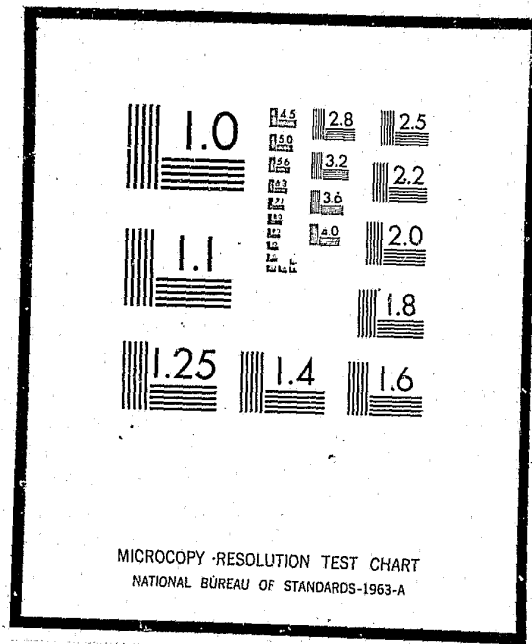


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STATE OF FLORIDA  
DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES  
DIVISION OF YOUTH SERVICES

A MANUAL FOR FIELD SERVICES  
VOLUNTEER PROGRAMS

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A NOTE FROM THE AUTHORS

This manual has been prepared as a guide for the planning, implementation and operation of probation and parole volunteer programs.

Its purpose is to assist those programs which utilize volunteers in one-to-one relationships with delinquent children.

The volunteer has become an important part of the American correctional system. We must never forget that the goal of any correctional volunteer program is to help the offender.

It is the sincere hope of the authors that this manual will help contribute, in some small way, to the accomplishment of this important objective.

Sincerely,

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TABLE OF CONTENTS

Format

Introduction and Historical Perspective . . . . . Page 1

Rationale for Volunteer Programs . . . . . Page 7

The Role of the Volunteer . . . . . Page 14

Rules and Guidelines for Volunteers . . . . . Page 20

Advance Program Planning . . . . . Page 26

Referral of Child for Volunteer . . . . . Page 27

Recruiting Volunteers . . . . . Page 29

Screening Volunteers . . . . . Page 33

Training Volunteers . . . . . Page 39

Assignment of Volunteers . . . . . Page 46

Caseworker Supervision of a Volunteer . . . . . Page 51

Program Evaluation . . . . . Page 53

Forms . . . . . Page 55

INTRODUCTION  
AND HISTORICAL PERSPECTIVE

The use of volunteers in social service settings has a long and continuous record of achievement in this country. This is in contrast to the field of criminal justice and corrections, where until 1960, the most that could be said was that volunteerism had been characterized by sporadic and isolated instances of use.

Historically, one can trace the first use of volunteers in corrections to 1841, when John Augustus, a Boston shoemaker, volunteered his services to supervise an offender charged with a misdemeanor. At this point in time, the volunteer in corrections faded out of view, and did not again emerge until (1) 1899 with the founding of the first Juvenile Courts in Chicago and Denver. For approximately 25 years, volunteers provided services to these earliest of Juvenile Courts, only to be replaced in the early 1900's by professionally (2) trained staff. Once again, there were isolated instances of volunteer service in corrections after this period, but the trend toward increased volunteer service did not develop for nearly 40 years.

The year 1960 is generally recognized as the practical origin of volunteers in corrections. The program which is generally given credit for initiating the re-awakening of the volunteer in corrections concept is the Royal Oak, Michigan, Municipal Court Volunteer Probation Officer Program begun under the

1. Donald R. Taft and Ralph W. England, Jr., Criminology, (New York: The MacMillian Company, 1964), pp. 367-368.
2. Edwin J. Cooley, Probation and Delinquency, (New York: Catholic Charities of the Archdiocese of New York, 1927), p. 21.

(3) (4)  
direction of Keith J. Leenhouts. The year 1960 found approximately three courts in the country using volunteers. The Royal Oak program, however, proved to be both innovative and extremely helpful to criminal offenders and gained considerable nationwide publicity and recognition. Consequently, other courts began utilizing the volunteer concept. The volunteer movement in corrections (particularly Juvenile Courts) continued to grow and expand until today, 12 years later, there are several thousand volunteers serving in many different correctional settings.

This rapid growth has not occurred by accident. There are several important reasons why the volunteer movement in corrections has taken hold and found widespread and increasing acceptance. Some of the most important of these are as follows.

- (1) The field of corrections both historically and at present, has not had sufficient staff, resources or time to deal effectively with the criminal and Juvenile offender.
- (2) Volunteers have repeatedly demonstrated their ability to help the Juvenile and adult offender.
- (3) An increasing number of research studies are finding that volunteers can have a positive impact on offenders.
- (4) Many theories of crime and delinquency now recognize that delinquents and criminals are not necessarily "sick", abnormal or seriously disturbed,

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3. William H. Burnett, The Volunteer Probation Counselor, (Judicature: Volume 52, Number 7, February, 1969), pp. 286-287.
  4. Gary Auslander, The Volunteer in the Courts, (Chicago: Master Thesis, University of Illinois, School of Social Work, 1969), p. 6.

and that they can be helped by the "non-professional" volunteer who cares.

(5) Many of the correctional agencies which have implemented volunteer programs have been highly pleased with the results, and have made their successes known to other agencies.

(6) A growing body of research, experience and literature has resulted in the evolution of sound principles for volunteer program operation. These principles have found widespread acceptance and are now being followed by many correctional agencies. This has had much to do with the increased effectiveness of many volunteer programs.

It is our opinion, that the volunteer has now become an important part of the correctional treatment process. He is part of the team, and a very welcome addition.

We would like to take this opportunity to thank those who have offered their help and advice in the preparation of this manual. In particular, we would like to express our appreciation to Dr. Ivan Scheier, Director of the National Information Center on Volunteers in Courts. Much of what we have presented in this manual really belongs to him. Without his leadership and direction, the correctional volunteer movement in this country would not be where it is today.

### RATIONALE FOR VOLUNTEER PROGRAMS

One of the assumptions all too frequently found among many social science professionals, is that delinquent behavior is abnormal and that the person who exhibits such behavior is some how quite sick and seriously disturbed. One of the recognitions which has come about through the utilization of behavior modification and reality therapy is that much delinquent behavior is quite normal given the conditions from which it arises. One of the most important conceptual frameworks to come about in recent years, is the idea that delinquency is an attempt to satisfy basic human emotional needs. The needs are listed as follows.

- |                 |                                     |
|-----------------|-------------------------------------|
| (1) Recognition | (7) Direction and control           |
| (2) Status      | (8) To understand and be understood |
| (3) Respect     | (9) To love and be loved            |
| (4) Acceptance  | (10) To need and be needed          |
| (5) Affection   | (11) To belong.                     |
| (6) Attention   |                                     |

To many in the field of corrections today, delinquent behavior is an attempt to have these needs satisfied. For example, the child who has met repeated failure and rejection at home, school and among conforming peers, is very likely to turn to those who will give him status and recognition. Very frequently, these people are other children with similar problems, failures and short-comings. It is a well known fact that a child will gravitate toward those who will accept him for what he is. If delinquent peers provide recognition and status and the child is unable to have his needs met through positive conventional channels, it can be expected that identification with delinquent peers may be strong.

Although somewhat simplistic as a theory, I think that we must assume that most behavior is goal directed and oriented toward satisfaction of both physical and emotional needs. Thus a child will associate and identify with those who meet his needs for affection, recognition, status, etc. This may be parents, peers, a teacher or a wide variety of people. It may also be a combination of people. If a child finds that his only real source of need satisfaction is within a delinquent peer group, then it can be expected that he will conform to the behaviors expected of him within the group. Most children secure primary need satisfaction in the early years, at home. An examination of the life styles of delinquent children, however, frequently reveals that the delinquent peer group is the only real source of need satisfaction. It is frequently not provided at school or in the home.

In many cases, we believe a child would prefer to have needs satisfied by parents, school and conforming peers through socially acceptable behavior. In these cases a child would prefer to be in harmony with conventional society, rather than conflict with it.

If given a realistic choice, we believe that many children would rather pass in school than fail, attend rather than drop out, get along with parents rather than fight, stay at home rather than runaway, work rather than walk the streets. Recent research supports this by revealing that many delinquent children share conventional values and goals with conforming society. They also have similar physical and social needs. They differ greatly from conforming society however, in their ability to have these needs and goals satisfied through socially acceptable means. School failure, parental rejection and other related problems are common threads that run through the lives of many delinquent children.



Given failure to obtain need satisfaction through conventional channels, it is common for a child to do whatever necessary to secure need satisfaction. For a child to turn to others like himself where he can be accepted for what he is, should not come as any great surprise. Neither should it come as any surprise that a child will perform those behaviors and roles that he needs to for continued acceptance within the group. This is one of the important principles of reality therapy and G.G.I. Thus, we view delinquent behavior as a role that must be played for acceptance among those peers with whom the child identifies and for which in return, he receives acceptance, status, recognition and satisfaction of other needs.

