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BEYOND GENDER BARRIERS Programming Specifically for Girls

Training Curriculum for Policymakers, Administrators, and Managers

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The Office of Juvenile Justice and Delinquency Prevention

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Acknowledgments

This curriculum was made possible by the collaborative efforts of many people dedicated to girls. These people share a vision that it is possible to create a comprehensive system that addresses the needs of girls in the juvenile justice system and those at risk of offending. They also share the belief that many positive changes can be accomplished through education and training designed to open our eyes to girls' real needs and our willingness to adjust the status quo.

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) gratefully acknowledges the many individuals who contributed to this curriculum. We wish to thank Marcia Morgan, a justice and gender consultant in Portland, who wrote the curriculum. Sheila Peters, Project Director; Sharon Peters, Project Manager; Carolyn Brown; and Lorraine Williams Greene of Greene, Peters, & Associates in Nashville, Tennessee, provided their considerable expertise, assistance, and support through all phases of project development. Joyce Harris, Director of the Northwest Regional Educational Laboratory (NWREL) Equity Center in Portland, Oregon, brought her many years of experience in the field of gender and cultural equity to help inform the project. NWREL equity specialist Barbara Warren-Sams and resource specialist Gale Czerski gave invaluable input throughout development and editing. Editors Lee Sherman, Eugenia Cooper Potter, and Melissa Steineger of NWREL, worked hard to bring the document to completion.

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Curriculum I was piloted in Minneapolis, Minnesota, and Curriculum II in Nashville. The materials were refined based on comments from the participants. Freddie Davis-English was generous in giving her time to arrange the Curriculum I pilot training and invite people from higher education, local government, juvenile justice, and human services.

Project Buckground

In 1996, the Gender-Programming Training and Technical Assistance Initiative began under a cooperative agreement between the U.S. Office of Juvenile Justice and Delinquency Prevention and Greene, Peters, & Associates of Nashville, Tennessee. The initiative provides comprehensive training and technical assistance to programs serving incarcerated female juvenile offenders and females at risk of offending. In collaboration with the Northwest Regional Educational Laboratory, a nonprofit R&D organization, Greene, Peters, & Associates has developed several tools for use by professionals in this field:

- 1. The monograph *Guiding Principles for Promising Female Programming: An Inventory of Best Practices* (second edition, August 2000) outlines the current status of girls in the juvenile justice system and describes promising practices in gender-specific programming for girls.
- 2. A Web site (www.girlspecificprogram.org) and toll-free number (1-800-877-0691) take queries regarding gender-specific programming for girls and provide resources and referrals for practitioners and others throughout the country.
- 3. This training is part of a set of curriculum materials, *Beyond Gender Barriers: Programming Specifically for Girls*, which will be used by a cadre of trainers to raise awareness of the need for gender-specific programming for girls and to improve services for young females. Curriculum I of the two-part curriculum targets administrators and policymakers. Curriclum II targets service providers who work directly with girls. A training-of-trainers manual is designed to ensure that facilitators are provided with adequate materials and background to guide others effectively.

Substantial la lie Continue

Beyond Gender Barriers: Programming Specifically for Girls is designed to be used with two distinct audiences. Curriculum I—a one-day training broken into nine modules—is aimed at program managers, administrators, and policymakers. Curriculum II—a two-day training with eight modules—is designed for staff members who work directly with high-risk or adjudicated girls in juvenile corrections, human services, or other settings. Many of the same topics are covered in the two curricula, but the amount

of time allocated for specific topics has been adjusted to meet audience needs and interests.

Curriculum I focuses on building support at the state and local levels for designing, managing, and funding programs for young females. The target audience for Curriculum I is decisionmakers, primarily program and agency administrators and experienced, upper-level staff. The ideal audience size is 15 to 30 people.

The modules range in time from 30 minutes to more than an hour. Because it may be difficult to arrange for a full-day training, the modules are broken into timed segments that can be pieced together in a "menu" approach, depending on the amount of time available. The general topics covered in this curriculum include:

- How male and female juvenile offenders differ
- Social and personal costs of ignoring girls' needs
- How gender-specific programming can best meet the developmental needs of girls
- Elements of effective, comprehensive program designs
- Managing gender-specific programs
- Developing gender-specific policies
- Developing partnerships with funding sources, lawmakers, and other agencies

Curriculum II focuses on developing the specific skills staff members need on a day-to-day basis to work effectively with girls. The target audience is staff who work directly with young delinquent or at-risk girls. The ideal audience size is 15 to 30 people.

The two-day training is organized into eight modules ranging from 35 minutes to two hours each. The general topics covered include:

- Common characteristics of the female offender
- Protective factors and resiliency
- Unique developmental needs of girls
- Social context and socialization, including family, friends, culture, school, and media
- Staff boundaries
- Communication issues
- Using a holistic approach

Motes:

 Relationship-based, strengths-based, and health-based programming (physical/sexual, emotional, spiritual well-being) for girls

The first section of each module presents training goals and objectives, trainer tips, preparation, suggested readings, and other information to ensure the success of the training. The second section of each module-in accordance with the guidelines in OJJDP's *Training, Technical Assistance and Evaluation Protocols* manual-includes lesson plans laid out in an easy-to-read format with time, objectives, lesson content, outcomes, and materials needed.

These training modules are organized according to the Instructional Theory Into Practice (ITIP) model. Each module includes an introduction, an instructional "lesson plan," and a closure. What ITIP terms "guided practice" is labeled "small-group activity" or "whole-group activity" in this curriculum. "Independent practice" is called "individual activity."

8:00 a.m. - 5:30 p.m.

Day 1: Modules 1—3 (7 hours)

8:00-9:25 Module 1: "Overview of Gender-Specific Services"

Introduction to Training

Why Is There a Need for Gender-Specific Programming?

What Is Gender-Specific Programming for Girls?

Barriers/Roadblocks to Gender-Specific Programming

When Girls "Hit the Wall" in Adolescence The Differences Between Boys and Girls

Differences Among Girls

Female Risk and Protective Factors

Module Closure

9:25-9:35 BREAK

9:35-11:00 Module 2: A Holistic Approach for Girls

Introduction

What Is a "Holistic Approach"—and Why Is It Important?

Relationships

Systems

Society

Module Closure

11:00-12: 00 LUNCH

12:00-1:10 Module 3: Relationship-Based Programming for Girls

Introduction

Girls Need Relationships

Creating Adequate Staff Time for Relationship Building Modifying Programs from a "Male Relationship" Model

Developing Relationships of Trust with Females

The Role of Mentors

Module Closure

Notes:

Module 4: Strengths-Based Programming for Girls 1:10-1:50 Introduction Programs Build on Existing Strengths Girls Are Taught New Skills Victimization Issues Module Closure 1:50-2:00 **BREAK Module 5: Health-Based Programming for Girls** 2:00-2:50 Introduction Physical and Sexual Health Emotional and Mental Health Spiritual Health Rites of Passage and Celebration Module Closure 2:50-3:50 **Module 6: Program Design and Tools** Guidelines for Administering Gender-Specific Programs and Self-Assessment Tool Guideline 1: Management and Programmatic Structure Must Be Gender Specific System Decision Points Comprehensive Program Design Intake and Assessment Tools Quality Assurance and Continuous Feedback Loop 3:50-4:20 Module 7: Staffing Guideline 2: Staff Must Be Qualified in Providing Gender-Specific Services 4:20-4:30 **BREAK** 4:30-5:00 **Module 8: Program Environment** Guideline 3: Program Environment Must Be Gender Specific 5:00-5:30 Module 9: Program Improvement and Accountability Work Plan Review of Self-Assessment Tool from Modules 6, 7, and 8 Review of Training Plans Group Discussion and Wrap-up Complete Training Evaluation Forms and Post-test

SECTION I: TRAINING MODULES

Module 1: Overview of Gender-Specific Programming for Girls



Time

1 hour, 25 minutes

Room Set-Up

Participants should be seated at tables in groups of six to eight. Each participant should be able to clearly see the easel and pad, overhead projector screen, and other training aids.

Performance Objectives

Participants will:

- 1. Know what is meant by "gender-specific programming"
- 2. Understand why gender-specific programming for girls is needed
- 3. Understand the developmental and socialization issues girls face

Evaluation Questions

Participants will be able to:

- 1. Describe at least two key components of gender-specific services
- 2. Identify at least two reasons why gender-specific programs and services are needed for girls
- 3. Identify at least two development or socialization issues facing girls today

Methods of Evaluation

Pre- and post-training questionnaire

Methods of Presentation

Lecture with visual aids; group interactions with the facilitator involving mutual inquiry, shared experiences, and observations

Equipment & Supplies

- Overhead projector and screen
- Easel and pad
- Assorted felt-tipped pens
- Overhead pens
- Masking tape

Overheads

- #1 Beyond Gender Barriers
- #2 Agenda
- #3 Module 1: Performance Objectives
- #4 Girls' Crime Escalates
- #5 Victimization
- #6 Future Generations

#7 Girls Strike Inward Reauthorization JJDP Act, 1992 #8 #9 OJJDP Challenge Activity E #10 Definition #11 Defintion (continued) #12 - Gender-Specific Programming #13 OJJDP Key Program Elements #14 OJJDP Key Program Elements (continued) #15 Barriers #16 Losing Voice "To have a voice..." #17 #18 The Wall #19 Relational Aggression #20 Characteristics of Female Offenders #21 Ethnicity **Participant Handouts** #1 Pre-Training Questionnaire #2 Agenda for Two-Day Training #3A Suggested Readings #3B Web Resources for Young Women #4 Statistical Activity Cards #5 What the Data Tell Us #6 Definition of Gender-Specific Programming for Girls #7 OJJDP Key Program Elements for Girls #8 Programs at a Glance #9 Reviving Ophelia: A Summary #10 The Wall #11 **Understanding Differences** #12 Stepping Out of Your Cultural Zone #13 Female Juvenile Offenders—Who Are They?

Risk Factors for Female Juvenile Delinquency

Protective Factors for Female Juvenile Delinquency

#14

#15

Content Overview

Module 1 sets the foundation for understanding gender-specific services. It addresses such issues as why it is important to address girls' issues; the scope of the problem/what the statistics tell us; the social costs of neglecting girls' needs; how young males and females differ in their offender patterns; risk and protective factors; and basic differences in male and female socialization patterns. Questions frequently asked by direct line staff members regarding gender-specific programming will be addressed.

Module 1 at a Glance

Overview of Gender-Specific Programming for Girls (1 hour, 25 minutes)

Introduction to Training (20 minutes)

Instruction

- A. Why Is There a Need for Gender-Specific Services and Programming? (10 minutes)
- B. What Is Gender-Specific Programming for Girls? (15 minutes)
- C. Barriers/Roadblocks to Gender-Specific Programming (10 minutes)
- D. When Girls "Hit the Wall" in Adolescence (10 minutes)
- E. The Differences Between Boys and Girls (10 minutes)
- E Differences Among Girls (10 minutes)
- G. Female Risk and Protective Factors (5 minutes)

Module Closure (5 minutes)

Instructor Preparation

Copy and cut out statistics cards

Training Tip

Create a comfortable learning environment that is informational and interactive and sets the tone for the whole training.

Recommended Reading for Module 1

- Chesney-Lind, M., & Shelden, R.G. (1992). *Girls, delinquency, and juvenile justice*. Pacific Grove, CA: Brooks/Cole.
- Crick, N., & Gothpeter, J. (1995). Relational aggression. Gender and social-psychological adjustment. *Child Development*, 66, 710-722.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Girls, Inc. (1996). *Prevention and parity: Girls in juvenile justice*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.
- Pipher, M.B. (1994). Reviving Ophelia: Saving the selves of adolescent girls. New York: Ballantine Books.
- Valentine Foundation. (1990). A conversation about girls. Bryn Mawr, PA: Author.

Monde la Lesson Plan Overview

Pre-Training Questionnaire	Handout #1	
		•
Introduction to Training	Overhead #1 Handouts #2, 3A, 3B	
A. Why Is There a Need for Gender-Specific Programming?	Overheads #2, 3, 4, 5, 6, 7, 8, 9, Handouts #4, 5	
B. What Is Gender- Specific Programming for Girls?	Overheads #10, 11, 16 12, 13, 14 Handouts #6, 7, 8	
C. Barriers/Roadblocks to Gender-Specific Programming	Overhead #15	
D. When Girls "Hit the Wall" in Adolescence	Overheads #16, 17, 18 Handouts #10	
E. The Differences Between Boys and Girls	Overhead #19 Handouts #11	
F. Differences Among Girls	Overheads #20, 21 Handouts #12, 13	
Female Risk and Protective Factors	Handouts #14, 15, 16	
Module Closure		,
	A. Why Is There a Need for Gender-Specific Programming? B. What Is Gender-Specific Programming for Girls? C. Barriers/Roadblocks to Gender-Specific Programming D. When Girls "Hit the Wall" in Adolescence E. The Differences Between Boys and Girls F. Differences Among Girls Female Risk and Protective Factors	A. Why Is There a Need for Gender-Specific Programming? B. What Is Gender-Specific Programming for Girls? C. Barriers/Roadblocks to Gender-Specific Programming D. When Girls "Hit the Wall" in Adolescence E. The Differences Between Boys and Girls F. Differences Among Girls Female Risk and Protective Factors Overheads #2, 3, 4, 5, 6, 7, 8, 9, Handouts #4, 5 Overheads #10, 11, 16 12, 13, 14 Handouts #6, 7, 8 Overhead #15 Overheads #16, 17, 18 Handouts #10 Overheads #20, 21 Handouts #11 Handouts #12, 13 Handouts #14, 15, 16

Notes:

Pre-Training Questionnaire

As participants enter the room and are waiting for the training to begin, distribute \Im Handout #1 ("Pre-Training Questionnaire"), and ask them to complete it. Pick up the completed questionnaires before beginning the training and set them aside.



INTRODUCTION TO TRAINING (20 minutes)

1. Display Overhead #1

Overhead #1	
Beyond Gender Barriers	

2. Give welcome and opening

Welcome, everyone. This is the training for staff members who work with delinquent, adjudicated, or at-risk girls in the juvenile justice system or in community-based settings. The topic is gender-specific programming for girls. The two-day training program has been designed to inform, enlighten, and challenge our thinking about how we address the critical needs of adolescent girls.

3. Introduce yourself

Briefly provide an introduction that shows you have the credentials and experience to provide the training.

4. Introduce the topic

Girls are entering the juvenile justice system at a faster rate than ever before and proportionally at a much faster rate than boys. The research suggests that girls and boys get involved in crime for very different reasons and that girls' needs are not being met. Girls are vulnerable to a host of negative behaviors and outcomes, including juvenile delinquency, teen pregnancy, school failure, and substance abuse. In this training, we will focus on girls within the juvenile justice system and those who are vulnerable to entering the juvenile justice system.

5. Describe the goals for the training

There are several goals for the day. Participants will learn what is meant by gender-specific programming for girls and why targeted services make sense. Participants will better understand the needs of girls, the components of promising programs for girls, and how to staff a successful gender-specific program.

Small-Group Activity: Childhood Dreams

Activity Goal: To encourage participants to get to know each other and think back to their preadolescence

STEP 1: Inform participants that in a few moments, they will be introducing themselves and that you will give them a moment to think about how they want to respond.

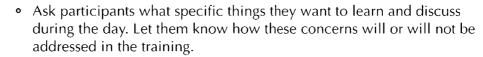


STEP 2: Ask participants to introduce themselves with their name, job position, and agency. Also ask them to think back to when they were nine or 10 years old and to share with the group what they wanted to be "when they grew up." One at a time, starting with yourself, go around the room and have people share this information. If the group is larger than 25 people, you may want to break the group into two groups or just be sure everyone "briefly" does their introduction so that the activity is kept under 15 minutes. Some facilitators have participants write their responses on 3 x 5 cards and keep them in front of them during the training.

STEP 3: At the end of the introductions, state that later in the day we are going to talk about what happens to girls regarding dreams, aspirations, and self-image around nine or 10 years of age. Encourage participants to remember what they said about their own experience and dreams at that age.

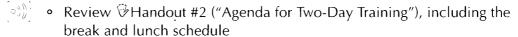
TIP: Make the activity fun and informal by acknowledging what people say, pointing out common interests or occupations in the group, and highlighting the power of media images and role models in our own lives.

6. Discuss participants' needs



- Write the ideas on an easel pad and tape the paper to the wall.
- Refer to the list throughout the day to ensure that the issues are being addressed.

7. Refer participants to their participant binders and handouts; display Overhead #2



- Give directions to the restrooms and address any special needs
- Refer participants to [†]Handouts #3A and 3B ("Suggested Readings" and "Web Resources for Young Women") as sources of additional information that will be referred to throughout the training.

8. Set the tone for interactive learning

There is a great deal of expertise in this room and we can all learn from each other's experiences. Feel free to bring up real situations in your work and strategies you have tried, both successful and unsuccessful.

A. Why Is There a Need for Gender-Specific Programming? (10 minutes)

1. Explain the importance of looking at social costs as well as crime statistics

• Display Overhead #3

Overhead #3

Module 1: Performance Objectives

POINTS TO MAKE: The crime statistics confirm that there is a need for gender-specific programming for girls. If we just look at the "crime" statistics, however, we are not getting the complete picture of the problem. There are many "social costs" involved when girls enter the juvenile justice system-costs that also support the need for effective gender-specific programs. Let's first look at the crime statistics and then the hidden social costs.

Whole-Group Activity: Startling Statistics

Activity Goal: To raise awareness of girls' involvement in delinquent activity

STEP 1: If there are fewer than 15 participants, ask the full group for four volunteers. (If there are more than 15 participants, have them break into small groups of about six to seven people per group for this activity).

STEP 2: Have the volunteers come up to the front of the room and hand each of them a piece of paper or card with a statistical fact on it. The "cards" are made from \$\overline{\pi}\$Handout #4 ("Statistical Activity Cards").

STEP 3: Have the first person read the "statistical fact" on his or her piece of paper, saying "blank" for the missing number (for example, ("blank") percent of girls in the juvenile justice system have committed status offenses).

STEP 4: The full group then volunteers numbers to fill in the missing percentage. When the correct number is given, the volunteer sits back down and the facilitator enhances the statistical information by presenting additional information using Overheads #3-6.

STEP 5: Next, have the second volunteer read his or her statistical fact. Repeat the activity until all four volunteers have presented their statistical facts, with the group guessing the answer and the facilitator enhancing the information after each fact. Inform participants that these statistics are included in Handout #5 ("What the Data Tell Us") in their materials.



Card 1

("Blank") percent of girls within the juvenile justice system are there because they have committed a status offense (i.e., curfew violations, running away, truancy).

Correct answer: 50-60 percent.

Display Overhead #4

Overhead #4

Girls' Crime Escalates

- Review the facts presented in the overhead. Ask participants to share related statistics from their own programs.
- Have the second volunteer read his or her statistical fact.

Card 2:

("Blank") percent of girls in juvenile justice system have been emotionally, physically or sexually abused.

Correct answer: approximately 70-90 percent

Display Overhead #5

Overhead #5

Victimization

- Go over the information. Ask participants to share related statistics from their own programs or jurisdictions.
- Have the third volunteer read his or her statistical fact.

Card 3:

("Blank") percent of girls in the juvenile justice system are teen moms.

Correct answer: 20-30 percent

Display Overhead #6

Overhead #6

Helping Girls Now Affects Future Generations

- Review the information. Ask participants to share related statistics from their own programs or jurisdictions.
- · Have the fourth volunteer read his or her statistical fact

Card 4:

("Blank") percent of suicide attempts are by females and more than half the suicide attempts by youth are girls ages 15-17 years.

Correct answer: between 70 and 80 percent

Display Overhead #7.

Overhead #7

Girls Strike Inward

• Go over the information. Ask participants to share related statistics from their own programs or jurisdictions.

Focused Discussion: Girls' Crime on the Rise

Discussion Goals: Gain insight into the causes of the rising crime rate among girls nationally; examine how local statistics fit into the big picture

QUESTIONS TO ASK: Ask participants for their opinions about why the crime rate for girls appears to be going up. Ask, "Do you believe, or see evidence, that violence among girls is really escalating in your area? What factors influence the statistics we just discussed?" Then ask participants

Motes:

whether they have a good handle on the characteristics typical of girls in their community and in their program. Ask, "What can you do if you cannot find local statistics for girls because they are not separated out from boys or are not included in crime reports?"

ANSWERS TO LOOK FOR:

"Disparities exist between boys and girls in reporting, arrest practices, adjudication, and sentencing"

"Contact local universities, state health departments, state education departments, or other sources for help in tracking down missing data"

"Good data collection helps support the need for girls' programs"

2. Explain the Reauthorization of the OJJDP Act as another impetus for gender programming for girls



• Indicate that gender equity is one of 10 special areas states are encouraged to address. Many states are examining their current services for girls and developing plans to rectify inequitable or inappropriate programming. Display Overhead #7 ("1992 Reauthorization of Juvenile Justice and Delinquency Prevention Act").

Overhead #8

Reauthorization JJDP Act, 1992

Display Overhead #9.

Overhead #9

OJJDP Challenge Activity E

• Explain the "Challenge" grants that are providing incentives to make changes that are gender-specific for girls. Most states have developed plans or established programs to address the needs of female juvenile offenders within their systems.

B. What Is Gender-Specific Programming for Girls? (15 minutes)

1. Establish a common understanding and definition of "gender-specific programming for girls"

- Explain that gender-specific programming can be designed for either males or females.
- Explain that this training will focus on young females primarily because
 of the lack of appropriate and responsive services, from prevention
 to secure detention, in the juvenile justice system for girls and the
 disconcerting trend of more and more girls entering the juvenile justice
 system.
- Ask participants to define gender-specific programming by identifying at least three or four key program components. Write these components on the easel paper. Based on the participants' knowledge, you may pick and choose how deeply to discuss the definition.
- Display Overhead #10 and Refer to © Handout #6 ("Definition of Gender-Specific Programming for Girls").

Overhead #10	_	
Definition		

POINTS TO MAKE: Enhance the definition on Overhead #9 with this additional definition: Gender-specific programming is "comprehensive programming that addresses and supports the psychological development process of female adolescents while fostering connection within relationships in the context of a safe and nurturing environment" (Lindgren, 1996). Using a gender-specific, or gender-responsive, approach means understanding and incorporating how gender affects all aspects of a girl's life and tailoring services along a continuum of care that respond to her unique needs within her social context.

• Refer participants to the information on \$\overline{\participants}\$ Handout #6, "The unique needs ..." . Go over the concepts, using examples from personal experience to enhance the concepts.

Overhead #11	
Definition (continued)	



Describe what gender-specific programming is and is not. Display
 Overhead #15 and go over the examples.

Overhead #12

Gender-Specific Programming

• Explain key program elements that OJJDP has identified in promising programs (OJJDP, *Guiding Principles for Promising Female Programming*, 2000). Display and review Overhead #16 and refer participants to Handout #8 ("OJJDP Key Program Elements for Girls").

Overhead #13

OJJDP Key Program Elements for Girls

Overhead #14

OJJDP Key Program Elements for Girls (continued)

Give examples of some promising programs.

EXAMPLES TO GIVE: Some of the most promising programs for girls are located in Florida, Minnesota, Oregon, and Wisconsin. These states have developed statewide commissions or committees to address a variety of issues related to the treatment of girls as well as successful programs. In other states, individual programs are breaking new ground in gender-specific services. Cheltenham Young Women's Facility, Maryland's only public secure-care facility for girls, has worked with representatives from field services, probation, and the courts to redesign their entire service delivery system at the facility. The PACE (Practical Academic Cultural Education) day treatment center for girls located in several Florida cities provides an alternative to the juvenile justice system for status offenders and delinquents. City Girls in Chicago provides specialized residential substance abuse treatment to adolescent girls. It was developed after identifying a gap in the existing continuum of care for this high-risk population.

- Tell participants that other programs are described in the monograph, *Guiding Principles for Promising Female Programming* (second edition), published by OJJDP in August 2000.
- Direct them to Handout #9 ("Programs at a Glance") taken from the monograph. A blank grid is provided where participants may fill in other programs they know about.

C. Barriers/Roadblocks to Gender-Specific Programming (10 minutes)

Focused Discussion: Bumping Into Barriers

Discussion Goal: To highlight the difficulties in implementing gender-specific programming for girls



QUESTIONS TO ASK: Ask the whole group to generate a list of reasons why people or agencies do not or choose not to provide gender-specific services for girls.

ANSWERS TO LOOK FOR:

"Our population of girls is too small."

"Girls shouldn't get special privileges."

"It's too expensive to do something special."

"People don't understand or know what it means."

"Our girls don't stay long enough to do gender-specific programming."

- Record their suggestions on the easel pad.
- Display Overhead #15 and discuss additional ideas listed there. Keep these statements up on the wall and indicate that these issues will be addressed throughout the day.

Overhead #15	
Barriers	

1. Explain why it is important for all parts of the system to implement gender-specific services



POINTS TO MAKE: Sometimes a girl is in a program for one or two days. There is constant movement of girls coming and going, especially in detention. How can a good gender-specific program be implemented in these settings? If a program is well thought-out, you can have an impact on a girl in 24 hours even if you don't have 24 months with her. If the program philosophy and information are consistent in all the programs she encounters throughout the system, each program reinforces the other. This is all the more reason the entire "system" serving girls needs to coordinate efforts to ensure a continuum of care for girls that is gender-specific.

D. When Girls "Hit the Wall" in Adolescence (10 minutes)

- 1. Mention the importance of keeping up with professional reading in the areas of gender programming and female adolescent development
 - Highlight the book, Reviving Ophelia by Mary Pipher. Refer participants to Handout #9 ("Reviving Ophelia: A Summary"), which opened a great deal of discussion regarding adolescent girls and what happens to them at adolescence.
 - Refer participants again to Handout #3A ("Suggested Readings"). Pipher, Harvard University researcher Carol Gilligan, and others have written extensively about the internal and external issues girls confront when they reach adolescence.
 - Display Overhead #16.

Overhead #16	
"Losing voice"	

- 2. Describe what researchers mean when they say girls often "lose their voice" or "hit the wall" in adolescence
 - Explain that female self-esteem often diminishes during adolescence.
 - Define the terms "loss of voice" and "hitting the wall."

POINTS TO MAKE: One measure of reduced self-esteem is an adolescent girl's "loss of voice," a phrase coined by Carol Gilligan. It is a phenomenon that occurs when girls struggle between affiliation and autonomy. "Voice" in this sense refers to the ability to communicate feelings, dreams, and aspirations, and to speak up for oneself. A girl at eight or nine years old will express a wish to become an astronaut, a doctor, a prima ballerina, or a star soccer player. At 13 or 14, the same girl is likely to be obsessed with being thin enough to be popular, while her dreams, aspirations, confidence, and skills/strengths disappear, become hidden, or die. There is a shift from being happy with internal validation to needing external validation. This loss of voice and self-esteem makes her vulnerable to eating disorders, suicide, emotional problems, peer pressure, and other unhealthy or risky behavior. This shift has altered her path to reaching her dreams and her full potential.

Display Overhead #17.

Overhead #17	
"To have a voice"	



3. Ask participants, "What are some healthy ways for a girl to use her authentic voice"? How can we broaden the definition of being female to empower girls?"



POINTS TO MAKE: Empowerment teaches girls to use their voice in healthy ways, to speak for themselves, and to recognize that they have choices. When teaching girls new ways to use their voices, we must also broaden our definition of what it means to be female.

- 4. Describe what it means to say that girls "hits the wall" in adolescence.
 - Display Overhead #18

Overhead #18	
The Wall	



POINTS TO MAKE: To understand why many girls lose self-esteem, confidence, and self-acceptance at adolescence, we need to examine the barriers they encounter. By understanding these barriers-what we call "the wall"-we can help girls realize that they have choices. Point out on the overhead that each brick represents an issue.

Ask participants to suggest barriers and write them on the overhead.
 (Mention that staff members can have girls depict their own "walls.")

ANSWERS TO LOOK FOR:

"Victimization issues"

"Family issues"

"Body image/sexuality"

"Environmental factors (poverty, crime-stricken communities, communities with few service agencies, laws, police discrimination in arrests, status offenses, runaways, girls are held longer than boys)"

"Developmental needs of girls"

"Relationship issues"

- Refer participants to Handout #11 ("The Wall"). Go over any "bricks/barriers" that were missed in the discussion.
- Ask participants to take a moment to think about the introductions earlier today. At that time, people talked about their own dreams when they were nine years old and what they wanted to be when they grew up. "What did your own wall look like? Now visualize girls you know in your own programs and the barriers they have faced in their world today. What do their walls look like?"
- Record responses to these two questions on easel pads.

