

**H.O.P.E**  
**HELPING OFFENDERS**  
**PROSPER THROUGH**  
**EMPLOYMENT**

**Family Coach  
Training**

Learning Module #1:  
Introduction and  
Assessment

This learning module is the first of a series of short training webinars for volunteer peer helpers participating in the implementation of Helping Offenders Prosper through Employment, a mentoring program for incarcerated youth and their caregivers. This video will offer a brief introduction to HOPE and its family component, HOPE for HOME. We call the peer helpers of HOPE for Home, “Family Coaches”; their role is to help adult caregivers develop and apply new knowledge and skills to their interactions with youth during and after incarceration. The Family Coaches are not counselors, therapists, or social workers; they provide support and guidance as adult caregivers use the knowledge and skills they gained through their participation in HOPE for Home.

## Learning Objectives

- Describe the family component of the HOPE program, called HOPE for Home
- Understand the goals of HOPE for Home
- Gather information about the family environment of incarcerated youth using the HOPE for Home questionnaires
- Work collaboratively with legal guardians and other adult caregivers

After completing this first learning module, you will be able to:

- Describe the family component of the HOPE program, called HOPE for Home
- Understand the goals of HOPE for Home
- Use questionnaires to obtain information about the family environment of incarcerated youth
- Work collaboratively with legal guardians and other adult caregivers



# INTRODUCTION

HOPE &  
HOPE for Home



# Introduction

- HOPE is a mentoring program for youth in correctional facilities.
  - *Weekly job mentoring*
  - *Explore career options*
  - *Develop pre-employment skills*
- HOPE for Home is for the adult caregivers of youth participating in the HOPE mentoring program.
  - *Psychoeducation*
  - *Coaching*

HOPE is a mentoring program for youth in correctional detention centers. Each youth is paired with a HOPE mentor. The dyads meet weekly to discuss employment-related issues, explore career options, and develop pre-employment skills.

HOPE for Home is the family counterpart of HOPE. Youth's adult caregivers are invited to participate in family psychoeducation and coaching activities during and after detention. These activities are designed to enhance their capacity to support the youth's reentry and employment goals. "Reentry" is a word used to refer to the transition from life in detention to life in the community. In the HOPE program, reentry is a process that begins as soon as the youth enters the correctional facility to help him prepare for everyday life at home.

## HOPE For Home

### Program Goals

1. Increase understanding of adolescence
2. Build skills to increase responsiveness
3. Promote positive adult involvement and positive youth-adult interactions
4. Enhance adult caregivers' prosocial influence to reduce juvenile recidivism

The psychoeducational and coaching activities of HOPE for Home are designed to:

1. Increase adult caregivers' understanding of typical behaviors in adolescence;
2. Build skills that increase adult caregivers' responsiveness to adolescent needs;
3. Promote positive adult involvement in youth's everyday life as well as positive youth-adult interactions that support adolescent development, including socio-emotional wellbeing and school and career choices;
4. Enhance adult caregivers' prosocial influence on incarcerated youth and thus reduce juvenile recidivism post-release.

## HOPE for Home

### How does it work?

During detention:

- *Group activities facilitated by a HOPE family coach*
  - 1 caregiver per youth and 3 to 4 caregivers per group
  - 4 family group meetings with specific topics and learning objectives

When youth return to community:

- *Ongoing support/coaching through regular phone contact*
- *Help generalize knowledge and skills to life in the community*

In the HOPE for Home program, family psychoeducation is delivered in a group format composed of 3 to 4 adult caregivers. After a careful assessment of the youth and their family environment, qualified adult caregivers are identified and invited to participate in HOPE for Home. For each youth receiving HOPE mentoring, one adult caregiver receives psychoeducation and coaching in the HOPE for Home program. Adult caregivers meet 4 times in a group setting, with 2-3 other caregivers, to complete the psychoeducational activities. A family coach facilitates the psychoeducational activities and group discussions.

When youth return to the community, adult caregivers receive ongoing support services through regular phone contact with their HOPE family coach. The goal is to help adult caregivers apply the knowledge and skills they have gained from the psychoeducational activities to their interactions with the youth. It is expected that their new knowledge and skills will increase their ability to work with youth and help them manage challenges at home, at school, and at work.



