

303: Delinquency, Substance Abuse and Early Sexual Activity in Children and Adolescents

Outline Overview of the Curriculum

Rationale:

Children and adolescents who are involved in delinquency, substance abuse, and early sexual activity are a pressing problem in our society today. These types of behaviors normally accompany each other and present a challenging task for CYS workers assigned to help clients with Delinquency, Substance Abuse, and Early Sexual Activity issues. CYS workers need to be able to identify and understand the risk factors associated with these behaviors to better serve their clients.

Children and youth with Delinquency, Substance Abuse, and Early Sexual Activity issues will come to the attention of CYS workers for a number of reasons and from a variety of sources:

- through truancy referrals from schools,
- referrals from community and/or police for disruptive behaviors that don't rise to the level of delinquency,
- referrals from mental health professionals,
- referrals from the juvenile justice system about dependent/delinquent youth (dual adjudicated youth),
- referrals from hospitals who may be treating youth for drug or pregnancy-related issues,
- as part of a sibling group in a family referred for abuse and neglect,
- referrals from parents who believe their children are incorrigible.

What we know is that children and youth with Delinquency, Substance Abuse, and Early Sexual Activity issues are at greater risk for exploiting/endangering others or being exploited/endangered by others. They are at risk for failure in maintaining their own safety, at risk of failure in education, in relationships and in learning the necessary life skills and good choice skills that will enable them to become responsible adults and adequate parents. They also have a higher risk of health problems and of becoming involved in criminal activity and incarceration. These concerns are directly related to the work and mission of child welfare.

Child welfare workers perform their services in a variety of settings – urban, suburban, rural – and with families from a variety of cultures. CYS workers typically do not conduct treatment with Delinquency, Substance Abuse, and Early Sexual Activity issues youth. However, successful outcomes with children, youth and families require the worker to have specific knowledge and skills about Delinquency, Substance Abuse, and Early Sexual Activity and how to engage, motivate and help client families utilize treatment resources to achieve safety, permanence and well being.

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Competency:

303-1: The Child Welfare Professional can communicate with and interview children using a variety of age appropriate methods and strategies to elicit and transmit information.

303-2: The Child Welfare Professional knows the behavior indicators and dynamics of common emotional disorders of children including depression, ADHD, conduct disorders, anxiety, and suicide; and can refer the child to the proper professional for further assessment and/or treatment.

Learning Objectives:

- Identify the impact of delinquency, substance abuse, and early sexual activity on the safety, health and potential of children and youth.
- Recognize the signs, symptoms, and related behaviors of delinquency, substance abuse, and early sexual activity.
- Identify effective engagement and interviewing strategies to use with children and youth involved in delinquency, substance abuse and early sexual activity.
- Practice interviewing children and youth with possible delinquency, substance abuse and early sexual activity issues.
- Assist children, youth, and families to identify and connect with appropriate resources in the community.

Length of Workshop:

6 hours

Materials Needed to Present Workshop:

- Color markers
- Name tents
- Idea Catchers
- Overhead projector and screen
- Television and VCR
- Flip chart stands
- Two blank flip chart pads
- Curriculum with transparencies
- Handouts for participants
- Video: "Kids"
- Masking tape

Target Audience:

Child Welfare Caseworkers and Supervisors

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Summary:

CYS workers are serving more and more children and adolescents who are involved in delinquency, substance abuse, and early sexual activity. In order to assist these types of clients, caseworkers need to be able to recognize signs of delinquency, substance abuse, and early sexual activity. Furthermore, CYS workers need to understand that for the most part these three activities do not normally happen individually but are intertwined. In knowing these identifiers and learning intervention skills, CYS workers will be able to intervene in an effective manner to assist their clients with these issues.

Expectations of the Trainer:

The trainer should be knowledgeable in working with clients with delinquency, substance abuse, and early sexual activity issues. Additionally, trainers should be experienced in using intervention strategies with clients who are delinquent, abusing substances, or engaged in early sexual activities. Trainers should understand the use of individual, family, and community interventions. In addition, the trainer should have a clear understanding of active listening skills and their use and benefit.