We do believe that while a child will not usually become delinquent if needs are satisfied through conventional behavior, neither will he return from delinquent to socially acceptable behavior unless something is to be gained. It is our opinion that this something is need satisfaction.

We further propose that our experiences with G.G.I. and other treatment programs have demonstrated that a variety of people in a child's life can help satisfy his emotional needs. It may be a parent, friend, teacher, case-worker, peers or minister. Whoever this person or group of persons is, they usually have one thing in common. They care about the child, identify with him and are able to offer the child recognition, status, affection and satisfaction of other needs. For any of these people to have an impact on the child, requires that the child recognize this person as one who cares about him as a person, and is able to provide for his needs. It is this individual or group who is able to offer motivation for change and reinforce positive behavior. The more a child experiences positive reinforcement for positive behavior and continues to receive this support, the less the chances for a return

to deviant behavior for need satisfaction.

At the initial stages of positive behavior change, these reinforcements have to be both frequent and offered for even the most minute instances of progress. For example, a change in school achievement from 5 E's, to 3 E's, 1 D and 1 C is progress and must be recognized as such if the child is to continue making improvement. Positive reinforcement must be provided by a person who cares about the child, can satisfy needs, and be with the child often enough to both detect progress and provide on-going reinforcement and support for it. The person who usually provides this, is a parent. When this is not the case, then a child will seek need satisfaction from someone else, be it peers, teachers or others.

We propose that another person who can provide for need satisfaction and reinforcement of positive behavior is a caseworker or volunteer probation friend. We have long felt that "professional qualifications or training" are not always necessary to help a troubled child not seriously disturbed. A professional caseworker, peer, teacher or volunteer, can be in a position to be a friend, reinforce progress, and to satisfy needs.

Much recent research seems to indicate, that the major issue that affects whether or not one person helps another, is the degree to which they care and are perceived as caring by the child.

Consequently, we believe that a volunteer who cares about a child, and is willing to spend considerable time attempting to reinforce positive behavior, can help satisfy many of a child's needs. If the volunteer can be important to the child, then hopefully the child, over time, will not find it necessary to engage in delinquent behavior to gain attention, recognition, status, and

satisfaction of other needs.

Another factor which is important in determining whether a positive, meaningful relationship develops is "time". To be able to reinforce positive behavior as it occurs, and develop a meaningful friend to friend relationship, requires that a person be with a child when, or soon after the behavior occurs. This is a principle behind daily G.G.I. groups in our facilities. The person trying to help a child must see that child frequently, and offer support, attention and reinforcement on a regular basis. Once a week is usually not sufficient either to build a personal relationship or to modify behavior through positive reinforcement.

Even with a caseload of 35, a professional caseworker does not have sufficient time to provide adequate service to all children on a caseload. Given a forty hour work week, and the amount of paper work and other non-counseling functions a caseworker has to do, this would probably leave something less than one hour per week per child for casework services. One hour per week per child is not adequate for rehabilitation in many cases. This is not really the way it works out, however. Because of the crises orientation of juvenile counseling, one usually finds that approximately 30% of a counselor caseload takes up 60% to 70% of his time. The seriously disturbed or severe acting-out child usually commands far more than his share of time. On the other hand, the child who is not an on-going crises case, does not usually receive sufficient attention. This is not necessarily anyone's fault, but is quite common in juvenile court counseling.

It is with those children who are not receiving adequate counseling services that the juvenile court volunteer can play a major role. Frequent contact with a child can provide for the building of a positive relationship, good reinforcement for behavior, and satisfaction of the basic human needs

of a child.

For this reason, we do not believe that a volunteer working in a one to one relationship with a child replaces a caseworker. The volunteer simply provides more services to those children who in normal circumstances, would not receive adequate help from the caseworker. This helps to free the caseworker to continue working with those cases which really require his professional attentions.

Another important advantage in using volunteers, is that the volunteer who is assigned to work with just one case, will not only be able to see the child more often and for longer periods of time than could the caseworker, but they also tend to engage in activities on nights and weekends which help develop a relationship. These involve such things as movies, sporting events, camping trips, etc. The activity orientation frequently found in the volunteer-child relationship is usually not found in the caseworker-child relationship. Thus, we do not believe that a volunteer replaces staff, but that they supplement and compliment staff.

The fact that a volunteer can help staff is only true if the volunteer provides more time and service to the child than would be spent by the caseworker in both supervising the child and the volunteer. This is not true at the beginning of the volunteer-child match, however, as the volunteer needs considerable supervision, guidance and direction. We have found that a volunteer must see a child at least two times per week involving a minimum of at least 4 to 5 hours. Anything less than this offers little benefit to the child and the caseworker. We have also found that a volunteer must usually work with a child for at least six to nine months for there to be any significant pay off in terms of progress on the child's part.

A volunteer who is carefully recruited, screened, trained, matched and supervised, can offer important services to the Division of Youth Services. Most important is the demonstrated fact that it does not always require a professionally trained person to help a child. A concerned, caring volunteer willing to spend time and willing to try, can also help.

#### THE ROLE OF THE VOLUNTEER

Although there are many different roles and functions that a volunteer can perform in a juvenile correctional setting, the most common program to be found in the United States today is the Volunteer Probation Officer-Counselor-Friend. Whatever it may be called, it involves a volunteer working in a one-to-one friend relationship with a delinquent child.

It is interesting to note that many juvenile jurisdictions previously operated a number of different volunteer programs, such as tutoring, recreation aids, Volunteer Probation Friends and so forth. As time went by, many of these jurisdictions found that it was wise to combine these various volunteer activities into one program. This was the Volunteer Probation Friend. The reason for this was basic in that a Volunteer Probation Friend was found to be able to serve a variety of different functions in a one to one relationship with a child.

Many correctional agencies which previously had a variety of different volunteer programs, have recently consolidated these into the one to one Volunteer Probation Friend Program.

We agree that the Volunteer Probation Friend concept is the most important volunteer program to implement and are advocating its development here in Florida. This is not to say, however, that other juvenile volunteer programs cannot be developed. We do believe that it is wise to implement one program at a time.

As a Volunteer Probation Friend in a one to one relationship with a child, the volunteer is in a position to wear many different hats. He can be a friend, counselor, tutor, recreation aid and an employment counselor. The most important thing about a Volunteer Probation Friend is that he can help satisfy many different needs of a child. He must be concerned about the child's welfare and willing to spend time helping in any way that he can.

We have previously indicated, that probably the major factor which affects whether or not we will be able to help change the behavior of a person, is the degree to which we care and are perceived as caring by the person we are trying to help.

Another measure of our effectiveness is the degree to which we, in our relationship with another human being, are able to help satisfy basic human needs. The ideal treatment and counseling relationship seems to approach a level of close personal friendship. The good treatment and friendship relationship have many things in common. Very often we find that the most effective case worker is the person who may not have all the counseling techniques, but cares a great deal about the children with whom they are working. The most effective juvenile court caseworker that we have ever known was a former airline stewardess with a Bachelor's Degree in English. The thing that made her effective was simply that she loved kids. The children knew this and whatever errors she may have made in counseling techniques and professional methods were more than overcome by her sincere desire to help troubled children. Her relationship with children was not so much a clinical orientation as it was pure friendship, great concern and the ability to relate to young people in trouble.

The skilled clinician with all the counseling tools but little concern

for the client as an individual is seldom effective. The unskilled person who frequently makes "technical counseling errors" but cares a great deal and is perceived that way by the child, is often very effective in changing behavior. If we are realistic, the role of the volunteer is really one of friendship and counseling in the true sense of the word.

We have stated earlier, that a child who is deviant, if he is to change his behavior to that which is socially acceptable, must have a reason for change. We cannot expect a child to change because delinquent behavior is "morally and socially wrong". We can seldom change behavior by coercion and threats. It can often change, however, if a child derives more satisfaction from behaving in a socially acceptable manner than a negative one.

One of the most serious errors frequently made by parents, schools and others, is to assume that a child will somehow grow up on his own behaving correctly. Thus, socially acceptable behavior is expected and often ignored. Poor behavior is usually punished and draws considerable attention. It cannot be assumed that a child will continue to behave in a positive manner if this behavior goes unnoticed and unrewarded. If only the negative behaviors are recognized, then a child can very easily begin to view himself as basically bad and a failure.

A good example of this, is the child who brings home a report card with 4 C's and 1 E. The average grades are expected and ignored and not particularly rewarded by either the school or the parent. The E draws considerable attention and condemnation. Since the child is only recognized for failure, it is very easy for him to begin viewing himself as a complete failure and behave accordingly. The child soon begins to recognize that his needs cannot be satisfied through conventional behavior and that positive behavior brings him nothing. Negative behavior has at least drawn attention, recognition and



status in the eyes of some. The child is then easily drawn to those who reinforce his deviant behavior. He finally begins to get recognition for something.

It is our proposition, that the only way a child can be returned to conventional behavior, is to provide strong recognition and support for those things that he does which continue to be socially acceptable. No child is completely deviant. Many of his behaviors are fine and must be given special attention and recognition. A child must also be encouraged to attempt other positive behavior changes to see what response they bring. If the child is willing to experiment with these positive behavior changes, then it becomes crucial for them to be supported and reinforced. A child may then begin to see that he is not a complete failure, that he can do things well and that he does not have to be delinquent to find acceptance and recognition.

