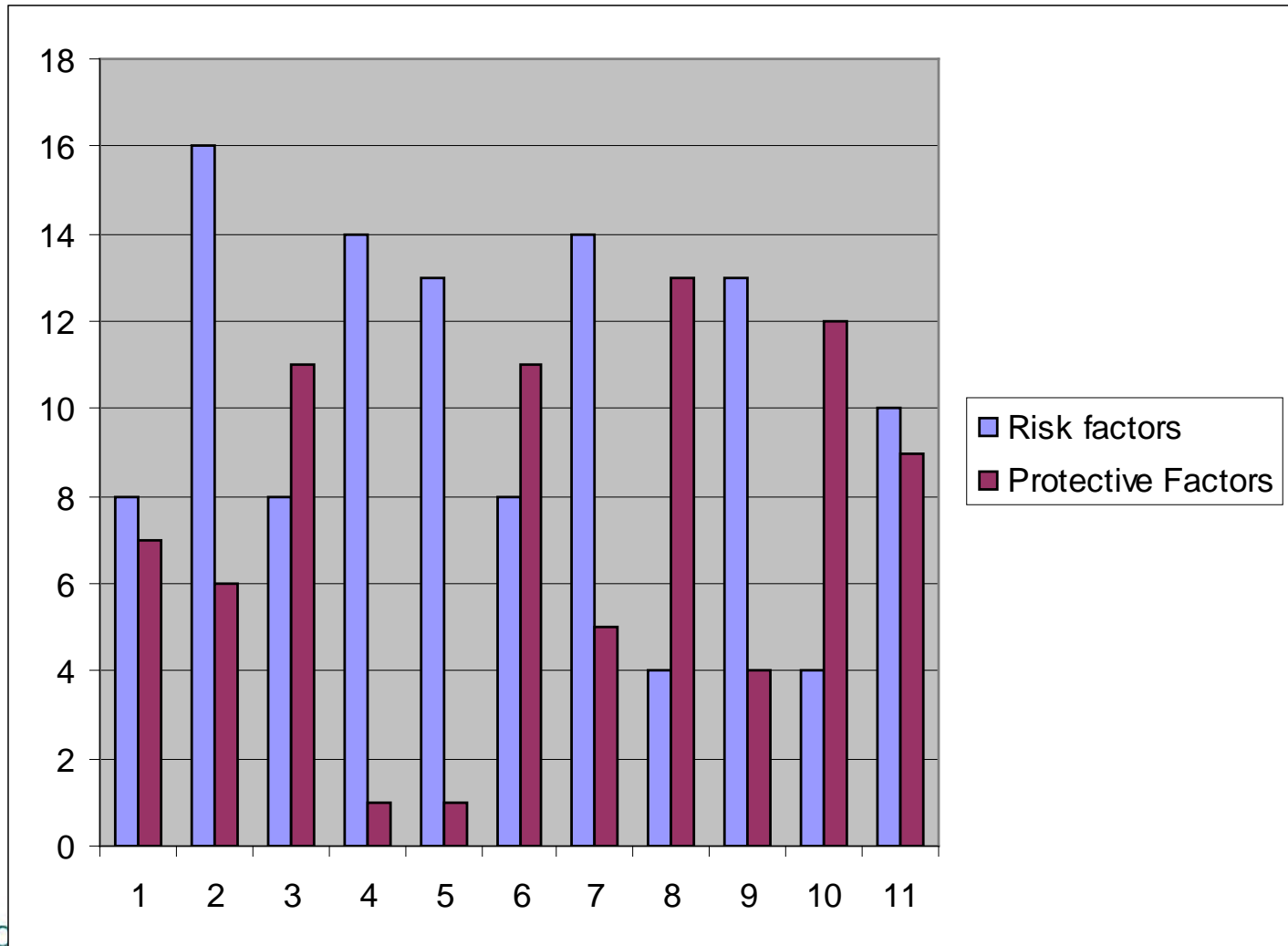
Key findings: Clarify

- The level of criminogenic need was high
- Limited assesment → poor understanding
- Support didn't “match” real need

