

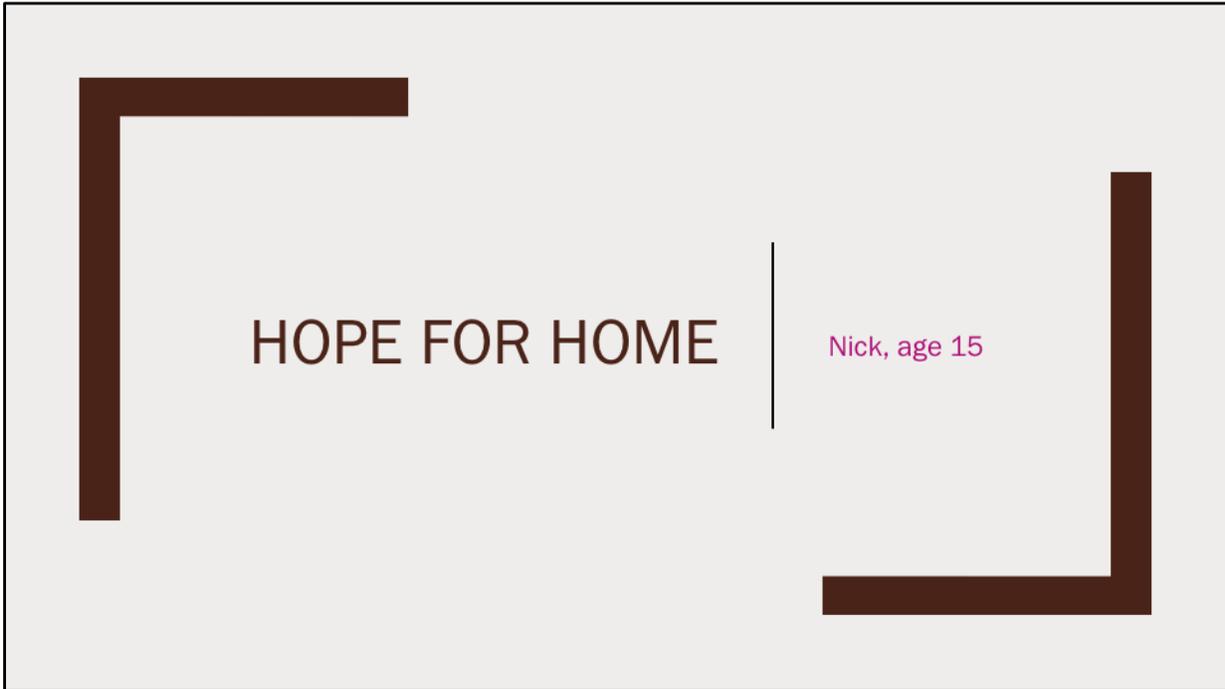
This is the second webinar of HOPE for Home training for family coaches. HOPE for Home is the family component of Helping Offenders Prosper through Employment, a mentoring program for incarcerated youth. This video will explain how to use information about the youth's family environment to formulate goals for family psychoeducation and coaching.

Learning Objectives

- Describe risk and protective factors
- Interpret scores on the GSE, PNS, and SDQ
- Use youth and adult caregiver's scores to formulate goals for family coaching

After completing this second webinar, you will be able to:

- Describe the risk and protective factors linked to juvenile delinquency
- Interpret the meaning of the scores of the HOPE youth and adult caregiver on the General Self-Efficacy Scale, the Parental Nurture Scale, and the Strengths and Difficulties Questionnaire.
- Use the youth and adult caregiver's scores to formulate goals for family coaching.



To accomplish the learning objectives, we will use the example of Nick, age 15, who is in a juvenile detention center. Nick has a history of behavioral and substance use problems. He was often truant from school, was expelled from his high school for initiating physical fights, and was arrested by the police for carrying a gun. Nick also acknowledged he used and sold marijuana; however, he did not believe he had a substance use problem. Nick's mother reported Nick stayed out at night despite her telling him not to, and got angry when she tried to impose limits on him.