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Agenda for a Full-Day Curriculum on Delinquency, Substance Abuse, and Early Sexual Activity in Children and Adolescents

Estimated Time	Content	Page
30 minutes	Section I: Introduction and Expectations	5-6
30 minutes	Section II: Defining Delinquency, Substance Abuse and Early Sexual Activity	7-8
15 minutes	Section III: Identifying Community Resources and Their Benefits	9-10
75 minutes	Section IV: Warning Signs for Delinquency, Substance Abuse, and Early Sexual Activity	11-13
15 minutes	Section V: Morning in Review	14-15
1 Hour	Lunch Break	
1 hour, 45 minutes	Section VI: Key Strategies for Interviewing	16-18
30 minutes	Section VII: Case Study for Delinquency, Substance Abuse and early Sexual Activity	19-20
30 minutes	Section VIII: Learning Needs, Closure and Evaluations	21-22

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Section I – Introduction and Expectations

Estimated Length of Time:

30 minutes

Learning Objectives: Participants will be able to:

- State the workshop rationale, learning objectives and agenda;
- Become familiar with other participants;
- Express their learning objectives.

Method of Presentation:

Lecture, large group discussion

Materials Needed:

- Name tents, markers, flip chart paper, post-it notes
- **Overhead #1** *Agenda*
- **Overhead #2** *Learning Objectives*
- **Handout #1** *Agenda and Learning Objectives*
- **Flip Chart #1** *Learning Needs for Today*

Resources Used:

None

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Section I – Introduction and Expectations (continued)

Outline of the Presentation:

- Trainer introduces him/herself.
- Participants introduce themselves.
- Trainer elicits learning needs of participants in regards to child/adolescent delinquency, substance abuse and early sexual activity.
- Trainer introduces workshop.

Step 1:

The trainer introduces himself/herself and asks participants to jot down on a post-it note, one learning question/need they have regarding working with children and adolescents struggling with delinquency, substance abuse or early sexual activity. Each person introduces him or herself, states their learning question/need, and places the post-it note on a wall flip chart paper entitled *Learning Needs for Today*. The trainer refers back to the learning needs chart throughout the day as the content area is covered that addresses specific learning needs.

Step 2:

Distribute **Handout #1 Agenda and Learning Objectives**. Using **Overhead #1 Agenda** and **Overhead #2 Learning Objectives**, the trainer reviews the agenda, rationale and learning objectives and incorporates the learning needs identified by the participants.

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Section II: Defining Delinquency, Substance Abuse and Early Sexual Activity

Estimated Length of Time:

30 minutes

Learning Objectives: Participants will be able to:

- Identify the impact of delinquency, substance abuse, and early sexual activity on the safety, health and potential of children and youth.
- Recognize the signs, symptoms, and related behaviors of delinquency, substance abuse, and early sexual activity.

Method of Presentation:

Lecture, large group discussion

Materials Needed:

- Flip chart, markers
- **Overhead #3** *Delinquency Facts*
- **Overhead #4** *Substance Abuse Facts*
- **Overhead #5** *Early Sexual Activity Facts*
- **Handout #2** *Delinquency Facts*
- **Handout #3** *Substance Abuse Facts*
- **Handout #4** *Early Sexual Activity Facts*
- **Handout #5** *Negative Thinking Patterns that Contribute to Delinquency, Substance Abuse and Early Sexual Activity.*

Resources Used:

Wicks-Nelson, Rita; Behavior Disorders of Childhood, Fourth Addition, 2000.

Gullotta, Thomas P.; Adams, Gerald, R.; Montemayor, Raymond, editors; Developing Social Competency in Adolescents, Sage Publications, Newbury Park, CA 1990.

Adams, Gerald R.; Montemayor, Raymond; Gullotta, Thomas, P.; editors; Biology of Adolescent Behavior and Development, Sage Publications, Newbury Park, CA 1990.

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Section II: Defining Delinquency, Substance Abuse and Early Sexual Activity (continued)

Outline of the Presentation:

- Trainer reviews facts about delinquency, substance abuse, and early sexual activity, along with how the three are interrelated.
- Trainer involves participants in a group discussion on facts about delinquency, substance abuse, and early sexual activity.