E. The Differences Between Boys and Girls (10 minutes)

1. Challenge the group to think about how boys and girls are different

 Explain how understanding the differences between boys and girls can give us information to more effectively advocate for the need for gender-specific programming and help us in our direct work with girls.

POINTS TO MAKE: Girls in the juvenile justice system have been neglected. This is due in part to their small numbers and the attention boys receive because of their perceived danger to others. Both boys' and girls' issues are serious in different ways. Let's take a look at some ways boys and girls differ.

2. Discuss socialization, societal values, and expectations

POINTS TO MAKE: Females are generally socialized to take care of others and how others feel, sometimes to the neglect of themselves. Females are often socialized to value relationships. Boys are often socialized to be in control and to protect others. A girl is more likely to internalize problems and feel self-blame than a boy is. She often feels responsible for the happiness and feelings of others. She feels at fault internally for external problems.

EXAMPLE 1: Discuss this scenario as it relates to how boys and girls are socialized differently: Males and females react differently when a cash machine doesn't work properly. Females are more likely to try the machine several times, look at their bank card, double-check their PIN, assume they did something wrong, and finally give up and walk away. Males, on the other hand, typically try the machine just once, and when it doesn't work, assume it's the machine's fault and go into the bank.

EXAMPLE 2: Sometimes girls give up on their own dreams because they defer to someone else's needs. They may, for example, become a caregiver for a younger sibling or a grandparent. As a consequence, such girls may become chronically late for or truant from school, finally getting so far behind or disconnected that they just drop out.

QUESTIONS TO ASK: What does this difference mean in terms of how males and females relate to their world? How might this affect the way programs are structured?

3. Discuss gender differences regarding substance abuse

Boys are more likely than girls to use substances for the thrill of the rush. Girls are more likely than boys to use substances to self-medicate--to numb the feelings of low self-esteem or trauma (Acoca, 1998). The approach used in substance abuse treatment, therefore, may need to be dramatically different and targeted accordingly.



4. Discuss how girls have different social expectations and are sanctioned more harshly than boys



POINTS TO MAKE: Once girls commit a crime, they are often treated more harshly than boys. Nine percent of girls in training schools were there for committing status offenses compared to 1.5 percent of the boys. Statistically, girls are twice as likely to be detained as boys, and girls stay in detention five times longer than boys, often because there are not as many program options for them (Acoca, 1998).

- 5. Discuss how females typically express aggression differently than boys do and how that is influenced by what is socially acceptable for each sex
 - Display Overhead #19

Overhead #19

Relational Aggression

• Go over the concepts on the overhead.



POINTS TO MAKE: "Relational aggression" is a term that will be used many times today. Not only is relational aggression a mental health issue, it is a common way for girls to express their aggression. When we talk about male and female difference, we aren't saying that girls aren't aggressive. We're saying they often show or express their aggression differently than boys do-through "relational aggression" rather than through violence or vandalism. Some call it a more "polite" way to be aggressive. Girls can put a tremendous amount of time and energy into relational aggression. A girl may try to throw staff members "off balance" or deflect attention away from herself by pitting staff against each other. If she sees two staff members who do not get along, she may enhance the tension, agitate it, and build a wedge. Nicki Crick, Ph.D., University of Minnesota, has conducted extensive research on relational aggression in girls and found it in girls as young as four years old. A girl who is upset might say, "You can't play with us," or "I won't invite you to my party." A boy might say, "I don't care" but later act out aggressively. Girls are more likely to run to the teacher and hold grudges for long periods of time. Relational aggression leads to a pattern of indirect communication and ineffective problem-solving and social skills, thus creating a path that could develop into unhealthy, long-term, social-psychological adjustment problems. Programs need to help girls identify when they are acting out relational aggression and how to "let go" of grudges.

Small-Group Activity: Relational Aggression

Activity Goals: Begin to identify acts of relational aggression and understand its dynamics

STEP 1: Have participants divide into small groups. Allow five minutes to discuss acts of relational aggression they have observed in their programs.

STEP 2: Appoint a spokesperson. Ask each group to give one example to the full group of relational aggression in girls that they have seen.

POINTS TO MAKE: While all this relationally aggressive behavior is going on, the girl may be "politely" compliant and finish a program. Her nonverbal cues, however, may still express relational aggression. She may roll her eyes or mumble under her breath. She may have a great many problems upon release. Programs need to have procedures in place to continually and consistently address these relational aggression behaviors when they happen. Procedures could include discussing these issues at staff meetings regarding how to develop consistent interventions with these girls. Additionally, outcome measurements need to look beyond polite compliance and measure social skills (not just the absence of particular negative behaviors but the replacement with healthy skills) and psychological factors such as self-esteem, self-worth, and confidence.

Whole-Group Activity: The Meddler

Activity Goal: Begin to devise strategies to root out relational aggression

STEP 1: Identify two female participants sitting next to each other. Ask their names (for example, Ascha and Ruth) and have them remain in their seats.

STEP 2: Act out a brief scenario of relational aggression as if you were an adolescent girl and Ascha and Ruth were staff. Speak in a dramatic, know-it-all fashion.

"Hey, Ruth. What's up with Ascha? I am sort of surprised you guys are sitting next to each other after what she said about you. You know. Oh, you don't know? Well, there was all that stuff she told the other staff about your not liking to work with them, you were too above them, and how you didn't like that Ascha got the better shifts and wondering if she was having sex with Ron who does scheduling because they came in at the same time the other morning to work...."

STEP 3: Discuss the scenario with the whole group.

QUESTIONS TO ASK: Ask the participants how they felt toward the person next to them after this occurred. How did they feel toward the "girl" (facilitator) doing the relational aggression? Ask how many of them have seen this behavior in their program. Ask how the staff members might handle a situation like this.

Motes:

F. Differences Among Girls (10 minutes)

1. Describe the dangers in stereotyping and generalizing about girls



• Discuss how participants' own experience may be different from what the research says.

POINTS TO MAKE: We are going to be making some generalizations about girls and gender. These generalizations are based on research and the literature, but you can probably put a face and a name on the examples we discuss. When we use generalizations that don't match your personal experience, that doesn't invalidate what you have experienced. Likewise, it doesn't invalidate the research-based findings.

• Discuss how the early research on girls primarily involved Caucasian populations.

POINTS TO MAKE: Point out that there is a danger in making statements about "all" girls. Much of the early research on girls only looked at White, middle-class girls, whose cultural values look very much like the values described in the handout. There are many experiences and traits girls share in common. Yet, culture and other factors such as social class can affect how each individual girl reacts to risk and display resilience. Girls of color tend to be vulnerable to "triple jeopardy" (being marginalized for being female, being of color and, possibly, being poor. This marginal status creates barriers to accessing heath care and treatment for mental health and substance abuse issues. Studies that focus only on narrow segments of the population may have minimal validity. It's important for professionals who work with girls to keep up on the current research and literature.

 Refer participants to ♥Handout #13 ("Stepping Out of Your Cultural Zone")

2. Describe some cultural differences among girls



EXAMPLES TO GIVE: One study found that African American and lower-income white girls tend to retain their ability to speak up, express anger, and disagree. African American girls tend to be socialized to resist racism, be strong and self-reliant, and expect to work outside the home. Lower-income white girls appear to have more in common with African American girls than with middle-class white girls. For Latina and Portuguese girls, loyalty to family restrictions on talking about or having sex led to a loss of voice and desire (Taylor, Gilligan, & Sullivan, 1995).

 Explain that differences exist not only between but also within cultural groups POINTS TO MAKE: It is difficult to even classify all cultural groups together since there are many different cultures within, for example, the Latin or Asian communities. Many factors influence culture and identity, including country (or region) of origin and number of years (or generations) since immigration to the United States. In parts of the Latino community, it is not unusual for young girls to date or marry older men. In parts of the Asian community, girls are often expected to put the family and men ahead of their own interests or career, often at the expense of furthering their education. In parts of the Native American community, females do not cut their hair for six months after a relative dies, in the belief that cutting her hair will cause someone else to die. Many cultural groups (including some fundamental Christian denominations, some Asian cultures, and some Latino cultures) value male opinions over female opinions. Similarly, a female making direct eye contact with a person in authority may be considered disrespectful in some Asian and Native American cultures.

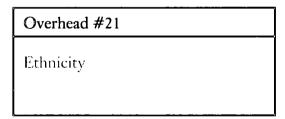
 Ask participants to share other examples of differences across and within cultures that affect the roles, behavior, and expectations of young women.

3. Discuss the typical girl in the participants' programs

- Ask participants to discuss the background and characteristics of the typical young adjudicated female. Are these girls representative of the population at large?
- Display Overhead #20

Overhead #20 Characteristics of the Female Juvenile Offender

- Refer participants also to \$\overline{\pi}\$Handout #13 ("Female Juvenile Offenders— Who Are They?"). Note examples that participants didn't provide.
- Display Overhead #21



• Discuss how the justice system has a disproportionately minority population.

G. Female Risk and Protective Factors (5 minutes)

1. Define risk factors



 Ask how many of the participants are familiar with the concept of "risk" and "protective" factors derived from the work of J. David Hawkins of the Social Development Research Group at the University of Washington.

TRAINER TIP: Based on participants' knowledge, you may pick and choose how much time and depth you wish to devote to this section. Keep this caveat in mind: The terms "risk" and "protective" factors may be useful in discussing the elements in a girl's social context. But the terms are somewhat static and stereotypical. They can be viewed as synonyms for "minority" or "poor."

POINT TO MAKE: Risk factors are those aspects of an individual's life—in her family, school, or environment—that place her at risk for developing behaviors and attitudes that are more likely to lead to delinquent or criminal acts than if those factors were not present.

 Refer participants to ⊕Handout #15 ("Risk Factors for Female Juvenile Delinquency," which identifies risk factors, grouping them under the headings provided in Overhead #24). Using the handout, go over some of the examples in each category.

Small-Group Activity: Risk Factors in Your Community

Activity Goal: To pinpoint the factors associated with delinquency in participants' communities

STEP 1: Have participants break into small groups of four to five people (such as by table).

STEP 2: Have participants identify the top two or three risk factors for girls in their program or community. Allow five minutes.

STEP 3: Have the small groups report back to the full group and write the compiled list on an easel pad.

ANSWERS TO LOOK FOR:

"Sexual abuse"

"Negative peer relationships"

"Low self-esteem"

"Parental neglect"

"Family violence"

"Multi-abuses"

"Lack of social skills"

"Poverty"

"Substance abuse"

2. Define protective factors



• Refer to ♥Handout #15 ("Protective Factors for Female Juvenile Delinquency"). Using the handout, go over some of the examples under each category.

POINTS TO MAKE: Define protective factors as aspects of a girl's life—family, school, or environment—that reduce or prevent her risk of getting involved in unhealthy or illegal behaviors.

Small-Group Activity: Protective Factors in Your Community

Activity Goal: To identify factors that allow girls to escape the negative effects of difficult circumstances—to succeed "in spite of" risk factors

STEP 1: Return to the same small groups from the last activity.

STEP 2: Have groups identify the top two or three protective factors for girls in their program or community. Allow five minutes.

STEP 3: Have the small groups report back to the full group and write the compiled list on the easel pad.

ANSWERS TO LOOK FOR:

"Smart/savvy"

"Good at sports"

"Grandmother who cares"

MODULE CLOSURE (5 minutes)



• Take a few minutes in the full group to discuss the statistical portrait (crime patterns, social costs) of girls in the participants' programs. Have participants relate those portraits to what they know about the risk and protective factors.

QUESTIONS TO ASK:

How do you know what your population of girls looks like? What type of data do you collect or should your program collect in order to better target risk and protective factors? How are your services for girls targeted based on this information?



- Emphasize the importance of knowing the research and one's specific population to better serve girls by developing a program that meets their needs.
- Move into the next discussion about defining gender-specific programming.

Module 2: A Holistic Approach for Girls



Time

1 hour, 25 minutes

Room Set-Up

Participants should be seated at tables in groups of six to eight. Each participant should be able to clearly see the easel and pad, overhead projector screen, and other training aids.

Performance Objectives

Participants will learn the importance of programs that view girls holistically and target strategies that address the whole girl in her social context.

Evaluation Questions

Participants will identify at least three reasons it is important to view girls holistically and target strategies that address the whole girl in her social context.

Methods of Evaluation

Pre- and post-training questionnaire

Methods of Presentation

Lecture with visual aids, group interactions with facilitator involving mutual inquiry, shared experiences, and observations

Equipment & Supplies

- Overhead projector and screen
- VCR and monitor
- Easel, pad, and assorted felt-tipped pens
- Masking tape

Overheads

#22 Module 2: Performance Objective

#23 A Holistic Approach to Girls' Programming

#24 "To lose confidence in one's body..."

#25 Girls Need To Love Themselves

#26 "This soil is bad ..."

Video

DreamWorlds II (ISBN: 1-893521-03-6)

Participant Handouts

#16 Gender Messages

#17 Social Context

Content Overview

Module 2 gives staff members an opportunity to more deeply understand the content that goes into the actual programming for girls. The module takes participants to the next level of understanding. It discusses the girl's social context, gender messages, culture, family, schools, and the media.

Module 2 at a Glance

A Holistic Approach to Girls' Programming (1 hour, 25 minutes)

Introduction (10 minutes)

Instruction

- A. What Is a Holistic Approach—and Why Is It Important? (10 minutes)
- B. Relationships (10 minutes)
- C. Systems (10 minutes)
- D. Society (40 minutes)

Module Closure (5 minutes)

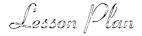
Training Tips

- Preview the video, "DreamWorlds II," so that you can describe it and prepare participants for what they are going to be watching and to select a 10- to15-minute segment from the 55-minute video.
- If the video "DreamWorlds II" is unavailable, one of two other videos may be substituted: "Killing Us Softly III" by Jean Kilbourne or "Tough Guise" by Jackson Katz.

- Belknap, J. (1996). The invisible woman: Gender, crime and justice. Belmont, CA: Wadsworth.
- Chesney-Lind, M. (1997). The female offender: Girls, women & crime. Thousand Oaks, CA: Sage.
- Taylor, J.M., Gilligan, C., & Sullivan, A.M. (1995). Between voice and silence: Women and girls, race and relationship. Cambridge, MA: Harvard University Press.

Module 2: Lesson Plan Overview

Time	Activity	Materials	Notes
10 minutes	Introduction	Overhead #22 Handout #16	
10 minutes	A. What Is a Holistic Approach-and Why Is It Important?	Overhead #23	
10 minutes	B. Relationships	Handout #17	
10 minutes	C. Systems		
40 minutes	D. Society	Overheads #24, 25 Video: "DreamWorlds II"	
5 minutes	Module Closure		



INTRODUCTION (10 minutes)

1. Display Overhead #22

Overhead #22
Module 2—Performance Objective

In this module, we will examine the whole girl in her world and how as counselors, detention staff, treatment providers, or advocates for girls, we must not view her in isolation from her world. We will discuss the elements of a holistic approach for girls: relationship-based programming, strengths-based programming, and health-based programming.

Before we can begin to talk about the programming elements, we first need to examine our own world, since it affects how we see others. It also gives us insight into all the factors that influence girls.

Whether we are staff or management, we make decisions every day based on our own view of the world and our own experiences. To better understand gender issues and these programming elements, let's first look at some of the gender messages we have heard in our own lives. These experiences influence our attitudes and behaviors about girls and boys and our programs.

Small-Group Activity: The Messages We Get

Activity Goal: To increase awareness of the power of messages girls receive from the advertising and other mass media, peers, family, and other adults.

STEP 1: Have participants break into small groups of five to 10 people (by table is fine) and select a note taker.

STEP 2: Refer participants to ©Handout #16 ("Gender Messages"). As you ask each of Questions A-C on the handout, have participants identify two or three responses under each question. Allow 10 minutes in small groups to complete.

STEP 3: Reconvene the full group and ask the small groups for their answers.

ANSWERS TO LOOK FOR ON QUESTION A:

"Good girls are clean, sensitive, quiet, cooperative, agreeable, and pretty."

"Girls keep their knees together and help around the house."

Motes:

"Good boys don't cry or show emotion."

"Boys are strong, fearless, knowledgeable, and good problem solvers."

STEP 4: Continue on through Questions B and C. Record participants' responses on the easel pad.

POINTS TO MAKE: Summarize the activity by saying we all have "gender baggage" based on our own experiences. Some have carry-ons that fit neatly in the overhead bin, while others have the full collection of luggage with many pieces of all different sizes. The baggage is based on who we are, where we grew up, and our age, gender, and ethnicity. Our baggage shows in our eyes and in our actions with girls. If we leave our baggage at home, it might help us see individual girls more clearly and in their context, not ours.

Instruction

- A. What Is a Holistic Approach—and Why Is It Important? (10 minutes)
- 1. Introduce the concept of a holistic approach for girls and the three essential programming elements: relationship-based, strengths-based, and health-based programming
 - Display Overhead #23

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A Holistic Approach to Girls' Programming

- 2. Explain that gender-specific programming takes a holistic approach with the individual girl and creates a holistic system-a "continuum of care."
 - POINTS TO MAKE: Explain that a holistic approach means providing programming that addresses girls' strengths and problems within the broad context of her friends, family, and community. Treatment approaches are designed to address multiple factors. Holistic programming is a philosophical approach that touches every part of a girl's life. It is also important that this approach be developmentally appropriate. This is especially important given the downward trend in the age of girls entering the juvenile justice system. Additionally, the system itself should be holistic. Services should be integrated along a continuum of care to ensure a comprehensive, responsive, and seamless approach. If we fail to be holistic at either of these three levels (the girl, the program, and the system of available services), our interventions and strategies may be limited, temporary, and ineffective.
- 3. Explain that in a holistic approach, girls are viewed or treated as a part of a social world and all its influences. This is called a girl's "social context."
 - POINTS TO MAKE: The social context has many layers: At the core is the individual (or her "authentic self"). All around her every day are her relationships, the systems she encounters, and her community. All these layers socialize her, shape who she is, and give "gender messages"-from the media, family, religion, school, toys, staff, peers, music, videos, movies, products, and culture. The messages she receives are very powerful. The messages boys receive are powerful too--but they are very different. Girls who have fewer protective factors, and are therefore more vulnerable, tend to be greatly influenced by these messages. All girls' behaviors and attitudes are shaped by their social context.

Let's look at one part of a girl's social context: her relationships.

B. Relationships (10 minutes)

Whole-Group Activity: A Girl's Social Context

Activity Goal: To explore the interaction of multiple influences on a girl's attitudes, beliefs, and behaviors

STEP 1: Write "Social Context" at the top of the page on the easel pad. In the middle of the page draw a stick figure of a girl.

STEP 2: Refer participants to ⊕ Handout #17 ("Social Context")



STEP 3: Ask participants to think about the "relationships" (people) who influence young girls. As they offer suggestions (for example, "peers," "mother," "father"), write each word on the easel pad, circle the word, and draw a line back to the girl in the center of the pad so that it looks like spokes on a tire from the girl out to the words).

ANSWERS TO LOOK FOR:

"Family." Girls place high value on relationships. Relationship problems are often at the center of behaviors that on the surface may not appear to have any connection. The "family," as defined by the young females, needs to be included in programming so that girls can better connect with and understand their families. Many families are chaotic and fragmented because of cycles of poverty, death, violence, and an intergenerational pattern of incarceration. Some families may be involved in a girl's treatment plan as part of a comprehensive system of care. Yet, each case and each family is unique and has its own cultural context. An approach that works for one girl may not work for the next. In any scenario, families, whether intact or not, influence a girl's life.

"Friends." Friends can provide both positive and negative peer pressure on girls to conform. These friends can be girlfriends, boyfriends, gang members, or sports teammates. Individual decision making is often compromised by social groups or influential personalities. Most girls have a defined peer group. If a girl enters puberty before others in her group, she is often criticized and eventually ostracized by her peer group. Early maturers are often rejected by their peers.



FOLLOW-UP QUESTION: Ask participants to describe real-life examples of how families have been involved in therapy, treatment, or transition, and how that helped or hindered the girl.

C. Systems (10 minutes)



STEP 6: Continuing on with the same easel-pad drawing, ask participants to identify the "systems" (educational, legal, economic) that influence young girls.

STEP 7: Write the word on the pad, circle the word, and draw a line back to the girl in the center.

ANSWERS TO LOOK FOR:

"Juvenile Justice/Social Services." Many young people have been involved with social services at some capacity by the time they reach the juvenile justice system. Yet, a girl's experience is often different than a boy's. If a girl is a teen mom, she may have been involved in multiple systems and received WIC (Women, Infants and Children) money, food stamps, ADC (Aid to Dependent Children), or welfare support. She may have had to navigate a complex set of systems for herself and her child. Transportation and child care may be issues. If she left an abusive family or relationship, she may be fearful of reprisal at home while facing the danger of sexual assault on the street. Employment agencies often have a difficult time placing young, unskilled girls in good jobs. To many of these girls, "the system"—from police to welfare to the health department-seems intimidating, uncaring, and unresponsive.

"Schools." Schools need to be involved in or connected to girls' programs. Education curricula should be reshaped to reflect and value the experience and the contributions of all kinds of women, not just those from the mainstream. This could include women's history programs and female speakers from the community. Educational programs need to address the unique issues that could be barriers to education for some girls. For example, a low-income adolescent girl may be the child-care provider for a single employed parent or for her own child. Schools and educational programs must be responsive to girls' needs and understand the social context in which they must live. Girls who are immigrants or do not speak English as their primary language often feel inadequate in school. Their self-esteem may diminish when teachers use certain practices (such as reading aloud in class) that spotlight their language deficiencies. An estimated 70-90 percent of girls in juvenile justice programs have been emotionally, sexually, or physically abused and are one to two years behind academically. Many of these girls mask their school problems well. They don't mind telling you they don't like school, but they will not tell you they cannot read. Knowing how to communicate with troubled girls is critical for teachers and staff so that educational programs can be more appropriately targeted. Additionally, schools are not always physically or emotionally safe for girls. In a study by the American Association of University Women (AAUW, 1992a), 70 percent of schoolaged girls said they have experienced sexual harassment at school, and 50 percent have experienced unwanted touching. Thirty-three percent have had sexual rumors spread about them, and 20 percent report being cornered or molested at school (AAUW, 1992a).



• Discuss current research study to support this information

Another AAUW study found that girls get "shortchanged" in school. For girls in primary school, there is an emphasis on reading and a de-emphasis on math by teachers. Boys get five times the amount of attention compared to girls. Boys speak out 12 times as much as girls, only one-seventh of textbook illustrations show females, and texts have three boy-centered stories to every one girl-centered story. Boys get more detailed instruction and are called upon more often in class. Boys are more often praised for academic and intellectual work and girls more likely are praised for appearance, neatness, and obeying rules. Boys' failure is more often attributed to external factors (bad luck), while girls' is attributed to lack of ability. Boys' success, on the other hand, is attributed to ability, while girls' success is attributed to luck (AAUW, 1992b).

D. Society (40 minutes)

STEP 8: Continuing on with the same easel-pad drawing, ask participants to identify the societal factors that influence young girls.

STEP 9: Write each word on the pad, circle the word, and draw a line back to the girl in the center.

ANSWERS TO LOOK FOR:

"Culture and Ethnicity." Race, ethnicity, and gender are not separate issues and need to be examined together. Services for girls need to include cultural issues as part of the "social context." For girls of color, identity formation involves coming to terms not only with gender but also with ethnicity (Chesney-Lind, 1997). Girls of color must deal with a unique set of problems based on racism and sexism. Girls view the world through the lens of being female and being female in their culture. This perspective plays a role in their identity, confidence, and self-esteem. We teach cultural pride, but it means nothing if we rate girls on "Whitebased" cultural standards. For example, one program docked girls points for not looking staff members straight in the eye when confronted. Yet, in some cultures, such as the Vietnamese and American Indian cultures, making direct eye contact when confronted is considered a disrespectful thing to do. Programs and lessons need to involve understanding different cultures--unique holidays, food, clothing, and customs. Staff, as well as the girls, need to create a bridge of understanding between the different cultural groups in the justice system. Additionally, we need to be sure girls understand the impact of culture on history-and the impact of history on culture. The civil rights movement of the '60s, for example, fostered solidarity and unity by bringing together diverse racial, religious, and economic groups to fight injustice. Races worked together to end institutionalized segregation.

"Community." Girls need to develop skills to reduce negative social problems that affect their lives. Girls need to be encouraged to volunteer at an abuse hotline or a domestic violence shelter; shown how to register and how to vote; taught the importance of civic and community connectedness and pride; shown how to get politically involved and to work toward social change; guided toward a sense of power through social responsibility; and helped to understand community pressures and opportunities. Today, a baby girl and a baby boy were born. Girls weigh more on average, yet they are handled very differently from boys. That little girl will be gently picked up by a parent, friend, or relative who will say, "Isn't she sweet?" as they gingerly pass her on to the next person. The little boy is handled more roughly and bounced; comments are made about the size of his hands making him "pro-basketball material." Societal responses based on gender begin very young. A little boy will bring his doll to preschool. His parents may not have been concerned about gender stereotypes, but the world is. Another little boy will tell him, "Boys don't have dolls" (some commercial marketers have gotten around this by calling boys' dolls "action figures"). A little girl will bring a truck to preschool, and another little girl will say, 'That's a boy's toy!' The community shapes individuals' behavior toward conformity. Some of those roles are healthy, while others are not.

"Media." The impact of overt and covert "gender messages" contained in popular music and music videos, movies, TV, advertising, and fashion magazines need to be discussed with girls. They should be given tangible ways to advocate against these negative messages (for example, sending letters to the editor, displaying bumper stickers, or spending money on things they support).

STEP 10: Show a 15- to 25-minute segment of the 55-minute video "DreamWorlds II." Tell participants that the video about to be shown depicts the media and music video images that kids watch today. Forewarn participants that the video includes a rape scene, which may be difficult for some people to watch. Give them the option to leave, close their eyes, or whatever is comfortable before the video begins. Discuss the feelings and images portrayed in the video.

MODULE CLOSURE (5 minutes)

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• Sum up by displaying Overheads #24 and #25. Discuss briefly.

Overhead #24

"To lose confidence in one's body ..."

• Display Overhead #25

Overhead #25

Girls Need To Love Themselves

• Display Overhead #26

Overhead #26

"This soil is bad ..."

Module 3: Relationship-Based Programming for Girls

Module Summary

Time

1 hour, 10 minutes

Room Set-Up

Participants should be seated at tables in groups of six to eight. Each participant should be able to clearly see the easel and pad, overhead projector screen, and other training aids.

Performance Objectives

Participants will learn the importance and components of relationship-based programming for girls.

Evaluation Questions

Participants will identify at least two key components of relationship-based programming for girls.

Methods of Evaluation

Pre- and post-training questionnaire

Methods of Presentation

Lecture with visual aids, group interactions with facilitator involving mutual inquiry, shared experiences, and observations.

Equipment & Supplies

- · Overhead projector and screen
- Easel and pad
- Assorted felt-tipped pens
- Masking tape

Overheads

- #27 Module 3: Performance Objective
- #28 Girls, Relationships, and Crime
- #29 Relationship Building
- #30 Communication Styles Tend to Differ
- #31 Gender-Fair Curriculum
- #32 Ten Tips for Effective Mentoring

Participant Handouts

- #18 State of Oregon Guidelines for Effective Gender-Specific Programming for Girls
- #19 A Big Sister Anchors a Little Girl Adrift
- #20 Reaching Out for Diversity
- #21 Gender Issues in Mentoring

Notes:

Content Overview

Module 3 gives staff members an opportunity to more deeply understand the content that goes into the actual programming for girls. The module takes participants to the next level of understanding. It examines the philosophy and components of relationship-based programming for girls.

Module 3 at a Glance

Relationship-Based Programming for Girls (1 hour, 10 minutes)

Introduction (5 minutes)

Instruction

- A. Girls Need Relationships (10 minutes)
- B. Creating Adequate Staff Time for Relationship Building (10 minutes)
- C. Modifying Programs from a "Male Relationship" Model (15 minutes)
- D. Developing Relationships of Trust with Females (25 minutes)
- E. The Role of Mentors (5 minutes)

Module Closure (5 minutes)

Recommended Reading for Module 3

- Chesney-Lind, M., Shelden, R.G., & Joe, K.A. (1992). Girls, delinquency and gang membership. *Gangs in America* (2nd Ed). Newbury Park, CA: Sage Publications.
- Joe, K.A., & Chesney-Lind, M. (1995). Just every mother's angel: An analysis of gender and ethnic variations in youth gang membership. *Gender and Society*, 9, 408-431.
- Taylor, C.S. (1993). *Girls, gangs, women and drugs*. East Lansing, MI: Michigan State University Press.