Assessment



- Nick & HOPE mentor
 - *Family Genogram*
 - *Family Intake Questionnaire*
 - *GSE*
 - *SDQ*
 - *PNS (When Tyron begins the program)*

- Nick's mother & family coach
 - *Family Intake Questionnaire*

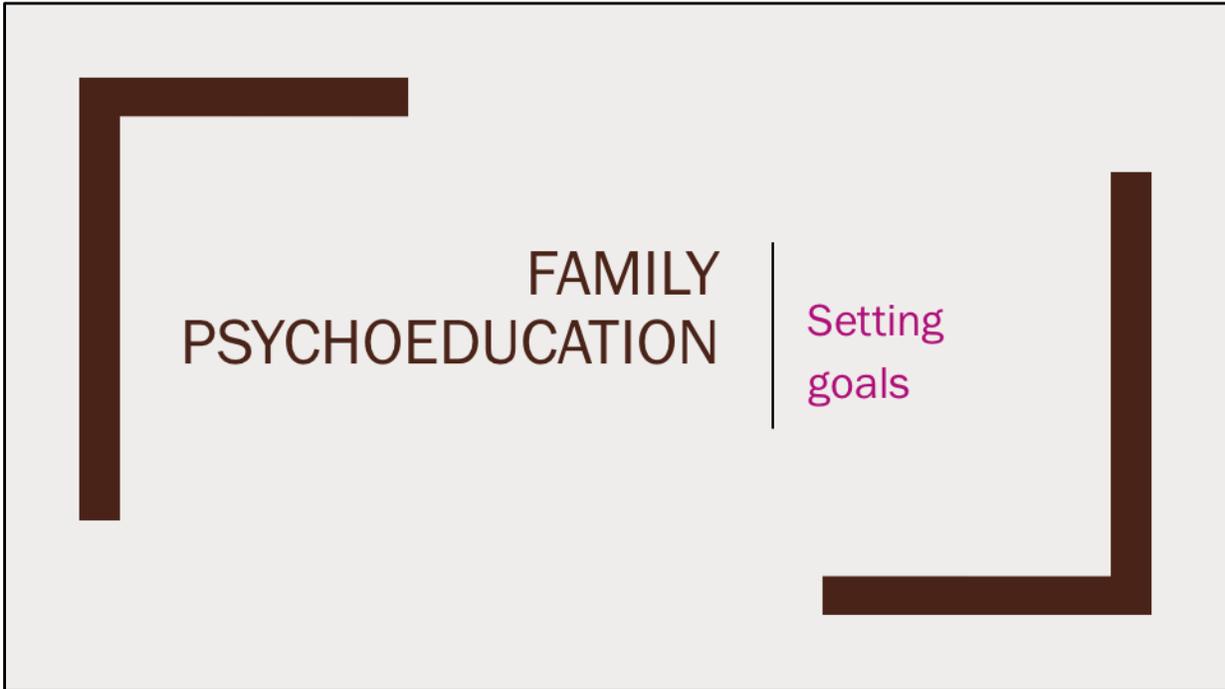
- Tyron (adult caregiver) & family coach
 - *SDQ*
 - *HOPE for Home Survey*

Soon after Nick entered the detention facility, he met with a HOPE mentor and together they drew Nick's family genogram and completed the Family Intake Questionnaire. The information obtained from the family genogram and Family Intake Questionnaire helped to identify the adult caregiver Nick looks up to, trusts, and is most likely to go to for advice when he returns to live in the community. In addition, Nick completed the General Self-efficacy Scale and the Strengths and Difficulties Questionnaire. His scores on the GSE and SDQ highlighted individual and family risk and protective factors that are important to Nick's success in the community.

After reviewing Nick's answers and scores, the family coach met with Nick's mother to help her complete the Family Intake Questionnaire and discuss who was most qualified to participate in HOPE for Home. Both Nick and his mother agreed that his maternal uncle Tyron met all the criteria for eligibility. Tyron had been involved in Nick's life since he was born. He lived in the same city as Nick and his mother and provided material and emotional support when they most needed it. Tyron worked full time and went to Church every Sunday. He was an active member of his congregation and often volunteered to serve his community. While Tyron is a father figure in Nick's life, he often struggles to get Nick to listen to him and to make the best choices.

The family coach and Nick's mother contacted Tyron to invite him to participate in HOPE with Nick. They explained that HOPE for Home was the family component of HOPE and would provide Tyron knowledge and skills as well as ongoing support as Tyron works with Nick to help him achieve his school and employment goals.