To provide this recognition, reinforcement, encouragement and support on a frequent basis is really the role of the volunteer. This also implies that the volunteer has a role with the parents, the school, the employer and other important people in a child's life. The reason for this is simple. It will be very difficult for the volunteer to maintain positive behavior change if a child does not find positive reinforcement and recognition of these behaviors from others who are important to him.

If a child is willing to go out on a limb and behave in a more positive manner, then it may not be enough for the volunteer alone to reinforce and recognize these behaviors. For example, if a child who is out late at night against his parents wishes can be encouraged by the volunteer to be home on time, the parents should recognize and reinforce this behavior by giving praise, reward and attention. If a child in school works harder in a class and improves his grade from a D to a C, this must be recognized by the parent, the

volunteer and the teacher. Positive behavior change cannot be expected, it must be reinforced. An important role of the volunteer then, is to encourage others who are important in a child's life such as parents, to give recognition, support and attention to both positive behaviors and behavior change.

A volunteer must also recognize however, that a child does not change from a "sinner to a saint" over night, if ever. Progress is slow. Other people are often slow to recognize the child's improvement. The volunteer cannot be slow to do so. He must be deeply enough involved with a child to provide positive support and reinforcement for minor progress and change.

The volunteer must also recognize that a relationship with a delinquent child is usually slow to develop. It takes time for a child to trust a volunteer and learn that he really cares about him. Some forms of negative behavior frequently continue for some time after the volunteer-child relationship develops. Sometimes the volunteer fails to change behavior at all. Whatever happens, it is the responsibility of the volunteer to try. No one can be blamed for failure who has tried. No volunteer should quit after two or three contacts, however. It takes weeks and months to build a relationship and patience is a crucial ingredient to volunteer success.

Realistic goals and expectations for a child are also important. We cannot expect a child who is a school failure to become a "Rhodes Scholar". While there is no key to how a volunteer-child relationship develops, we know that frequent contact with a child is crucial. We have also found that one effective way to take the strain off the relationship at the initial stages is to engage in activities together such as movies, sporting events, etc. This helps focus attention away from the actual inter-personal relationship, and allows both a volunteer and child to feel more at ease. The child should

feel free to confide in the volunteer and should be able to contact him whenever necessary. The major role of the volunteer could best be summarized as follows. He is a friend who cares about a child, is willing to spend a considerable amount of time with him, is willing and able to support, encourage and reinforce positive behavior and behavior change, and serve as a catalyst who encourages other people in a child's life to do the same. With this basic discussion of a volunteer's role, we will now present some guidelines for volunteers which we believe will be of help to them in their work with a child.

RULES AND GUIDELINES FOR VOLUNTEERS

Rules

- (1) As a volunteer, you must be able to see a child at least two times per week for a minimum of four hours.
- (2) You must be able to serve in the program a minimum of nine months.
- (3) You must see the caseworker in person at least every two weeks, preferably once a week.
- (4) You should complete monthly progress report forms and submit them to your supervising caseworker.
- (5) If you have to terminate from the program, immediately, notify both the child and the caseworker.
- (6) You must, before assuming your duties as a volunteer, complete a volunteer application form. On this form, you will be asked if you have ever been convicted of a crime other than a minor traffic violation. Please tell the truth as a criminal records check will be run on you anyway. A conviction does not necessarily exclude you from the program.
- (7) If you wish to be a volunteer, you must complete the pre-service volunteer training program before you can be assigned.
- (8) Keep appointments. All volunteers are expected to keep appointments with a child. If you cannot, you are expected to notify the child.
- (9) Never take a child anywhere without informing the parents.
- (10) Never take a child out of town or away from home over night without clearing it through the parents and court caseworker.

(11) Report all law violations. All law violations by the child must be reported to the Juvenile Court and caseworker. There are no exceptions. The child must be informed initially that you have no choice in this matter.

(12) Keep the caseworker informed. You are expected to keep the Division of Youth Services Caseworker informed of any important changes in a child's situation.

(13) Be aware of the child's probation regulations and restrictions, and help insure that the child does not violate them.

(14) Respect confidentiality. Under no condition are you allowed to divulge anything you know about a child or his family to anyone except an authorized representative of the Division of Youth Services, or the court. This rule is absolute.

(15) Be a good behavior model for a child. As a volunteer and representative of the Division of Youth Services and the Juvenile Court, you are expected to set a good example in your speech and behavior. Your actions are expected to be appropriate for your position.

(16) Never encourage a child to violate any law or condition of his probation.

(17) Do not take it upon yourself to refer a child or family for help to any agency without first clearing it with the court caseworker.

Guidelines

(1) When meeting a child for the first time, don't expect him to welcome you with open arms. You must remember that the child has possibly had many negative experiences with adults and is cynical about them.

(2) Don't be concerned that a child may not have much to say to you in your

first contacts with him. It takes a while for him to trust you and believe that you are really interested in him as a person.

(3) Don't be overly aggressive or try to dominate the relationship. If you do this initially, the chances are good that a relationship will never develop.

(4) Don't allow the facts that you have learned about a case to place you in a position of prejudging a child and family. Allow yourself the privilege of making up your own mind about a child, his needs, problems and strengths.

(5) Don't ignore the parents of a child. Remember, the best possible goal would be for you to establish a meaningful relationship between the child and the parents. If the parents are cooperative and interested in helping, you are being very unfair to both the parents and the child if you do not help them reestablish their relationship. Encourage the parents to give recognition, affection and attention and to praise and reinforce improvements in a child's behavior.

(6) Encourage the child to experiment with improved behavior at home, in the school and in the community to see if it brings him improved responses.

(7) Try to insure that those who are important to a child respond favorably and reinforce his behavior improvements. (Pay special attention to the school if the child is having school problems.)

(8) Do not try to be a substitute father or mother if the parents can be encouraged to pay more attention to, and take an interest in the child.

(9) Give the child praise, affection and recognition for any small amount of progress he makes.

(10) Help the child realize that he is not a complete failure. Many of his behaviors are fine. Many children wrongly view themselves as total failures and need encouragement and special attention devoted to the things they do well.

(11) Look at the strengths and interests of a child. All children have goals and desires, many of which are similar to yours and mine. Do not be excessively problem oriented. If you spend all your time looking for a child's weaknesses, you will seldom see his strengths.

(12) Listen! Don't talk so much that you never know what the child is telling you. Chances are, that a child has been talked at all of his life. There is no quicker way to turn off a child than to lecture, orate, and moralize.

(13) Be prepared to be conned. A child will frequently test not only your loyalty, but also your gullibility. Initially, it is wise to check some of the things a child tells you. If you find out that the child is not telling you the truth, let him know that you are aware of his attempts at manipulation.

(14) We believe that an important part of the volunteer-child relationship is respect. For this reason, a child must realize that:

- (a) You are not going to be conned.
- (b) You are not going to ignore misbehavior and disciplinary infractions on his part.

We believe that a volunteer must, when necessary, confront a child with his mistakes. It is unfair to the child to allow him to grow up thinking that he can misbehave with no negative consequences. If he does believe this, he will be in for a rude awakening as he grows older. He will find a society unwilling to tolerate deviant behavior. Our experience with children has

overwhelmingly demonstrated that reasonable discipline and pointing out a child's errors, is not mutually exclusive of friendship, respect, affection and understanding. It is necessary and desirable not to allow negative behavior to go unchallenged, but to confront in a humane and reasonable way a child about his failures. You must constructively point out where he has failed, why he has failed and suggest how he may avoid these mistakes in the future.

(15) One way to help a relationship develop initially, is to engage in activities such as movies and sporting events with a child. This helps take the strain off the inter-personal aspects of the volunteer-child relationship.

(16) Be patient! Don't expect a great deal of progress in a short period of time.

(17) Don't set unreasonable goals and expectations for a child. You will be frustrated and so will he. (Don't expect a student who is failing to ever become an all A student.)

(18) Be ready for setbacks. For every two steps forward that a child takes, he may take one back. Indeed you may fail altogether. On the other hand, the impact of your work may not have an effect on the child until long after you have stopped working with him. You can never be sure what to expect.

(19) Care about the child and be loyal to him. If you do not feel this, and are not committed to spending considerable time and effort to help a child, then everything else that we have said does not matter at all.

(20) Do not spend a great deal of money on a child. Expenses for movies, sporting events and an occasional meal are to be expected. Purchases of substantial



amounts of clothing, etc., should be avoided. A major purchase should always be cleared through the child's family and caseworker.

## ADVANCE PROGRAM PLANNING

Whenever you are planning a volunteer program, there are a number of factors that must be taken into account. Some of the more important are as follows.

### (1) The Role of the Volunteer

You must know what it is the volunteer will do and what his relationship will be to the Division of Youth Services. Generally, a person volunteers because he wants to be involved in a responsible meaningful experience with people. Doing paperwork or transporting children is usually not a meaningful experience for most people.

### (2) Operational Procedure

All responsibilities, procedures, rules and regulations should be structured before a program is implemented. Don't operate your program on a trial and error, add as you go, "cross the bridge when you come to it" basis.