Step 1:

Distribute **Handout #2** *Delinquency Facts*. Using **Overhead #3** *Delinquency Facts*, trainer reviews the facts surrounding delinquency to include what is delinquency. Trainer reviews the facts from **Handout #2** while going over **Overhead #3**. Trainer solicits from participant's ways that cultural, socioeconomic, psychological, and family dynamics influence delinquency.

Step 2:

Distribute **Handout #3** *Substance Abuse Facts*. Using **Overhead #4** *Substance Abuse Facts*, trainer reviews the facts surrounding substance abuse. Trainer solicits from participant's ways that cultural, socioeconomic, psychological, and family dynamics influence substance abuse.

Step 3:

Distribute **Handout #4** *Early Sexual Activity Facts*. Using **Overhead #5** *Early Sexual Activity Facts*, trainer reviews the facts surrounding early sexual activity. Trainer solicits from participant's ways that cultural, socioeconomic, psychological, and family dynamics influence early sexual activity. Trainer asks participants about how different cultures view early sexual activity, both in the United States and out of the United States.

Step 4:

Distribute **Handout #5** *Negative Thinking Patterns that Contribute to Delinquency, Substance Abuse, and Early Sexual Activity*. Trainer reviews the handout with participants, then asks the following questions to the group:

(Trainer writes down responses on flip chart for the following questions)

- *What are some examples you have of these negative thinking patterns?*
- *What skills have you used in the past to deal with this type of thinking?*
- *How did the skills work?*
- *What did not work?*

Step 5:

Trainer asks for feedback on other facts that the participants have witnessed in their work that contribute to delinquency, substance abuse, and early sexual activity with the following questions:

(Trainer writes down responses on flip chart for the following questions)

- *What other behaviors do you think contribute to delinquency, substance abuse, and early sexual activity?*
- *What other factors in the greater community contribute to delinquency, substance abuse, and early sexual activity?*

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Section III – Identifying Community Resources and Their Benefits

Estimated Length of Time:

15 minutes

Learning Objectives: Participants will be able to:

- Identify appropriate resources in the community to help connect children, youth, and families with these resources.

Method of Presentation:

Lecture, large group discussion

Materials Needed:

- Flip chart, markers
- **Overhead #6** *Community Resources*
- **Handout #6** *Community Resources*

Resources Used:

Wicks-Nelson, Rita; Behavior Disorders of Childhood, Fourth Addition, 2000.
Gullotta, Thomas P.; Adams, Gerald, R.; Montemayor, Raymond, editors; Developing Social Competency in Adolescents, Sage Publications, Newbury Park, CA 1990.
Adams, Gerald R.; Montemayor, Raymond; Gullotta, Thomas, P.; editors; Biology of Adolescent Behavior and Development, Sage Publications, Newbury Park, CA 1990.
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Section III: Identifying Community Resources and Their Benefits (continued)

Outline of the Presentation:

- Trainer reviews various community resources available to assist in dealing with children/adolescents who are delinquent, involved in substance abuse, or early sexual activity.

Step 1:

Distribute **Handout #6 Community Resources**. Using **Overhead #6 Community Resources**, trainer reviews the various service systems, (Probation, School, Medical Community, Mental Health Community, Drug and Alcohol), making sure to discuss in detail their roles, typical services offered and how to access services in participant's regions.

Step 2:

The trainer should elicit from participants any other services used within their communities and list them on a flip chart. Trainer then asks the following questions to the participants:

- *How do you access services in your communities?*
- *What have been the positive results of using these services?*
- *What have you experienced as barriers?*
- *How can you or your agency overcome or reduce these barriers?*
(tips to share: Have quarterly interagency meeting, monthly correspondence, cross-training between agencies, informal luncheons, open houses, etc.)
- *What is important about thorough communication in accessing these services?*
- *What do you need from the client before accessing these services?*

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Section IV – Warning Signs for Delinquency, Substance Abuse and Early Sexual Activity

Estimated Length of Time:

1 hour, 15 minutes

Learning Objectives: Participants will be able to:

- Recognize the signs, symptoms, and related behaviors of delinquency, substance abuse, and early sexual activity.
- Identify the impact of delinquency, substance abuse and early sexual activity on the safety, health and potential of children and youth.

