

Dear Reader:

The following is a summary of a report developed by Mr. Herb Suggs, District Supervisor, State of Oklahoma, Office of Juvenile Affairs (OJA).

The Oklahoma OJA, Residential Service Unit (RSU) implemented the Job Orientation Background Skills Program (JOB) in 1996. The program is currently in its fourth year and is continuing to grow. The program is used across all program levels in the state of Oklahoma OJA Service.

The curriculum used in this program is the Phillip Roy, Inc. Life Skills Curriculum. This includes pre/post tests, lesson plans, teachers' guides, curriculum framework, record keeping book, and video training tape.

The results of the pre/post tests for the four main units collected 1996-1997 are presented in the summary. During this first year of the program 1, 381 participants were served in a total of 58 facilities. There was a positive change from pre-test to post-test scores on all the major components ranging from gains of 11.6 points to 22.6.

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In addition to being used the OJA-RSU Oklahoma the Phillip Roy, Inc.'s Life Skills Curriculum is being used in setting such as missions, social services, transition to work, independent living, Job Corps, at-risk and drop-prevention programs, welfare to work, and adult prisons/ correctional facilities. As the program grows additional results are being compiled.

Cordially,

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President

RB/zh

OJA Residential Services Unit Job Orientation Background Skills Program (JOBS)

INTRODUCTION

In 1996/1997 the Oklahoma Office of Juvenile Affairs (OJA), Residential Services Unit (RSU) implemented the Job Orientation Background Skills Program (JOBS) in all residential facilities. This is a continuum of services curriculum that focuses on the development of job and social skills necessary to seek and attain legitimate employment of OJA-custody youth upon reintegration back into their home and community. Once the participant is placed in detention and the determination is made that the participant will be placed in a residential program the program begins.

The focus of the JOBS program includes skill development in Interpersonal Skills, Social Skills, Independent Living Skills, Employability Skills, and Vocational Skills. All of the materials for this program were developed by Phillip Roy, Inc. and are contained in the Phillip Roy, Inc.'s Life Skills Curriculum. Also included in the Life Skills Curriculum were the pre/post measures, lesson plans, teachers' guides, record keeping books, and curriculum framework.

By developing a continuum of services focusing on skill development, the participant has the opportunity to gain knowledge/skills that are beneficial when he/she progresses through the various placement stages of treatment. Since all of the Phillip Roy, Inc.'s Life Skills Curriculum materials are duplicatable the participant also keeps copies of all work completed. The participant is also responsible for his/her record-keeping log so that when he/she moves from one setting to another continuity is maintained.

Throughout the curriculum there is a special component: ESOL/ESL Special Needs. This unit is to be used with participants that have difficulties with the regular curriculum.

PROGRAM DESCRIPTION

PHASE I

The first phase of skill building begins during the participant's placement in detention. During this phase of the continuum, the emphasis of skill building focuses on interpersonal skills and prevention/early intervention.

The goals of this phase of the program are:

- Decrease the recidivism rate of participants placed in detention as repeat offenders
- Reduce the number of participants placed out of the home due to conflict with parents, authority figures, and peers
- Reduce the number of teen parents, HIV/AIDS, sexually-transmitted diseases, substance abuse among detention-place participants
- Educate detention-place participants on the judicial process and laws as it pertains to juvenile crime.

This phase of the continuum of services begins after the participant has been in detention for 30 days and has been identified as “awaiting placement.”

The Skills Areas focus on Interpersonal Skills and use the materials provided in the Social Skills Unit of the Phillip Roy, Inc. Life Skills Curriculum. The topics covered include:

1. Awareness – Self-concept, Social Awareness, Decision-Making
2. Coping Skills – Problem-solving, Social Risk-Taking, Value Clarification, Risk-Taking
3. Social Interaction – Self-Control, Verbal/Non-verbal Communication, Interpersonal Relations
4. Developing Self-Discipline/Responsibility
5. Peer/Adult Interaction

PHASE II

This phase of the continuum begins when the participant is placed in one of the following residential programs: Level C, D, D+, or E group home; OJB-operated group home, Specialized community group home, Institutional.

The goals of this phase are:

- Improve communication skills of residential-placed participants, particularly with authority figures
- Improve participants’ self-image, self-concept, and self-esteem
- Increase the level of social functioning by improving social skills
- Broaden participants’ knowledge regarding careers and jobs
- Improve participants’ ability to deal with anger and stressful situations
- Improve participants’ ability to secure and maintain employment
- Improve participants’ ability to function in education settings and attain educational goals

Once the participant is situated, the independent life skills program begins. The Skill Areas at this phase focus on: Communication, Self-Esteem, Stress/Anger Management, Social Functioning. All of the materials used at this phase are provided in the Phillip Roy, Inc. Life Skills Curriculum (Social Skills Unit and Employability Skills Unit). The topics include:

Social Skills Unit:

1. Self-concept
2. Decision Making
3. Social Awareness
4. Self-control
5. Verbal/Non-verbal Communication

6. Interpersonal Relations
7. Future Planning and Goal-Setting
8. Problem-Solving
9. Responding Behaviors
10. Important Critical Situations
11. Risk-taking
12. Social Risk-taking
13. Values Clarification
14. Group Rules/Rules-Cooperation in Groups
15. Peer Pressure
16. Loneliness/Handling Rejection

Employability Skills Unit:

1. Self-concept and Work
2. How to Get a Job and Hold It
3. FUNctional Job Skills
4. Finding a Job
5. Preparing for and Securing Employment
6. Job Applications
7. The Interview
8. Job Interviews
9. Keeping a Job

Participants also receive Career Awareness and career exploration. This consists of one activity or career per week with some form of “hands-on” reinforcement, either a volunteer from each career providing a presentation in the facility or a “field trip” to visit the job site. Information on this area is provided from the Employability Unit of the Phillip Roy, Inc. Life Skills Curriculum along with the Exploring Careers guide.