Module 3: Lesson Plan Overview

Time	Activity	Materials	Notes
5 minutes	Introduction	Overhead #27 Handout #18	
10 minutes	A. Girls Need Relationships	Overhead #28	
10 minutes	B. Creating Adequate Staff Time for Relationship Building	Overhead #29	
15 minutes	C. Modifying Programs from a "Male Relationship" Model	Overheads #30, 31	
25 minutes	D. Developing Relationships of Trust with Females		
5 minutes	E. The Role of Mentors	Overhead #32 Handouts 19, 20, 21	
5 minutes	Module Closure		

INTRODUCTION (5 minutes)

- 1. Refer participants to ⁽²⁾ Handout #18 ("State of Oregon Guidelines for Effective Gender-Specific Programming for Girls"), which explains the prominence of relationships in a comprehensive continuum of care for girls.
- 2. Display Overhead #27

Overhead #27

Module 3:

Relationship-Based Programming for Girls

3. Describe what is meant by relationship-based programming.

Perhaps the most important element of girls' programming is that it needs to be relationship-based. Relationship-based programming means that the program design embraces an understanding of the significance that relationships play in the life, decisions, feelings, attitudes, and behaviors of young females.

4. Describe why relationship-based programming is important.

These relationships shape who girls are as people and influence their decisions in meaningful ways. Programs, learning models, rewards, and system structures need to be developed around girls' need to relate and connect with others.

Instruction

A. Girls Need Relationships (10 minutes)

1. Explore why relationships should be a core component of any program

Display Overhead #28

Overhead #28

Girls, Relationships, and Crime



• Explain that relationships generally have a higher priority in the lives of girls than in the lives of boys.

POINTS TO MAKE: While boys may long for freedom and independence, girls typically long for connections and intimacy. The danger for girls is that they often put the needs of others ahead of their own needs. And they will frequently stay in relationships that are harmful or dangerous to them, putting the attachment ahead of their own well-being. For example, a girl might yell at a staff member because he disciplined her friend, and then bear the consequences. Loyalty to a criminal boyfriend or a gang member may draw her into involvement with drugs and violence. Helping girls to identify what is harmful and to understand healthy relationship options is essential to successful treatment and transition back into the community.

• Ask participants to identify some of the key relationship issues for girls they serve.

For example, a girl may say, "I need to get out of this program and take care of my little brother." Staff can help her to rethink her relationship concern. Ask participants what they would recommend in this situation.

Emphasize the importance of girls having positive peer relationships within a program and helping them define what that means.

 Ask what would happen if a girl lacks positive peer relationships within a program.

Look for an answer such as this: girls are likely to develop a strong "underground" of relationships. That is, subgroups, cliques, or even gangs could form to fill the void of connection to others. These relationships may stratify with informal leaders who create disruption and undermine the program.

• Emphasize the importance of girls having positive peer relationships when leaving a program and helping them define what that means. Ask participants what positive peer relationships help a girl when she leaves a program. Look for answers such as: Social worker, extended family member, neighbor, mentor, counselor, or church member. A girl who leaves a program may call back the very same day because she is lonely. No one is home, and she may feel sad because she believes that no one cares. Transition and community-based aftercare (the transition)

sitional and support services that a girl receives after she leaves a program and returns to the community) need to prepare girls for the feelings they will experience. Girls will generally feel they need a relationship and may turn to an unhealthy one. Having a strong, healthy relationship during transition and in the community is critical for girls. A "relapse-prevention model," a therapeutic approach for keeping girls on track after leaving the program, is a good one for those who are relationship-oriented. In this model, at least one caring person (or, better still, a group of caring people), is trained to watch for signs that the girl is sliding back into old patterns and to help her get the help and support she needs to be successful.

Sum up by giving the following example of the importance of relationships to females:

A couple comes home after a long day of work.

The woman asks the man, "How was your day?"

He responds, "Fine, I got a lot done."

He asks her, "How was your day?"

She responds: "Well, I met this morning with Sarah. You know her daughter is not doing well in school and they have tried to talk to her but she is spending so much time with this new boyfriend. Then I had lunch with Suzanne. Her mother is quite sick and her siblings live four states away so she has to take care of all this herself. It has been hard for her. Then we had a staff meeting all afternoon..."

The woman may eventually get to an answer that resembles "fine," but it may be a more circular route involving human relationships and feelings that have come in and out of her world throughout the day. Additionally, sometimes talking out loud makes her feel more connected to her partner and allows her to process the day and determine whether "fine" is indeed the correct answer.

B. Creating Adequate Staff Time for Relationship Building (10 minutes)

1. Explain why staff members need adequate time to spend with girls.



• Explain that programs need formal mechanisms that allow relationships and trust to grow through one-to-one opportunities.

POINTS TO MAKE: Explain that most girls need to talk things through-to verbally process events, experiences, and feelings. Boys tend to do less verbal processing. Girls may also simply talk as a means to feel connected to other people. One of the most common complaints expressed by staff is that girls "talk too much." By saying the words "too much," they imply that the way males traditionally process issues is the norm or the "correct" way. In other words, it could as reasonably be said that males verbally process issues "too little."

 Acknowledge that many programs must comply with specified standards and regulations

POINTS TO MAKE: Many programs must adhere to staffing ratio guidelines and standards such as those from the American Corrections Association (ACA) Standards for Juvenile Training Schools or other accreditation entities.

2. Examine creative staffing options



 Ask participants to give examples of ways, in their own programs or programs they know about, that verbal processing time for girls could be built in

EXAMPLES TO GIVE: One program allows five minutes at the beginning of each girls' group for girls to talk and connect before focusing on the agenda and treatment issues. It is also a time when girls can share something from their journal.

If court gets out at 4:30 p.m. and dinner is at 5:00 p.m., there might not be an opportunity for a girl to talk about, process, and understand what she has just experienced. Her frustration may surface as disruptive behavior in the program.

 Display Overhead #29. Go over any suggestions that participants missed.

Overhead #29	_
Relationship Building	

C. Modifying Programs from a "Male Relationship" Model (15 minutes)

- 1. Ask participants how males and females differ in styles of relating and communicating; write answers on easel pad
 - Display Overhead #30.

Overhead #30

Communication Styles
Tend to Differ



• Briefly go over the list, highlighting points participants may have missed

POINTS TO MAKE: Programs need to be evaluated to determine if they are incorporating approaches or treatment modalities that work well for girls. It is now widely acknowledged that ensuring "equal" treatment for girls and boys does not necessarily mean providing them with the "same" opportunities, but rather with opportunities that "mean the same to each gender."

EXAMPLE TO GIVE: A substance abuse treatment group for girls may be important, but it is effective? How is the group being run? For instance, does it focus on relationships? Do the leaders get to the root of the reason for the substance abuse (which is more likely to be related to a prior victimization for girls than boys)? If it is a co-ed group, are girls allowed equal time to talk and do they feel "safe" expressing themselves in the group? Do they get one-to-one time with other girls or a female staff member?"

EXAMPLE TO GIVE: Something as simple as using the program title "anger management" suggests a girl should manage and control her anger independently of other people. By making a philosophical shift and renaming the group "Voicing Your Needs," programs can focus on skill building within relationships and working through issues before they get to an anger stage. The goal—anger management—may be the same, but it comes from a different perspective more appropriate for most girls. It may be better suited for girls to work on anger within the context of their relationships.

Individual Activity: Gearing Your Program for Girls

Activity Goal: To begin thinking about shaping program elements to mesh with females' need for connections and relationships

STEP 1: Have participants brainstorm individually on what elements in a traditional program for juveniles (male-based model) might not work that well in a gender-specific approach for girls.

Motes:

STEP 2: Debrief the activity by drawing a line down the middle of the easel pad. At the top of one side, write "Traditional Approach (male model)." On the other side, write, "Gender-Specific Approach (for girls)." To start the discussion, give an example of a "traditional approach" (male model) and then an example of "gender-specific for girls" approach. Allow two minutes.

STEP 3: Have participants pair up and discuss their ideas.

2. Wrap up the discussion with a look at the elements of a "gender-fair curriculum"

Display Overhead #31

Overhead #31
Gender-Fair Curriculum

• The American Association of University Women and the National Education Association have outlined characteristics of a "gender-fair" curriculum that are applicable to all gender-specific service delivery systems for both girls and boys.

D. Developing Relationships of Trust with Females (25 minutes)

Whole-Group Activity: Girls Only

Activity Goal: To raise awareness of the power of girls-only programming

· "".

STEP 1: Ask participants to think about the question, "Based on what we have discussed today, what is best, coed or single-gender programming?"

STEP 2: Divide the group in half by making an imaginary line down the middle of the room. Describe this activity as a "debate" and that each group will get an opportunity to argue its viewpoint. Have one side present the positive reasons (the "pros") of having a single-gender program. The other side presents the negative reasons (the "cons") of having a single-gender program. Assure participants that they might find themselves taking a position that they don't personally believe. That's OK. This is an opportunity to hear all sides and to think critically about all the issues.

STEP 3: Have the two groups confer for five minutes to generate a list. Let them know when their time is up and reconvene the full group. Ask a volunteer to present one argument (for or against) and the reasons supporting that position. After one point is made by that side, allow the opposing side one counter argument. Go back and forth, giving equal time to each side.

STEP 4: After seven or eight minutes, ask for a vote by a show of hands to determine what people think about the issue. Record the responses on the easel pad, with "pro" in one column, and "con" in a second column.

POINTS TO MAKE: Emphasize that single-gender programming, or programs that serve only girls, have many advantages. Girls often resist being isolated in programs with members of their own sex. This attitude could indicate a deeper problem for girls if they do not feel good about being female ("I don't like other girls; I only like hanging around with boys"). If a girl thinks "girls are silly," she may find herself hanging out with and being taken advantage of by older men. A girl who primarily socializes outside her peer group may have many other issues to address. Sum up by discussing how girls-only programs give young women the time, environment, and permission to work on overcoming the social messages that value male over female relationships. They teach girls to cooperate with and support one another. Often, girls have viewed other girls as competition. Unless girls learn healthy ways to interact, they may practice "relational aggression," which includes being competitive, holding grudges, being cruel to each other, gossiping, being passive-aggressive (indirect/covert), and emotionally hurtful. Note that if a program is mixed gender (with both boys and girls), girls should be allowed one-to-one time with a female counselor, mentor, or staff person. (Mixing genders is generally not an option for secure facilities.)

E. The Role of Mentors (5 minutes)

Small-Group Activity: Mentors We Remember

Activity Goal: To recognize from personal experience the value of a caring adult in the life of a young person

STEP 1: Have participants pair up and talk about the mentors in their own childhood and how those mentors made a difference to them.

STEP 2: Refer them to Handout 19 ("A Big Sister Anchors a Little Girl Adrift") from the National Mentoring Center Bulletin, which tells a "success story" of a mentoring relationship.

1. Define "mentor" and introduce mentoring as a protective factor for girls

POINTS TO MAKE: Mentors can be formal or informal ("natural") mentors. Formal mentoring relationships are set up by an organization, such as the local chapter of Big Brothers Big Sisters of America. An informal mentoring relationship is one that arises from a girl's regular contact with a neighbor, teacher, counselor, church member, shopkeeper, or other community member. The mentor spends time with the girl, talking, listening, and sharing fun experiences. A mentor can be a powerful support for a girl by being a consistent, positive presence in the girl's life and by modeling survival and growth. A girl shouldn't feel that she must choose between her parent and her mentor. If the mentorship makes her feel emotionally divided, the relationship may not have a positive, long-lasting impact on the girl's life. In choosing a healthier lifestyle, a girl should not be required to abandon significant relationships, such as her relationship with a dysfunctional parent. Research suggests that short-term mentor relationships may actually cause more harm than good to the child since he or she has to deal with attachment issues, feelings of loss, and abandonment..

2. Discuss cultural issues and matching mentors with the girl

• Refer participants to ¹CH Handout 20 ("Reaching Out for Diversity") from the National Mentoring Center Bulletin, which describes the pros and cons of matching mentors by ethnicity and culture.

3. Describe how mentors need to employ a holistic approach with the girl

• Refer participants to Handout 21 ("Gender Issues in Mentoring"), which provides some research-based guidance to effective mentoring for girls.

Whole-Group Activity: Where Mentors Fit

Activity Goal: To share ways that mentors can be folded into the mix of elements for gender-specific programming

STEP 1: Give this example-One unique mentor program involves dogs, girls, and elders. The girls train the dogs to visit senior citizens in assisted-living facilities. The girls' visits are appreciated by the seniors and the girls are "mentored," learned many things including history (hearing stories about working in the shipyards in World War II, hard times, different lifestyles) and the wisdom of time and perspective. Some girls practice social skills (for example, having tea on their visits).

Notes:

STEP 2: Ask the group, "How many of you use mentors in your programs or communities? How are they used and what are some of the experiences you have had?" Discuss.

STEP 3: Ask participants to identify the key elements of effective mentoring. Write their answers on the easel pad.

 $\mathcal{N}_{otes:}$

MODULE CLOSURE (5 minutes)

To sum up, display Overhead 32.

Overhead #32

Ten Tips For Effective Mentoring

• Go over any elements that participants missed.

Module 4: Strengths-Based Programming for Girls



Time

1 hour, 35 minutes

Room Set-Up

Participants should be seated at tables in groups of six to eight. Each participant should be able to clearly see the easel and pad, overhead projector screen, and other training aids.

Performance Objectives

Participants will learn the importance and components of strengths-based programming for girls

Evaluation Questions

Participants will identify at least two key components of strengths-based programming for girls

Methods of Evaluation

Pre- and post-training questionnaire

Methods of Presentation

Lecture with visual aids, group interactions with facilitator involving mutual inquiry, shared experiences, and observations

Equipment & Supplies

- · Overhead projector and screen
- Easel and pad
- Assorted felt-tipped pens
- Masking tape

Overheads

- #33 Module 4: Performance Objective
- #34 Resilient Children
- #35 Gardner's Multiple Intelligences
- #36 Communal Art Projects
- #37 Academic Failure
- #38 "When these students can no longer endure ..."
- #39 Career Workshops
- #40 Survival Skills for Youth
- #41 Red Flags for Sexual Abuse

 \mathcal{N}_{otes} :

Participant Handouts

- #22 Hardiness Zones
- #23 Howard Gardner's Theory of Multiple Intelligences
- #24 Formal Assessments: Interest Inventories
- #25 Formal and Informal Assessments: Personality and Learning Styles/ Multiple Intelligences Resources
- #26 Survival Skills for Today's Girls
- #27 Red Flags for Sexual Abuse

Content Overview

Module 4 gives staff members an opportunity to more deeply understand the content that goes into the actual programming for girls. The module takes participants to the next level of understanding. It examines the philosophy and components of strengths-based programming for girls.

Module 4 at a Glance

Strengths-Based Programming for Girls (40 minutes)

Introduction (5 minutes)

Instruction

- A. Build Programs upon Existing Strengths (5 minutes)
- B. Girls Are Taught New Skills (10 minutes)
- C. Victimization Issues (15 minutes)

Module Closure (5 minutes)

Suggested Reading for Module 4

- Acoca, L. (1999). Investing in girls: A 21st century strategy. *Juvenile Justice*, 6(1), 3-13.
- Belenky, M., Clinchy, B., Goldberger, N., & Tarule, J. (1986). Women's ways of knowing: The development of self, voice and mind. New York: Basic Books.
- Benard, B. (1991). Fostering resiliency in kids: Protective factors in the family, school, and community. San Francisco: WestEd.
- Pipher, M. (1994) Reviving Ophelia: Saving the selves of adolescent girls. New York: Ballantine Books.

Module 4: Lesson Plan Overview

Time	Activity	Materials	My Notes
5 minutes	Introduction	Overhead #33	
5 minutes	A. Build Programs Upon Existing Strengths	Overheads #34, 35, 36 Handouts #22, 23, 24, 25	
10 minutes	B. Girls Are Taught New Skills	Overheads #37, 38, 39, 40 Handout #26	
15 minutes	C. Victimization Issues	Overhead #41 Handout #27	
5 minutes	Module Closure		

Lesson Plan

INTRODUCTION (5 minutes)

1. Introduce the topic of strengths-based programming for girls

• Display Overhead #33

Overhead #33

Module 4—Performance Objective



Tell participants that as we continue to build upon our holistic approach with girls, our next component, after relationship-based programming, is strengths-based programming.

2. Define strengths-based programming



POINTS TO MAKE: Strengths-based programming means services work from a positive perspective, building on girls' personal and cultural strengths and providing opportunities for girls to be successful. Building on a girl's existing strengths gives her a greater sense of her value and competency. Program staff can do this in many ways, including being creative in the comments they make to her in the hallway, in treatment groups, and in the types of community-service projects she does. For example, picking up trash is likely to have little positive impact on her self-concept. But helping others by painting a house for Habitat for Humanity (a nonprofit group that builds houses for low-income people) or using her communication skills to visit with people in nursing homes may increase her feelings of self-worth, competence, and value to the community.

Instruction

A. Programs Build on Existing Strengths (5 minutes)

1. Display Overhead #34

Overhead #34

Resilient Children Have Three Things in Common

Whole-Group Activity: Building Resiliency in Kids

Activity Goal: To draw upon personal history to understand the sources of strength for children

STEP 1: Ask participants to think back to their childhood and identify one caring adult who believed in them; one way they participated in a neighborhood or community activity; and one teacher or other adult who held them to a high standard and encouraged excellence

STEP 2: Have several volunteers share their list and how these things made a difference in their lives

POINTS TO MAKE: Resiliency theory, as described by such researchers as Bonnie Benard (1991), holds that at-risk children can overcome great hardship if they have three important things in their lives: (1) at least one warm, caring adult who believes in them; (2) high expectations from parents and teachers; and (3) opportunities for involvement in neighborhood and community life. Programs can extend and/or provide these building blocks of inner strength. A new concept, "hardiness zones" is supplanting resiliency theory in the writings of some researchers. Refer participants to Phandout #22A ("Hardiness Zones") for a discussion of this concept.

2. Display Overhead #35 and © Handout #23 ("Howard Gardner's Theory of Multiple Intelligences")

Overhead #35

Gardner's Theory of Multiple Intelligences

POINTS TO MAKE: Note that intelligence takes many forms. Because girls in this population often have learning disabilities, they most likely have been unsuccessful in school. But schools traditionally define intelligence narrowly, focusing only on two or three of the "intelligences" identified by Harvard researcher Howard Gardner. Staff members can help girls identify their own ways of being smart and competent.

Notes:

3. Refer participants to \Im Handout #24 ("Formal Assessments: Interest Inventories") and \Im Handout #25 ("Formal and Informal Assessments: Personality and Learning Styles/Multiple Intelligences Resources").



POINTS TO MAKE: Programs can enhance girls' awareness of their existing strengths-talents, interests, proclivities, tendencies-by administering the interest inventory and self-assessment tool. Girls in this population are likely to have received little attention or support for their unique traits of personality and ability. Programs can help girls identify and develop these traits, not only with the assessment tools, but also through careful observation. Staff will recognize positive traits in each girl-she may be a natural leader, a fast reader who devours books, a budding artist, or an advanced craftsperson. Maybe her journals reveal a strong ability to express herself on paper. Staff members can remark upon and help cultivate these strengths. Self-awareness is a first step toward self-respect.

4. Display Overhead #36

Overhead #36

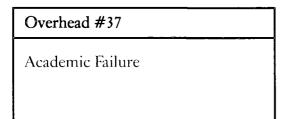
Communal Art Projects



POINTS TO MAKE: Discuss how communal arts projects help girls to express themselves in a nonthreatening way; discover or rediscover talent and enjoyment in creating objects of beauty; develop new skills; and connect with other girls and community members. Go over the examples on the overhead.

B.	Girls Are	Taught	New	Skills	(10)	minutes)
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POINTS TO MAKE: In the 1998 National Council on Crime and Delinquency study, 85 percent of girls had been expelled or suspended at a median age of 13. Of girls in special classrooms, only 1 percent said that the placement helped them stay out of trouble, Acoca reports.

2. Display Overhead #38

Overhead #38

"When these students can no longer endure ..."

POINTS TO MAKE: Acoca goes on to say that many girls drop out to escape sexual harassment, racism, peer rivalries, and inattention from adult professionals (Acoca, 1991, "Investing in Girls: A 21st Century Strategy."

3. Ask participants about ways programs can help girls gain academic skills ANSWERS TO LOOK FOR:

"Invite a career counselor to administer a learning-styles assessment so that girls begin to understand their own strengths and weaknesses in the learning process"

"Teach study skills"

"Work closely with school counselors and special education specialists to design and monitor an appropriate program for each girl"

4. Display Overhead 39; go over the components of a career workshop for girls

Overhead #39	
Career Workshops	



POINTS TO MAKE: Discuss the importance of presenting girls with a full range of job/career options, including professions that require college degrees and/or skilled vocations that require technical training.

QUESTIONS TO ASK: How can their programs can help girls set realistic career goals and take concrete steps toward meeting those goals?

ANSWERS TO LOOK FOR:

"Girls' programs can partner with community colleges for nontraditional training in fields such as welding, plumbing, air conditioning repair, home repair and maintenance."

"They can offer classes on how to set up and run a small business."



EXAMPLE TO GIVE: One alternative high school for high-risk girls developed and operated a coffee business. The girls wrote a business plan and gained skills in customer service, making change, marketing, and making espresso. They operate the coffee cart five hours a day in the school. The business (a learning lab) is self-sustaining.

EXAMPLE TO GIVE: One girls' program worked with a local department store to put on a "fashion show" of appropriate work clothes. Another program worked with the local Goodwill to set aside appropriate work clothes for the girls.

5. Ask participants how programs can help girls develop good social skills and life skills

ANSWERS TO LOOK FOR:

"Role-plays about real-life issues (for example, how to end an unhealthy relationship with a boy)"

"Workshops on money management, time management, problem-solving, anger management"

"Assertiveness training"

"Self-defense classes"

6. Display Overhead #40 and refer participants to [⊕]Handout #26 ("Survival Skills for Today's Girls")

Overhead #40

Survival Skills for Today's Girls

 Go over Mary Pipher's list of skills girls must learn to mature into healthy young women.



• Ask participants to add to the list.

C. Victimization Issues (15 minutes)

1. Discuss why programs need to address sexual (as well as physical and emotional) abuse

POINTS TO MAKE: In addition to academic failure, sexual victimization has been identified as almost universal among girls who get caught up in the justice system. Some researchers estimate that as many as 95 percent of girls in programs have been sexually abused. These girls often run away from home to escape abuse; running in this case can be viewed as an act of power and self-preservation, not deviance and defiance of authority. Girls typically fail to divulge sexual abuse during intake; caseworkers should look for the "red flags" listed in Overhead #43.

2. Display Overhead #41 and refer participants to ⊕Handout #27 ("Red Flags for Sexual Abuse")

Overhead #41

Red Flags for Sexual Abuse

Give examples of ways to address these issues in a program. Examples include offering one-to-one counseling and support groups for girls that specifically address these issues; having books available on these topics to help girls get a better understanding of the issues and the effects on one's life; having girls keep a journal, which allows a girl to process her thoughts, self-monitor, and see progress as she works through such issues as abuse, respect, and social skills. One cautionary note: If girls write in their journal and many staff members have access to it (for security reasons, for instance), there may be a lot of relational aggression expressed because girls tend to use this kind of communication to gain or express power. If the journal is only open to one or two key staff members, it will likely be more honest, straightforward, and helpful to the girl. She may also want the option to share her journal thoughts in a group session.

3. Ask participants if they have observed girls in their programs behaving seductively toward male staff members; discuss reasons this may occur and possible strategies to address it

POINTS TO MAKE: It is not unusual to see a girl put on makeup before male staff members arrive or to unbutton the top of her blouse before visiting a male staff member. It is important for the staff to understand the reasons certain girls act seductively. These behaviors—which at first appear so inappropriate and uncalled for-may well be a girl's subconscious coping strategy or survival skill. Many times, girls' seductive behavior stems from the sexual abuse they have suffered in the home. As stated earlier, the vast majority of girls in the juvenile justice system have been sexually abused. The girls expect adult men in roles of authority to view and treat them in a sexual way. By behaving seductively toward the male staff, a girl may gain a sense of power and control. By taking the initiative, she avoids becoming a victim again. Girls flirt first to take control; they may not know how else to react or behave in those situations.



4. Discuss how sexual abuse issues need to be addressed in girls' programs



POINTS TO MAKE: Sexual issues get translated into many parts of a girl's life. Especially if she came from an abusive home or environment with unhealthy relationships, she cannot understand how male and female adult staff members can work together and not have a sexual relationship. She may just assume that staff members are sexually involved, or she may try to play "matchmaker" to the staff. Staff members need to model and talk about appropriate, healthy behavior. They need to talk to girls about both verbal and nonverbal sexual behaviors. For example, a girl might say, "Mr. Milton [a staff member] has a nice butt." She needs to be told that her comment is inappropriate and unacceptable in the program. Male and female staff members need to work together as a team to be consistent in their responses to the girls. There should also be a policy in place to support the staff.

4. Encourage programs to keep discussions about sexuality in perspective



POINTS TO MAKE: Although it's important to talk about sex and sexuality, it is also important to keep it in perspective. This is where putting energy into other areas (strengths, childhood dreams) provides much-needed balance and perspective.

5. Emphasize that once girls have had sufficient help in dealing with the ravages of sexual abuse, programs need to help them move past the victim identity

POINTS TO MAKE: Sometimes girls become too comfortable in the role of "victim," a label with little power. Girls may internalize the label. They need help to grow beyond their victimization.

MODULE CLOSURE (5 minutes)

Whole-Group Activity: Females We Admire

Activity Goal: To instill a sharp awareness that even today, men tend to hold more prominence in our world than women

STEP 1: Have each participant take out a piece of paper and draw a line down the middle. At the top of one column have them write "male" and the other side, "female."

STEP 2: Give participants 30 seconds to write as fast as they can the names of all famous males and females they can think of, excluding sports and entertainment figures.

STEP 3: Have the participants talk about their lists in the whole group, and the process of writing the two lists.

POINT TO MAKE: Generally, participants have much more difficulty thinking of women's names. Discuss why that might be so.

Summarize the main points from Module 4 and make the transition into Module 5: Health-Based Programming.

Module 5: Health-Based Programming for Girls



Time

1 hour, 15 minutes

Room Set-Up

Participants should be seated at tables in groups of six to eight. Each participant should be able to clearly see the easel and pad, overhead projector screen, and other training aids.

Performance Objectives

Participants will learn the importance and components of health-based programming for girls

Evaluation Questions

Participants will identify at least two key components of health-based programming for girls

Methods of Evaluation

Pre- and post-training questionnaire

Methods of Presentation

Lecture with visual aids, group interactions with facilitator involving mutual inquiry, shared experiences, and observations

Equipment & Supplies

- Overhead projector and screen
- Easel and pad
- Assorted felt-tipped pens
- Masking tape

Overheads

- #42 Module 5: Performance Objective
- #43 Three Levels of Health
- #44 Spirituality

Participant Handouts

- #28 Strategies for Working with Girls
- #29 The Health of Adolescent Girls
- #30 Reproductive Health Issues for Girls
- #31 Girls and Physical Fitness and Sports
- #32 Doing Time in Timelessness: The Yoga of Prison
- #33 Adolescent Girls, Depression, and Delinquency
- #34 How Grief Affects Girls
- #35 Three Girls
- #36 Key Elements of Spirituality

Content Overview

Module 5 gives direct line staff an opportunity to more deeply understand the actual programming content for girls. The module examines the philosophy and components of health-based programming for girls, including physical and sexual health; emotional and mental health; and spiritual health.

Module 5 at a Glance

Health-Based Programming for Girls (50 minutes)

Introduction (5 minutes)

Instruction

- A. Physical and Sexual Health (15 minutes)
- B. Emotional and Mental Health (10 minutes)
- C. Spiritual Health (10 minutes)
- D. Rites of Passage and Celebration (5 minutes)

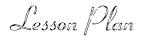
Module Closure (5 minutes)

Recommended Reading for Module 5

- Miller, D. (1994). Exploring gender differences in suicidal behaviors among adolescent offenders: Findings and implications. *Journal of Correctional Education*, 45(3): 134-138.
- Reed, J. (1994). Sugar and spice and everything nice: Medical care for girls in residential programs. In *1994 National juvenile female offender conference: A time for change* (monograph), pp. 57-72. Laurel, MD: American Correctional Association.
- Robinson, R.A. (1994). Private pain and public behaviors: Sexual abuse and delinquent girls. In C.K. Riessman (Ed), *Qualitative studies in social work research* (pp. 73-94). Thousand Oaks, CA: Sage Publications.
- Weiher, A.W., Huizinga, D., Lizotte, A.J., & Van Kammer, W. (1993). The relationship between sexual activity, pregnancy, delinquency and drug use. In D. Huizinga, R. Loeber, & T.P. Thornberry (Eds), *Urban delinquency and substance abuse: Technical report* (Vol. 1, pp. 6.1-6.27). Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Module 5: Lesson Plan Overview

Time	Activity	Materials	Notes
5 minutes	Introduction	Overheads #42, 43 Handouts #28	
15 minutes	A. Physical and Sexual Health	Handouts #29, 30, 31, 32	
10 minutes	B. Emotional and Mental HealthHandouts	Handouts #33, 34, 35	
10 minutes	C. Spiritual Health	Overhead #44 Handout #36	
5 minutes	D. Rites of Passage and Celebration		
5 minutes	Module Closure		



INTRODUCTION (5 minutes)

1. Introduce the topic of health-based programming

Display Overhead #42

Overhead #42
Module 5—Performance Objective

• Display Overhead #43 and refer participants to ♥Handouts #28 ("Strategies for Working with Girls")

Overhead #43 Three Levels of Health

POINTS TO MAKE: This section will highlight physical, emotional, and spiritual health issues as they relate to the female experience. Health issues are critical to any program that works with young adolescent girls. As we help girls understand their health issues and how to take care of themselves, staff members must also take care of themselves. If staff members become stressed and angry, go outside frequently to smoke, or model other unhealthful behaviors in their own lives, they are giving girls mixed messages. Staff members must "walk the talk."