Method of Presentation:

Lecture, video, small group activity, large group discussion

Materials Needed:

- Flip chart, markers
- TV
- VCR
- Movie Clip...”Kids”
- **Handout # 7** *Warning Signs for Delinquency, Substance Abuse and Early Sexual Activity Worksheet*

Resources Used:

Wicks-Nelson, Rita; Behavior Disorders of Childhood, Fourth Addition, 2000.

Gullotta, Thomas P.; Adams, Gerald, R.; Montemayor, Raymond, editors; Developing Social Competency in Adolescents, Sage Publications, Newbury Park, CA 1990.

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Section IV – Warning Signs for Delinquency, Substance Abuse and Early Sexual Activity (continued)

Outline of the Presentation:

- Trainer delivers a short lecture and leads a group discussion prior to showing the movie clip from... “Kids”
- Trainer shows a clip of the video “Kids” (First clip: Telly and Casper walking into Telly’s apartment building to Casper spitting on a man in the park, and second clip: Jenny and Ruby going for HIV testing and ends with Jenny crying on couch).
- Trainer has participants form small groups to complete an activity and then processes out as a large group..
- Trainer leads a large group discussion on the previous movie clip.

Step 1:

Trainer begins this section with a lecture and group discussion on how delinquency, substance abuse, and early sexual activity relate, by asking the following questions:

- *What are the similar patterns you see in delinquency substance abuse and early sexual activities?*
- *How does each support the other?*
- *What factors influence all three?*

Step 2:

Trainer informs the participants that they will now be viewing two movie clips from the **movie... “Kids”**. Trainer notes to the participants that *these scenes contain some graphic violence, language and may be disturbing for some people*. Trainer asks participants to note any relationship they notice in the video between delinquency, substance abuse, and early sexual activity. Trainer then shows the participants the video (if the training room accommodates it, the trainer can dim the lights so that all participants can see the video better).

Step 3:

Trainer informs participants that they will now do a small group activity on the movie, and has participants form small groups of 3 to 6 depending on the size of the larger group. Trainer passes out **Handout #7 Warning Signs for Delinquency, Substance Abuse, and Early Sexual Activity Worksheet** to the small groups. Trainer informs the groups that they will have the next 10 minutes to complete the worksheet in their small groups and then it will be reviewed and discussed in the group as a whole..

Step 4:

Trainer reviews **Handout #7** in a large group discussion. Trainer lists on a flip chart Warning Signs that the participants came up with during the small group activity, breaking them down from each question on **Handout #7**.

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Section IV – Warning Signs for Delinquency, Substance Abuse and Early Sexual Activity (continued)

Step 5:

Trainer leads a large group discussion on participant's reactions to the movie clip... "Kids."
Trainer asks the following questions:

- *How did you feel about the adolescents in this video?*
- *What personal values does the content of the video touch upon?*
- *What cultural values are being displayed in the video?*
- *How would you engage the adolescents in this video?*
- *How would you engage the parents of these adolescents?*
- *What community resources would you get involved to help deal with these adolescent's behaviors?*
- *What types of service would you recommend for the parent?*

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Section V – Morning in Review

Estimated Length of Time:

15 minutes

Learning Objectives:

- Review participant learning needs that have been covered in the morning session.
- Answer any new questions that may arise.
- Review agenda for the afternoon session.
- Set Expectation for Lunch Break and suggest dining places.

Method of Presentation:

Lecture and large group discussion

Materials Needed:

- **Flip Chart #1** *Learning Needs*
- **Handout #1** *Agenda and Learning Objectives*

Resources Used:

None

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Section V: Morning in Review (continued)

Outline of Presentation:

The trainer reviews the learning needs met in the morning session along with reviewing any questions.

- Review participant learning needs that have been covered in the morning session.
- Answer any new questions that may arise.
- Review agenda for the afternoon session.
- Set expectations for lunch break and suggest dining places.