### (3) Staff Consultation

Always be sure the casework and administrative staff is fully informed of your plans before you implement the program. You must try to seek their complete support. A hostile, uncooperative staff can ruin your program.

REFERRAL OF CHILD FOR VOLUNTEER

In any situation where a caseworker is considering a child for a volunteer program, the referral should not be made without first discussing the possibility with both the child and the child's family. The purpose of the program should be explained and the functions of the volunteer carefully outlined. While it is not necessary that the child or family request a volunteer or be extremely enthusiastic about volunteer assignment, they should not be hostile or resentful toward the idea either. A certain amount of apprehension or skepticism on the part of the child or family regarding a volunteer is to be expected and quite normal. Given the nature of the parents and children with whom we work, a non-chalant or passive attitude can frequently be expected.

Once the initial contact with the child and family has been completed, then the caseworker can consider a referral for a volunteer. When considering the possibility of a child for volunteer assignment, a number of things should be kept in mind.

- (1) If a probation case, the child should be relatively new to the court and not have an established relationship with a caseworker.
- (2) Consent supervision cases are perhaps the best for volunteer assignment.
- (3) Children on Aftercare can benefit greatly by the frequent contact and support offered by a volunteer.
- (4) A child with serious emotional problems should probably not be referred.
- (5) A child about to be dismissed from the court or placed in an institution (not detention) should not be referred, unless the institution or residential

facility is in the same community.

(6) A child or family extremely resentful or hostile toward volunteer involvement should not be referred.

(7) Boys should be referred for a male volunteer and girls for female volunteers.

Once it is decided that a child should be referred to the volunteer coordinator for volunteer assignment, then Form VPF-1 "Caseworker Referral for Volunteer" is completed. This form should be filled out carefully and any information that may be helpful in allowing the coordinator to match a volunteer with a child, included. Upon receipt and review of the referral, the volunteer coordinator as standard operating procedure, should consult and discuss the child's case with the caseworker.

## RECRUITING VOLUNTEERS

It should be understood, that as a general rule, volunteers should not be recruited, screened and trained until after children have been referred for volunteer assignment. There is nothing worse than recruiting a group of volunteers, and then not having enough children referred to assign them to. It is also important, however, that there not be a substantial time lapse between when a child is referred for a volunteer, and the time that the recruiting, screening, training and assignment process is completed. At the most, it should be no more than a month.

### A. Where

There is no single source of volunteers that is necessarily better than others. Friends and acquaintances, business groups, service organizations, labor, churches and colleges and universities can all be an important source of volunteers. In general, no one organization or affiliation should provide all volunteers for a program. When contacting a church, club or service organization, you should not ask for the association to volunteer as a club project. When this occurs, you will get a few good volunteers, but many more who are doing it only because it is a club function. Your recruiting should also be designed to draw from as wide a community base as possible. Hopefully, churches, labor, service organizations, business groups, housewives, the university community and minority groups will all be represented in your volunteer program.

### B. Who

Because the most important factor in successful volunteerism is caring and concern, there does not seem to be any one group of people who are better volunteer prospects than another. There are some general considerations, however, to take into account when recruiting volunteers. These are as follows.

(1) Businessmen who are very active in other community services sometimes do not have enough available time to spend with children.

(2) Older people in their 60's and so forth, sometimes find it quite difficult to relate to the young juvenile offender. At the same time, the young offender finds it difficult to identify with a much older person. While this does not always hold true, caution should be used in recruiting older volunteers for one-to-one relationships with much younger adolescents.

(3) To the surprise of many, college and university students have recently shown themselves to be an excellent source of volunteer manpower. Many college students over 19, have a great deal of free time and are very committed to social problems. Because of their youth, they also find it easier to relate to and identify with the young juvenile offender and vice versa. Church groups can also be a good source of volunteers. However, caution should be used in recruiting from among church groups as great discrepancies in values and ethics between child and volunteer can prove to be an insurmountable handicap.

(4) Most people who volunteer tend to be from the middle class community. Recruiting volunteers from labor and minority groups can be difficult. The importance of securing volunteers from these groups cannot be overemphasized. The life style of volunteers from the working class is frequently more similar to the life style of the delinquent child than that of the middle class volunteer. Interests and hobbies are also frequently similar. For these and other reasons, the working class volunteer may be more successful in relating to a child than a person whose life style and interests are substantially different than those of the child with whom he is working. Because of current society pressures, we believe that efforts to recruit more minority group volunteers should be intensified. Representation from minority groups is poor

in most correctional volunteer programs. The reasons for recruiting more Black volunteers to work with Black children and Chicano volunteers to work with Chicano children, should be obvious to anyone with some understanding of current social problems and society pressures.

(5) Housewives, secretaries and many other women can and do make excellent volunteers. The need for many of these people to get involved in something outside of daily routine is substantial.

(6) People who work on nights and weekends should generally not be recruited. These are usually the times when a child needs a volunteer.

(7) Husband and wife teams should not be recruited to work with one child. This places them in a role where they may be received as "substitute parents" by the child.

C. How

Speeches, presentations and individual contacts have been repeatedly demonstrated to be the most effective means of recruiting. Once the program is established, word of mouth is also an effective method of getting volunteers. In the initial phases of volunteer programs, the media should not be utilized. The reason for this is simple, you will recruit far more volunteers, many of poor quality, than you can possibly utilize. This unfortunate situation can result in a public relations disaster.

D. How Many

Never recruit substantially more volunteers than you can utilize. Experience has demonstrated that if your recruiting is highly selective, you will not eliminate very many volunteers in screening and training. If you plan to operate a program with 15 volunteers, you should recruit no more than 20, assuming that you utilize good recruiting procedures. If your volunteer

program is designed for 10, then you should not recruit more than 12 volunteers.

When recruiting volunteers, please make sure that you do not paint an unrealistic picture. As we repeatedly stress, tell it like it is.



### SCREENING VOLUNTEERS

Each potential volunteer should go through at least two screening stages. The first of these is a screening interview with a volunteer coordinator. If volunteer application forms have not been distributed at the recruiting phase, then they should be filled out at the time of the screening interview. While there is no fixed time limit on a screening interview, it should be at least one half hour. The purposes of a screening interview are:

- (1) To assess the basic personality traits of a volunteer.
- (2) To determine their attitudes toward juvenile delinquency and troubled children.
- (3) To analyze their interests and past experiences.
- (4) To make an overall determination as to their suitability for volunteer work.

While it is unrealistic to assume that a screening interview will provide you with all necessary answers regarding a person's suitability to be a volunteer, there are a number of questions that may be asked which will help you make this determination. These are as follows:

- (1) What are your interests and hobbies?
- (2) What experiences have you had which might be relevant to working with troubled children?
- (3) What do you think are the major causes of juvenile delinquency?
- (4) Are all children who are delinquent abnormal or emotionally disturbed?

- (5) How do you think these children can best be helped?
- (6) How much time could you spend as a volunteer?
- (7) Are there any types of children that you would not wish to work with?

These are just a few of the many questions that can be asked to help determine the suitability of a person for volunteer work.

Guidelines to follow in screening.

- (1) It is important that a volunteer be neither too aggressive or too shy. Some people have trouble communicating. Others are so aggressive that they would totally dominate a relationship with a child.
- (2) A person should be reasonably humble. The super-confident person who guarantees success and knows everything, is a poor risk.
- (3) The potential volunteer should not be too rigid, prudish, moralizing or condemning of others not like himself. (Caution must be used when screening people with extensive church involvement, military careers, etc. Some of these people can frequently prove to be too inflexible in their attitudes toward deviant behavior.)
- (4) A volunteer should not condone and passively accept all forms of deviant behavior. (i.e., always do your own thing, no matter what it does to anyone else.)
- (5) Although we dislike the terms, we suppose that a person should be neither too liberal or conservative in their values, attitudes and outlook on life. A person with a mature, realistic view of life will probably be the best model for a child.

(6) The volunteer should be a warm person capable of giving and receiving affection. The cold volunteer, or overly emotional volunteer, is to be avoided. So too, is the person who needs to be shown a great deal of affection, or who requires constant recognition and praise.

(7) Any person with apparent personality pathology or serious defects should be avoided. It is not going to help matters to assign a child a volunteer who has more problems than he.

(8) An arrest and conviction record should not necessarily exclude a volunteer. These things must be considered, however.

(a) The nature of the offense. (Obviously, a conviction for child molesting would exclude a person from consideration.)

(b) The date of the last offense. In general, an offense committed earlier in life, particularly juvenile delinquency, with no repeated or recent offenses, should not preclude a person from being a volunteer.

(c) Repeated offenses and offense patterns.

(9) The amount of time a volunteer has available is a major consideration. A volunteer who is heavily involved in other community activities or has a poor work schedule (having to work nights and weekends is a poor work schedule) should be avoided. Also a person who is out of town a great deal should not be accepted.

(10) The volunteer must have a car with Liability Insurance.

(11) Strong motivation to get involved and help a child must be exhibited by the volunteer.

(12) The volunteer must be able to remain active in the program a minimum of

nine months. Consequently, college students who will be returning to their homes during the summer, should be recruited only in the fall.

(13) Interests and hobbies that would normally be common to children, are to be looked for in volunteers.