2. Discuss the importance of girls changing unhealthful patterns from within

POINTS TO MAKE: Some girls just go "politely through the structure" and do what they need to do. They serve their time and take care of their outward self but do not change or address what is inside. Health-based programming involves looking at the inner girl as well as the outer girl.

Instruction

A. Physical and Sexual Health (15 minutes)

1. Conduct a "jigsaw" activity with participants using four readings on health-based programming for girls

- · Have participants form small groups of four
- Provide each member of the group with a different article on health issues for adolescent girls (Handouts #30, "Reproductive Health Issues for Girls"; #29, "The Health of Adolescent Girls"; #31, "Girls and Physical Fitness and Sports"; and #32, "Doing Time in Timelessness: The Yoga of Prison")
- · Have the groups read their articles
- If there are multiple groups, have those who have read the same article convene in a small group for five minutes and decide what ought to be reported in the home group
- Have each person report on his or her article to the home group, taking about three minutes (facilitator is timekeeper)

2. Ask participants to discuss other health issues facing the girls they serve. Record these on the easel pad.

ANSWERS TO LOOK FOR:

"Female development"

"Personal care and hygiene"

"Exercise and physical strength"

"Menstruation, pregnancy, sexually transmitted diseases (STDs), contraception, sexual identity, and sexuality"

"Confusing love and sex"

"Making healthy decisions and resisting pressure"

"Coming to terms with sexual orientation issues (lesbian youth are particularly vulnerable to depression, suicide, and risky behavior)"

"Developing and maintaining healthy relationships"

"Distinguishing between relationships that are abusive and those that are healthy"

Physical illness and sexual behaviors are a large part of the overall case management of girls. Half of the teen girls who have babies will get pregnant again within one year. Conducting a group on basic hygiene--washing, using deodorant, shaving underarms and legs, and using sanitary napkins and tampons--can provide important information that girls may not have received elsewhere. Many girls are self-conscious about their bodies. Some will not participate in PE because they're embarrassed or because the gym clothes are unattractive. You may consider allowing them to wear their own clothes. If they have to walk by the boys' gym class, schedule a 30-minute time gap so the girls don't encounter the boys. Cooperative and competitive opportunities to learn physical skills in

a non-threatening environment should be incorporated in therapeutic and preventative intervention programs for adolescent females. Physical activity should not be viewed as an optional "add-on" to the program-or, indeed, to girls' lives. Rather, it should be viewed as a vital link to the physiological, psychological, and social processes that influence their growth and development. Parental perceptions of the benefits of exercising and athletic participation also vary by race and class. One national survey found that white parents more often mentioned health-related benefits, character benefits, and social factors than did African American parents (Wilson Sporting Goods Co., & Women's Sports Foundation, 1988).

3. Describe how routine program procedures involving a girl's body can have counterproductive effects

POINTS TO MAKE: There are many issues for girls related to their bodies and their emotional well-being. When girls enter detention, they are often required to have a strip search and may be required to have a physical check-up, including a gynecological exam. When girls are not prepared for this, they may act out. Most girls have never had a gynecological exam, and it can be frightening. One way to address this fear is to show a video explaining the procedure so the girl knows what to expect. Many girls have a lot of anxiety about the exam, especially if they have been sexually abused. One good resource is the video, "On Becoming a Woman," produced by the National Black Women's Health Project, Washington, DC (202) 543-9311.

4. Discuss the specific health-related supplies that are important, not a luxury, for girls' programs

POINTS TO MAKE: Gender-appropriate supplies need to be budgeted for, including bras of varying sizes, feminine hygiene products, and aspirin or ibuprofen for menstrual discomfort. Some hair-care products, often considered a "luxury" or reward for girls, actually have significant health and hygiene implications. Some African American girls, for instance, require a relaxer or other appropriate hair care products in order to comb or wash their hair.

B. Emotional and Mental Health (10 minutes)

1. Describe what is meant by emotional and mental health and why this is important for girls Information needs to be shared with girls about emotional and mental health issues. Girls are more susceptible than boys to suicide attempts, self-mutilation, eating disorders, and other mental health issues. For emotional health, girls need information about taking care of themselves; when to seek counseling; addressing feelings about body image; and how to establish and nurture committed and meaningful relationships. Girls need to know how to assess and recognize their specific mental health problems.

2. Refer participants to ³Handouts #33 ("Adolescent Girls, Depression, and Delinquency") and #34 ("How Grief Affects Girls")



- Explain that in early adolescence, the rate of depression among girls rises sharply and becomes "a central pathway to serious antisocial behavior in girls" (Obeidahhal & Earls, 1999)
- Point out that antisocial behaviors may be symptoms of grief stemming from divorce, death, or lost childhood and innocence.
- Discuss.

Small-Group Activity: Three Girls

Activity Goal: To delve into the nitty-gritty of finding strategies to meet the complex and unique needs of each girl

STEP 1: Divide participants into three small groups.

STEP 2: Refer participants to [⊕]Handout #35 ("Three Girls"), which presents three hypothetical situations.

STEP 3: Assign Girl #1 to one small group; Girl #2 to the second group, and Girl #3 to the third group. Ask the participants to confer with their group members to identify the health (physical/sexual; mental/emotional; and spiritual) issues facing their girl. Then have them decide on some strategies that could be used to address these issues. Allow 10 minutes.

STEP 4: Have a spokesperson for each group share his or her group's ideas with the larger group. Write their answers on the easel pad. Look for answers such as these:

Girl #1 (Maria)—Maria's caseworker should be knowledgeable (or confer with a person who is knowledgeable) about Mexican-American cultural issues, particularly as they relate to gender. She should be enrolled in an all-girl substance-abuse program. Group and individual therapy should address multiple issues, including sexuality and health.

Girl #2 (Ali)—Ali needed an ongoing relationship with a professional who could help her navigate foster care, stay on track with school attendance and performance, steer her toward job and career counseling, forge plans, and form an idea of positive womanhood.

Girl #3 (LaTisha)—Mr. Wiley and Ms. Coleman, a counselor, together talk to LaTisha about her behaviors. They discuss her verbal and nonverbal communication style and the consequences of her actions. They also present alternate behaviors that are more socially appropriate. LaTisha is also receives ongoing therapy to deal with the sexual abuse she experienced in the home.

- C. Spiritual Health (10 minutes)
- 1. Ask participants what "spiritual health" means to them

Display Overhead #44, and refer participants to 🏵 Handout #36 ("Key Elements of Spirituality"); go over the concepts

Overhead #44	
Spirituality	

POINTS TO MAKE: Information needs to be shared and time allowed for girls to understand personal spiritual issues. This could include time for personal reflection, traditions, and discussions about life, values, morals, customs, and ethics. Spirituality is a way of connecting, grounding, finding a sense of calm and meaning in life. Many girls have experienced losses. This spiritual component in programming allows them time to deal with those losses, gain strength, and focus on the future.

- 2. Describe how spiritual health does not necessarily mean the same thing as "religion"
 - **POINTS TO MAKE:** Spiritual health may or may not involve organized religion. Churches, synagogues, temples, sweat lodges, and vision quests are just a few "organized" ways of getting in touch with one's spirit. There are many ways girls may choose to strengthen their spiritual side. Books and reading daily inspirational thoughts can help guide girls' quests for spirituality, peace, and meaning.

EXAMPLE TO GIVE: As an assignment in one group, girls were asked to create an "alter" or "shrine" in their room with items that meant something or symbolized something to them. Some shrines were created honoring family and friends with pictures, cards, and dried flowers. Another was for nature and the ocean, with seashells and rocks. Another was to a beloved pet, and another to "seeing colors" - the girl was thankful her vision had recently been corrected with surgery. Girls talked about their displays and the sacred space to reflect on things of importance to them. They discussed how to identify meaning in everyday life experiences.

D. Rites of Passage and Celebration (5 minutes)

1. Define "rites of passage"



POINTS TO MAKE: Celebrations, rituals, and traditions are rarely included in a troubled girl's life. These things can provide stability and direction. Recognizing significant physical, emotional, and spiritual milestones for girls in a positive way is important. Too often, these events are ignored or surrounded by negative misinformation. Every gender-specific program should incorporate teaching girls about positive womanhood. This can be done in many ways. One way is through creating celebrations and "rites of passage"-prescribed rituals associated with important milestones (such as passage into adulthood) or changes in status (such as graduation from a program).

2. Describe how different cultures celebrate rites of passage



POINTS TO MAKE: In some cultures, such as African American and Native American, a council of elders typically helps youth seek wisdom on a variety of issues (ethnicity, body, family, work, spirituality) and creates an appropriate ritual as a "rite of passage" from one event or time period to another. This is a good way to weave into a program volunteers who have specialties and knowledge about the topic areas.

EXAMPLE TO GIVE: One treatment center for young girls celebrates a girl's first menstrual period by gathering together adult women known to the girl. The women sit in a circle along with the girl. In the center are two candles, one red and one white. The white candle, representing childhood, is already lit. Each woman has her own unlit candle in a color of her choosing. One at a time, each woman lights her own candle from the main white candle in the middle of the circle. As each woman lights her candle, she says something positive and memorable about growing up as a girl. Then she goes back to the circle. When all have had a chance to light their own candles, one at a time each goes up to the red candle, representing womanhood, and says something wonderful and special about now being a woman. The woman touches the flame from her own candle to the red candle. When all the women have said something, the girl who is being celebrated may speak if she so desires. She lights her candle from the white candle and touches the flame of the red candle. As a closing, each one stands holding her lighted candle. In unison, they vow to be there for the girl in her womanhood, to listen to and support her. They all make a wish for her and blow out their individual candles in unison.

MODULE CLOSURE (5 minutes)



POINTS TO MAKE: We have just covered the last of the three basic content elements critical for a holistic approach to gender-specific programming. These content elements can now be incorporated into a variety of gender-specific services and structures.

After lunch, we will explore communication issues and the communication skills needed when working with girls.

 $\mathcal{N}_{otes:}$

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Module 6: Program Design and Tools

Module Summary

Time

1 hour

Room Set-Up

Participants should be seated at tables in groups of six to eight. Each participant should be able to clearly see the easel and pad, overhead projector screen, and other training aids.

Performance Objectives

Participants will learn to identify critical elements of effective gender-specific program policies, program design, outcome measurements, and quality assurance.

Evaluation Questions

Participants will be able to identify at least two critical components of an effective gender-specific policy and program design.

Method of Evaluation

Pre- and post-training questionnaires

Methods of Presentation

Lecture with visual aids, group interaction with instructor involving mutual inquiry, shared experiences, and observations

Equipment & Supplies

- Overhead projector and screen
- Easel and pad
- Assorted felt-tipped pens
- Masking tape

Overheads

#49

#45 Module 6: Performance Objective
#46 Management and Program Structure
#47 Sample Policy and Mission Statement
#48 Program Design and Tools

Quality Assurance Loop

Parti	cına	nt	Hand	louts

- #37 What Makes a Promising Program?
- #38 Self-Assessment Tool
- #39 Gender-specific Programming Guidelines
- #40 Sample Laws (Oregon)
- #41 Sample Policy and Mission Statement
- #42 Juvenile Justice Decision Point Chart
- #43 Cook County Juvenile Female Strength/Needs Assessment (Sample Intake Form)
- #44 Quality Assurance Loop for Girls' Programs

Content Overview

Module 6 addresses gender-specific program design such as assessment tools, outcome measures, and feedback loops for quality assurance. It also examines staffing concerns such as hiring, training, diversity, staff attitudes, and boundary issues. The module is designed to provide an idea of the structure that should be in place for a program to work effectively.

Module 6 at a Glance

Program Design and Tools (1 hour)

Introduction (5 minutes)

Instruction

- A. Guidelines for Administering Gender-Specific Programs and Self-Assessment Tool (5 minutes)
- B. Guideline 1: Management and Programmatic Structure Must Be Gender Specific (10 minutes)
- C. System Decision Points (5 minutes)
- D. Comprehensive Program Design (10 minutes)
- E. Intake and Assessment Tools (10 minutes)
- F. Quality Assurance and Continuous Feedback Loop (10 minutes)

Module Closure (5 minutes)

Recommended Reading for Module 6

- Girls, Inc. (1996). *Prevention and parity: Girls in juvenile justice*. Washington, DC: OJJDP.
- Miller, D., Trapani, C., Fejes-Mendoza, K. Eggleston, C., & Dwiggins, D. (1995). Adolescent female offenders: Unique considerations. *Adolescence*, 30(118), 430-435.
- Office of Juvenile Justice and Delinquency Prevention. (1993). PACE Center for Girls. *Profile 5*, p. 6. Washington, DC: Author.

Module 6: Lesson Plan Overview

Time	Activity	Materials	Notes
5 minutes	Introduction	Overhead #45, 46 Handout #37	
5 minutes	A. Guidelines for Administering Gender- Specific Programs and Self-Assessment Tool	Handout #38	
10 minutes	B. Guideline 1: Management and Programmatic Structure Must Be Gender Specific	Overhead #47 Handouts #39, 40, 41	
5 minutes	C. System Decision Points	Overhead #48 Handout #42	
10 minutes	D. Comprehensive Program Design		
10 minutes	E. Intake and Assessment Tools	Overhead #48 Handout #43	
10 minutes	F. Quality Assurance Loop for Girls' Programs	Overhead #49 Handout #44	
5 minutes	Module Closure		

Lesson Plan

INTRODUCTION (5 minutes)

1. Introduce the three guidelines for creating gender-specific programs

Display Overheads #45 and #46

Overhead #45

Module 6—Performance Objective

Overhead #46

Management and Program Structure

In this module, we are going to talk about the programmatic structure of gender-specific services. It is important to understand what needs to be in place for a program to work well and for staff members to be able to do their job. We are going to discuss the first of three guidelines, (1) Management and Program Structure Must Be Gender-Specific. We will discuss the two remaining guidelines in subsequent modules. They are (2) Staff Must Be Qualified in Providing Gender-Specific Services and (3)

Program Environment Must Be Gender-Specific.

2. Describe other resources

• Let them know that program guidelines that go into much more depth about programming elements are described in Handout #37 ("What Makes a Promising Program?")

• Explain that there is a companion curriculum, *Beyond Gender Barriers: Programming Specifically for Girls*, Curriculum II, designed specifically for professional staff that delves into the topic in much more detail, including laws and policies.

A. Guidelines for Administering Gender-Specific Programs and Self-Assessment Tool (5 minutes)

1. Describe the three guidelines for administering gender-specific programs

POINTS TO MAKE: The guidelines were written by specialists in the field, incorporating the Valentine Foundation study recommendations, landmark research findings, current literature, and information from leading researchers, scholars, and practitioners in the field as well as best practices throughout the United States. The guidelines are designed to assist administrators and policymakers in the planning process, program design, and evaluation of services for girls. All the guidelines are important and should be incorporated at some level to ensure that the program is gender appropriate. This module covers specific models and programs around the country and what has worked well in meeting these guidelines.

Explain that the guidelines allow flexibility

POINTS TO MAKE: Meeting the guidelines will take time and is an ongoing developmental process. The guidelines are written to allow administrators flexibility to integrate them into their existing policies, programs, and outcome evaluations.

· Explain that the guidelines can be used in all programs

POINTS TO MAKE: The guidelines are not meant just for intensive programs for young women, but are easily applicable to community-based programs for at-risk girls as well. Even if your program has a small population of girls or operates just a few hours a day, all programs should incorporate these guidelines.

2. Describe how to use the self-assessment handout

• Refer participants to \$\overline{\pi}\$ Handout #38 ("Self-Assessment Tool").

POINTS TO MAKE: The self-assessment allows participants to gauge their own programs and won't be turned in. Participants should reflect on their own situations and write comments in the space provided to help them when they return to their own programs.

Describe the scoring system

POINTS TO MAKE: Next to each guideline are the numbers 1 through 3.

- 1 = Needs improvement ("we do not meet this guideline")
- 2 = Average ("we have some things in place and minimally meet the guide-line")
- 3 = Excellent ("we meet the guideline")"

Participants should take a moment to score themselves on each guideline. At the end of the day, participants will have a chance to look at their self-evaluations and develop strategies.

Notes:

B. Guideline 1: Management and Programmatic Structure Must Be Gender Specific (10 minutes)

1. Discuss the importance of laws that support gender-specific programming

POINTS TO MAKE: Legislative changes are most likely to succeed if they are based on valid research data. Although frequently a time-consuming process, legislative law reform has the potential for producing broadbased change in every aspect of the system for girls.

• Refer to & Handout #39 ("Gender-Specific Programming Guidelines")

POINTS TO MAKE: Focusing on Guideline 1: Management and Program Structure Must Be Gender-Specific, emphasize that it is the first step to set the foundation for an effective program. Policymakers and administrators need to first look at the infrastructure and influences that make a program more or less effective before changing content.

Explain the importance of knowing state laws.

POINTS TO MAKE: It is important to know if your state has laws under which programs must work. This may provide the climate and the context for program development and implementation. Additionally, it may be an important time to join with others in the field to advocate for laws to be changed or enacted.

• Describe the history of the Oregon law

POINTS TO MAKE: Many states have put laws in place regarding gender equity. The 1993 Oregon legislature established a state policy that entitles girls to equal access to gender-appropriate services. The law also facilitates equal access to appropriate services for the individual needs of all children. The focus was on channeling funds based on individual needs rather than just gender. The bill was introduced at the request of the Children First Equal Access for Girls Committee, a statewide group of approximately 140 citizens, private professionals, public professionals, elected and appointed officials, community leaders, and business people who are concerned about the apparent gender disparity in children's access to appropriate services.

• Describe the provisions of the Oregon law and refer to ♥Handout #40 ("Sample Laws - Oregon")

POINTS TO MAKE: The law does the following:

- 1. Affirms it is in the best interest of the state to provide equal access to services for females and males under 18 years of age
- 2. Requires state agencies providing services to children to identify in their budgets the percentages, by gender, of money allocated to young people under age 18 and identify existing disparities in allocations of money and services for females and males under age 18. The result of this effort was reported to the Oregon Legislature.
- 3. Requires state agencies serving children to prepare plans to implement equal access to appropriate services for both females and males under age 18, where disparities are found.
- Describe the Washington state projects and law

POINTS TO MAKE: Washington State has funded two projects - Breakthrough for Runaway Girls and Oakbridge Youth Shelter. As a result of these programs, Children's Alliance, a statewide advocacy group, identified the needs of runaway youth as a high-priority public policy issues. In 1995, the legislature passed the "At-Risk/Runaway Act," which provides for multidisciplinary teams to address the needs of runaways. In 1997, lawmakers added state funding to develop these teams to address the needs of runaway youth.

2. Discuss the importance of laws that support gender-specific programming

Display Overhead #47

Overhead #47

Sample Policy and Mission Statement

• Refer to \$\overline{\pi}\$Handout #41: Sample Policy and Mission Statement

POINTS TO MAKE: Policies reflect how the organization is going to deliver services in accordance with the law. Policies work to create system change and enhance system management. Gender-specific policies and practices need to be designed and integrated into all parts of the system to create a comprehensive continuum of care--from intake to follow-up and aftercare. System integration includes collaborative efforts and partner-ships where different programs in the system have a common understanding of each program's policy and a shared goal. Gender-specific policies need to be in writing for agencies, organizations, and programs serving girls and include guiding principles and program values. This ensures everyone in the organization understands the agency's philosophy and commitment to girls' issues and the direction the organization is trying to go. Policies may be written at the state, county, city, or local program level. Enacting policies can go on at different levels at the same time.

Discuss important characteristics of system change

POINTS TO MAKE: System change must involve multiple organizations that are convinced of the benefits of the systems change. They must all envision how they want their juvenile justice system to function, assess how it currently functions, set priorities for change-related efforts, and persevere on a long-term basis. Jurisdictions need to define policy goals before undertaking policy change. Because system improvement is complex and often meets with resistance, a big picture perspective captured in written policies can help guide the process.

Discuss different ways jurisdictions develop policies

EXAMPLES TO GIVE:

1) The Iowa Gender-Specific Task Force used information collected in the Female Juvenile Justice Research Report to develop a policy and protocol, "Providing Gender-Specific Services for Adolescent Female Offenders: Guidelines and Resources." The policy and protocol's intended audience included the Department of Human Services per-

sonnel, juvenile court officers, educators, and administrators and service providers in programs that serve girls. It provided a thorough description of the gender-specific programmatic framework for creating quality gender-specific services and programs for adolescent female offenders and girls at-risk. Through statewide dissemination and conferences, the policy and protocol has created a systemwide change in the way services are provided to adolescent female offenders and girls at-risk.

- 2) Colorado created and continues to fund the Girls Equitable Treatment Coalition (Girls E.T.C.), a State Advisory Group subcommittee that oversees policy and program development for female juvenile offenders. To draw attention to the needs of this population, Girls E.T.C. sponsored six regional workshops in 1997 and a statewide conference in 1998 for juvenile justice professionals and community-based organizations. Their materials and resource literature includes guidance for legislators, educators, parents, and systems professionals.
- 3) Hawaii and Missouri have also established a statewide program that included training, conferences and publications to draw attention to gender-specific issues. Both states have collected data and published reports on programming, policy issues, and needed system changes. Florida initiated the Female Offender Research Project in 1997 to provide comprehensive information on female juvenile offenders to juvenile justice planners and professionals for system planning and policy development, and to help raise the awareness of the needs of female offenders. They have produced several documents and made numerous presentations.

Whole-Group Activity: Sharing Policy and Mission Statement Components

Activity Goal: Encourage participants to think about the importance of their program policies and mission statements.



STEP 1: Ask participants for their reactions to the policy statement in their handout and on the overhead and write the answers on an easel pad.

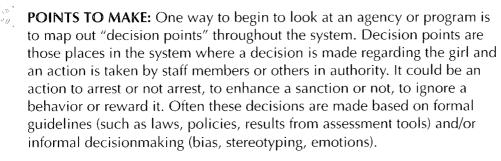
STEP 2: Ask participants to share their thoughts about their own experiences and whether they have written policies in their programs. Ask participants to describe key points of their policies.

STEP 3: Ask participants for their reactions to the mission statement. "To provide females in a safe and secure setting with skills to resist negative influences and opportunities to create a healthy future."

C. System Decision Points (5 minutes)

1. Describe what is meant by "decision mapping"

• Refer to Handout #42 ("Juvenile Justice Decision Point Chart")



• Ask participants for a show of hands from those who have conducted decision point mapping in their agencies.

2. Discuss the decision point chart.

POINTS TO MAKE: Highlight the different places where girls are affected by decisions by staff/authority (i.e., at arrest, intake, discipline by a staff member in detention, in front of a judge) how those decisions are made, and how the outcome might change if a different decision about the girl is made.

D. Comprehensive Program Design (10 minutes)

1. Discuss how gender-specific elements should be reflected in every aspect of the program design and activities



- Ask participants about ways that programs can provide a seamless "continuum of care" for girls
- Write their answers on the easel pad

ANSWERS TO LOOK FOR:

"Do staff have formal and informal opportunities to share their observations about the program, specific girls, or other issues? For instance, do program staff communicate with the recreation staff, food staff, van driver, counseling staff, educators, medical staff, and other staff who work with girls? This type of multidisciplinary communication in the program design helps develop a clear and consistent message for girls."

"Does the program design include 'outside' agencies? For instance, is there a structure or opportunity for schools to coordinate with social services? Are there regularly scheduled joint meetings where information is shared? Is there a common computer link up to enhance communication between agencies? All these pieces make for a stronger program design."

"Does the program provide transitional services and aftercare? Keys to aftercare for girls are 'graduated support' (a gradual withdrawal of services rather than an abrupt end) and long-term monitoring by an aftercare worker. A structured program for helping girls return successfully to the community includes discussions, presentations, and counseling to prepare them for reentry. A series of short furloughs can ease the transition by reintroducing girls to the community a little at a time. Aftercare workers--who help develop the girls' overall service plan and stay informed of their progress throughout their stay in the program--spend time with the girls before they leave the program in order to build trust and rapport."

2. Discuss how girls can be involved in the program design



• Ask why and how to involve girls in designing the program

ANSWERS TO LOOK FOR:

"There are many ways to involve girls as 'stakeholders'. The girls should be involved in naming the program, creating a logo, deciding the topic for group every other week, taking turns doing wake-up, co-leading groups, and making rules and regulations for the groups."

"Girls can be the program's best ambassadors. Girls can also do the orientation. If they aren't allowed to do it formally, an informal underground 'orientation' will probably take place, with misinformation, hazing, or erroneous 'facts' that undermine the program."

EXAMPLE TO GIVE: In one program, the girls worked with the staff to help design the girls' facility. Windows all faced the inside to the courtyard. Since girls were learning food preparation as part of their vocational training, an extra training space was built in the kitchen. A "mock apartment" was included that helped girls make the transition into the outside world and independence. Staff could watch how each girl did on her own or, when appropriate, with her child. Girls learned how to make a bed, do laundry, childproof an apartment, and operate appliances.

5. Discuss runaways and gender-specific program reward systems



- Ask participants, "How many of you have had the experience of girls running away from a program when they had only a few days to go before they were done?"
- Ask them to suggest reasons-based on the needs of girls-that this may occur.

POINTS TO MAKE: Often we structure our programs or "reward" system on what works for boys. We may tell a youth, if you do these four things (for example, stay clean, finish the GED class, meet with your counselor once a week, and complete 12 anger-management sessions) then you can be released. If a girl is relationship-oriented and her "reward" is to be cut off from meeting with a counselor one-to-one, meeting with a support group, and meeting with others in a class-she may feel more punished than rewarded. She runs so she can return to the program where she feels connected to people and relationships. For this reason, and for girls in particular, a relation-based transition program is critical.

6. Discuss designing programs that address risk and protective factors



POINTS TO MAKE: Much of the research on girls' risk factors and protective factors is key information for the staff to understand and should be incorporated into program design. Programs need to have activities that address resiliency, strengths/assets, independence, self-reliance, self-esteem, and life skills. Risk factors include early sexual experimentation, academic failure, history of sexual abuse, low self-esteem, dysfunctional family system, racism, sexism, and substance abuse. Protective factors include delay of sexual experimentation, academic success/progress, positive sexual development, positive self-esteem, positive family environment, positive minority identity, positive gender identity, pro-social skills, and competence.

- Ask participants for one or two examples of how a program can be designed to enhance girls' resiliency/protective factors.
- Discuss designing programs that address a girls' socialization and cultural issues.

POINTS TO MAKE: Program components should consider and understand how girls are socialized as females in society and within their culture. Programs need to allow time and places for girls to talk and verbally process their experiences.

EXAMPLE TO GIVE: If court lets out at 4:30 p.m. and dinner is at 5 p.m., there might not be an opportunity for a girl to talk, process, and understand what she has just experienced. Frustration may be manifested by the girl through disruptive behaviors in the program.

• Discuss the importance of long-term stable programs.

POINTS TO MAKE: Long-term stable programming is an important component of the program design process. Considerations such as aftercare and follow-up services that are relationship-based should be included. All youth need stability and relationships as they make the transition, but girls in particular need that connection to people if they are to succeed. Keys to girls' aftercare include placement in employment or an educational

program, with ongoing links to appropriate social service, including health care, mental health services, and services that strengthen the family.

• Discuss how girls can develop leadership skills and become advocates and how people in decisionmaking roles can learn from these girls by listening and understanding the broad implications of their experiences.

EXAMPLES TO GIVE: Girls can develop these skills by writing letters, writing grants, testifying at the legislature, inviting public officials to the facilities and giving them tours, or by securing more stable, long-term funding for programs.