How do family coaches collect information about the youth's family environment? The next slides will describe the steps and tools the family coaches use to identify the adult caregiver who will participate in HOPE for Home and to determine the risk and protective factors that influence the youth's behaviors in the family environment.

## Assessment Objectives

1. To identify adult caregiver with prosocial influence;
2. To identify risk and protective factors in youth's family and community environment;
3. To track change and measure the effects of the program;
4. To use the information to formulate goals for life in the community.

HOPE for Home begins with the careful assessment of the youth's family environment. The objectives are:

1. To identify qualified adults who have the potential to serve as prosocial role models;
2. To gather information about risk and protective factors in youth's family and community environment;
3. To track change and evaluate the effects of the program on the family environment -
4. To use the information to formulate goals for life in the community.



## Assessment: Tools

- **Intake Family Questionnaire** (HOPE for Home Manual, p. 11-12)
- **HOPE for Home Survey** (HOPE for Home Manual, p. 24-25)
- **Strengths and Difficulties Questionnaire SDQ** (HOPE for Home Manual, p. 22)
- The **General Self-Efficacy Scale** (GSE, p. 19)
- The **Parental Nurture Scale** (PNS, p. 20-21)

The family coaches use 5 tools to collect information about the family environment, to formulate goals for life in the community, and to evaluate the effects of HOPE for Home.

**1) The Intake Family Questionnaire** (HOPE for Home Manual, p. 11-12) is designed to help identify the adult caregiver who is most likely to have a prosocial role in the youth's everyday life in the community. This person may or may not be the youth's legal guardian. It is an adult relative:

- who engages in prosocial activities (e.g., community service, religious activities, coaching sports team)
- who the youth looks up to and/or trust

- who the youth may go to for advice

As soon as the youth enters the correctional facility, he or she completes the Intake Family Questionnaire and draw a family genogram with their HOPE mentors. Likewise the family coach asks the youth's legal guardian to answer the questions on the Intake Family Questionnaire, soon after the youth entered the correctional facility. The youth, the legal guardian, the HOPE mentor and the family coach work together to identify the adult caregiver who is qualified to participate in HOPE for Home.

To complete the Family Intake Questionnaire and identify a qualified caregiver, the family coaches ask questions such as:

- Who is most likely to commit time to the program during and after youth confinement?
- Who is most likely to engage in prosocial activities with the youth after confinement?
- Who is the youth most comfortable going to for help? (Also see questions listed in the manual of HOPE for Home, p. 11.)

In deciding which relative is the best candidate for HOPE for Home, It is important to consider risk factors such as adult substance use and legal problems. Adult relatives who are actively using substances are less likely to be available and able to support youth' reentry goals. Also remember to discuss the information you obtain with the legal guardian in a way that is collaborative. The legal guardian and you are making a collaborative decision based on knowledge about the youth's family environment.

**2) HOPE for Home Survey (p. 24-25):** The HOPE for Home Survey is a self-report questionnaire designed to evaluate the effects of the program on adult caregivers' understanding of adolescent development. The family coach administers the HOPE for Home Survey to the adult caregiver at the beginning of the first psychoeducation session and at the end of the fourth psychoeducation session (p. 18).

**3) Strengths and Difficulties Questionnaire or SDQ** (p. 22): The SDQ is a self-report questionnaire designed to evaluate the effects of the program on adult caregivers' perception of the youth's emotional, behavioral and social functioning. The family coach administers the SDQ to the adult family member participating in HOPE for Home at the beginning of the first session and prior to youth's discharge from the detention center (p. 18).

4) & 5) To measure the effects of HOPE for Home on youth's self-efficacy and youth-adult interactions, the youth completes two self-report questionnaires when they enter and exit the detention facility (p. 18): The **General Self-Efficacy Scale** (GSE, p. 19) & The **Parental Nurturance Scale** (PNS, p. 20-21). Information obtained from youth's scores on the GSE and PNS at the start of detention is used to formulate goals for family coaching.

## Assessment is collaborative.

- Acknowledge the youth and their family are experts in their own life.
- Introduce the questionnaire and explain its purpose to the youth's legal guardian.
- Make sure the legal guardian understands the instructions of the self-report questionnaires.

It is important to note that assessment is collaborative. It is based on the assumption that the youth, their legal guardians and other adult caregivers are “experts” in their own life. They have special knowledge about their everyday life, their relationship, and their community.