(14) Other experience in working with children is desirable, but not always necessary, depending on the other attributes of a potential volunteer.

(15) Because of the difficulty in recruiting them, working class and minority group volunteers should always be carefully considered.

(16) A person whose application indicates that he has never stuck to anything for any appreciable length of time, should be very carefully examined.

(17) Ignorance of the Juvenile Court process or the Division of Youth Services, should certainly not exclude a person from the program. Complete ignorance or serious misconceptions of what causes delinquency and the treatment necessary to help a troubled child, could be a serious problem, however. For this reason, college level training in the Social Sciences can be helpful, although not necessary to good volunteer performance.

(18) Seeking the reason for a persons wanting to be a volunteer can give valuable insight into motivation, concern and commitment.

(19) The most important thing to be determined, is that a person genuinely cares about others and is willing to commit himself to trying to help a child.

Our experience has taught us that no matter how sophisticated your recruiting and screening techniques, you can never be sure that a person will make a good volunteer. For this reason, any serious doubts about a persons

suitability as a volunteer should always be resolved in favor of the child, not the volunteer.

A volunteer coordinator must learn to be able to turn away those people who do not meet the necessary standards. There is no quicker way to destroy a program, than to accept a volunteer because you are afraid to say no!!  
You must always remember that the child is our primary concern.

Rejecting a potential volunteer is probably the hardest part of your job. It must be done, however. We are frequently asked how to tell a person that he cannot be a volunteer. While there are no easy answers to this question, we have found some of the following suggestions helpful to us.

- (1) Inform the person that he does not possess the basic qualifications that are necessary for working with the children referred.
- (2) Indicate that the person does not have the necessary experience, interests, hobbies or special skills necessary to work effectively with the child or children you were thinking of assigning him to.
- (3) If the volunteer presses you for specifics, you may have to be completely open and honest with him as to the reasons why he would not make a good volunteer.
- (4) It will be much easier for the coordinator to reject a volunteer if the volunteer has come to the screening interview fully aware that standards for volunteer services are high and that not all people who apply will necessarily be accepted. The volunteer coordinator should make sure that all volunteer applicants know this before the screening interview.
- (5) A potential volunteer may be referred to another community volunteer

program and told that this would probably be more suitable to their background, skills and interests.

(6) A person may be channeled into another Division of Youth Services volunteer activity less demanding, but also rewarding. This might include transporting children, tutoring, etc.

(7) Do not ever place a person on a waiting list if you do not intend to use him.

(8) We do not believe that you should allow yourself to be pressed by a potential volunteer into going over all the specific reasons for rejection. If you believe, however, that it would be helpful to the volunteer applicant to discuss some of the reasons for rejection, and you can do so without hurting this person, then we would urge that you do so..

## TRAINING VOLUNTEERS

One of the most important factors in a successful volunteer program is training. If you are recruiting volunteers from a diversified base, it must be understood that many of these people have very little understanding of the Juvenile Court, Division of Youth Services and the nature and causes of delinquency. Many have misconceptions.

In general, it is wise to operate a pre-service volunteer training program after recruits have been initially screened. The program should run for two successive nights, 3 hours per night, or three successive nights, 2 hours per night. Experience has demonstrated that although potential volunteers may have other commitments for these evenings, they will come to these training sessions if they want to be a volunteer badly enough. As a general rule, no person should be admitted to a volunteer program without first having completed pre-service training. The nature of this training is crucial, as it will determine whether or not a volunteer is realistically prepared for his work.

We would recommend that the training be presented in four parts. These are as follows.

(1) Introduction and welcome.

At the beginning of training, the coordinator should welcome all the volunteers. It is also a good idea to have the Judge or a supervisor say a few words of welcome and introduction.

(2) Nature and causes of juvenile delinquency. Two hours.

We believe that the discussion of the "Rationale for Volunteer Programs", presented in this manual, is very pertinent to this part of training.

In particular, our discussion of delinquency as an attempt to gain need satisfaction may be helpful.

This presentation should be easy for the lay person to understand and discussion should utilize terms which can be recognized by the volunteers. It should not be simplistic to the point where it causes misconceptions. If you work in youth services, you should have a basic understanding of what causes juvenile delinquency. This understanding should be communicated to the volunteers in training.

Outside speakers can be used to give this presentation, but caution should be exercised to insure that the speakers understanding of delinquency causation agrees with yours, and that his discussion is not overly complicated and confusing.

(3) The Role of the Volunteer. Three hours.

This particular aspect of training must be conducted by the volunteer coordinator. It is also the most important part of pre-service training.

The major theme which must rule this training component is tell it like it is.

Time after time we have seen volunteers led to believe that "all a delinquent child needs is a little love and affection and soon everything will get better". We have also seen volunteers led to believe that "the child will welcome you with open arms". A third fallacy frequently communicated is that "your involvement as a volunteer will cause wonderful things to happen and you will be able to see rapid progress".

Probably the most common problem frequently not resolved through training, is that volunteers expect too much from the children with whom they are



working. They don't realize that progress is frequently slow and that a child can seldom progress from delinquency to complete model behavior in a period of months. Unrealistic expectations and goals for both himself and the child is a serious problem that must be resolved in training. If it is not, then a volunteer may feel that he is a failure, even though he isn't.

The volunteer must also be confronted with the possibility that he may indeed fail. This is often the price of trying to help a troubled child.

The volunteer must be aware, however, that despite the ever present risk of failure, no matter how the relationship turns out, he will have tried and is a better person for having done so.

Training must provide the volunteer with the knowledge that he must have patience, be able to continue with frustrations and disappointments, not give up easily and be committed to spending considerable time and effort to help a child. The volunteer must know that there are other forms of volunteer work less challenging, less frustrating and that require less commitment and involvement. The volunteer who chooses to work with a delinquent child is picking a difficult volunteer assignment. To those who are willing to take the risk, however, the possible payoff in terms of really being able to help a troubled child, and being able to see the results of his efforts is potentially one of the most exhilarating things that a person can experience.

The entire thrust of the training as it relates to the role of the volunteer is to offer a realistic picture.

Once these general considerations are covered, then the trainer discusses the specific role of the volunteers as it relates to all facets of their work. Most all of the considerations are covered in other sections of this manual, particularly in our discussions of "The Role of the Volunteer", and "Volunteer Supervision".

All aspects of the volunteer program pertinent to the volunteer are to be covered at this time. These major topic headings are as follows.

- (1) How a child is assigned to a volunteer. (Common interests, experiences, personality, etc.)
- (2) Preparation of a child and family for volunteer assignment.
- (3) Caseworker-volunteer interview.
- (4) Meeting the child and family.
- (5) Responsibilities of caseworker in supervising the volunteer.
- (6) Responsibility of volunteer in reporting to, keeping informed and working with the caseworker.
- (7) Responsibility of volunteer in working with child. (All volunteer rules, regulations and guidelines.) (See The Role of the Volunteer.)
- (8) Responsibility of volunteer in working with the parent, school and other people important in a child's life.

The Division of Youth Services and the Juvenile Court

The third and final component of pre-service volunteer training deals with the actual operation of Division of Youth Services and the Juvenile Court.

Few volunteers know a great deal about either the Division of Youth Services or many aspects of the Juvenile Court process such as age of Jurisdiction, legal rights of children, etc.

The trainer should present at least a one hour discussion of the following items.

- (1) Juvenile Court Jurisdiction
- (2) Juvenile Court and Division of Youth Services organizational structure and relationship
- (3) Distinctions between C.I.N.S., dependent and delinquent children
- (4) Referrals, complaints and petitions
- (5) Intake, investigations, dispositions of referrals, and further processing. (Assignment to caseworker - formal court docket, etc.)
- (6) Consent supervision
- (7) Detention and detention hearings
- (8) Legal rights of children
- (9) Adjudication hearings
- (10) Disposition hearings and court orders
- (11) Probation
- (12) Dismissal
- (13) Commitment to the Division of Youth Services
- (14) Division of Youth Services treatment programs
  - (a) Group Treatment
  - (b) Training Schools
- (15) Aftercare supervision

If your training is realistic, it can generally be expected that a few potential volunteers will find that they are not really cut out for this type

of activity. On the other hand, it is important to recognize that most all potential volunteers fear that they will not be able to help a child or that they are inadequate. Many wonder whether they have the ability. They must be assured that they all have the potential and ability if they are willing to commit themselves, work hard, spend the necessary time and try. This will help separate those who are unwilling to make the necessary commitment from those who are, but are fearful of failure or inability.

#### In-Service Training

Many jurisdictions have found it wise to offer in-service training to their volunteers on a monthly basis. There are currently several schools of thought on this subject. The first proposes that caseworkers should meet on a monthly basis with their volunteers as a group to discuss matters of interest to both the volunteers and caseworkers.

The second school of thought indicates that formal in-service training should be conducted once a month. The in-service training would cover a variety of topics and rely heavily on films, outside speakers, and group discussions.

Yet a third alternative, is to do both of the above.

Frankly, we like the last alternative. Our experience has been that monthly group meetings between a caseworker and all of his volunteers can be extremely productive as problem solving techniques. This does not really diminish the need for formalized in-service training, however, as our experience has demonstrated that the nature of topics covered in these respective sessions are somewhat different. Formal in-service training sessions are more of an informative nature and can cover such topics as law enforcement procedures, adolescent psychology, growth and development, community resources,

drug abuse, etc.