In addition, participants receive school enrichment materials. These materials are in the Phillip Roy, Inc.’s Life Skills Curriculum along with the Phillip Roy, Inc.’s Becoming a Better Student Unit. The topics include:

1. Educational Goal Setting
2. Study Skills
3. Preparing/Surviving Tests
4. Coping with Peer Pressure at School

PHASE III

This phase of the Independent Living/Life Skills continuum begins when the participant is placed in transitional or independent living. This phase is also utilized for long-term stay participants (who exceed 6-month in community or institutional programs).

The goals of this phase are:

- Increase the participant’s ability to secure and maintain employment
- Improve the participant’s ability to manage self
- Increase the participant’s knowledge regarding financial planning, interest rates, credit, and budgeting
- Establish checking/savings accounts at local banking institutions
- Expose participants to available community resources that will aide in positive independent adult functioning

- Maintain or acquire all necessary legal documents such as identification, i.e., driver's license, insurance verification, etc.

Once the participant is placed, the independent life skills program begins. The Skill Areas at this phase focus on: Communication, Self-Esteem, Stress/Anger Management, Social Functioning. All of the materials used at this phase are provided in the Phillip Roy, Inc.'s Life Skills Curriculum (Employability Skills Unit, Consumerism Unit, and Student Issues Unit). The topics include:

Employability Unit:

1. You Can Get the Job
2. Earning Money Now
3. FUNctional Job Skills
4. Job Applications
5. The Interview
6. Job Interviews
7. First Weeks of Work
8. You Have a Job! Now What?
9. Keeping a Job

Consumerism Unit:

1. Consumer Decision-Making
2. Comparative Shopping
3. Comparison Shopping
4. How to Handle Money
5. Personal Data
6. Financial Planning
7. How Do You Manage Your Money?
8. Budgeting
9. Interest
10. Credit
11. Buying a Used Car
12. Financing a Car
13. Forms and Applications

Student Issues Unit:

1. Establishing Credit
2. Insurance
3. What You Should Know About Insurance
4. Legal Documents
5. Emergencies
6. You and the Law
7. Bank Loans
8. Opening a Savings/Checking Account
9. How to Write Checks
10. Checking Account Balances/Credits
11. Credit Cards
12. Driver's License
13. Utilizing Community Resources
14. Public Transportation

- Consumerism Skills 20 hours
- Student Issues 20 hours
- Prevention/Early Intervention 25 hours
- Career Exploration 25 hours

A total of 210 credit hours are to be incorporated into each facility's level/point system.

Evaluation

All of the evaluation materials are provided in the Phillip Roy, Inc.'s Life Skills Curriculum. Before the participant begins each unit (Social Skills Units, Employability Unit, Consumerism Unit, Student Issues) he/she is given the unit pre-test. This test is then repeated when the participant completes the unit. The results of these tests, from the residential setting throughout the State, are then sent to the State where they are compiled. The data for 1996-1997 are provided in the Results Sections.

At the beginning of each "mini-session", the participants are given pre-tests on the specific topic. These pre-tests are used to measure the participant's knowledge/skill level for the specific topic. At the end of each session, the participant is given a post-test to measure knowledge/skill gained from the specific topic. These results are used for internal evaluation only and as a reference for the participant as to his/her progress through each activity and phase of the continuum.

Results

A total of 58 facilities implemented the JOBS program during 1996-1997.

5	OJA Operated Group Homes
3	OJA Secure Treatment Facilities
2	Regimented Programs
3	Supervised Independent Living Centers
16	OJA Contracted Group Homes
13	Specialized Community homes
16	Detention Centers

A total of 1,381 participants were served 3 hours per week per contract requirements.

The total number of hours of instruction as:

3,179.25	in Social Skills
1,425.52	in Employability Skills
1,171.50	in Consumerism Skills
254.77	in Student Issues

The results of the Pre-Post Tests in each of the areas are:

	Pre Test	Post Test	Gain Score
Social Skills	65.3	81.7	16.4
Employability Skills	68.7	84.6	15.9
Consumerism Skills	60.1	79.7	11.6
Student issues	63.6	86.2	22.6

Summary/Conclusions

The data presented in the following summary was collected the 1996-1997. During this first year of the program 1, 381 participants were served in a total of 58 facilities. There was a positive change from pre-test to post-test scores on all the major components ranging from gains of 11.6 points to 22.6.

The State of Oklahoma, OJA-RSU, has judged the program as successful with program currently in its fourth year. As additional facilities are added to the RSU program they are provided with the Phillip Roy, Inc.'s Life Skills Curriculum so that the program is maintained throughout the system.