DOMAIN: Challenges and risks	1	2	3	4	5	6	7	8	9	10	11	N=
Negative family relationships	X	√	X	√	√	√	√	√	√	X	X	7
Adverse family environment including MH/AOD/gambling	X	√	X	√	√	√	√	X	√	X	X	6
Current /past involvement with Care & Protection	NI	√	X	√	√	√	√	X	√	X	√	7
Negative peer role modelling	√	√	√	√	√	√	√	√	√	X	√	10
Lack of engagement with services or other community connections	√	√	√	√	√	√	√	X	√	√	√	10
Young person has AOD issue	√	√	√	√	√	√	X	X	√	√	√	9
Young person has ADHD or a mental health issue including ODD, diagnosed depression etc	NI	√	X	√	√	X	√	X	**	X	X	4
Poor /low self esteem including emotional issues/anger	√	√	√	√	√	X	√	X	√	X	√	8
Attitudes and beliefs about aggression and crime	√	X	√	X	X	√	√	√	X	X	√	6
Cultural discrimination	√	√	NA	NA	NA	√	NA	X	NA	√	√	6
Poor school attendance	√	√	√	√	√	X	X	√	√	√	√	8
Unstable accomodation/homelessness	X	√	X	√	√	X	√	X	√	X	X	5
YP has a disability	NI	√	X	NI	X	X	√	X	NI	X	X	2
Poor physical health/dental	NI	√	X	√	X	X	√	X	√	X	X	4
Young persons finances - low income/debt	NI	√	NI	√	√	X	√	X	√	X	NI	5
Insufficient oppportunities for education, employment or creative activities	√	√	√	√	√	X	√	X	√	X	√	8
Concerns about release -difficulties settling once released	X	√	√	√	√	X	√	X	√	X	√	7
TOTAL NUMBER	8	16	8	14	13	8	14	4	13	4	10	

Protective factors	1	2	3	4	5	6	7	8	9	10	11	n
Positive relationships with family	√	X	√	X	√	√	√	√	√	√	√	9
Positive adult role models	X	√	√	X	X	√	√	√	√	X	X	6
Positive peer role models	√	X	√	X	X	√	X	√	X	X	√	5
Formal connections with the community ie connected to support service	√	√	√	X	X	X	X	√	X	√	√	6
Informal connections with the community ie connected to sport team	X	X	√	X	X	X	X	X	X	√	√	3
Skills and talents identified by either young person or worker	NI	NI	√	X	X	√	X	√	X	√	√	5
Positive identity including self esteem	NI	X	√	X	X	√	X	√	X	√	√	5
Attitude and beliefs including remorse, responsibility and positive view of future	X	√	√	X	X	X	X	√	√	√	X	5
Hopes and aspirations ie young person identifies possibilities once released	√	√	√	√	X	√	√	√	√	√	√	10
Positive experiences with education	X	X	X	X	X	√	√	√	X	√	X	4
Constructive use of time ie education, employment, creative activities	X	√	√	X	X	√	X	√	X	√	X	5
Stable accommodation	√	√	√	X	X	√	√	√	X	√	√	8
Managing well financially	√	NI	NI	X	X	NI	X	NI	X	NI	X	1
Strong cultural identity	X	X	NA	NA	NA	√	NA	√	NA	√	√	4
Feeling supported and ready for release	√	X	X	X	X	√	X	√	X	√	X	4
	7	6	11	1	1	11	5	13	4	12	9	

Risk & protective factors



Key findings: Restore

- Belonging
 - ▣ Limited engagement with formal / informal supports post release
 - ▣ Positive nature of informal supports (*pull your head in!*)



□ Mastery:

- YP needed people to believe that they had the skills and resources to make change
- YP needed to develop the skills and increase their resources to be able to cope outside



- Independence:
 - YP needed and valued choice
 - YP needed to be “interdependent”
 - YP needed to tackle institutionalisation



□ Generosity

- YP needed to feel like they were embedded in their communities
- YP needed to feel reciprocity