Caseworker-volunteer group meetings on the other hand, tend to center on sharing of experiences, problems and problem solving as they relate to the specific cases of the volunteer.

Consequently, we recommend both. Formalized in-service training can be conducted either once every one or two months, and be held one evening for approximately two hours.

ASSIGNMENT OF VOLUNTEERS

Matching and Notification

Once the volunteer has been screened and trained, he is tentatively matched by the coordinator with a child referred by the caseworker. At this time, the coordinator notifies the caseworker that this child has been tentatively matched with a volunteer by sending him Form VPF-3, "Caseworker Notification of Volunteer Assignment". The coordinator also notifies the volunteer that he is being considered for assignment by mailing him Form VPF-4, "Volunteer Notification of Assignment". This form simply requests the volunteer to contact the caseworker for an appointment. The volunteer must contact the caseworker within ten days or he is terminated from the program.

One of the most important factors in volunteer program effectiveness, is the tentative matching of the volunteer with a child by the volunteer coordinator. It would be nice if we could assume that no child would be referred by a caseworker for a volunteer, unless he was a good candidate for volunteer assignment. This is not always the case, however. For this reason, the volunteer coordinator should always carefully review each referral to insure that a caseworker is making an appropriate referral. The referral should always reflect that a caseworker has considered those things which we have previously defined as important when considering a child for a volunteer program.

If the caseworker has questions about the referral, he should discuss the child and family situation with the caseworker. Unfortunately, we have seen a number of situations where the caseworkers routinely dump those difficult cases with which they do not wish to work, in the laps of volunteers.

When matching a volunteer with a child, the volunteer coordinator should take the following factors into consideration.

- (1) Common interests and hobbies. Similar interests and hobbies often have a great deal to do with the success of a relationship.
- (2) Personality of the volunteer and personality of the child. (See 9, 13, 14 and 15.)
- (3) The values and attitudes of both parties.
- (4) The amount of time that needs to be spent with the child and the amount of time the volunteer has available.
- (5) The length of time that a volunteer will be able to remain in the program and the seriousness of a child's problems. (This is important because a child with serious and complex problems will usually require intensive effort by a volunteer over an extended period of time.)
- (6) The areas in which a child and volunteer live. (Although a volunteer must have a car, it is helpful if they do not live far apart, particularly in urban areas. It would not be a good idea to have a volunteer who lives on the North side of Miami assigned to a child who lives on the far South side.)
- (7) Female volunteers should normally be assigned to female children and male volunteers to male children.
- (8) If possible, it is generally wise to match children and volunteers of the same race.
- (9) The child's feeling about adults should be taken into account when assigning a middle aged or older volunteer. (This can be particularly important if a child has difficulty relating to much older adults.)

(10) When possible, it is good to match a volunteer and child of similar life styles. (We have indicated earlier that it is difficult to recruit volunteers from the working class and minority groups. However, a volunteer who is an auto mechanic may have more success relating to a child whose father is a truck driver, than would a middle class lawyer, doctor or businessman.)

(11) A volunteer who is reluctant to work with the family of a child, should never be assigned to a case that will require extensive family involvement on his part.

(12) A volunteer who is reluctant to work with certain cases (i.e., the homosexual child) should never be assigned to such a case.

(13) A volunteer who needs to be shown a great deal of affection by a child, should never be assigned to a child who is unable to effectively show his emotions.

(14) An extremely aggressive volunteer should never be assigned to an extremely withdrawn child. (If this is done, the chances are good that the volunteer will totally dominate the relationship and not allow the child to play an active role.)

(15) A person who is very naive and has little, if any, experience in working with troubled children should not be assigned to a child who is a con-artist or very good at manipulation.

(16) A person who has no understanding of drugs or drug problems should not usually be assigned to a child who routinely uses drugs. (This does not necessarily apply to marijuana or the child who only occasionally uses drugs for kicks or peer acceptance.)

Although there is no way to guarantee that consideration of these factors



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**1 OF 2**

will insure a good match, we believe that they will certainly enhance the possibility.

Caseworker-Volunteer Interview

The initial interview between the caseworker and volunteer is very important. It is at this interview that the child's case is discussed, and both the volunteer and the caseworker decide whether the volunteer is the proper person to work with the child under consideration.

The caseworker discusses the child's case fully with the volunteer. Currently case status, problems, strengths, child interests, attitudes, needs and case goals must be discussed. Other factors affecting the child such as family, school and peers must be covered. It is generally not wise to allow a prospective volunteer to read the case file. Very personal matters are frequently contained in these files and have been demonstrated to have little importance to the volunteer-child relationship. The need for the volunteer to know important factors in a case should always be balanced by the right to privacy for a family. It is very unfair to a volunteer, however, to keep him ignorant of the major considerations in a case. It has been frequently demonstrated that the degree to which a volunteer is well informed and given sound direction by the caseworker, has a considerable impact on future volunteer effectiveness. At the very least, a caseworker should spend no less than one to two hours briefing the volunteer on the case. The caseworker should also use the initial contact to make the volunteer feel that he is an important part of the team, and has a substantial role to play. If the volunteer and caseworker are satisfied with the assignment, the match becomes official. If not, then the caseworker should immediately so notify the volunteer coordinator.

Initial Contact Between Volunteer and Child

The first contact between a volunteer and child should be done in the presence of both the family and the caseworker. Under no conditions should the volunteer be asked to meet the child without the caseworker present.

Official Match

Once the initial interview has been completed between the volunteer and the caseworker, and the volunteer has met the child to whom he will be assigned, then a final decision must be reached as to whether the volunteer-child match will become official. If this is the case, then the caseworker notifies the volunteer coordinator on Form VPF-5, "Official Confirmation of Volunteer Assignment". If it is decided on the other hand that the volunteer will not be assigned to the child, then the caseworker should complete Form VPF-7, "Notification of Volunteer Termination", and give this to the coordinator.

CASEWORKER SUPERVISION OF A VOLUNTEER

Once the volunteer has been assigned and begins working with the child, then the caseworker and volunteer should have personal contact at least once every two weeks and contact either by letter, report or telephone conversation at least weekly. At the initial phases of a volunteer-child relationship, the volunteer may need more direction, and may be expected to need weekly personal contact with the caseworker. The caseworker should always remember, that it is unfair to a volunteer to deny him help and assistance and should urge the volunteer to contact him whenever help or direction is needed.

It has also been found to be helpful to have a caseworker meet once a month with all of his volunteers in a group meeting. These sessions can be very useful for training, problem solving and allowing a volunteer to see how others deal with their children. Volunteers should also be encouraged to submit monthly written reports on Form VPF-6, "Monthly Volunteer Progress Report".

If a volunteer is not doing the job, then it is the responsibility of the caseworker to terminate him and notify the coordinator on the "Notification of Volunteer Termination" form.

It should always be remembered, that good caseworker supervision of a volunteer will help insure a meaningful volunteer-child relationship. It should also be pointed out, that the caseworker has the responsibility of keeping the volunteer informed of any important developments in a child's case. Communication is a two way process, and a volunteer cannot adequately function if he is kept in the dark by a caseworker. The caseworker also has the same responsibility with a volunteer as does a casework supervisor. He must review the volunteers progress and constructively provide guidance and

point out errors. He must also offer reinforcement and support and give the volunteer recognition for case progress.

A volunteer is just like a new employee, he cannot be expected to do everything right and do a good job without any direction or supervision.

VOLUNTEER PROGRAM EVALUATION

Program Evaluation

There are two important components of program evaluation that must be planned in advance of program implementation. Steps must be taken to insure that it can be evaluated as to basic effectiveness. The types of program evaluation that we propose to implement are as follows.

Evaluation of Volunteer Influence on the Child

It should be recognized that if volunteer programs are to be expanded, there must be some measure established to determine whether or not they are effective. We propose that the volunteer coordinator meet with staff and request that they send him a list of 20 children who they would consider for volunteer assignment. Of that group of 20, the coordinator and staff should randomly select 10 of these children for volunteer assignment. If after consultation with the child and family, it is found that any of these children would be inappropriate for volunteer assignment, then others would be selected to take their place. These replacement children would randomly be selected on the same basis as the original group.

The 10 children assigned volunteers would be considered the experimental group and the 10 children who had not been assigned volunteers would remain as a control group. Basic data on each of the 20 children would be gathered. (Information to be gathered on each child is to be found in Forms VPF-9 and VPF-10.)

After six months, the volunteer coordinator should again gather data on all 20 of the children (10 in the experimental group and 10 in the control group). At this point, the most important data that would be gathered for each child would be:

- (1) Number and nature of offenses for both groups.
- (2) School attendance and school grades for both groups.

This basic survey would allow the volunteer coordinator to measure the progress or lack of progress in both the control group and the experimental group. It would basically allow for program evaluation in three categories.

- (1) Recidivism
- (2) School attendance
- (3) School performance.