Step 1:

Trainer reviews the learning needs that were met using **Flip Chart #1** *Learning Needs for Today*. Trainer then asks the question “*What questions does anyone have right now?*”. Trainer then reviews the afternoon agenda using **Handout # 1** *Agenda and Learning Objectives*. Trainer then sets the expectation for lunch of 1 hour and makes any suggestions for dining (if able to).

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Section VI – Key Strategies for Interviewing

Estimated Length of Time:

1 hour, 45 minutes

Learning Objectives: Participants will be able to:

- Identify key engagement and interviewing strategies for interviewing children and youth with possible delinquency, substance abuse, and early sexual activity issues.

Method of Presentation:

Lecture, large group discussion, example role play, triad role play

Materials Needed:

- **Overhead #7** *Engagement Strategies*
- **Overhead #8** *Interviewing Techniques*
- **Handout #8** *Engagement Strategies*
- **Handout #9** *Interviewing Techniques*
- **Handout #10** *Client Interview Practical Skills Checklist*
- **Appendix #1** *Example Role Play*

Resources Used:

Wicks-Nelson, Rita; Behavior Disorders of Childhood, Fourth Addition, 2000.
Gullotta, Thomas P.; Adams, Gerald, R.; Montemayor, Raymond, editors; Developing Social Competency in Adolescents, Sage Publications, Newbury Park, CA 1990.
Adams, Gerald R.; Montemayor, Raymond; Gullotta, Thomas, P.; editors; Biology of Adolescent Behavior and Development, Sage Publications, Newbury Park, CA 1990.
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Section VI – Key Strategies for Interviewing (continued)

Outline of the Presentation:

- Trainer elicits a discussion with participants regarding the engagement strategies that build trust and form the necessary foundation for effective interviewing and intervention.
- Trainer outlines various engagement and intervention strategies for dealing with children and adolescents involved in delinquency, substance abuse, and early sexual activity behaviors.
- Trainer solicits examples of additional skills and interventions from the participants and lists them on a flip chart.
- Trainer demonstrates an interview with a participant.
- Participants role play interviews as Trainer walks around and assists as needed.

Step 1:

Trainer begins this section with a large group discussion on engagement and the skills for interviewing in order to provide a foundation for the interviewing techniques practice that follows. Questions asked for this discussion should include:

- *How does successful engagement with the client influence the effectiveness of interviewing techniques?*
- *What are good interviewing skills?*
- *How do you demonstrate them in your interviews?*
- *How do you want the client to feel as you interview him or her?*

Step 2:

Distribute **Handout #8** *Engagement Strategies* and using **Overhead #7**, *Engagement Strategies*, the trainer reviews various intervention and engagement strategies to use when working with children/adolescents who are involved in delinquency, substance abuse, and early sexual activity behavior.

Step 3:

Trainer distributes and reviews **Handout #9** *Interviewing Techniques* using **Overhead #8** *Interviewing Techniques*. Trainer explains that the participants will have an opportunity to practice one of three interviewing techniques later. Trainer notes that in part, the Risk Reduction material is a more in-depth exploration of the “pros and cons” item in the 5 Questions. It can also be used as a separate technique.

Step 4:

Trainer asks for a volunteer from the participants to take part in the example role-play interview. Trainer has the volunteer review **Appendix #1** *Example Role Play*. As the participant is reviewing **Appendix #1**, Trainer distributes **Handout #10** *Client Interview Practical Skills Checklist* to the rest of participants and explains its use (as the trainer/participant are role playing **Appendix #1**, the remaining participants should look for the skills listed on the left hand side of **Handout #10** in the role play and check off those they see in the “example” column of the handout).

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Section VI – Key Strategies for Interviewing (continued)

Step 5:

Trainer interviews the participant. Afterwards the trainer processes the role-play and the group's notes on Handout #12, asking the following questions:

- *What practical skills did you notice in the interview?*
- *What did the client struggle with?*
- *How did the interviewer make the client feel?*

Step 6:

Trainer informs participants that they will now be doing role-plays in triads and they need to pick who will be the client, who will be the interviewer, and who will observe and fill out **Handout #10 Client Interview Practical Skills Checklist**. Trainer distributes **Appendix #2 Role-Plays** to the participants (Each Triad receives a different Role-Play). Trainer informs them that they will have the next 30 minutes to practice practical techniques for interviewing. Each role play will be approximately 10 minutes using one of the three interviewing techniques. After each role play, the triads will do a 5 minute review of each role play in their respective triads, referring to the check list and interview note handout. Trainer informs participants that they will switch roles after each role play. **Trainer note:** based on group size and available time, the trainer determines if three or only two role-play practices will be conducted.