E. Intake and Assessment Tools (10 minutes)



1. Describe the importance of having intake and risk assessment tools and screening instruments that are gender-specific

 Display Overhead #48 and refer participants to ⊕Handout #43 (Cook County Juvenile Female Strength/Needs Assessment—"Sample Intake Form")

Overhead #48

Program Design and Tools



• Discuss the choice of words used in the form and whether they are appropriate for girls

POINTS TO MAKE: Many of the subheadings on the form could be broadly interpreted or open to interpretation (for example, "basic needs," "suitable living environment," and "well-adjusted").

 Ask participants if they think a "gender-neutral" form is appropriate for girls.

2. Discuss how outcome measurements may not tell us what we need

POINTS TO MAKE: Promising program design includes an outcome evaluation that is gender specific. This gives programs the ability to report success to program board members, staff, funders, and policymakers.



• Point out how often outcome measurements and evaluation methodologies are not gender appropriate. The measurements are based on or normed for male populations.

POINTS TO MAKE: It is not unusual for a girl leaving a gender-specific program to go out into the world or another program that is not gender-specific, commit another offense, and return to the gender-specific program. From an evaluation standpoint, that may look as if the gender-specific program was a failure. But in fact, the program may be very good except for the aftercare and transitional components.

EXAMPLE TO GIVE: Give this example: "At Christmastime, Chantal always violated the terms of her probation so she could come back to the gender-specific program. Detention was the safest place for her to be. The program statistics didn't look good because the recidivism rates were high. It is important to be sure programs look at all parts of the problem for girls."

Notes:

Small Group Activity: Identifying Typical Ways To Measure Program Success

Activity Goal: Illustrate gender-related concerns in measuring program success.

STEP 1: Draw a line down the middle of the board or easel pad. Ask participants to identify four or five typical ways to measure whether a program is successful. Write comments on the left side of the line.

EXAMPLES TO WATCH FOR: recidivism rates, program compliance, suicide rate, and girls who get their GED.

STEP 2: Ask the group to reflect on each example and give reasons why it is or is not an appropriate measurement for a girl.

EXAMPLES TO WATCH FOR: A traditional measurement might be "75 percent of the girls finish alcohol and drug classes." The gender-appropriate measurement might go beyond the completion of the class and measure how many girls stay clean and sober for a year afterward.

STEP 3: Discuss why this is gender related.

POINTS TO MAKE: Girls are often good at being outwardly compliant and can finish a class. Yet, they may return to a violent relationship, go on welfare, or abuse their children. Other outcome measurements may be needed to give a better picture of success. Many of these females are not success stories, they are just quietly compliant. Programs may need other outcome measurements.

F. Quality Assurance Loop for Girls' Programs (10 minutes)

1. Discuss the Quality Assurance Loop for Girls' Programs

 Display Overhead #49 and refer participants to ⊕Handout #44 ("Quality Assurance Loop for Girls' Programs")

Overhead #49	
Quality Assurance Loop	

POINTS TO MAKE: Gender-specific programs must be dynamic. If they are not, they probably are not effective. A girl's social context is constantly changing; therefore, her issues and needs change. Having a program structure that incorporates "quality assurance" practices is essential to respond to change and to maximize program effectiveness. Quality assurance means earnestly being open to evaluation information and feedback from staff and the girls, and using that information for program improvement. Agencies and programs need to conduct formal and/or informal needs assessments from staff and clients on a regular basis.

 Ask participants to describe how girls and families in their programs are involved in evaluating, providing feedback, and giving suggestions regarding service delivery, program content, and effectiveness.

POINTS TO MAKE: Agencies and programs need to conduct formal and/or informal needs assessments from staff and clients on a regular basis. It is important to ask, how are these issues dealt with and incorporated into program changes or redesign? A suggestion box that is ignored can have a negative effect on a program and the girls. It breaks down trust and increases anger, skepticism, and cynicism. How does your program continually evaluate its effectiveness and relevance to girls? Ask the group for examples. (The Search Institute and Multnomah County [Oregon] Gender-Specific Policy Advisory Report have profile and feedback forms as examples.)

MODULE CLOSURE (5 minutes)

1. Remind participants to complete self-assessment for Guideline 1

Module 7: Staffing



Time

30 minutes

Room Set-Up

Participants should be seated at tables in groups of six to eight. Each participant should be able to clearly see the easel and pad, overhead projector screen, and other training aids.

Performance Objectives

Participants will learn important aspects of staff selection and training.

Evaluation Questions

Participants will be able to identify at least two key staffing issues and how to address them.

Method of Evaluation

Pre- and post-training questionnaires

Methods of Presentation

Lecture with visual aids, group interaction with instructor involving mutual inquiry, shared experiences, and observations

Equipment & Supplies

- Overhead projector and screen
- Easel and pad
- Assorted felt-tipped pens
- Masking tape

Overheads

#50 Module 7—Performance Objective

#51 Administration: Staffing

#52 Key Staffing Issues

Handout

#45 Boundary Issues in Staffing

Content Overview

Module 7 examines staffing issues including hiring, training, diversity, staff attitudes, and boundary issues.

Module 7 at a Glance Staffing (30 minutes)

Introduction (5 minutes)

Instruction

A. Guideline 2: Staff Must Be Qualified in Providing Gender-Specific Services (20 minutes)

Module Closure (5 minutes)

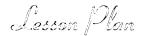
Recommended Reading for Wodule 7

Albrecht, L. (1995). Facility programming for female delinquents. In B. Glick, & A. Goldstein (Eds.), *Managing delinquency programs that work*. Laurel, MD: American Corrections Association.

Horowitz, R., & Pottieger, A.E. (1991). Gender bias in juvenile justice handling of seriously crime-involved youth. *Journal of Research in Crime and Delinquency*, 28, 75-100.

Module 1: Lesson Plan Overview

Time	Activity	Materials	Notes
5 minutes	Introduction	Overheads #50, 51	
20 minutes	A. Guideline 2: Staff Must Be Qualified in Providing Gender-Specific Services	Overhead #52 Handout #45	
5 minutes	Module Closure		
			_



INTRODUCTION (5 minutes)

1. Display Overheads #50 and #51

Overhead #50	Overhead #51
Module 7—Performance Objective	Administration: Staffing

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• Ask participants whether gender-specific programs for girls should hire men or women staff. Why?

POINTS TO MAKE: Having a gender-specific program for girls does not mean that all staff must be female. Male staff have unique and positive opportunities when working with girls. A healthy male presence in the environment can be good; however, the roles and behaviors must be very clearly defined and understood. Issues must be discussed, not once, but in an ongoing dialogue.

• Mention that staff, whether male or female, should have a positive attitude toward working with girls.

POINTS TO MAKE: When interviewing potential staff members, programs should ask questions like these:

- Do the interview questions address experience, interest, and training in girls and gender-specific services?
- Do staff members have a positive attitude toward girls?
- Do staff members like working with girls or desire training to make their work with girls more effective and fulfilling?

Note that although it may be difficult to assess whether staff members understand their own gender biases and cultural attitudes during an interview, these can be examined in assessment centers or during the early probationary months.

2. Display Overhead #52 as a lead-in to the next activity

Overhead #52	
Key Staffing Issues	

Instruction

A. Guideline 2: Staff Must Be Qualified in Providing Gender-Specific Services (20 minutes)

1. Refer participants again to Handout #39 ("Gender-specific Programming Guidelines")

Small-Group Activity: Prospective Employee Interview Questions

Activity Goal: To develop a list of interview questions to ask when hiring staff for girls' programs.

STEP 1: Ask participants to pair up in groups of two. Take a few minutes to write one or two interview questions to ask prospective employees regarding gender issues and their interest in working with girls.

STEP 2: Reconvene the full group and have people read their questions, and record them on an easel pad.

 Emphasize the importance of hiring a staff that is diverse in race and ethnicity

POINTS TO MAKE: With cultural diversity comes diverse interest and skills. Some staff members may play the guitar, a native instrument, sing, write poetry, paint, dance, quilt, weave, or garden. Use those skills. Girls might learn how to garden or quilt and as they do the activity, the staff can talk about many issues. The vegetables, flowers, or quilt can be taken to a homeless shelter or domestic violence program. Girls can learn a lot from being creative, understanding different cultures, and reaching out and connecting to others through positive experiences.

• Discuss the importance of staff training on gender-specific programming

POINTS TO MAKE: Program personnel should ask questions like these:

- Does our facility, organization, agency, or program provide regular training opportunities to all new staff, supervisors, and managers?
- Does it offer regular training on new literature, research, and information on female development, unique female needs, communication, issues related to gender and gender identity, and policies?
- Are staff knowledgeable about gender issues as they relate to alcohol and drug issues, abuse, domestic violence, male and female interactions, and victimization issues for girls?

Discuss educating staff members about agency policies

POINTS TO MAKE: Program values are often reflected in policies and procedures. The administration must be consistent in upholding the policies and supporting and backing up staff. Girls often threaten, "I will go to the director!" but that should not make a difference if administration and all staff have a common understanding and agree on the policies and they have strong team-building skills.



POINTS TO MAKE: Manuals, formal training, briefings, word-of-mouth, and posting policies can be used.

- Ask participants to name ways they have found to reach staff. Write responses on board or easel pad.
- 2. Refer participants to \$\mathcal{P}\$ Handout #45 ("Boundary Issues in Staffing")
 - Ask participants to define staff "boundaries"

ANSWERS TO LOOK FOR: A "boundary" is defined as the professional distance needed to be an effective staff person, reduce agency liability, and prevent staff burn-out. Boundaries can be physical, emotional, or sexual.

 Ask participants for reasons that boundaries are especially important in programming for girls

ANSWERS TO LOOK FOR: Boundary issues should be addressed in policies, staff meetings, and trainings. Staff members need a clear understanding of physical, sexual, and emotional boundaries. Male staff may face an increase in potential risks and problems. Men who work with girls are often the targets of manipulative behavior and false accusations. Without clear boundaries, men can be sexually and/or emotionally seduced. (It is important to keep in mind that female staff are not exempt from experiencing inappropriate sexual behaviors from some girls.) The gender of the direct care staff and counselors in particular is of great importance to sexually abused girls who were most often victimized by males. A strong power dynamic involving male authority over females can be unhealthy. Female staff should not always turn to male staff to climb ladders, change light bulbs, lift heavy things, or move garbage cans. Staff need to be deliberate and conscious in modeling behavior and the use of male staff. If we want girls to be empowered, we need to be careful what we do in front of them.

 Discuss the positive aspects of a male and female staff in a girls' program

POINTS TO MAKE: Having a gender-specific program for girls does not mean that all staff members must be female. Male staff have unique and positive opportunities when working with girls. A healthy male presence in the environment can be good; however, the roles and behaviors must be very clearly defined and understood. Issues must be discussed, not once, but in an ongoing dialogue.

Discuss staff work assignments to foster a team environment

POINTS TO MAKE: Working with girls can be difficult and rewarding. Girls' programs call for a high level of dedication and commitment. If you have males and females on staff, it is important to be strategic about how work assignments are made. People who seek autonomy in their work lives or who have a self-identity that values being a strong authority may have a difficult time adapting to a girls' program. This is the traditional hierarchical male model. In a female-centered environment, "team" is more important than independence. Consistency and predictability are also important, but are most effective in a collaborative context.

Motes:

Whole-Group Activity: The Importance of Boundaries

Activity Goal: To raise awareness of boundary issues in girls' programming and how they should be handled

STEP 1: Have participants break into three small groups. Refer them to H Handout #40 ("Boundary Issues in Staffing")

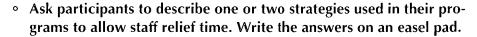
STEP 2: Assign Question A to one group, Question B to a second group, and Question C to the third group.

STEP 3: Have each group discuss its question, drawing on specific staff boundary issues that have come up in their programs or that they believe might emerge in the future. How might these issues be prevented or resolved?

STEP 4: Have a spokesperson from each group identify the boundary issues involved and how those might be addressed.

3. Discuss staff breaks

POINTS TO MAKE: Front-line staff do not get "down time" and breaks very often.





MODULE CLOSURE (5 minutes)

1. Remind participants to complete self-assessment for Guideline 2

Notes:

114

Module 8: Program Environment



Time

30 minutes

Room Set-Up

Participants should be seated at tables in groups of six to eight. Each participant should be able to clearly see the easel and pad, overhead projector screen, and other training aids.

Performance Objectives

Participants will learn the importance and components of program environment in gender-specific programs.

Evaluation Questions

Participants will identify at least two key components of a positive program environment for girls.

Methods of Evaluation

Pre- and post-training questionnaires

Methods of Presentation

Lecture with visual aids, group interactions with facilitator involving mutual inquiry, shared experiences, and observations.

Equipment & Supplies

- Overhead projector and screen
- Easel and pad
- Assorted felt-tipped pens
- Masking tape

Overheads

#53 Module 8—Performance Objective

#54 Safe Environment

Participant Handouts

(None)

Motes:

Content Overview

Module 8 discusses strategies for creating an environment that is physically and emotionally safe, as well as supportive of women's accomplishments.

Module 8 at a Glance

Program Environment (30 minutes)

Introduction (5 minutes)

Instruction

A. Guideline 3: Program Environment Must Be Gender Specific (20 minutes)

Module Closure (5 minutes)

Recommended Reading for Module 8

Miller, D., Trapani, C., Fejes-Mendoza, K., Eggleston, C., & Dwiggins, D. (1995). Adolescent female offenders: Unique considerations. *Adolescence*, 30(118), 430-435.

Module 8: Lesson Plan Overview

Time	Activity	Materials	Notes
5 minutes	Introduction	Overheads #53, 54	
25 minutes	A. Guideline 3 - Program Environment Must Be Gender Specific		
5 minutes	Module Closure		

INTRODUCTION (5 minutes)

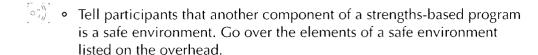
1. Display Overheads #53 and #54

Overhead	#53

Module 8—Performance Objective

Overhead #54

Safe Environment



Instruction

A. Guideline 3: Program Environment Must Be Gender Specific (20 minutes)

1. Refer participants again to ♥ Handout #39

2. Introduce what is meant by "physical safety" in a girls' program

POINTS TO MAKE: A safe program does not have to be a retreat in the woods. "Safe" can be anywhere. Whether in a city or on a farm, the location where girls reside or meet should be safe from physical and sexual abuse, assault, domestic violence, verbal harassment, teasing, bullying, stalking, bias, homophobia, racism, and sexism. Each girl should be safe from other girls and safe from herself (for example, suicide or self mutilation). The facility should be well-lit and hazard-free, preferably going beyond the minimal safety standards required by law. For instance, many professionals in the field believe that "safe" means having an environment that is free from the attention of adolescent males.

Small-Group Activity: Making Girls Physically Safe

Activity Goal: To generate concrete ideas for building physical safety into programs for girls

STEP 1: Have participants pair up in twos.

STEP 2: Allow a few minutes for each pair to generate a list of things in their programs that make girls feel physically safe-and things that could be changed to make them feel even more safe. Ask them to picture the girls in their programs and ask themselves, "What would they tell me?"

STEP 3: Discuss in the full group, and write the ideas on the easel pad.

POINTS TO MAKE: It is important for the staff to create a safe environment where boundary issues are clear, acting-out behavior (including words) by girls is consistently addressed, and physical safety is taken seriously. Rerouting or rescheduling girls so they do not have to walk by the boys' facilities on the way to classes, dinner, or court may reduce anxiety, disruption, competition and excessive "primping." The existing route may be efficient for staff, but not good for gender-specific programming.

3. Introduce what is meant by "emotional safety" in a girls' program and why it is important

POINTS TO MAKE: The location where girls reside or meet needs to be a nurturing, comforting, and safe place where a girl can cry, share feelings, and express herself, all within a context of ongoing relationships. She will feel emotionally safer if these spaces are free from the demands for attention from adolescent males. Girls need time to talk and to process, free from interruption and negative or coercive behaviors. A girl's emotionally safe space should be removed from the demands of those who depend on her (children, siblings, family) when she works on her own issues. That is not to say she should abandon responsibilities, but rather that she needs designated time to concentrate on her own problems without being torn or distracted by the needs of others. Girls need a safe place to say they are scared so they can begin to get to the root of their problems and what motivates their behaviors.

Whole-Group Activity: Visualizing Your Space

Activity Goal: To see the surroundings of the program through a girl's eyes and understand the emotional impact of those surroundings

STEP 1: Speaking to the full group, ask them to think of the main gathering spot in their program. It could be a meeting area, reception/entrance, lounge, dining room, recreation room, etc.

STEP 2: Say, "I'm going to ask you all a question and I want you to write down your answers as fast as you can-the first things that pop into your head. You will have 15 seconds per question. OK? Now, visualize that room."

Question #1: When you walk in that room, what do you see on the walls?

Question #2: When you walk in that room, what is there to read (on shelves, on coffee table, on posters)?

Questions #3: When you walk in that room, how does it make you feel?

STEP 3: Ask for volunteers to share their responses. Discuss the responses in terms of the messages girls receive. Every room is an opportunity to teach and support girls.

4. Describe what is meant by an environment that values females

POINTS TO MAKE: Facilities, classrooms, and other settings are excellent, yet often neglected, spaces that can support girls. Books, magazines, posters, videos, and wall decorations that celebrate women's achievements and contributions to history, that add to a girl's understanding of female development, that honor and respect the female perspective, and that empower young women to reach their full potential are very powerful. Does your program use materials that speak to the girls' heritage and life experiences?

EXAMPLE TO GIVE: If girls run the detention library, have them organize Women's History Month with displays and activities (special events, speakers, films, readings). They might even seek donations to help buy more materials about women in history.

 $\mathcal{N}_{otes:}$

MODULE CLOSURE (5 minutes)

Make the transition to the next module.

Module 9: Program Improvement and Accountability Work Plan

Module Summary

Time

30 minutes

Room Set-Up

Participants should be seated at tables in groups of six to eight. Each participant should be able to clearly see the easel and pad, overhead projector screen, and other training aids.

Performance Objectives

Participants will learn how to apply the information from the previous modules into their own work setting.

Evaluation Questions

Participants will complete and discuss their own personal action plan.

Method of Evaluation

Completion of personal action plan

Methods of Presentation

Lecture with visual aids; group interactions with facilitator involving mutual inquiry, shared experiences, and observations.

Equipment & Supplies

- Overhead projector and screen
- Easel and pad
- Assorted felt-tipped pens
- Overhead pens
- Masking tape

Overheads

#55 Module 9—Performance Objective

#56 Program Improvement and Accountability Work Plan

Participant Handouts

#46 Evaluation

#47 Post-Training Questionnaire

Motes:

Content Overview

Module 9 incorporates the information from the day into a practical exercise that participants can take back to their programs and agencies. It is designed to give participants an opportunity to develop their personal work plan and to strategize about how to ensure that girls in their programs are being effectively served.

Module 9 at a Glance

Program Improvement and Accountability Work Plan (30 minutes)

Introduction (5 minutes)

Instruction

A. Review of Self-Assessment Tool and Training Plans (15 minutes)

Training Closure

Group Discussion and Wrap-up (10 minutes)

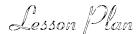
Motes:

Suggested Reading for Module 9

Office of Juvenile Justice and Delinquency Prevention. (2000). *Guiding principles for effective female programming: An inventory of best practices.* Washington, DC: OJJDP.

Module 9: Lesson Plan Querview

	!	Notes
Introduction	Overhead #55, 56	
A. Review of Self- Assessment Tool and Training Plans	,	
Training Closure	Handouts #46, 47	
	A. Review of Self- Assessment Tool and Fraining Plans	A. Review of Self- Assessment Tool and Training Plans



INTRODUCTION (5 minutes)

1. Display Overheads #55 and #56

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Module 9—Performance Objective

Overhead #56

Program Improvement and Accountability Work Plan

2. Discuss applying curriculum information and self-assessment tool to a work plan

POINTS TO MAKE: Participants have been "scoring" themselves and writing comments about steps to take. This is the basis for their individual action plan or work plan, which participants can take back to their agencies.

 Direct participants to review their self-assessment forms and the guidelines previously distributed



POINTS TO MAKE: Ask participants to consider such things as:

- **Developing Strategies**. How do you implement an effective gender-specific program? What are the specific steps involved?
- Creating a Comprehensive Continuum of Care That Is Gender-Specific. How do you ensure all parts of the system are gender-specific?
- System Integration, Establishing Collaboration, and Partnerships. How
 do you develop partnerships and collaborations with others? Who
 should be involved? Why are they important?
- **Funding**. How do you fund programs? How do you convince foundations, politicians, and community leaders to fund girls' programs?
- **Barriers**. What existing or potential barriers do you anticipate in your action plan?
- Strengths, Resources, and Assets. What assets and resources exist in your agency or community to help solve problems and reduce the barriers that might develop in your action plan?

Instruction

A. Review of Training Plans (15 minutes)

Independent Practice

• Allow participants about five minutes to review their comments and personal notes on their self-assessment handout.

Whole Group Activity: Discuss self-assessment work plan

Activity goal: Develop individual work plans that participants can take back to their programs.

STEP 1: Reconvene the full group. Ask for volunteers to share their ideas. Encourage them to do so since others in the group may be able to help with resources or different ways of looking at the issues.

STEP 2: Discuss problems, solutions, and proposed strategies, and record them on an easel pad or pads.



Wrap-Up (10 minutes)

1. Ask participants to move their chairs into a circle

- Summarize the highlights from the training, such as making a comment about each of the modules, special stories people shared or strategies developed.
- Thank participants for attending, sharing their stories, and being committed to helping girls remove their barriers and recapture their dreams.
- Ask participants if there is anything they would like to share about the training (thoughts, impressions, inspirations).

2. Ask participants to take the last few minutes to complete two things: \heartsuit Handout #20 ("Evaluation Form") and \heartsuit Handout #21 ("Post-Training Questionnaire")

- Distribute © Handout #46 ("Post-Training Questionnaire")
- Distribute \$\hat{V}\$Handout #47 ("Evaluation Form")
- Tell participants to turn in both forms before they leave. They should place the form upside-down on a table by the door or in an envelope, not hand it to the facilitator.

Notes:

SECTION II: HANDOUTS



Training Curriculum—Policy Handouts

(Mod	lule 1)
#1	Pre-Training Questionnaire
#2	Agenda for Two-Day Training
#3A	Suggested Readings
#3B	Web Resources for Young Women
#4	Statistical Activity Cards
#5	What the Data Tell Us
#6	Definition of Gender-Specific Programming for Girls
#7	OJJDP Key Program Elements for Girls
#8	Programs at a Glance
#9	Reviving Ophelia: A Summary
#10	The Wall
#11	Understanding Differences
#12	Stepping Out of Your Cultural Zone
#13	Female Juvenile Offenders—Who Are They?
#14	Risk Factors for Female Juvenile Delinquency
#15	Protective Factors for Female Juvenile Delinquency
(Mod	ule 2)
#16	Gender Messages
#17	Social Context
(Modu	ula 3)
#18	State of Oregon Guidelines for Effective Gender-Specific Programming for Girls
#19	A Big Sister Anchors a Little Girl Adrift
#20	Reaching Out for Diversity
#21	Gender Issues in Mentoring
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Sender Issues In Mannering
(Modu	,
#22	Hardiness Zones
#23	Howard Gardner's Theory of Multiple Intelligences
#24	Formal Assessments: Interest Inventories
#25	Formal and Informal Assessments: Personality and Learning Styles/Multiple
	Intelligences Resources
#26	Survival Skills for Today's Girls
#27	Red Flags for Sexual Abuse
(Modu	ule 5)
#28	Strategies for Working with Girls
#29	The Health of Adolescent Girls
#30	Reproductive Health Issues for Girls
#31	Girls and Physical Fitness and Sports
#32	Doing Time in Timelessness: The Yoga of Prison
#33	Adolescent Girls, Depression, and Delinquency

How Grief Affects Girls

#34

- #35 Three Girls
- #36 Key Elements of Spirituality

(Module 6)

- #37 What Makes a Promising Program
- #38 Self-Assessment
- #39 Gender-Specific Programming Guidelines
- #40 Sample Laws (Oregon)
- #41 Sample Policy and Mission Statement
- #42 Juvenile Justice Decision Point Chart
- #43 Cook County Juvenile Female Strength/Needs Assessment (Sample Intake Form)
- #44 Quality Assurance Loop for Girls' Programs

(Module 7)

#45 Boundary Issues in Staffing

(Module 8)

(No Handouts)

(Module 9)

- #46 Evaluation Form
- #47 Post-Training Questionnaire

Pre-Training Questionnaire

Module 1:
1. Describe two key components of "gender-specific services."
2. Identify at least two reasons why gender-specific programs and services are needed for girls.
3. Identify at least two developmental or socialization issues facing girls today.
Module 2:
4. Identify one reason why it is important to view girls and target strategies that address the whole girl in her social context.

Module 3:

5. Identify two components of relationship-based programming for girls.

Module 4:6. Identify two components of strengths-based programming for girls.
Module 5:7. Identify two components of health-based programming for girls.
Module 6: 8. Identify two issues or problems regarding girls and communication.
Module 7: 9. Identify at least one component of an effective gender-specific policy or program design.
10. Identify at least two key staffing issues and (briefly) how to address them.

Agenda for One-Day Training

Module 1: "Overview of Gender-Specific Services"

Introduction to Training
Why Is There a Need for Gender-Specific Programming?
What Is Gender-Specific Programming for Girls?
Barriers/Roadblocks to Gender-Specific Programming
When Girls "Hit the Wall" in Adolescence
The Differences Between Boys and Girls
Differences Among Girls
Female Risk and Protective Factors

Module 2: A Holistic Approach for Girls

What Is a "Holistic Approach"—and Why Is It Important? Relationships Systems Society

Module 3: Relationship-Based Programming for Girls

Girls Need Relationships Creating Adequate Staff Time for Relationship Building Modifying Programs from a "Male Relationship" Model Developing Relationships of Trust with Females The Role of Mentors

Module 4: Strengths-Based Programming for Girls

Programs Build on Existing Strengths
Girls Are Taught New Skills
Victimization Issues

Module 5: Health-Based Programming

Physical and Sexual Health Emotional and Mental Health Spiritual Health Rites of Passage and Celebration

Module 6: Program Design and Tools

Guidelines for Administering Gender-Specific Programs and Self-Assessment Tool Guideline 1: Management and Programmatic Structure Must Be Gender Specific System Decision Points Comprehensive Program Design Intake and Assessment Tools Quality Assurance and Continuous Feedback Loop

Module 7: Staffing

Guideline 2: Staff Must Be Qualified in Providing Gender-Specific Services

Module 8: Program Environment

Guideline 3: Program Environment Must Be Gender Specific

Module 9: Program Improvement and Accountability Work Plan

Review of Self-Assessment Tool from Modules 6, 7, and 8 Review of Training Plans Group Discussion and Wrap-up Complete Training Evaluation Forms and Training Questionnaire Training Closure

SUGGESTED READINGS

- Acoca, L. (1999). Investing in girls: A 21st century strategy. *Juvenile Justice*, 6(1), 3–13.
- American Association of University Women. (1992). How schools shortchange girls: A study of major findings on girls and education. Washington, DC: AAUW Educational Foundation.
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WEB RESOURCES FOR YOUNG WOMEN

GovTeen

http://www.govteen.com covers all the changes in a girl's body, including the stages of breast development.

Body Matters

http://www.bodymatters.com sponsored by Tampax, helps young women understand their body throughout the reproductive years.

Go Ask Alice

http://www.goaskalice.columbia.edu answers a multitude of questions about health, dating, sexuality, drug use, depression, and more.

About Face

http://www.about-face.org is committed to changing the image of the ideal female body type.

Girl Power!

http://www.health.org/gpower/girlarea/index.htm includes health info, book ideas, and games, sponsored by Department of Health and Human Services.

Sex, Etc.

http://www.sxetc.org is a very strong, well-done newsletter for and by teens about sexuality.

Teenwire

http://www.teenwire.com is Planned Parenthood's candid site for teenagers.

About.com's Eating Disorder Site

http://eatingdisorders.about.com includes essays on how victims of eating disorders relate to their bodies, crisis help, pen pal matchmaking, chat rooms, links, and FAQ's on specific eating disorders and dieting.

SelfHarm.com

http:// www.selfharm.com provides information about self-harming behavior, self-injury, self-abuse, and cutting, plus coping skills, alternatives to self-injury, support groups, stories, and ways to stay safe.

Suicide@Rochford

http://www.rochford.org/suicide is an essential resource for anyone contemplating suicide.

Teen Net

<u>http://www.teen-net.com</u> is Teen magazine's site with lots of questions a id answers about dating issues.

Femina

<u>http://femina.cybergrrl.com</u> is a searchable database of educational sites for, by, and about women. Includes activist information.