Caseworker Evaluation of Volunteer and Child Performance

Every three months, the caseworker assigned as a volunteer's supervisor should evaluate on Form VPF-8, "Caseworker Evaluation of Volunteer", the performance of the volunteer, and in his professional opinion, the impact of the volunteer on the child and the child's adjustment. This information is very valuable in allowing the coordinator to assess a number of important factors as they relate to volunteer performance. They also provide some interesting clues as to how the volunteer is viewed by the caseworker.

Both forms of evaluation can be very useful in measuring program effectiveness. It will also allow the Division of Youth Services to determine what, if any, changes need to be made in program operation.

All volunteer evaluation data should be collected and compiled by the volunteer coordinator. All results should be recorded in writing.

DIVISION OF YOUTH SERVICES

CASEWORKER REFERRAL FOR  
VOLUNTEER PROBATION FRIEND

FORM VPF-1

DATE \_\_\_\_\_

NAME OF CASEWORKER \_\_\_\_\_

NAME OF CHILD \_\_\_\_\_

ADDRESS \_\_\_\_\_

PHONE \_\_\_\_\_ AGE \_\_\_\_\_

WHO IS CHILD LIVING WITH?

FATHER \_\_\_\_\_ MOTHER \_\_\_\_\_ OTHER \_\_\_\_\_

WHY WAS CHILD REFERRED TO COURT?

\_\_\_\_\_ DATE REFERRED \_\_\_\_\_

IS CHILD ON (A) CONSENT (B) PROBATION (C) AFTERCARE.

PARENTS OF CHILD ARE \_\_\_\_\_ MARRIED \_\_\_\_\_ DIVORCED \_\_\_\_\_ SEPARATED

\_\_\_\_\_ FATHER DECEASED \_\_\_\_\_ MOTHER DECEASED.

IS CHILD ATTENDING SCHOOL?

NAME OF SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_

SCHOOL ATTENDANCE \_\_\_\_\_ GOOD \_\_\_\_\_ FAIR \_\_\_\_\_ POOR

SCHOOL PERFORMANCE \_\_\_\_\_ GOOD \_\_\_\_\_ FAIR \_\_\_\_\_ POOR

IS CHILD EMPLOYED \_\_\_\_\_

WHERE \_\_\_\_\_ HOURS \_\_\_\_\_

CHILDS ADJUSTMENT AT HOME (COMMENTS)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



BRIEFLY DISCUSS THIS CHILDS PERSONALITY CHARACTERISTICS (i.e.)  
MOODY, WITHDRAWN, HOSTILE, COOPERATIVE ETC.

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IN YOUR OPINION, WHAT ARE THIS CHILDS MAJOR PROBLEMS?

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IN YOUR OPINION, WHAT ARE HIS ASSETS AND STRENGTHS?

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WHAT ARE HIS INTERESTS AND HOBBIES?

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ARE THERE ANY OTHER THINGS THAT SHOULD BE CONSIDERED WHEN  
MATCHING THIS CHILD WITH A VOLUNTEER?

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DIVISION OF YOUTH SERVICES  
VOLUNTEER PROBATION FRIEND  
APPLICATION

FORM VPF-2

DATE \_\_\_\_\_

NAME \_\_\_\_\_ ADDRESS \_\_\_\_\_

HOME PHONE \_\_\_\_\_ BUSINESS PHONE \_\_\_\_\_

AGE \_\_\_\_\_ SEX \_\_\_\_\_

MARITAL STATUS (CIRCLE ONE) SINGLE, MARRIED, SEPARATED, WIDOWED,  
DIVORCED.

CHILDREN \_\_\_\_\_

EDUCATION

HIGH SCHOOL GRADUATE \_\_\_ YES \_\_\_ NO

COLLEGE GRADUATE \_\_\_ YES \_\_\_ NO

CURRENTLY ENROLLED IN COLLEGE \_\_\_ YES \_\_\_ NO IF YES, \_\_\_ GRAD.

SCHOOL \_\_\_ SENIOR \_\_\_ JUNIOR \_\_\_ SOPHMORE \_\_\_ FROSH

MAJOR AREAS OF ACADEMIC TRAINING

ARE YOU EMPLOYED \_\_\_ YES \_\_\_ NO WHERE \_\_\_\_\_

WHAT IS YOUR POSITION \_\_\_\_\_

WHAT HOURS DO YOU WORK \_\_\_\_\_

DOES YOUR JOB TAKE YOU OUT OF TOWN A GREAT DEAL? \_\_\_ YES \_\_\_ NO

WHAT ARE YOUR HOBBIES AND RECREATIONAL INTERESTS?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WHAT EXPERIENCES HAVE YOU HAD THAT MIGHT HELP YOU IN WORKING WITH A TROUBLED CHILD?

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HOW MUCH TIME PER WEEK WOULD YOU BE ABLE TO SPEND AS A VOLUNTEER?

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WOULD YOU BE AVAILABLE TO WORK WITH A CHILD ON NIGHTS AND WEEKENDS?

\_\_\_ YES \_\_\_ NO

HAVE YOU EVER BEEN CONVICTED OF A CRIME OTHER THAN A MINOR TRAFFIC VIOLATION? \_\_\_ YES \_\_\_ NO. IF YES, PLEASE EXPLAIN \_\_\_\_\_

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COULD YOU REMAIN ACTIVE FOR AT LEAST NINE MONTHS AS A VOLUNTEER?

\_\_\_ YES \_\_\_ NO

DO YOU HAVE A CAR WITH PUBLIC LIABILITY INSURANCE? \_\_\_ YES \_\_\_ NO.

I SWEAR THAT ALL OF THE INFORMATION CONTAINED IN THIS APPLICATION IS TRUE AND CORRECT.

SIGNATURE \_\_\_\_\_

DIVISION OF YOUTH SERVICES  
CASEWORKER NOTICE OF VOLUNTEER ASSIGNMENT

FORM VPF-3

CASEWORKER \_\_\_\_\_ DATE \_\_\_\_\_

NAME OF CHILD \_\_\_\_\_

THE ABOVE NAMED CHILD HAS BEEN TENTATIVELY MATCHED WITH A VOLUNTEER  
PROBATION FRIEND WHOSE NAME IS \_\_\_\_\_

AND WHOSE ADDRESS IS \_\_\_\_\_

THE VOLUNTEER MAY BE REACHED AT THE FOLLOWING TELEPHONE NUMBER  
\_\_\_\_\_

THE VOLUNTEER HAS BEEN INSTRUCTED TO CONTACT YOU WITHIN 10 DAYS.  
IF YOU HAVE NOT BEEN CONTACTED WITHIN THIS TIME PERIOD, PLEASE  
EITHER CONTACT THE VOLUNTEER YOURSELF OR NOTIFY THE VOLUNTEER  
COORDINATOR.

IF YOU HAVE ANY QUESTIONS OR IF ANY SPECIAL PROBLEMS DEVELOP  
REGARDING THIS PARTICULAR MATCH, PLEASE NOTIFY THE VOLUNTEER  
COORDINATOR AS SOON AS POSSIBLE.

OTHER COMMENTS \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DIVISION OF YOUTH SERVICES  
VOLUNTEER NOTIFICATION OF ASSIGNMENT

FORM VPF-4

NAME OF VOLUNTEER \_\_\_\_\_

ADDRESS \_\_\_\_\_

DEAR \_\_\_\_\_

YOU HAVE BEEN TENTATIVELY ASSIGNED TO WORK AS A VOLUNTEER  
PROBATION FRIEND WITH THE DIVISION OF YOUTH SERVICES.

THE CASEWORKER TO WHOM YOU HAVE BEEN ASSIGNED IS \_\_\_\_\_  
\_\_\_\_\_ AND CAN BE CONTACTED FOR AN APPOINTMENT  
\_\_\_\_\_ (PHONE) ANYTIME BETWEEN THE HOURS OF  
8:00 and 5:00, MONDAY-FRIDAY.

PLEASE CONTACT THE CASEWORKER AS SOON AS POSSIBLE. IF WE DO  
NOT HEAR FROM YOU WITHIN 10 DAYS WE WILL ASSUME THAT YOU DO NOT  
WISH TO BECOME ACTIVE IN THE PROGRAM.

IF YOU CANNOT REACH THE CASEWORKER, PLEASE LEAVE YOUR NAME  
AND TELEPHONE NUMBER SO THAT THEY MAY RETURN YOUR CALL.

WE LOOK FORWARD TO HAVING YOU IN THE PROGRAM.

SINCERELY,

\_\_\_\_\_  
\_\_\_\_\_

DIVISION OF YOUTH SERVICES  
VOLUNTEER PROBATION FRIEND PROGRAM  
OFFICIAL CONFIRMATION OF VOLUNTEER ASSIGNMENT

FORM VPF-5

NAME OF CASEWORKER \_\_\_\_\_

DATE \_\_\_\_\_

THIS IS TO OFFICIALLY CONFIRM THE ASSIGNMENT OF \_\_\_\_\_  
\_\_\_\_\_ (VOLUNTEER) TO WORK AS A VOLUNTEER PROBATION FRIEND  
WITH \_\_\_\_\_ (NAME OF CHILD)

THE VOLUNTEER HAS MET THE CHILD AND FAMILY IN MY PRESENCE, THE CASE  
HAS BEEN THOROUGHLY DISCUSSED WITH THE VOLUNTEER AND I BELIEVE THE  
MATCH TO BE PROPER.