To foster a sense of collaboration, the family coaches introduce the questionnaires and explain their purpose to the youth's legal guardian. For example they may say:

“I very much appreciate you taking 5 minutes to answer this questionnaire. Your answers will help me better understand what we need to work on. They will also help me monitor our progress towards the goals of the program. There are no right or wrong answers. Just tell me what you think.”

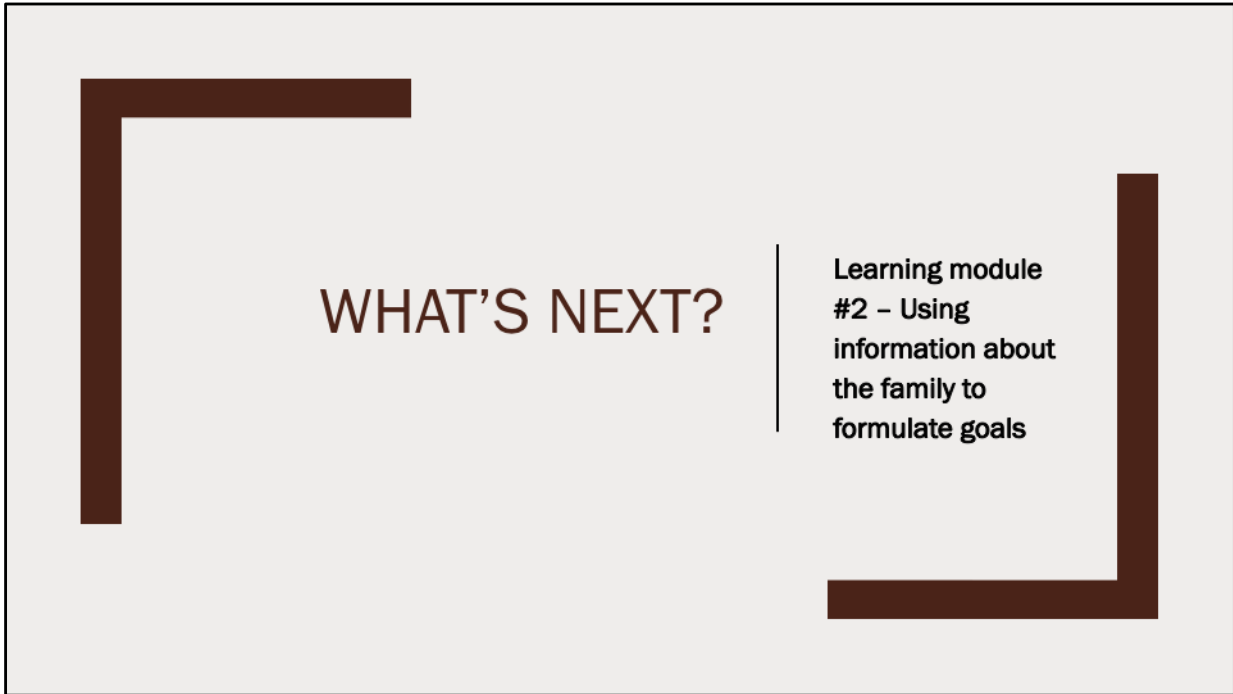
The family coaches adopt a non-judgmental attitude towards the legal guardian who completes the questionnaire and the adult caregiver who participates in the psychoeducational activities of HOPE for Home. (Remember the legal guardian and the adult caregiver may or may not be the same person.) They show respect by

listening actively. For example, they may nod or repeat what they heard: “I hear you. It was not easy to get your teen to do what you told him.”

To collect accurate information, it is very important to verify the legal guardian understands the instructions of the self-report questionnaires. Family coaches should explain how to complete the questionnaires. For example, they may say:

“This questionnaire asks you to check one box only.”

“This questionnaire asks you to choose the number that best describes how much you agree with each statement in the table.”



This is the end of the first learning module of the HOPE for Home Family Coach Training. A HOPE for Home consultant is available to answer your questions at the email address you received with the HOPE for Home manual.

You are now ready to watch the second webinar in this series, to learn how to use the information you have collected from the youth, the legal guardian and/or the adult caregiver, to formulate goals for working with the youth's adult caregiver.