OUTPROUD!

<u>http://www.outproud.org</u> the National Coalition for Gay, Lesbian, Bisexual, and Transgender Youth.

Hues

<u>http://www.hues.net/</u> is an online zine created to promote self-esteem among women of all cultures, shapes, religions, and lifestyles.

She's on the Money

http://www.girlsinc/money helps girls learn to manage money.

Sexual Minority Youth Assistance League http://www.smyal.org

Other Cool Sites for Girls to Check Out!:

http://www.dealwithit.com http://www.simonsays.com http://www.gURL.com

Statistical Activity – Card #1

"Approximately percent of girls within the juvenile justice system have committed status offenses (i.e., curfew violations, running away, truancy)."				
(Correct answer: 50–60 percent)				
cut here				
Statistical Activity – Card #2				
" percent of girls in the juvenile justice system have been sexually, emotionally, or physically abused"				
(Correct answer: approximately 90 percent)cut here				
Statistical Activity – Card #3				
" percent of girls in the juvenile justice system are teen moms"				
(Correct answer: 20–30 percent) cut here				
Statistical Activity – Card #4				
" percent of suicide attempts are by females and over half the suicide attempts by youth are girls ages 15–17 years old"				
(Correct answer: 70–80 percent)				

What the Data Tell Us

Crime Statistics

- Approximately 50–60 percent of girls within the juvenile justice system have committed status offenses (i.e., curfew violations, running away, truancy).
- o In the United States since 1990, girls have demonstrated a more aggressive pattern of behavior (Poe-Yamagata & Butts, 1996). Consequently, there have been changes in the types of offenses for which girls are being arrested (Belknap & Holsinger, 1998; Chesney-Lind, 1997). While status offenses still make up the bulk of cases involving girls, girls are now more likely to be arrested for robbery, assault, drug trafficking and gang activity previously considered male domain (Calhoun, Jurgens & Chen, 1993; Poe-Yamagata & Butts, 1996).
- During the last decade, violent crime among girls has increased faster (16.5 percent) than for boys (4.5 percent) (Bergsmann, 1994). Females were responsible for 17 percent of the growth in juvenile arrests for Violent Crime Index offenses between 1989 and 1993 (Poe-Yamagata & Butts, 1996).
- Juvenile males still constitute about 75 percent of all juvenile arrests but that percentage is shrinking
- Girls are entering the system at a younger age. Between 1987 and 1991, the number of 13- and 14-year-old girls in juvenile court increased by 10 percent (Bergsmann, 1994). One in five girls in secure confinement is now age 14 or younger.
- Girl gangs were traditionally "auxiliary" gangs for boy's gangs. Now all-female gangs exist and girls are members of boy's gangs.
- Even in several of the school shooting incidents, such as at Columbine High School, girls were involved at some level. A girl may help buy guns, know about the pending crimes, or be a part of a disenfranchised group. It is not unusual on the evening news to hear some girls talk about the school shooters as "nice guys, good friends who were just misunderstood." The relationship was of utmost importance to them. The crime was almost secondary. We will be talking a lot today about how relationships are at the core of a girls' world and often her decision-making regarding getting involved in crime.

Social Cost Statistics (Girls and Abuse)

- 70–90 percent of girls in juvenile justice system have been abused
- 60–70 percent of runaways are girls, most escaping abuse
- Girls who have been sexually abused are three times as likely to report alcohol and drug use (Boyer, 1992)
- Girls are more often arrested for killing people they know (i.e., family members) in part due to current or past physical or sexual abuse whereas boys are more likely to murder strangers (Snyder, Sickmund, and Poe-Yamagata, 1996).

Social Cost Statistics (Girls have Babies)

- 20–30 percent of girls in the juvenile justice system are teen moms
- Effective programming for girls is a "pay now or pay later" proposition. Since females are the primary care givers of children in our society, helping girls now affects future generations. Girls and their babies often get caught in the cycle of poverty/welfare, teen pregnancy, abandonment, abuse, neglect, and delinquency with children eventually ending up in prison. The costs are high. Treatment now is the best prevention.
- 66 percent of teen moms have been abused (Boyer, 1992).
- Children of teen moms are twice as likely to be victims of abuse
- Sons born to teen moms are three times as likely to end up in prison as sons of mothers who delay childrearing (Robin Hood Foundation, 1996)

Social Cost Statistics (Self-Harm)

- 70–80 percent of suicide attempts are by females and over half the suicide attempts by youth were girls ages 15–17 years
- Females are often socialized to take care of others, sometimes to the neglect of themselves
- 24 percent of 8th grade girls say they consumed alcohol in the past month (National Household Survey, 1995)

- When girls are angry, frightened, or unloved, they are more likely to strike inward. They may hurt themselves by abusing drugs, prostituting their bodies, starving, or even mutilating themselves (Belknap, 1996)
- Research suggests that there is a significant difference between boys and girls. Troubled girls frequently act inward (eating disorders, depression, suicide, sexually promiscuous, drugs/alcohol/inhalants, and other self-destructive behavior) and troubled boys frequently act outward (fights, assaults). Although this may not always be the case, girls in need of help are often missed because their "symptoms" are quiet or hidden. Although it appears violence perpetuated by girls is on the rise, girls still don't typically harm others with a fist to the nose or by bullying. The internalized self-harm can be damaging to the girl and to others around her and should not be minimized. There are many social costs when girls do not get help.

Definition of Gender-Specific Programming for Girls

[Programs] that are designed to meet the unique needs of young delinquent and at-risk females, that value the female perspective, that celebrate and honor the female experience, that respect and take into account female development, and that empower young women to reach their full potential.

Office of Juvenile Justice and Delinquency Prevention

"The unique needs of females" means understanding that for many girls...

- Self-concept is reciprocal and fluid, largely based on how others view them and gender messages they receive from society, boys, other girls, music, videos, and the media
- Stereotyped gender messages girls receive from society, boys, other girls, music, videos, and the media influence self-concept
- Relationships guide their behaviors
- Feelings and emotions are central to how they relate and behave
- Desire to be peacemakers, mediators, nurturers
- Need to share experiences and feelings, and to be heard and affirmed
- Sexuality and romanticism are closely tied to feelings, and can be linked to objectification, vulnerability and risk of being victimized

"Value the female perspective" means...

- Supporting the expression of feelings, making connections, sharing
- Encouraging non-competitiveness with other females
- Acknowledging the diversity among females that there are many ways to be a successful girl and woman
- Teaching that being female is a strength, not a vulnerability or weakness

"Celebrate and honor the female experience" means...

- Recognizing that the experiences of females and males are different, and should be valued equally
- Providing role models and examples of strong and successful girls and women from diverse backgrounds and cultures
- Providing support for girls' success as young women
- Acknowledging important life events through rites of passage and ceremonies
- Providing education regarding the female experience and women in history

"Respect and take into account female development" means...

- Acknowledging that the timing of girl's maturation is different from boys
- Assisting girls in dealing with the confusion of sex with love
- Encouraging and supporting their positive body image, and honoring individual differences
- Teaching girls to accept the normalcy of menstruation

"Empower young women to reach their full potential" means...

- Encouraging girls to believe in and use their physical strength and abilities
- Encouraging girls to know and value their own feelings and opinions
- Encouraging girls' natural creativity and innovation
- Encouraging girls to trust their own feelings, intuitions, and decisions
- Providing girls with safe and socially appropriate opportunities to speak up, speak out and advocate for their own opinions, beliefs and rights

OJJDP Key Program Elements for Girls

1. ORGANIZATION AND MANAGEMENT

Gender-specific programs are organized to create an environment in which girls can make positive life changes.

2. STAFFING PATTERN

In reviews of promising programs conducted for this report, the single most favorable aspect was invariably identified as a charismatic or "authentic" program staff. Also, staffing should reflect the diversity of the population being served to foster ethnic identity. While gender-specific programs may hire all female staff, male staff can also provide effective treatment to girls.

3. STAFF TRAINING

For some staff members, gender-specific programming will be a completely new concept. Gender-specific staff training focuses on program understanding; adolescent female development; risks and resiliency; knowledge of culture; and assessment.

4. INTAKE PROCESS

Beginning with their intake into a gender-specific program, girls should be treated as individuals. Comprehensive assessment and orientation are opportunities for the staff to learn more about each girl and assist providers in determining the girls' programming needs.

5. EDUCATION

Education in gender-specific programs addresses the needs of the whole person, including her academic, social, and life skills. Specific components may include: women's history and culture; real women's issues; sexual development; physical development; life skills; and opportunities for real-life experiences.

6. SKILLS TRAINING

Effective programs help girls discover their strengths and adopt pro-social skills. Specific program components may include: assertiveness training; self-esteem enhancement; empowerment training; physical training; and self-defense training.

Greene, Peters, & Associates and the Northwest Regional Educational Laboratory. *Guiding Principles for Promising Female Programming: An Inventory of Best Practices.* (2000). Washington, D.C.: The Office of Juvenile Justice and Delinquency Prevention.

7. PROMOTE POSITIVE DEVELOPMENT

Effective programs teach girls that development is a life process. A variety of program elements promote positive development, including those that address: problem solving; positive relationship skills; community-based initiatives; development to womanhood; and discovery of strengths and abilities.

8. RELATIONSHIP BUILDING

Programs address girls' behavior in context by focusing on the choices they have made (both positive and negative) as a result of relationships. Activities to build healthy relationship skills include women's issues groups and group therapy.

9. CULTURALLY RELEVANT ACTIVITIES

Programs that value diversity work to counter negative stereotypes about race and culture that some girls may have internalized. Diversity activities promote individual pride, teach respect for the ethnicity of others, and stress similarities to the majority culture.

10. CAREER OPPORTUNITIES

Effective programs encourage girls to explore and prepare for careers. Role models from career fields women have not traditionally pursued, such as math and science, can counter subtle messages about which fields are open to or appropriate for women.

11. HEALTH SERVICES

Effective programs provide girls with comprehensive health services, promoting physical and mental wellness. Programs that focus on wellness promote good nutrition, exercise, reproductive health, disease prevention, and stress management. Health care also teaches girls to value and respect their bodies.

12. RECREATIONAL ACTIVITIES

Effective programs provide recreational activities that give girls challenging, positive experiences. Recreational activities are especially valuable as alternatives to delinquent behaviors.

13. RESPONSIVE SERVICES

In dealing with hard-to-reach populations, programs may need to seek outside support and services.

14. MENTORING

Effective programs give girls a chance to interact with females who have mastered life challenges of their own. In particular, girls benefit from programs that incorporate gender-based role models and role modeling.

15. PEER ACTIVITIES

Effective programs recognize the importance of peers to adolescent girls. Positive peer relationships can be a protective factor to prevent delinquency.

16. FULL FAMILY INVOLVEMENT

Effective programs build positive family support for girls and involve parents or caregivers in the treatment plan. Elements that strengthen and uplift families include: discussion groups; home visits; and the growth of the mother-daughter bond.

Programs at a Glance

PROGRAM	LOCATION	PROGRAM SETTING	AGE GROUP/ETHNICITY	SPECIFIC GENDER RELATED PROGRAMMING	OTHER SPECIFIC TARGETED FACTORS
Alternative Rehabilitation Communities (ARC) Gloria Zimmerman Memorial House	Harrisburg, Pennsylvania Contact: Daniel Elby (717) 238-7101 (717) 245-0839 Fax: (717) 245-6392 E-mail: arcinc@ptdprolog.net	Residential Continuum of care	Ages 15-18 First come-first served	Relationship building Victimization Nontraditional vocational training	Parenting training Female sex offenders
Staff-Secured Detention Program for Female Juvenile Offenders, Boys Town USA	Philadelphia, Pennsylvania Contact: Dawn McCray (215) 739-3742 Fax: (215) 739-5550 E-mail: paphisitedir@boystown.org	Detention	Ages 11-18 African American, Caucasian, Latina, Asian American	Relationship building Staff training Life skills Victimization Date rape	AIDS prevention Parenting training
Caritas House	Pawtucket, Rhode Island Contact: Susan Wallace (401) 722-4644 Fax: (401) 722-4867 E-mail:director@ caritas-corkeryhouse.com	Residential	Ages 13-17 Caucasian, African American, Latina, Southeast Asian	Sexual abuse Victimization Relationship building Staff training Women's studies	Alcohol and drug treatment facility High-risk AIDS prevention
Life Givers	Fairbanks, Alaska Contact: Dana Burgan (907) 452-1274 Fax: (907) 452-1282 E-mail: fnalife2@mosquitonet.com	Residential	Ages 13-18 All groups, Native American priority, Pregnant and Parenting adolescents	Prenatal-postpartum care Well baby care & day care Staff training	Alcohol and drug treatment facility Positive ethnic identity
PACE Center for Girls	Headquarters Jacksonville, Florida Contact: Helena Almeida (904) 358-0555 Fax: (904) 358-0660 www.pacecenter.org E-mall: almeida@pacecenter.org	Day Treatment	Ages 12-18 All groups	Relationship building Staff training Life skills Positive gender identity	Small all-girls classes Community service Outreach
Pulaski County Juvenile Court, Volunteer Probation Officer-Teen Parenting Program	Little Rock, Arkansas Contact: Traci Weaver (501) 340-6700 Fax: (501) 340-7028	Probation	Ages 12-17 Teen parents African American	Parenting skills Relationship building Matches teens & probation officers by gender and race	Requires parental involvement

PROGRAM	LOCATION	PROGRAM SETTING	AGE GROUP/ETHNICITY	SPECIFIC GENDER RELATED PROGRAMMING	OTHER SPECIFIC TARGETED FACTORS
Division of Juvenile Corrections, Wisconsin Department of Corrections, Souther Oaks Girls School	Union Grove, Wisconsin	Secure juvenile facility	Ages 10-25 All ethnic groups	Women's issue group Independent living skills Health issues Social skills Relationship building Sexual abuse treatment	HIV peer mentor training Anger management Alcohol/drug abuse prevention Black History Create a Culture
Denver Area Youth Services (DAYS), Colorado Division of Youth Corrections, TEEN QUEST	Denver, Colorado	Secure residential treatment	Ages 13-19	Gender issues in the media Domestic violence Close relationships Social skills Empowerment Women's spirituality Women recognition	Substance abuse treatment Drug and alcohol education Cultural celebrations "Return to the circle" spiritual program Dance and art therapy
Harriet Tubman Residential Center	Auburn, New York Contact: Margaret Rice Harvey (315) 255-3481 Fax: (315) 255-3485 E-mail: htrc@localnet.com	Residential	Ages 12-18 Caucasian, African American, Latina	Relationship building Staff training Women's studies curriculum Victimization Self-empowerment skills Positive gender identity	
Young Women Achieving Success, 13th Family Court—Juvenile Division	Columbia, Missouri	Community-based	Ages 12-16 All ethnic groups	Relationship building Domestic violence Peer support Positive recreation Communication skills Responsible sexual	Substance abuse prevention Self-defense Eating disorders Community service Family relationships Individual tutoring
City of Phoenix Parks, Recreation and Library Department—At-Risk Youth Division	Phoenix, Arizona Contact: Erik Kropp (602) 262-7370 Fax: (602) 262-7333 E-mail: ekropp@ci.phoenix.az.us	Community-based	Ages 10-18 All (represent community)	Relationship building Nontraditional career opportunities Female development curriculum Rites of passage program Plan-it League basketball curriculum Goal setting	Sports Leadership Development program Collaborative

PROGRAM	LOCATION	PROGRAM SETTING	AGE GROUP/ETHNICITY	SPECIFIC GENDER RELATED PROGRAMMING	OTHER SPECIFIC TARGETED FACTORS
Diineegwashii	Fairbanks, Alaska Contact: Cyndi Nation-Cruikshank (907) 456-6306 Fax: (907) 456-6308 E-mail: din@alaska.net	Community-based	Ages 10-18 Alaska Native/American Indians	Family management skills	Positive ethnic identity Alcohol and drug prevention
G.I.R.L.S. on the move!	Boston, Massachusetts Contact: Zahid Zahida Vides (617) 265-7040 Fax: (617) 265-6985 E-mail: zayvid@aol.com	Community-based	Ages 10-13 African American Latina/Hispanic	Relationship building Mentoring program Life skills Teen pregnancy Dating violence	Alcohol and drug prevention Entrepreneur program Career awareness Academic tutoring
Nuevo Dia	Salt Lake City, Utah Contact: Marla Lepe-Colomenero (801) 521-4473 Fax: 801) 521-6242 Email: marla@la-familia.org	Community-based	Ages 10-15 Latina/Hispanic	Emphasizes mother/daughter bonding Life skills Study of Hispanic/Latina women Positive gender identity	Positive ethnic identity School dropout prevention Alcohol/drug prevention
Project Chrysalis	Portland, Oregon Contact: Stevie Newcomer (503) 916-5840 Fax: (503) 916-5771 E-mail: snewcome@pps.k12.or.us	School-based	Ages 14-17 Focus on girls with history of abuse	Victimization Relationship building Staff training Self-defense training HIV awareness	Alcohol and drug prevention Leadership skills
Project Safe Place, Jewish Family and Children's Service of Southern Arizona	Tucson, Arizona	Community-based	Ages 8-18	Abuse recovery Enhancing protective factors Individual, group, family counseling	Parent education Family mentoringThank
Goodness I'm Female (T.G.I.F.)	Philadelphia, Pennsylvania Contact: Inez Love (215) 851-1867 Fax (215) 940-0519 E-mail: HESHEMA@aol.com	Community-based	Ages 10-14 African American, Latina, Asian American	Mentoring Life skills Community service Gender identity Femininity	Rites of passage program Alcohol and drug prevention

Reviving Ophelia: A Summary

In her book: Saving the Selves of Adolescent Girls, clinical psychologist Mary Pipher, who has treated girls for more than 20 years, says that we live in a looks-obsessed, media-saturated, "girl-poisoning" culture. The book sheds light on how today's teenage girls can survive adolescence without losing their true selves. She describes the mixed messages our society sends. She writes that girls are told to:

- Be beautiful, but beauty is only skin deep
- Be sexy, but not sexual
- Be honest, but don't hurt anyone's feelings
- Be independent, but be nice
- Be smart, but not so smart that you threaten boys

The book focuses on case studies of individual girls and their difficulties growing up. Chapters are grouped into general information; theoretical issues; developmental issues; families; mothers; fathers; divorce; depression; worshipping the gods of thinness; drugs and alcohol; sex and violence; and growing up then and now. Below are some quotes that illustrate her vision of adolescence:

"There are many different experiences that cause girls to relinquish their true selves. In early adolescence girls learn how important appearance is in defining social acceptability. Attractiveness is both a necessary and a sufficient condition for girls' success. This is an old, old problem. Helen of Troy didn't launch a thousand ships because she was a hard worker. Juliet wasn't loved for her math ability."

* * *

"Boys are more likely to be praised for academics and intellectual work, while girls are more likely to be praised for their clothing, behaving properly and obeying rules. Boys are likely to be criticized for their behavior, while girls are criticized for intellectual inadequacy. The message to boys tends to be: 'You're smart, if you would just settle down and get to work.' The message to girls is often: 'Perhaps you're just not good at this. You've followed the rules and haven't succeeded'.

* * *

"Because with boys failure is attributed to external factors and success is attributed to ability, they keep their confidence, even with failure. With girls it's just the opposite. Because their success is attributed to good luck or hard work and failure to lack of ability, with every failure, girls' confidence is eroded."

* * *

"Adolescence is an intense time of change. All kinds of development—physical, emotional, intellectual, academic, social and spiritual—are happening at once. Adolescence is the most formative time in the lives of women. Girls are making choice that will preserve their true selves or install false selves. These choices have many implications for the rest of their lives."

* * *

Handout #10

The Wall

Sexual abuse by stepfather	My friends say it is weird I want to be a pilot	I hate school	I'm too fat	Other girls gossip about me and start rumors
I am nothing without a boyfriend	Boys tease me about my breasts	Sexism - patriarchy	I'm not popular	My clothes aren't coolwe don't have enough money
My nose is too big	Racism	I feel all alone	Society values men more than women	I have to baby sit my brother every day after school

How do girls get over the wall?

Understanding Differences

"Every man [sic] is like all other men, like some other men, and like no other man." C. Kluckholm and H. Murray (1957). *Personality in Nature, Culture and Society*.

Our behavior reflects our cultural perspectives. Below are some basic cultural elements that different cultures view differently. For example, some cultures may view economic life primarily in terms of competition. They emphasize being active, any action (doing), over inaction or being. When they meet someone new, their first question may be "What do you do (how do you earn your living)?" Some cultures would view that question as intrusive. They place more emphasis on cooperation and less emphasis on action for the sake of action. You may wish to reflect on how you think about these cultural elements by placing yourself along a continuum between the two viewpoints. Of course, other factors besides cultural background influence how we act and what we value.

Basic Cultural Element	Some Cultures Emphasize	Some Cultures Emphasize
Identity	Individualism	Group
Social relations	Casualness	Formality
Communication style	Direct	Subtle
Personal responsibility	Personal control	Luck or fate
Equality	Equal treatment	Deference to status/authority
Economic Life	Competition	Cooperation
	Doing	Being
Change	Progress	Tradition
	Consumerism	Conservation
Time	Punctuality	Interpersonal interactions

Adapted from. Dr. Herbert Kohls, former director of International Programs at San Francisco State University.

Stepping Out of Your Cultural Zone

Listening to the voices of young women of color and attempting to understand their behavior, without interpreting and evaluating it solely in terms of ones' own cultural attitudes, values, and experiences, can help program administrators and staff improve the effectiveness of programs serving diverse girls.

According to Dr. Harriette Pipes McAdoo of Howard University, young women of color have certain experiences in common. Most will likely experience:

- The world differently from White girls regardless of their social class
- Devaluation of their talents because they are from groups who have been traditionally devalued by U.S. mainstream society
- Peer pressure to reject success by White standards
- Sexual exploitation, especially by older males, because of imbalanced sex ratios within their communities
- Extended family relationships of kin and friends that involve a larger network of caring adults and increased responsibilities for younger children

McAdoo states that socioeconomic factors need to be separated from cultural factors to obtain a clear picture of girls' cultural strengths and their needs. If we look only at young girls of color in poverty, we may overlook the obstacles to the development of a positive self-concept that nonimpoverished girls of color encounter. For example, while middle-class African American girls often have skills that allow them to relate effectively in the dominant culture, they also experience pressure to adapt to that culture and devalue their own culture. Working-class African American girls living in homes experiencing financial stress may have insufficient supervision, but they may also be involved in churches that help protect them.

Eating disorders is another area where ethnic and cultural differences must be understood in order to provide effective services for diverse girls. The following cultural factors can and do lead to under-reporting of eating disorders among culturally diverse girls.

- Many people believe that eating disorders occur mostly among affluent white females.
- Stereotypes of body images also differ by culture, for example, Asian American women stereotyped as petite or African American girls stereotyped as full-bodied.
- Some cultural and ethnic groups avoid seeking professional help for emotional problems.

In reality, more and more cases of eating disorders are being diagnosed among minority females and males. In addition, more African American girls, Native American girls, and Latinas become overweight than white girls, which is a risk factor for having eating disorders. Although research is limited, it is clear that disturbed eating behaviors and attitudes cut across cultural lines.

To be effective service providers, we must:

- Set aside preconceived ideas about different cultural and ethnic groups
- Be familiar with available research on cultural and ethnic differences
- Meet diverse girls where they are and listen to what they have to say

Only then, will be able to provide services that are relevant and appropriate to all girls.

Female Juvenile Offenders—Who Are They?

For too long, female juvenile offenders have been virtually longotten. The growing numbers of delinquent girls, however, demonstrate that our juvenile justice system cannot afford either to neglect their needs or to treat female juvenile offenders as an afterthought.

irls get into trouble more quietly than boys. In most cases they were victims themselves before they became offenders.

When girls are angry, frightened, or unloved, they are more likely to strike inward. They may hurt themselves by abusing drugs, prostituting their bodies, starving, or even mutilating themselves.

Because girls in crisis are more likely to threaten their own well-being, they may not seem dangerous to society. As a result, their needs have been overlooked and undertreated.

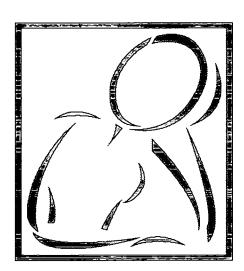
Although girls constitute about one-fourth of the juvenile offender population, their problems are profound and reflect wrenching social issues such as poverty, racism, and family dysfunction.

Girls in the System

Statistics show that more girls are (1) becoming involved in the justice system, at a younger age, and some for more violent offenses; (2) minorities are disproportionately represented; and (3) female delinquents receive different treatment from males in the system.

1. Patterns of Involvement

* Between 1989 and 1993, the relative growth in juvenile arrests involving females was 23 percent, more than double the percent growth for males.



Helping Girls Dream Again

"I gained a lot of positive aspects from the group. I learned how to respect myself and others around me. I learned how to protect myself. Most important of all, I gained the respect for myself and that's all that matters."



Office of Juvenile Justice and Delinquency Prevention

- * During the decade from 1983 to 1993, arrests of female juveniles increased by 31 percent (compared to 21 percent for boys).
- * Between 1992 and 1996, the number of arrests of female juveniles for Violent Crime Index offenses increased by 25 percent, compared with no increase for male juveniles.
- * Property crime index arrests of juvenile females were up to 21 percent, while arrests of males declined 4 percent.

2. Processing & Detention

- * From 1987 to 1991, the number of 13- and 14-yearold girls in juvenile court increased by 10 percent.
- African American girls comprise nearly half of all those in secure detention. Hispanic girls are 13 percent.
- * Although 65 percent of the general population is Caucasian, only 34 percent of girls in detention are Caucasian.
- The number of delinquency cases involving females rose
 76 percent between 1987 and
 1996, compared with 42 percent for males.

- * From 1987 to 1996, the number of girls whose cases were processed by juvenile justice courts increased by 126 percent, compared with a 70 percent increase for boys.
- * Seven of every 10 cases involving white girls are dismissed, compared to three of every 10 cases dismissed for black girls.
- 3. How Girls are Treated Although their offenses are typically less violent, girls who break the law are sometimes treated more harshly than boys who offend.
- Because fewer communitybased services are available to girls, they are twice as likely to be detained, with detention lasting five times longer for
- girls than boys. Girls also are detained for less serious offenses.
- * In 1987, 9 percent of girls in training schools were committed for status offenses, compared to 1.5 percent of boys.

Profile of a Female Juvenile Offender

Research has identified developmental pathways most likely to lead girls to delinquency. No single path leads girls to trouble. Several factors may collide just as a girl is hitting adolescence, leaving her at risk of delinquency.

- * She is likely to share elements of this profile with other female juvenile delinquents:
- * She's now 13 to 16 years old but may have started acting out a few years earlier. One in five girls in secure confinement is now aged 14 or younger.
- * She's poor and has grown up in a neighborhood with a high crime rate.
- * She's likely to belong to an ethnic minority group—50 percent of female juveniles in detention are African American, 13 percent are Hispanic, 34 percent Caucasian.
- * She's had a history of poor academic performance, sees school as a battlefield, and may drop out as a means of escape.
- Her family life likely has been fraught with stress and instability (possibly related to par-

ents' divorce, single parent issues, estrangement from one or both parents, arrest and/or incarceration of family members, of the death of a parent or other close family member).

- * She feels that life is oppressive and lacks hope.
- * She may have entered the juvenile justice system as a runaway (or for such status offenses as truancy or curfew violations), seeking to escape abuse at home.
- * She's been a victim of physical, sexual, and/or emotional abuse and may have been engaged in prostitution.
- She has used and abused drugs and/or alcohol.
- She may have mental health issues, including depression.
- * She has gone without attention for medical and mental health needs.
- * She may be a mother and has probably lost contact with her infant within the first three months of the child's life.

For more information on this topic, consult Guiding Principles for Promising Female
Programming: An Inventory of Best Practices, available from OJIDP and on the Web site.

Call tall-free 1 · 888 · 877 · 0691 to learn about resources, or visit the Web site at www.girlspecificprogram.org. This information sheet is also available on the Web site.

Risk Factors for Female Juvenile Delinquency

Individual/Family

Physical, emotional, and sexual abuse

Drug and alcohol abuse

Pregnancy

Learning disability

Criminal activity

Negative peer relationships

Low self-esteem

Family violence

Parental neglect

Parental substance abuse

Foster care placement

Family criminal activity

Early sexual activity (especially with

a partner three or more years older)

Multiple moves within a school year

A number of unrelated adults living together

School/Community

Economically depressed

Sexism

Racism

Urban underclass

Lack of adequate housing/homelessness

School dropout

Lack of school-to-work preparation

Limited school resources

Academic failure

Lack of social skills training

Segregated environments

Protective Factors for Female Juvenile Delinquency

Individual/Family

Positive Self-Concept
Positive Gender Identification
Competence
Spirituality
Positive and Strong Ethnic Identity Formation
Family Connectedness
Child-Centered Family

School/Community

Extracurricular Activities
Abuse Education
Sexuality Education
Drug/Alcohol Education
Vocational/Educational Job Training
Nontraditional Job Training
Social Skill Training
Fundamental Basic Education
School Bonding
Places To Grow (safe havens)
Mentoring

Gender Messages

Instructions: In small groups, discuss each item. Have a note taker record two or three examples under each item. Select a spokesperson to share examples with the whole group.