Tyron agreed to participate in the HOPE for Home program. The family coach offered additional information and asked Tyron to complete the Strengths and Difficulties questionnaire and the HOPE for Home survey prior to the first family psychoeducation meeting. Simultaneously, the HOPE mentor asks Nick to complete the Parental Nurture Scale to describe his relationship with Tyron.



We will now describe how to use the information you collected from the youth and the legal guardian during their assessment, to formulate goals and tailor the HOPE for Home activities to the youth and family risk factors.

Assessment-based Goals

- Youth and adult caregiver's scores on the HOPE for Home questionnaires provide important information about risk factors in the youth and the family.
 - *Risk and protective factors linked to youth delinquency*
- The family coach uses this information to tailor the psychoeducation and consultation activities of HOPE for Home.
 - *For example, ...*

Youth and adult scores on the SDQ, GSE and PNS questionnaires provide important information about risk factors in the youth and the family. What are risk and protective factors?

- Risk factors are those factors that increase the likelihood the youth will commit offenses and be re-arrested when they return home.
 - Risk factors can be individual (for example, the youth may have been diagnosed with a learning disorder or ADHD and may be using substances that increase their risk of engaging in delinquency).
 - Risk factors also exist within the family. For example, high level of parent-child conflict, low level of positive parental involvement, inadequate parental monitoring, and harsh or permissive discipline are familial factors that have a negative influence on youth's behaviors.
 - It is equally important to look at the nature of the youth's peer relationships: Do the youth associate with peers that have an antisocial

influence? Antisocial peers are risk factors for delinquency.

- By contrast, protective factors are those factors that increase the likelihood the youth will successfully reintegrate their families and communities. They include familial factors such as warm and supportive relationships with an adult; adult monitoring; engaging in prosocial activities like playing sports at the local YMCA.

The family coach uses this information to tailor the psychoeducation and consultation activities of the HOPE-FP program. Let's return to Nick's example.

Assessment-based Goals

- Nick's scores:
 - GSE - 12 (the range of possible scores is 10 to 40.)
 - SDQ emotional problem = 8 (very high)
 - SDQ conduct problem = 5 (high)
 - SDQ peer problem = 4 (high)
 - SDQ prosocial = 4 (very low)
 - PNS total score = 40 (out of 120)

- Tyron's scores
 - SDQ emotional problem = 5 (high)
 - SDQ conduct problem = 6 (very high)
 - SDQ peer problem = 5 (high)
 - SDQ prosocial = 2 (very low)

This slide shows Nick's and Tyron's scores on the Strengths and Difficulties Questionnaire. It also shows that Nick's score on the General Self-Efficacy Scale.

With the help of a HOPE for Home consultant, the family coach interprets the meaning of those scores.

From both Nick and Tyron's perspectives, Nick shows signs of elevated distress in the emotional and behavioral domain. He has low confidence in his ability to be successful. He is also struggling with peer interactions and has few prosocial friends.

Nick's scores on the Parental Nurturance Scale also indicates that the youth experiences little acceptance and affirmation in his interactions with Tyron.

What are the implications for family psychoeducation and family coaching?

Assessment-based Goals

1. Help adult caregiver support the development of effective emotion regulation through the use of conflict management skills (Session #2)
2. Promote effective use of communication skills to increase adult's ability to communicate support and caring (Session #1)
3. Practice problem solving and decision making skills to increase adult's ability to address youth's behavioral and social problems (Session #2 & 3)

Nick's scores have highlighted areas of individual risks as well as relational difficulties that limit Tyron's ability to have a positive influence on Nick. Through the HOPE-FP activities, the family coach will give the adult caregiver tools for increasing youth's emotion regulation and for helping youth make decisions and resolve conflict. The family coach will focus on:

1. Helping Tyron support the development of effective emotion regulation through the use of conflict management skills (Session #2)
2. Promoting effective use of communication skills to increase Tyron's ability to communicate support and caring (Session #1)
3. Practicing problem solving and decision making skills to increase Tyron's ability to address youth's behavioral and social problems (Session #2 & 3)



This is the end of the second webinar 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 third webinar of this series. The third webinar will describe the steps involved in providing family psychoeducation to youth's adult caregivers.