\_\_\_\_\_  
(CASEWORKER)

DIVISION OF YOUTH SERVICES  
VOLUNTEER PROBATION FRIEND PROGRAM  
VOLUNTEER MONTHLY PROGRESS REPORT

FORM VPF-6

NAME OF VOLUNTEER \_\_\_\_\_

NAME OF CHILD \_\_\_\_\_

NAME OF CASEWORKER \_\_\_\_\_

NUMBER OF HOURS SPENT WITH CHILD THIS MONTH \_\_\_\_\_

NUMBER OF CONTACTS \_\_\_\_\_

NATURE OF CONTACTS (WHAT DID YOU DO WITH THE CHILD)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DID YOU HAVE ANY CONTACT WITH THE PARENTS OF THE CHILD? (EXPLAIN)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DID YOU HAVE ANY CONTACT WITH SCHOOL PERSONNEL REGARDING THIS CHILD?  
(EXPLAIN) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



HOW IS CHILD RESPONDING TO YOU? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DO YOU BELIEVE THE CHILD IS MAKING ANY PROGRESS? (EXPLAIN)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ARE THERE ANY CONTINUING PROBLEMS? (EXPLAIN)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
SIGNATURE

DIVISION OF YOUTH SERVICES  
VOLUNTEER PROBATION FRIEND PROGRAM  
NOTIFICATION OF VOLUNTEER TERMINATION

FORM VPF-7

NAME OF CASEWORKER \_\_\_\_\_

DATE \_\_\_\_\_

THIS IS TO CONFIRM THE TERMINATION OF \_\_\_\_\_  
(VOLUNTEER) AS A VOLUNTEER PROBATION FRIEND FOR \_\_\_\_\_  
\_\_\_\_\_ (CHILD).

THE REASONS FOR THIS TERMINATION ARE AS FOLLOWS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
CASEWORKER

DIVISION OF YOUTH SERVICES  
VOLUNTEER PROBATION FRIEND PROGRAM  
CASEWORKER EVALUATION OF VOLUNTEER

FORM VPF-8

VOLUNTEER \_\_\_\_\_ CHILD \_\_\_\_\_

CASEWORKER \_\_\_\_\_ DATE \_\_\_\_\_

WHEN WAS THE VOLUNTEER ASSIGNED TO YOUR CHILD? \_\_\_\_\_

DATE \_\_\_\_\_

IS THE VOLUNTEER WORKING REGULARLY WITH YOUR PROBATIONER? \_\_\_\_\_

IF NOT, DO YOU KNOW THE REASON WHY? \_\_\_\_\_

TO THE BEST OF YOUR KNOWLEDGE, HOW MANY CONTACTS PER WEEK IS THE  
VOLUNTEER HAVING WITH YOUR CHILD? \_\_\_\_\_

WHAT IS THE NATURE OF THESE CONTACTS? \_\_\_\_\_

HOW MANY WRITTEN REPORTS HAS THE VOLUNTEER SUBMITTED TO YOU? \_\_\_\_\_

HOW MANY PERSONAL CONTACTS OR TELEPHONE CONVERSATIONS HAVE YOU HAD  
WITH THE VOLUNTEER? \_\_\_\_\_

IS THE VOLUNTEER HAVING ANY CONTACT WITH THE PARENTS OF THE CHILD?

IF YES, DO THE PARENTS SEEM WILLING TO WORK WITH THE VOLUNTEER?

HOW DO YOU EVALUATE THE RELATIONSHIP BETWEEN THE VOLUNTEER AND YOUR  
PROBATIONER? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

IN YOUR OPINION, HAS THE PROBATIONER MADE ANY PROGRESS AS A RESULT  
OF THE VOLUNTEER RELATIONSHIP \_\_\_\_\_

HOW WOULD YOU RATE THE VOLUNTEER PROBATION FRIEND'S PERFORMANCE  
EXCELLENT \_\_\_\_\_ GOOD \_\_\_\_\_ FAIR \_\_\_\_\_ POOR \_\_\_\_\_

DIVISION OF YOUTH SERVICES  
VOLUNTEER PROBATION FRIEND PROGRAM  
SIX MONTH EVALUATION OF CHILD IN VOLUNTEER PROGRAM  
(EXPERIMENTAL GROUP)

FORM VPF-9

THIS FORM IS TO BE COMPLETED ON A CHILD SELECTED FOR VOLUNTEER ASSIGNMENT (EXPERIMENTAL GROUP). THE INFORMATION IS TO BE GATHERED AND THE FORM COMPLETED AT THE TIME A VOLUNTEER IS ASSIGNED TO THE CHILDS CASE.

DATE \_\_\_\_\_

NAME OF CHILD \_\_\_\_\_

AGE \_\_\_\_\_ SEX \_\_\_\_\_ RACE \_\_\_\_\_

CASEWORKER \_\_\_\_\_

NAME OF VOLUNTEER \_\_\_\_\_

DATE REFERRED TO THE COURT \_\_\_\_\_

REASON FOR REFERRAL \_\_\_\_\_

CONSENT \_\_\_\_\_ PROBATION \_\_\_\_\_

AFTERCARE \_\_\_\_\_

NUMBER AND NATURE OF ADDITIONAL OFFENSES SINCE REFERRAL TO COURT

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

IF CHILD IS IN SCHOOL COMPLETE THE FOLLOWING:

GRADE IN SCHOOL \_\_\_\_\_ NUMBER OF DAYS ABSENT DURING

CURRENT SCHOOL YEAR \_\_\_\_\_

SUBJECTS TAKEN AND GRADES	GRADE

THE SECOND PORTION OF THIS EVALUATION IS TO BE COMPLETED ON EACH CHILD SIX MONTHS AFTER THE INITIAL DATA WAS GATHERED AND A VOLUNTEER ASSIGNED TO THE CHILDS CASE.

DATE \_\_\_\_\_

NAME OF CHILD \_\_\_\_\_

NAME OF VOLUNTEER \_\_\_\_\_

NUMBER AND NATURE OF OFFENSES COMMITTED SINCE VOLUNTEER ASSIGNMENT

\_\_\_\_\_

\_\_\_\_\_

CHILDS CURRENT STATUS: PROBATION \_\_\_\_\_ COMMITMENT \_\_\_\_\_  
DISMISSED \_\_\_\_\_

IS CHILD STILL ACTIVELY WORKING WITH VOLUNTEER \_\_\_ YES \_\_\_ NO

IF THE CHILD IS IN SCHOOL, COMPLETE THE FOLLOWING:

NUMBER OF DAYS ABSENT SINCE DATE OF VOLUNTEER ASSIGNMENT \_\_\_\_\_

SUBJECTS TAKEN AND GRADES SINCE VOLUNTEER ASSIGNMENT




DIVISION OF YOUTH SERVICES  
SIX MONTH EVALUATION OF CHILD NOT IN  
VOLUNTEER PROGRAM  
(CONTROL GROUP)

FORM VPF-10

THIS FORM IS TO BE COMPLETED ON EACH OF THE 10 CHILDREN NOT  
ASSIGNED VOLUNTEERS, BUT WHO WILL BE SURVEYED TO COMPARE WITH  
THE VOLUNTEER (EXPERIMENTAL GROUP). THEY ARE TO BE SURVEYED  
AT THE SAME TIME AS THE VOLUNTEER GROUP, AND THE FOLLOWING DATA  
COLLECTED:

DATE \_\_\_\_\_

NAME OF CHILD \_\_\_\_\_

CASEWORKER \_\_\_\_\_

AGE \_\_\_\_\_

RACE \_\_\_\_\_

SEX \_\_\_\_\_

DATE REFERRED TO THE COURT \_\_\_\_\_

REASON FOR REFERRAL \_\_\_\_\_

CONSENT \_\_\_\_\_ PROBATION \_\_\_\_\_ AFTERCARE \_\_\_\_\_

NUMBER AND NATURE OF ADDITIONAL OFFENSES SINCE REFERRAL TO COURT

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

IF CHILD IS IN SCHOOL, COMPLETE THE FOLLOWING

GRADE IN SCHOOL \_\_\_\_\_ NUMBER OF DAYS ABSENT DURING CURRENT

SCHOOL YEAR \_\_\_\_\_



SUBJECTS TAKEN AND GRADES

SUBJECT

GRADE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

THE SECOND PORTION OF THIS EVALUATION IS TO BE COMPLETED ON EACH CHILD NOT ASSIGNED A VOLUNTEER SIX MONTHS FROM THE DATE OF THE INITIAL SURVEY.

NUMBER AND NATURE OF OFFENSES COMMITTED SINCE DATE OF INITIAL SURVEY

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CHILDS CURRENT STATUS: PROBATION \_\_\_\_\_ COMMITMENT \_\_\_\_\_ DISMISSED \_\_\_\_\_

IF THE CHILD IS IN SCHOOL, COMPLETE THE FOLLOWING:

NUMBER OF DAYS ABSENT SINCE INITIAL SURVEY \_\_\_\_\_

SUBJECTS TAKEN AND GRADES SINCE INITIAL SURVEY:



**END**