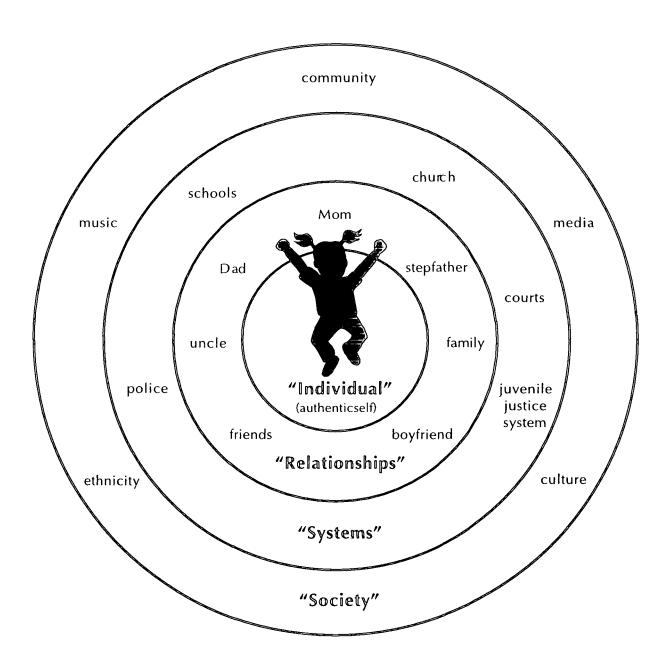
A. When you were a child (ages 3–10), what were the messages your family and community gave you on how to be a "good little girl" or "good little boy"? Did those messages change when you became a teenager? If so, how did they change?

B. When you were a child, what types of toys did you play with? What types of toys do children play with today?

C. When you were growing up, what messages did you receive about possible career options? What messages do children receive today?

Social Context

A GIRL'S WORLD



State of Oregon Guidelines for Effective Gender-Specific Programming for Girls

Introduction

The Guidelines for Effective Gender-Specific Programming for Girls, based on best practices, were written to assist you in your planning process, program design, and evaluation of services for girls. All the guidelines listed below are important and need to be incorporated to maximize program effectiveness.

We recognize that implementing these guidelines will take time. Therefore, they are written in such a way as to allow flexibility as you fully integrate them into your policies, programming, and outcome evaluations.

These guidelines are applicable to all services along the continuum: from community-based prevention programs for at-risk girls to intensive residential programs, detention, and state institutions. Even if your program is for a small population of girls or operates just a few hours a day, all programs can meet the guidelines creating an effective continuum of care for girls. If all programs follow the guidelines, each program will reinforce the others, and girls will receive clear and consistent gender-specific programming.

#1. Administration and Management of Gender-Specific Programs

A. Programmatic Structure for a Comprehensive Continuum of Care System

- Policies. Develop gender-specific policies for the agency, organization, and program serving girls. Policies may be developed at the state, county, city, agency, or local program level. This ensures that everyone is informed of and follows a similar set of work practices, understands the philosophy and commitment to girls' gender-specific services, and creates a culture where gender issues are integrated into the organizational structure. Policies need to be in writing and also included should be guiding principles, program values, and how services are going to be delivered in accordance with the law (federal civil rights laws; Oregon's Equal Access for Girls statute: ORS 417.270). It is important that gender-specific policies and practices are integrated into all parts of the system continuum from intake to follow-up/after-care.
- Data and Profile of Girls. Document demographic profile information on the population of girls being served, as well as girls in the general community. Data on risk and protective factors of both populations also should be collected. This ensures that services are targeted and based on data-driven information.

- Assessment Tools, Screening Instruments, and Intake Practices. Develop instruments and practices that are gender-specific for females and designed to eliminate barriers, cultural bias, and gender bias. Formal and informal decision points throughout the system (places where decisions are made by staff and other professionals involving the girl) should also be examined for gender bias practices.
- Program Design. Include girls in the design of the programs and services. Programs need to review best practices and incorporate promising program components, if appropriate. The design should include an understanding of protective and risk factors as they relate to a girl's development with resiliency, strengths/assets, independence, self-esteem, and life skills and how girls are socialized within the context of society and culture.
- □ Long-Term, Stable Programming. Integrate aftercare and follow-up services/plans that are relationship-based from intake/entry point. Relationships need to be a thread that transfers from a program into the community. Girls need stability and relationships as they transition.
- Outcome Measurements. Develop outcome measurements and evaluation methodology that are gender appropriate and make the goals or outcomes identified meaningful for the girl. The measurement tool should be written free from bias and accommodate differences in communication, interpretation, and subject sensitivities. The data collection method should be appropriate for females (e.g., including qualitative as well as quantitative methods), and interpretations incorporate current research on girls (with the diversity of the research in mind.)
- Quality Assurance and Continuous Feedback Loop. Include girls in evaluating service delivery, program content, and effectiveness through feedback and suggestions. Programs need to conduct formal and/or informal needs assessments with staff and clients on a regular basis. The issues and concerns identified should be dealt with and incorporated into program changes and redesign. A program's effectiveness and relevance to girls and their lives needs to be continually evaluated.

B. Staff Qualifications Regarding Female Gender Issues

- □ *Hiring*. Interview applicants with questions that focus on gender issues. When hiring staff for girls' programs, the interview should include questions on experience, interest in working with girls, and if applicant has had training regarding female gender-specific service delivery.
- □ Staff Diversity. Balance staffing regarding race, gender, and ethnic backgrounds to ensure that multiple perspectives are included and integrated into the services.
- □ *Training.* Provide an orientation for all new employees and regular and follow-up training opportunities for all staff, supervisors, and managers on gender and

culturally relevant current research and data, books and information on adolescent female development, female issues and needs, communication, sexuality, and gender identity. Staff needs to be well versed on gender issues as they relate to alcohol and drug use, abuse, domestic violence, and victimization issues for girls. Trainings should also be evaluated for relevance, effects on behavior and practice changes, and retention of knowledge.

- □ Staff Education About Agency Policies. Inform staff as to gender-specific policies and values regarding agency/program philosophy and program content through orientation videos and manuals, training, emails, postings, and other means.
- □ Positive Staff Attitude Toward Girls. Ensure that staff members genuinely like working with girls and desire training to make their work with girls more effective and fulfilling. Staff need to understand their own biases and attitudes and to model and communicate positive messages about gender and culture.
- Staff Boundaries. Ensure that staff members have and use their knowledge and clear understanding of emotional, physical, and sexual boundary issues specific to girls and that they receive training on how to appropriately relate with girls and respond to potential problems/issues they may face in working with girls.

C. Environment

- Physically Safe. Create a physically safe environment for girls. The location where girls meet or reside should be safe from relational aggression, violence, physical and sexual abuse, verbal harassment, teasing, stalking, bias, racism, and sexism. Management and staff need to create a safe environment where boundary issues are clear, acting out behavior is consistently addressed, and physical safety is taken seriously. Girls need to not only be safe but to feel safe as well.
- □ *Emotionally Safe*. Create an emotionally safe environment for girls. The location where girls meet or reside should be nurturing and safe, one that encourages them to express themselves and share feelings, allows time to develop trust, and does it all within a context of building ongoing relationships. Girls need time to talk and to process, free from interruption and negative or coercive behaviors. When possible, these spaces should be free from the demands for attention from adolescent males.
- Surroundings Value Females. Create an environment that values females. Facilities, classrooms, and other settings should have books, magazines, posters, videos, wall decorations, and other things that celebrate females' achievements and contributions, currently and historically, and that add to a girl's understanding of female development, that honor and respect the female perspective and experience, and that empower young women to reach their full potential. Programmatic curricula should also use materials that speak to the girl's heritage and life experiences.

#2. Program Content

A. Holistic Approach for Girls

Programs need to address the whole girl within the "social context" of her life, as an individual, in her relationships, and in her community. This holistic approach includes an understanding of how she is socialized in her culture, and the "gender messages" she receives from her surroundings: relationships, systems, and society, that help to define who she is as an individual and a female. Additionally, the system itself needs to be holistic because many girls are involved in multiple parts of the system. It is important that services share common guiding principles about girls and be integrated along a continuum of care to ensure a comprehensive, responsive, and seamless approach.

Social Context: Relationships

Family. Include the "family," as defined by the individual girl, in programming when possible. Many families are chaotic and fragmented due to intergenerational cycles of poverty, early pregnancy, abuse/violence, and incarceration. But involving the family allows girls to connect with them in a structure where she can work on issues and develop skills to understand the family dynamic and how to best relate to them in her life.

Friends. Address issues involving a girl's friends. "Friends," as defined by her, play a significant role in her life and the decisions she makes. Friends may include boyfriends, girlfriends, and gangs. Recognizing the importance of these people in her life and concurrently building her competence in making good decisions in friends will allow her to choose if these friends or other friends will help her be the person she wants to be.

□ Social Context: Systems

Education. Address issues regarding the school setting, curriculum, and the relationships involved (teachers, administrators, other students.) Educational curricula need to be reshaped to reflect and value the experience and the contributions of women and girls. This could include women's history programs, speakers, school/community relationships. Educational programs also need to assess and address issues that could be barriers to education for some girls. This includes the adolescent girl from a low-income family who is the childcare provider for a single employed parent or for her own child. Schools should be responsive to girls' needs and understand her social conditions.

Juvenile Justice System, Social Service System. Address issues that involve the justice system and social services. Higher-risk girls often encounter these two systems. The manner and approach that girls are dealt with and labeled, and the overall services and care they receive or don't receive can have a powerful impact on their lives and how they see themselves as individuals and females.

□ Social Context: Society

Media. Address how the media influences girls' lives. The impact of music, videos, movies, television, advertising, magazines, and all forms of "gender messages" are critically important to discuss in a girl's program. Girls need to be given tangible ways to advocate for themselves and speak out against these negative messages (e.g., sending letters to the editor, policymakers, displaying bumper stickers, or spending money on things they support) and to recognize the impact these messages have on their lives and how they define themselves.

Culture. Address cultural issues in a girl's life. Services for girls need to be presented within the context of her culture. Race/ethnicity and gender are separate issues but intertwined in a girl's life. Girls of color (Latina American, Native American, Asian American, African American) tend to be more vulnerable to triple jeopardy: race, class, and gender oppression. Girls view the world through the lens of their gender and race and both flavor everything they do because they influence the formation of self-esteem, self-competency, and perceptions of the physical, sexual, and social self and are overarching program and education issues.

Community. Address issues that involve a girl's community. Girls need to be given skills to combat negative influences that affect their lives and given opportunities to connect with the community. This might include volunteering at an abuse hotline or a domestic violence shelter, being shown how to register and vote, getting politically involved, making social change, developing a sense of power through social justice and responsibility, and understanding the importance of civic and community connectedness and pride.

B. Relationship-Based Programming for Girls

Girls Need Relationships. Develop programs that embody an understanding of the significance that relationships play in the life, connections, and interactions of young women. Programs, models, incentives, infrastructures, etc. need to be developed with relationships and connections with others at their core. Understanding that offering options to replace harmful relationships (e.g., criminal boyfriends, gangs) before eliminating those relationships also needs to be considered.

- Adequate Staff Time for Relationships. Create opportunities where a staff and a girl or girls are allowed time to talk and verbally process. Formal mechanisms need to be built into the program to enhance relationships and trust through one-on-one opportunities.
- Redesigning Programs from a "Male Relationship" Model. Determine if a program, both its content and approach, is based on how a male views the world and relationships. Traditional programs for juveniles need to be examined to determine if they are incorporating skills that work well for girls. Specifically, do the programs incorporate the importance of and a girl's reliance on relationships? For instance, "Anger Management" groups often focus on a girl managing and controlling her anger, often independent of the other person. Whereas, "Finding Your Voice" groups are based on skill building within relationship connections. Both have the same goal but from a different perspective. Another example is setting a goal of "independence" for a girl. This may be viewed as undesirable since it connotes an existence empty of relationships and connection to others.
- Interdependence with Other Females. Create opportunities for girls-only programming. While there is often resistance on the part of girls to be isolated in programs with members of their own sex, girls-only programming is a critical part of a gender-specific approach. It gives young women the time, environment, and permission to work on overcoming their previous socialization that values male relationships over female relationships. It teaches girls to cooperate with and support one another. Unless girls learn healthy ways to interact, they will practice "relational aggression," which includes being competitive, holding grudges, being cruel to each other, gossiping, being passive aggressive/indirect/covert, and emotionally hurtful. If the female population is too small for a single-gender program and is co-ed, girls should be allowed one-on-one time with a female counselor, mentor, or staff person. This will help establish the skills and experience to develop healthy, cooperative relationships with female and male friends, relatives, neighbors, church, and social group members.
- Mentors. Develop a mentorship program for girls. Girls need other females who can model and support survival and growth as well as resistance and change. Matching mentors by ethnicity and culture is encouraged. It is also helpful to have mentors from similar backgrounds as the girl or who have overcome similar obstacles. Mentors and role models can help with a girl's success, especially with continual, reliable contact and when not put in competition with the girl's mother/family.

C. Strengths-Based Programming for Girls

- Programs Build on Existing Strengths. Develop programs that tap into girls' personal and cultural strengths and provide opportunities to be successful by increasing her sense of her value and competency.
- Girls Are Taught New Skills. Create opportunities for girls to learn new skills in areas they have not explored. Competence in new areas can build self-esteem, control, and pro-social behaviors. When girls master new skills that are healthy and legal, they expand their opportunities and become less dependent on old non-productive and sometimes harmful ways.
- Personal Respect. Develop self-esteem enhancement programs that teach girls to appreciate and respect themselves, rather than relying on others for validation. Self-monitoring skills, such as writing in journals, can be incorporated into girls' programming.
- Giving Girls Control. Develop programs to support and encourage girls to have hope, realistic expectations for the future, and the skills to reach their goals. Girls need help developing a plan for the future and an opportunity to practice the skills that will help them realize their goals. Girls need to be shown they can affect how things happen, in a way that is empowering and gives them a sense of control of their life. Programs need to help girls find their voices and to be expressive and powerful in positive ways (e.g., job/career skills need to be taught for a variety of jobs and not just for traditional, low-paying jobs).
- □ Building Girls' Strengths Through Connection to Others. Develop skill-building programs for girls where a person can be there for her (such as a mentor or staff member) and support her efforts to strengthen her skills. Strength-based asset building for girls is not just a cognitive process. It is most successful for girls when it is incorporated in connections to people in programs and in the community.
- Victimization Issues. Develop programs that address the sexual abuse, domestic violence, and verbal/emotional abuse many girls have faced. These issues deeply affect many parts of a girl's life and how she sees herself as a female. Girls need help in not viewing themselves as victims, in seeing the connection anger has to their acting out or acting in (self-destructive) behaviors, in recognizing their reluctance to trust others, and in their need to be taught how to develop and maintain healthy boundaries.

D. Health-Based Programming

- Physical Health and Sexual Health. Develop programs that address physical health as well as sexual health. Girls have four times as many health issues as boys. Information needs to be shared with girls about female development, personal care, exercising, physical strength, menstruation, pregnancy, STDs, contraception, and sexuality. But don't ignore the rest of a girl's body and health.
- □ *Emotional and Mental Health.* Develop programs that address emotional health and mental health. Information needs to be shared with girls about emotional and mental health issues. This includes eating disorders, body image, depression, self-care, books to read, counseling, and establishing and nurturing committed and meaningful relationships. Girls need access to mental health professionals who understand female adolescent development.
- □ Drug-Free Health. Develop programs that address the use and abuse of alcohol, tobacco, and other drugs. Because of the connection between drug use and self-medication by girls in dealing with abuse and depression issues it is most successful if most, if not all, treatment is done in single-sex programming. Staffs of prevention and intervention programs need to understand female adolescent development and incorporate gender-specific programming in their approach.
- □ Spiritual Health. Develop programs that allow time for girls to address their spiritual health. Information needs to be shared and time allowed for girls to understand their spiritual side and inner strength. This could include time for personal reflection, traditions, and discussions about life, values, morals, and ethics.
- Rites of Passage. Develop programs that include celebrations, rituals, and traditions. These "rites of passage" are very important in providing stability, connection to a girl's roots, and direction. Recognizing significant physical, sexual, emotional and spiritual milestones for girls is important as they navigate through life. Rites-of-passage celebrations are a way to teach girls about positive womanhood.

For more information contact:

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A Big Sister Anchors a Little Girl Adrift

Seattle, Washington—At 3 p.m., a dozen yellow cabs queue up in front of T.T. Minor Elementary School. Kids scramble to climb in as drivers wait. You might expect kids who get exclusive, door-to-door transportation to be among the city's elite. Not so. These kids, many of them recent immigrants, are some of the poorest. Their homes are the tenements and shelters of the central city. Many move often from place to place, school to school, as their families struggle to get by. Keeping these kids anchored to a single school is a district commitment here—even if it means forking over a few taxi fares.

"A lot of these kids have been exposed to domestic violence and they're shuffled around, living with an aunt or uncle or foster parent—maybe living in a shelter," says Terry Schuler, supervisor of a school-based Big Sisters mentoring program funded by OJJDP's SafeFutures program. "School may be the only consistent thing in their life."

Through her work in T.T. Minor and several other inner-city schools, Schuler tries to tip the asset scale a bit further in kids' favor. When teachers or counselors see a little girl they think could benefit from exposure to a positive role model, they give Schuler a call. "Usually," Schuler says, "it's a girl with great potential. There's just something in her life that's hindering it."

Schuler has matched 54 girls with volunteer mentors since Big Sisters of King County launched its school-based program aimed at underserved girls two years ago. Before, a lot of girls missed out on mentoring opportunities because of transience and family instability, says Schuler. Homeless kids, foster kids, and children of inmates too often get overlooked, she says, because they have no one to link them with mentoring services. Seattle's SafeFutures initiative—which includes a range of tutoring, counseling, and mentoring projects to prevent delinquency, especially among recent immigrants and atrisk girls—gave Big Sisters the resources to reach out to underserved girls at the one stable place in their lives: the school.

After getting a referral, Schuler meets with the school's family-support worker to get a clear picture of the child's personality, family history, school performance, difficulties, and strengths. She then interviews potential mentors, looking for a good match.

That's how Tina Shore met a little girl named Amanda.* Shore, a successful African American woman, felt a responsibility to give something back to her community. Two years ago, after meeting with Schuler, she began mentoring seven-year-old Amanda when it looked like the first-grader might not be promoted to second grade.

Recalls Shore: "Her parents were separated. Her mom was into drugs. Amanda was caring for her one-year-old sister and cleaning the house." Once a week, Shore tutored her "little sister." They played games. They laughed and talked. Things were going well. Then Amanda's mother landed in jail. The girl was sent to her grandmother's. It wasn't

long before old patterns returned. Amanda stopped doing her homework and started acting out in class.

"The weird thing was," says Shore, "while she was living with her grandmother, her hair was always combed and she always had decent clothes on. Yet all she could think about was how she wanted to be with her mother. She loved her mother who didn't comb her hair, who didn't care if she had any clothes to wear or food to eat."

There was one important ground rule Shore and Amanda had made at the start of their relationship: no playtime until schoolwork is done. The little girl began to balk at the rule. One day, she started to cry and said she never got to do anything fun. But Shore held the line. "I said, 'Amanda, your homework is more important. We can't do anything fun unless you finish your homework." Then, she left.

The next week, Amanda's homework was done. What's more, her teacher reported that she had behaved well in class. All because she valued her relationship with Shore.

"I gave her a big hug," says Shore, "and told her we could do anything she wanted since her homework was done." Amanda chose to read to Shore for the next hour. Schuler points out the significance of this. "A lot of these kids have trouble reading," she says. "In the first months of mentoring, the kids want you to think that they're the smartest person in the whole wide world. They don't want to read to you because they don't want to show you that they can't do that. They'll tell you the most incredible stories: 'Terry, did you know that Michael's sister said that her father's buying her a horse?' when the family they're talking about is living in a shelter."

Mentors need to let their young friends know they like and accept them for who they are, Schuler says. It's the relationship, more than the tutoring, that's the critical component for success. "Research tells us," Schuler says, "that if you have more assets in your life, even one or two, you're more likely to succeed."

In January, with funding from United Way, Big Sisters teamed up with Big Brothers of King County to begin offering school-based mentoring to boys. For more information on the project, contact Terry Schuler at (206) 461-3630.

(*Names of mentor and mentee have been changed.)

—Joyce Riha Linik and Lee Sherman

Reaching Out for Diversity

Recruiting minority mentors requires multiple strategies and long-term commitment

All over the U.S., growing numbers of adults from diverse ethnic groups are stepping forward to mentor kids. But minority youths who want mentors still outnumber minority volunteers in most communities. This shortfall has prompted many mentoring programs to ask, How important is ethnicity to the success of mentoring relationships? Is it better to pair kids quickly with a cross-race match, or hold out for a same-race match, sometimes leaving kids on waiting lists for years?

Communities are divided on this question. One viewpoint places ethnicity at the very heart of a meaningful mentoring match. The other sees ethnicity as just one of many factors—and not necessarily the central one—affecting the quality of a match.

Research isn't much help in deciding the debate for a couple of reasons. First, solid research on the question is in short supply. Second, the research that does exist is not clear-cut. Overall, however, studies indicate that mentoring relationships that cross cultures are just as effective as those that share cultures.

While some groups strongly oppose mixed matches, most mentoring practitioners take a pragmatic stance. They agree that same-culture matches are desirable in many cases. But when a child is waiting, any qualified mentor—no matter what his or her ethnicity—can provide the support, friendship, and encouragement that child needs. So programs continue to match kids of color with White mentors, simultaneously seeking to build pools of volunteers from African American, Hispanic, Asian American, American Indian, and other minority communities.

Targeted Recruiting

Building pools of minority volunteers is a long-term process. Just as it takes time for a mentor to develop the trust and confidence of a child, so too, does it take time for programs to develop trust and credibility within targeted minority communities. Researchers warn against seeking a "quick fix" to the shortage of minority volunteers.

In forging bonds with minority communities, mentoring programs need to focus on two crucial issues: (1) making a long-term commitment to the community, and (2) portraying an overall image that is sensitive and welcoming to minority communities.

There are many avenues into minority communities: faith-based organizations, professional associations, fraternal organizations, civic groups, sports teams, youth-serving programs, neighborhood political organizations, minority-owned businesses, and

minority-oriented media such as newspapers and radio stations. But a one-time ad in a local paper or a single presentation to a business group is likely to reap few recruits. Instead, programs should grow roots in the community by forming ongoing partnerships with networks of local agencies and with local leaders.

"Gaining the acceptance and support of key segments of communities of color is crucial," advises Pass It On, a volunteer recruitment manual published by Big Brothers Big Sisters of America in 1994.

The "sales pitch" on the need for volunteers should come later—after informational and exploratory meetings have laid the groundwork for mutual respect. Programs must have the patience to wait for a payoff.

"Involvement over time is highly prized (in minority communities)," Pass It On emphasizes. "An alliance may not produce much in the way of results immediately. Indeed, it may be several months or even several years before there is significant recognition of the program throughout an ethnic community."

But forming alliances in a minority community is just part of the picture in targeted recruiting. Another key is refining the program's image to mesh with that community's cultural perspective. Image—the public's perception of the program—is influenced mainly by the three points of public contact with the program: (1) personnel, (2) publicity, and (3) policy.

Image polishing begins by selecting members of targeted groups for key staff and board positions. Programs with minority chairpersons and outreach staff have the best track records recruiting minority mentors, research shows.

When designing printed materials, such as brochures and newsletters, and developing ads for radio and TV, programs should consult with members of minority communities. Input from the target audience is critical to avoiding misconceptions or cultural gaffs.

"Certain ideas may strike a responsive chord among one group and gain a neutral or even hostile response from other prospective target audiences," Pass It On cautions. Focus groups or review committees can help programs craft a message that plays well to a target audience, the manual notes.

Finally, programs should review their policies and procedures to uncover unintentional prejudices. Questions to ask include, Does our screening process needlessly rule out otherwise qualified minorities? Can we do away with certain requirements that block some minority group members from mentoring? Car ownership, for example, is one requirement that can hinder some applicants. (Of course, the safety and well-being of children must always come first in any review of screening procedures.)

Cross-Cultural Matches

Ethnicity is not the only obstacle programs face when matching kids with mentors. Poverty itself can create barriers between mentors (who are mostly middle-class) and their young friends (who are usually disadvantaged).

But these gaps of class and culture don't spell doom for mixed matches. In a 1996 synthesis of mentoring research, Cynthia Sipe reports little correlation between ethnicity and effectiveness in mentoring matches. That's because other program components—screening, orientation, training, support, and supervision—can compensate for or even override ethnicity in determining the success of a match. And there are other factors—shared interests, for instance, and neighborhood proximity—that figure strongly in the match's success, research suggests.

In cross-cultural matches, a critical component of success is what researcher Elaine Blechman calls "bicultural competence"—the ability to communicate well in both worlds. Mixed matches give kids a chance to develop cultural fluidity, increasingly valuable in a multiethnic society. In mentors, cultural competence can be shored up through training. Sensitivity and diversity training is a must for both staff and volunteers. It "should be viewed as a necessity rather than as a luxury" for mentoring programs, Pass It On asserts.

The best matches are built on trust, consistency, and unfailing support—characteristics that fall outside cultural divisions. And there's one point on which all researchers agree: Kids who have a caring adult in their lives more often have the strength to succeed in life than kids who go it alone.

—Lee Sherman

Gender Issues In Mentoring

Mentors should "confirm and enhance" girls' prior experience and knowledge

One-size-fits-all" programs for girls are less effective than programs that take into account other factors. Is the girl from a poor or middle-class family? What racial or cultural group does she belong to? Does she have a disability? Does she speak a native language other than English? These factors influence how girls interact with others, not only within their own community but also in the larger society.

Harvard researcher Carol Gilligan did some landmark studies in the 1980s, showing that as girls mature, they gradually lose their self-esteem and "voice"—that is, the power to forcefully express themselves. They lose confidence in their intellectual abilities and social skills. But a 1991 report from the American Association of University Women (AAUW) asserts that this plunge in self-esteem and self-expression does not cut across groups. The AAUW study discovered that adolescent African American girls do not fit this picture—they do not suffer the drop in self-esteem that Gilligan observed among middle-class White girls. This example illustrates how lumping girls into a general category can hide the experiences of girls of diverse races, ethnic and cultural groups, or backgrounds.

In Harvard's "Understanding Adolescence Study," Amy Sullivan suggests that girls may not desire or seek out what has been referred to as the "classical" or "male" model of the mentoring relationship. This model features a one-on-one relationship between an experienced adult and younger person, in which the mentor seeks to develop the character and competence of the younger person. In this model, the mentor instructs and guides the mentee by demonstrating personal, social, and job skills, and by challenging and encouraging him or her. The kind of mentoring that focuses on teaching, socializing, and role modeling is not "appropriate or sufficient for women in relationships with adolescent girls," Sullivan suggests. Instead, she says, a two-way relationship appears to be more effective with young women. Mentoring relationships, says Sullivan, must confirm and enhance, rather than discount, the knowledge and experience of young women before guidance or instruction can take place.

Group mentoring of young women recently has become popular. Practitioners recognize that females (as well as many cultural groups) greatly value group affiliation. While leaving lots of room to cultivate personal expression and goals, group-oriented cultures place a higher value on family authority, reciprocal obligations, sharing and cooperation, and often include extended family or people with no formal kin relationships in their definition of "family."

Girls of different classes and cultures may react differently to the risks of forming and keeping relationships. And they may display resilience in different ways. For example, African American and lower-income White girls tend to hang on to their ability to speak

up, express anger, and disagree with others. African American girls tend to be socialized to resist racism, to be strong and self-reliant, and to expect to work outside the home. Lower-income White girls appear to have more in common with African American girls than with middle-class White girls.