During the role-play activity, the trainer moves throughout the room, observing the role-plays and assisting as need. When approaching break time, the trainer informs participants when they have 5 minutes remaining in their practice time. Trainer determines at what point this activity can be interrupted for the afternoon break. At that point, the trainer informs the participants that it is time for the afternoon break, sets expectations, and informs the participants that they will be resuming the role-plays once they come back from break.

Step 7:

Trainer welcomes participants back from break. Trainer asks volunteers to review the results of their role-plays. (If no one volunteers then randomly, pick). Trainer should have at least one group of participant's review their results for each of the three interviewing technique types. Trainer should facilitate the processing discussion by asking the following questions:

- *What did you find to be most effective?*
- *What was most difficult for you?*
- *How can you use these skills with the clients you service?*
- *What did you learn?*

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Section VII – Case Study for Delinquency Substance Abuse, and Early Sexual Activity

Estimated Length of Time:

30 minutes

Learning Objectives: Participants will be able to:

- Apply engagement, collaboration and treatment techniques into practice with children/ adolescents involved in delinquency, substance abuse, and early sexual activity along with their families.
- Apply engagement and collaboration techniques into practice with various community resources.

Method of Presentation:

Lecture, case study, small group activity

Materials Needed:

- **Handout #11** *Case Study of Linda*
- **Handout #12** *Case Study Questionnaire*

Resources Used:

Wicks-Nelson, Rita; Behavior Disorders of Childhood, Fourth Addition, 2000.
Gullotta, Thomas P.; Adams, Gerald, R.; Montemayor, Raymond, editors; Developing Social Competency in Adolescents, Sage Publications, Newbury Park, CA 1990.
Adams, Gerald R.; Montemayor, Raymond; Gullotta, Thomas, P.; editors; Biology of Adolescent Behavior and Development, Sage Publications, Newbury Park, CA 1990.
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Section VII – Case Study for Delinquency Substance Abuse, and Early Sexual Activity

Outline of the Presentation:

- Small group activity using a case study to apply information.
- Trainer processes out small group activity using large group discussion.

Step 1:

Trainer distributes **Handout #11** *Case Study of Linda* and **Handout #12** *Case Study Questionnaire*: and asks small groups to develop an engagement and treatment plan for the case study, utilizing all the resources shared in the previous sections. The small groups have 15 minutes to complete the case study exercise. Each group then presents the rationale for the services they selected and present it to the large group. Trainer processes the exercise with the large group.

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Section VIII: Learning Needs, Closure, and Evaluations

Estimated Length of Time:

30 minutes

Learning Objectives:

- Review participant learning needs that have been covered.
- Answer any new questions that may arise.
- Identify one skill each participant gained by the training.
- Complete Evaluation.

Method of Presentation:

Lecture and large group discussion

Materials Needed:

- **Flip Chart # 1** *Learning Needs for Today*

Resources Used:

None

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Section VIII: Learning Needs, Closure, and Evaluations

Outline of Presentation:

The trainer reviews the learning needs met along with reviewing any questions on the “What About.....?” flip chart.

- Review participant learning needs that have been covered.
- Answer any new questions that may arise.
- Ask participants to name one skill they learned that they can use on the job.
- Complete Evaluations

Step 1:

Trainer reviews the learning needs that were met using **Flip Chart # 1 Learning Needs**. Trainer then leads a discussion by asking the question “*What questions does anyone have right now?*”. Trainer then asks participants to close the training by asking the question, “*What is one thing that you learned throughout the day that can help you to be more effective in meeting your clients needs?*” Trainer then has each participant answer the question. Trainer closes the training by thanking participants distributing evaluations and having participants turn them into the trainer.

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References

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