The "Understanding Adolescence Study" found that girls could benefit from a mentoring relationship that:

- Gives advice, not lectures
- Fosters a therapeutic relationship that provides a safe space for speaking one's mind and empowers girls to stop abuse if it is occurring
- Is based on partnership
- Allows girls to voice their concerns about social issues, prejudice, and discrimination (modeled in the relationship of "othermother" for African American women)
- Is aware of what's helpful and what's harmful as the mentor teaches, challenges, and acts as a role model
- Listens to and validates what young women think and feel; shares adult experiences

A study of 47 participants in a Hispanic mother-daughter program found that role models need to talk about the cumulative nature of success, the setbacks they have encountered, and the availability of needed support by others. If they don't, their well-intentioned presentations may have little effect. After three presentations by Latina career role models, for instance, girls in the audience still perceived gender as an obstacle to overcome; felt ethnic discrimination and prejudice were overwhelming and pervasive; felt they were victims of social and peer pressure; expressed a sense of resignation in the face of destiny; and struggled with lack of confidence and fear of the unknown.

Most effective role models for African American girls are similar to the girls in age and social background. For Native American girls, maintaining cultural ties, increasing awareness of career options, and involving relatives are beneficial.

Families that are poor or outside the mainstream of American culture may not encourage or support their daughters' career aspirations. For these girls, support from teachers is especially important. Including mothers in mentoring programs for Latinas may have more enduring effects on their daughter's educational and occupational aspirations than for other groups. Girls from highly patriarchal family structures will probably need special help in goal-setting and problem-solving, working-parent skills, and financial management.

In Guiding Practices for Female Programming, published by the U.S. Office of Juvenile Justice and Delinquency Prevention in 1998, juvenile-justice professionals advise mentoring program planners to develop and incorporate effective gender- and culture-specific practices into their programs. Effective programs "are designed to recognize the risk and dangers girls face because of gender, especially a history of abuse or other forms of victimization. They encourage resiliency factors and life skills that help girls make a positive transition to womanhood."

-Barbara Warren-Sams

Hardiness Zones

"This soil is bad for certain kinds of flowers. Certain seeds it will not nurture, certain fruit it will not bear, and when the land kills of its own volition, we acquiesce and say the victim had no right to live." Toni Morrison, The Bluest Eye

Girls' connections with adults and community are essential to their mental health and well-being. Because their struggles are rooted in systemic problems such as racism, sexism, and poverty, girls need authentic connections with adults within their cultural, educational, and health communities. These connections provide "spaces" where girls can have challenging interactions that provide opportunities to understand, engage with, and possibly change the harmful forces in their lives.

Hardiness Zones

Some psychologists take issue with the concept of "resiliency" as it has been described by researchers such as Emmie Werner[??] and Bonnie Benard. They suggest that the resiliency concept doesn't place enough emphasis on the communitywide context in which young people grow. These critics have coined the term "hardiness zones" as a more accurate framework for understanding how girls can be supported in the rich context of their lives. In health psychology, "hardiness" means a person's ability to respond to stressful situations. "Hardiness zones" are the genuinely engaging relationships with adults that supply girls with opportunities to experience control, commitment, and challenge.

- Hardiness control—An individual's ability to make choices in relation to stress, understand and analyze the stress, and use coping skills to deal with the stress.
- **Hardiness commitment**—An individual's ability to draw on her belief system, sense of purpose, and connection to others for support in stressful situations.
- Hardiness challenge—An individual's ability to feel challenged and mobilized in the face of stress rather than defeated and overwhelmed.

How adults create hardiness zones

Whether one prefers to apply the term "resiliency" or "hardiness" to youths' ability to overcome stress and hardship, most experts agree that the helping professionals need to shift their focus from girls' failures to girls' strengths within the context of their environments. Adults can help create hardiness zones by:

- Listening to girls to foster meaningful relationships. This may mean closely reading between the lines to hear girls' relational stresses, such as the conflict between choosing their own success or choosing the acceptance of a peer, cultural, or family community.
- Stepping out of their comfort zones. It is particularly important that adults of different economic and cultural backgrounds do not impose their own values and judgments on girls to develop a truly reciprocal, challenging relationship with girls.
- Engaging girls in a social critique. This includes helping them to analyze their observations of poverty, racism, and other cultural inequities so they can make social changes.
- **Building communities.** Rather than act as mentors who move in and out of the girls' lives, adults may think of themselves as muses and wizards who truly interact with girls to build a network of vital relationships.
- Helping change the inequities in systems. These means acknowledging girls' observations of power structures and helping them use their observations to make changes in the system. Adults must also model advocacy and working for equitable changes within systems.

Psychologists continue to research the factors that contribute to the development of girls' hardiness zones, particularly those of urban girls. However, adults who work with girls can begin by seeing the importance of the larger framework of relationships in girls' lives and engage girls in understanding and changing the negative social forces in their lives.

SOURCE: "Cultivating Hardiness Zones for Adolescent Girls: A Reconceptualization of Resilience in Relationships with Caring Adults," Elizabeth Debold, Lyn Mikel Brown, Susan Weseen, and Geraldine Kearse Brookins" in Beyond Appearance

Howard Gardner's Theory of Multiple Intelligences

Howard Gardner's theory of multiple intelligences suggests that people use at least eight ways to make sense of the world. Below is a list of these intelligences and some examples of typical behaviors:

- Linguistic or word intelligence uses new or unusual words; talks about books; enjoys word games or puzzles; writes poems or stories
- Logical-mathematical: plays chess, checkers, or other strategy games; wants to
 know the reason or logic for doing something; asks questions about how things work;
 critiques what people say or do; enjoys solving problems
- Musical: sings or plays a musical instrument; has perfect pitch, can easily memorize a song, and may know many different songs; likes to sing or make tapping sounds while learning something new; enjoys listening to music
- Visual/spatial: finds new places easily; enjoys solving visual puzzles; prefers reading
 material that has lots of pictures; may like to draw or doodle; thinks and expresses
 self in images or pictures; enjoys solving geometry problems
- Bodily/kinesthetic or body movement: may like to play sports or dance; learns by doing and moving rather than reading and sitting still; likes to work with hands; may tap fingers, scribble, or move around in seat if sitting too long
- Naturalist intelligence: may show interest in ecology and recycling; enjoys being in nature and may know the names of animals and plants; bonds with animals; may be sensitive to weather changes; notices patterns in nature
- Interpersonal or social skills: gives other people advice and may ask others for advice; likes to solve problems with others; offers to help other people; likes to teach others; enjoys social sports and games; prefers doing things with others rather than being alone; may seem to be a natural leader
- Intrapersonal or self-knowledge: prefers time alone to think, reflect, and meditate; may seem very independent and a loner; may keep a diary or journal; may show interest in one-on-one counseling; accurately expresses how she feels

Other researchers further describe interpersonal and intrapersonal intelligence as including emotional intelligence. Emotional intelligence involves abilities that can be described as:

- **Self-awareness:** awareness of one's feeling as it happens
- Managing emotions: handling one's feelings in an appropriate manner and realizing what is beyond the feeling
- Motivating oneself: ability to direct one's feelings toward a goal as well as delay instant gratification

- Empathy: awareness and sensitivity to others' feelings; appreciation for differences in people's feelings
- Handling relationships: handling emotions in others with skill and harmony; ability to use appropriate social skills

(SOURCE: http://trochim.human.cornell.edu/gallery/young/emotion.htm)

Helping girls sort out their feelings from their thoughts and direct their feelings in positive, healthy ways are some of the core skills providers are trying to teach girls. An awareness of how emotional intelligence manifests is helpful for one's direct work with girls as well as more indirect work with co-workers.

Each intelligence draws upon an ability to perceive patterns in the world around us and make sense out of chaos. For example, someone who is using mathematical intelligence is noticing the patterns of numbers to each other.

Every person possesses all of these intelligences to some extent but how the intelligences combine is unique to each person. For those working with girls, it is helpful to observe each girl's preferred intelligences and help her tap into her strengths to face the challenges in her life. For example, a girl who is quiet and prefers solitude may benefit from being encouraged to keep a journal, write a poem, or edit a newsletter. She may also build her esteem while learning healthy ways of directing emotion.

One should also help girls strengthen their other intelligences. For example, a quiet girl who prefers doing solitary activities may also benefit from activities that encourage her social and bodily intelligence, such as participating in a dance class.

Being aware of one's own preferred intelligences is also helpful in understanding how one works with girls. A staff member who has strongly developed verbal and social intelligences needs to see that a girl who has developed body intelligence and self-knowledge may not express herself as fully in group discussions as in dance or journal writing.

Noticing girls preferred intelligences is not meant to label and limit girls but is useful in building upon their natural abilities. Many creative activities can be developed that reinforce their gifts and give girls optional ways of communicating. There are many new books about multiple intelligences that can spark curriculum ideas.

Formal Assessments: Interest Inventories

There are a variety of formal assessments and informal checklists that can help girls identify their interests and their learning preferences. This knowledge can be used to encourage a girl's appreciation for her own and others' unique qualities. Furthermore, these assessments and checklists are also tools for career exploration. While most of these tools do not identify skill ability, they offer opportunity for generating discussion about learning preferences, personality preferences, and career possibilities. They offer other approaches to help a girl appreciate and develop her unique gifts.

Interest Inventories

Many current career interest inventories are based on Dr. John Holland's personality-type career development theory, which says people work best in environments that match their personality type. Personality types are loosely classified into six different groups: realistic or "doers"; enterprising or "persuaders"; investigative or "thinkers"; conventional or "organizers"; artistic or "creators"; social or "helpers." Most people have two or three interest areas that form their Holland "code," and these personality codes are matched with occupations that emphasize particular traits.

The assessments listed below are some of the ones recognized in the field of career psychology and commonly used in career counseling centers. They have versions adapted for middle and high school students and require some training to administer and interpret.

- Self-Directed Search (SDS). Developed and revised several times by John L. Holland, Ph.D., and Amy B. Powell, Ph.D. According to APA, SDS is "an intellectual tool for integrating our knowledge of vocational intentions, vocational interests, personalities, and work histories." It is designed to help people make career and educational choices that match interests and abilities. A number of versions are available, including versions for limited reading skills, middle level students, and high school students.
- Strong Interest Inventory. Assesses work and activity interests and preferences. A comprehensive approach helps the student have an awareness of general work interests and career possibilities based on these interests.
- Career Occupational Preference System (COPS). Organized into three major categories that assess abilities (CAPS); values (COPES); and interests (COPS). Assessments are given separately and then may be integrated for a comprehensive interpretation. Results can be used to help stimulate career investigation and research. Forms include junior high and high school levels.

Formal and Informal Assessments: Personality and Learning Styles/ Multiple Intelligences Resources

Personality Inventories

There are a variety of available personality inventories that identify personality types. These tools can offer students other systems for understanding patterns in their behaviors while creating an understanding and tolerance for a diversity of people. Furthermore, fresh insights into her personality can help a girl create an awareness of her learning preferences and possible career opportunities. Many of these personality inventories are based on Jungian psychology.

One of the most respected instruments, widely used by career professionals, is the Myers-Briggs Type Indicator, which requires the practitioner to be qualified to give and interpret the MBTI or other psychological assessments. A number of books for educators and counselors further explain how Myers-Briggs psychological type manifests in the school and work environment, including Isabel Briggs-Meyers' book *Gifts Differing*. Other career-exploration books are *People Types and Tiger Stripes*, and *Do Who You Are*.

Myers-Briggs Type Indicator (MBTI). Designed by Isabel Briggs Meyers and Katherine Cook Briggs as a practical application of Jungian psychological types. Sixteen personality types are identified according to likely preferences in four dimensions: Extroversion-Introversion; Sensing-Intuition; Thinking-Feeling; Judging-Perceiving. A four-letter description (such as ESFJ) shows underlying patterns and behaviors common to people of that type and is meant to enhance an understanding of one's personality, not to merely limit or label the person. The results provide a useful tool for students to understand themselves and others in a nonjudgmental way. Also, information can offer another perspective as to how a girl prefers to learn and interact with others. Furthermore, it can also be used to explore career interests, tendencies, and choices. The MBTI is recommended for 14 years and above, with a minimum of 7th-grade reading level. A form for young adults and a children's version for ages seven through 12 (Murphy-Meisgeier Type Indicator) are also available.

Informal Learning Styles and Multiple-Intelligences Resources

A number of books have been published in education applying Howard Gardner's theory of multiple intelligences. Among those that include informal checklists that identify preferred learning styles and preferred intelligences and offer suggestions for activities that enhance these intelligences are books by Thomas Armstrong: *In Their Own Way*;

Awakening Your Child's Genius; Seven Kinds of Smart: Identifying and Developing Your Many Intelligences; and Multiple Intelligences in the Classroom. Armstrong's practical books are based on the belief that "each child comes into the world with unique potentials that, if properly nourished, can contribute to the betterment of our world. The biggest challenge for parents and teachers is to remove the roadblocks that keep those gifts from being recognized, celebrated, and nurtured."

These informal checklists offer a nonthreatening opportunity for girls and those working with them to begin a dialogue about girls' positive qualities. Practical suggestions for activities also can help generate an interest in how a girl can use her qualities. Other resources that can be used by educators and counselors to explore multiple intelligences and learning style can be found on Harvard School of Education's Project Zero Web site, www.pzharvard.edu. Project Zero is the research group codirected by Howard Gardner and David Perkins that investigates learning processes in children, particularly around the arts, and is guided by the belief that the learner is the center of education.

Survival Skills for Today's Girls

In the bestselling book *Reviving Ophelia*, clinical psychologist Mary Pipher lays out a set of necessary skills for navigating adolescence in an increasingly dangerous world. Pipher says we must teach girls to:

- Center themselves
- Separate thinking from feeling
- Make conscious choices
- Take responsibility for their own lives
- Make and hold boundaries
- Define and structure relationships to mesh with goals/needs
- Manage pain in positive ways
- Modulate their emotions
- Validate themselves
- Gain perspective through "time travel"
- Give of themselves to the greater community

Red Flags for Sexual Abuse

Programs should watch for the following red flags, which might indicate undisclosed sexual abuse:

- Self-Destructive Behaviors
- Depression
- Anger
- Distrust
- Sexualization of Relationships
- Dissociation/Denial
- Cognitive Inattention
- Psychosomatic Symptoms
- Neurological Damage

Strategies for Working for Girls

MODEL POSITIVE RELATIONSHIPS—Relationships are particularly important to girls, so developing healthy relationships with them and with your co-workers can significantly affect their success.

- Develop supportive staff-client relationships that model healthy boundaries.
- Encourage clients to have positive relationships with other staff members.
- Share the lessons from your experiences, not the details, to help build trust.
- Observe and help girls work through relationships with their peers. Girls may want to be favorites of the staff at the exclusion of peer relationships, which does not help them develop positive peer relationships.
- Be aware of your baggage and keep it out of your relationships with the girls.
- Be aware of how you communicate with the girls. They are particularly good at reading body language and facial expressions.
- Share mutual compliments with co-workers. Modeling this teaches girls supportive relationship skills.
- Develop verbal and nonverbal communication skills with co-workers. By doing so, you model teamwork and improve the quality of your services.
- Be familiar with your client's treatment plan so that she receives appropriate feedback from everyone.
- Use a team approach in working with your clients, and be particularly sensitive to giving consistent messages. Everyone who has contact with girls, including security staff and food service workers, can affect their progress.
- Do not instigate or encourage criticism of co-workers with your clients. If you disagree with co-workers, do problem solving in your staff meeting. Clients quickly perceive dissension and by focusing on your problems, they may sabotage their progress.
- Use problem-solving techniques during your staff meetings. By developing supportive staff relationships with your co-workers and working through disagreements, you are creating a safe emotional environment for your clients.
 - 1. Use case studies to share what you've learned.
 - 2. Brainstorm solutions.
 - 3. Keep focused on issues and don't let personal disagreements cloud your work.
 - 4. Share relevant information about the girls with your co-workers. While you should respect your client's boundaries and not publicly share information, do not "keep secrets."
 - 5. Use your knowledge of your community to encourage collaborations.
 - 6. Participate in training to increase your skills.
 - 7. Respect your co-workers even if you disagree with an idea or action.

• Practice what you preach. Your behavior should support your words and the positive lessons you are trying to teach

REPLACE NEGATIVE BEHAVIORS WITH POSITIVE INTERACTIONS--Many of your clients have been physically and/or sexually victimized. As a result, they may have developed negative coping strategies such as excuse making, ignoring time limits, lying, manipulating, playing staff against one another, attacking you and others verbally and indirectly, and displaying inappropriate sexual behavior. Such behaviors can be difficult for staff, particularly since clients can detect your discomfort and will "push your buttons." Here are some strategies to teach more appropriate behavior.

- Establish clear, simple ground rules immediately so she understands expectations. Ask her to repeat them so you know what she understands.
- Keep communication, particularly your expectations, simple.
- Present information and expectations in various ways. People have different learning styles, so you may need to communicate orally, through written words, through pictures (such as a collage or diagram) and, of course, through your own consistent actions.
- Enlist her help in making her schedule. Have her make a calendar or other visual representation to reinforce it.
- Praise her for the positive changes she is making rather than just pointing out negative behaviors.
- Teach her positive self-assessment strategies. By encouraging her to evaluate her own progress, she can realize the benefit of her positive changes.
- Remember that your client developed antisocial patterns as a means of survival, and that it takes practice to develop new habits.
- Stay calm, particularly when your client's negative behavior escalates. Keep your message simple and direct and calmly repeat it.
- Deflect personal attacks.
- Nurture without touching. Use tone of voice, praise for positive behavior, and facial expressions to show your support.

CREATE A SAFE ENVIRONMENT--Many of your clients have trust issues and need to feel safe so that their mental, spiritual, and emotional needs can be met.

Create a safe physical environment. By creating a physical environment that is safe and nurturing, you set the tone for positive changes.

- Develop an apartment-like setting and enlist the girls in decorating. This more personal touch will show them how they can create a warm yet orderly environment in their own home.
- Add small personal touches, such as pillows, cheerful wall paints, and colorful fabrics in their group room. Not only are such small cosmetic touches fairly inexpensive, but they simulate a warm, family environment
- Surround them with posters of strong, diverse women who've made contributions.
- Work around building limitations to create a warm environment. For example, one windowless institution used the inside courtyard to create an inviting patio space with flowers and other potted plants.

Network and link with other programs to create an after-care plan. The girls need you
to ensure that the positive changes you have started are continued in communitybased services.

Create a safe emotional environment. You have a tremendous opportunity to contribute to girls' emotional well-being. Setting a nurturing tone that encourages personal growth and self-esteem will create a situation for her to develop talents.

- Use a team approach in working with your client, and be particularly sensitive to giving consistent messages. If she detects strife among staff members, not only will it be easy to "play staff against each other" but you will add to her own emotional confusion.
- Help her express pain and grief in socially appropriate ways.
- Give her a variety of creative tools and choices to process her feelings. Some girls may be very verbal and need to talk things out, while others may need to make collages, paint, draw, or write in a journal.
- Build her self-esteem by providing the opportunity for her to develop a creative project. Enlist the help of community arts members—dancers, musicians, yoga instructors, artists, writers.
- Create a safe space for positive group dynamics that nurtures personal growth. This includes setting simple ground rules, such as giving supportive feedback and respecting the privacy of a girl if she does not wish to speak.
- Respect her need for privacy. While you want to be sensitive to withdrawal and feelings of isolation, be aware that some girls need more quiet time to process feelings.
- Give opportunities for girls to try leadership skills.
- Use appropriate assessments to determine each girl's strengths and learning styles. This is particularly helpful in creating a positive academic environment.
- Coordinate with local schools or colleges that provide women's history programming. Giving her a perspective of the positive work women have done will nurture her esteem by giving her a sense of her own career possibilities.
- Provide girls with a number of opportunities to express themselves and share their knowledge. This might include noncompetitive athletics, a newsletter, plays, mural painting or quilt making.
- Address gender issues in groups. For example, discuss images of women in the media and how they can influence self-perceptions.
- Provide opportunities for girls to voice their opinions. Really listen to the girls, and don't silence them just because you feel uncomfortable with opinions different from yours.
- Invite the girls to contribute to the planning of activities. For example, brainstorm with them about special projects they could do.
- Treat the girls like people who deserve your respect.
- Work with parents so that your hard work can be continued in the home. This may mean putting extra effort into communicating with them.
- Use volunteer tutors to help with academic work. They can give the extra attention a girl may need.

Foster spiritual growth through the use of ceremony, ritual, and celebration. By using rituals as part of your work, you show girls how ritual elevates everyday life to a higher, more meaningful level.

- Remember not to confuse religious beliefs with spiritual development. You are trying to show girls how they can nurture their spirit and encourage respect for all living things without promoting a particular religion.
- Investigate rituals of different cultures represented in your population and invite community experts to share these rituals with the girls.
- Use culturally relevant ceremonies that celebrate initiation into adulthood.
- Develop your own rituals to celebrate and mark girls success.
- Schedule quiet times for girls to reflect.
- Have meditation classes.
- Create a "sacred space" where girls can meditate. Keep the space clean and free of clutter. Use candles and incense to create a soothing atmosphere. Play only quiet, instrumental music.
- Offer yoga classes through community teachers. Yoga is a form of noncompetitive exercise that teaches integration of the spirit and body.

The Health of Adolescent Girls

During adolescence girls make choices about diet; physical activity; the use of drugs, tobacco, and alcohol; and sexual practices that can affect their health throughout life. Adolescent girls need to be able to learn, experiment, and make mistakes in safe environments so that they gain the skills and attitudes that will help them thrive. Following are ways in which the health of adolescent girls can be compromised.

Alcohol and Tobacco

- Unintended injuries, mostly from motor vehicle crashes, are the leading killers of adolescent girls. More than 40 percent of all motor vehicle deaths involve alcohol. Almost 40 percent of high school students say they have ridden with a drunken driver in the past month.
- Among girls aged 12 to 17 years, 41 percent report they have tried alcohol; 23 percent have tried some type of illicit drug, and 7 percent are binge drinkers.
- 21 percent of 12- to 17-year-old girls smoke cigarettes⁴ and the rates are increasing. Nearly 9 of every 10 adult smokers start smoking in childhood or adolescence.⁵

Sexual Activity

- 22 percent of 15-year-old girls and 51 percent of 17-year-old girls have had sexual intercourse.⁷ The younger the age of first intercourse, the more likely it was not voluntary.⁸ By age 19, 75 percent of teen girls are sexually active.⁷
- Girls are quickly closing the AIDS gender gap with boys, and represent 36 percent of all AIDS cases among 13- to 19-year-olds.⁶
- Teenage girls have higher rates of sexually transmitted diseases (STDs) and hospitalizations due to the complications of untreated STDs than do adult women.⁷
- Teen girls' use of contraceptives at first intercourse has risen from 48 percent in 1980 to 78 percent in 1995. Two-thirds of them are using condoms at first intercourse.

Violence and Abuse

- One in five teen girls has been physically or sexually abused usually at home and by someone she knows. 10
- Over half of women who reported being raped at some time in their lives were under 17 years of age at the time of the rape. 16

Mental Health, Body Image

- One in four teen girls suffers some symptoms of depression. Oirls are twice as likely as boys to attempt suicide, although boys more often complete it.
- A third of all girls in grades 9–12 think that they are overweight, and 60 percent say they are trying to lose weight.³ Nearly half of all teen girls skip a meal to control their weight, and many do not get the nutrients, like calcium and iron, they need.^{3,11} Among girls aged 12 to 17, 11 percent actually are overweight.¹²

Sports, Exercise

• More than half of 9th to 12th grade girls engage in vigorous physical activity regularly, 42 percent participate in school sports, and 27 percent play a sport outside school. ³ However, the rates drop as girls become older, and 15 percent of 12- to 21-year-old girls get no exercise. ¹³

Meeting Their Needs

Teens face many personal, practical, and social barriers to health care services. Ideally, they need services that are affordable, confidential, culturally sensitive, age-appropriate, visible, accessible without complicated referrals, and comprehensive — meeting both physical and psychosocial needs.¹⁴

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- 2. National Center for Injury Prevention and Control. (1997, December). *Impaired driving* Fact Sheet. Atlanta, GA: Author.
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- 4. Substance Abuse and Mental Health Services Administration. (1998, July). *National household survey on drug abuse: Population estimates, 1997.* Rockville, MD: Author.
- 5. Centers for Disease Prevention and Control. (1998, July). *Promoting adolescent health*. Prevention Research Centers Program. Atlanta, GA: Author.
- 6. Maternal and Child Health Bureau. (1997). *Child health USA '96-'97*. Rockville, MD: Health Resources and Services Administration.
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- 9. Centers for Disease Control and Prevention. (1998, June 25). State-specific adolescent pregnancy rates, United States, 1992–1995. *MMWR*, June 25, 1998.
- 10. The Commonwealth Fund. (1997). The Commonwealth Fund Survey of the health of adolescent girls. New York: Author.

- 11. U.S. Department of Agriculture. (1996, January). What we eat in America--1994 survey results. Washington, DC: Author.
- 12. National Center for Health Statistics. (1998). *Health, United States, 1998*. Hyattsville, MD: Author.
- 13. U.S. Department of Health and Human Services. (1996). *Physical activity and health:* A report of the Surgeon General. Atlanta, GA: Centers for Disease Prevention and Control..
- 14. Irwin, E.C., Brindis, C., Holt, K.A., & Langlykke K. (Eds.). (1994). *Health care reform: Opportunities for improving adolescent health* Arlington, VA: National Center for Education in Maternal and Child Health.

For a healthy development, teen girls need to be able to learn, explore, and experiment. But they need to be able to do so in safe environments: school, extracurricular activities, social activities, and above all--family life.

Adolescence is a prime time for girls to adopt good health habits and a healthy outlook that will help them thrive as adolescents and successfully master the road to adulthood. Efforts to increase gender equity in schools, like the Title-IX legislation, have helped girls reach greater parity with boys in areas like math, science, and sports participation.

For more information...

The Office on Women's Health

Department of Health and Human Services 200 Independence Ave, SW Room 730B

Washington, D.C. 20201 Phone: (202) 690-7650 Fax: (202) 690-7172

National Women's Health Information Center

1-800-994-WOMAN <u>WWW.4WOMAN.GOV</u> **GIRL POWER!** 1-800-729-6686

WWW.HEALTH.ORG/GPOWER/

January, 1998

Retrieved from the World Wide Web on May 23, 2000 at www.4women.gov.owh/pub/fsadles.htm (National Women's Health Information Center).

Reproductive Health Issues for Girls

Sexual activity at a young age has become a major health issue for girls and young women. Nearly 60 percent of 14 to 21-year-old girls who have never married report they have experienced sexual intercourse.

Reasons for this increase include:

- Peer pressure (as reported by teenagers)
- Natural tendency to experiment with new behaviors
- Strong need to be independent or rebel
- Glamorization of sex in the media

Sexual activity is a primary risk factor for experiencing unintended pregnancy and sexually transmitted diseases (STDs).

The U.S. teen pregnancy rate is the highest in the Western world. When a girl gives birth during the teen years, the infant is at higher risk of premature birth, low-birth weight, infant illness and disability, and infant and maternal mortality. These higher risks result from lack of or inadequate prenatal care, poor nutrition, substance abuse, and STDs.

Two studies from the Kids Having Kids project of the Robin Hood Foundation are of particular interest to juvenile justice administrators and staff members. According to the studies, young teen mothers and their children are vulnerable to adverse social and economic consequences, including:

- More than 80 percent of the mothers will live in poverty and receive welfare.
- Male children of adolescent mothers are 2.7 times more likely to be incarcerated than the male children of mothers who give birth in their early twenties. Delaying childbearing until the age of 20.5 could reduce the national average incarceration rate by 3.5 percent.
- Research suggests that longer delays in one's childbearing age (beyond age 21) would result in even larger reductions in the incarceration rates of young males born to would-be adolescent mothers.
- In a study of children in Illinois, researchers found that children born to adolescent mothers were twice as likely to be victims of abuse and neglect than children of mothers 20–21 years of age. They are also placed in foster-care at higher rates.

Reducing adolescent pregnancy is a high priority for juvenile justice professionals. It can be a first step in reducing juvenile violence and victimization.

Girls and Physical Fitness and Sports

Females are no longer relegated to playing "lady-like" sports or watching while males play. In 1997, the Center for Research on Girls & Women in Sport at the University of Minnesota issued the President's Council on Physical Fitness and Sports Report: *Physical Activity and Sport in the Lives of Girls: Physical and Mental Health Dimensions from an Interdisciplinary Approach*. The purpose of the report was to highlight research and expert opinion in physiology, psychology, and sociology to suggest ways to put the research into practice. Below is a summary of key findings from the report.

Overall, the conclusion of the report is: "...participation in physical activity and sport can help girls weather the storms of adolescence and lay the foundation for a healthier adult life." Key research findings include:

- More girls are participating in more diverse physical activities and sports than ever before in U.S. history.
- Many chronic diseases of adulthood (obesity, coronary heat disease, certain cancers, osteoporosis) can be lessened or minimized with regular physical activity in adolesence.
- Female athletes do better in school (higher grades, higher standardized test score, less dropping out, more likely to enter college), than nonathletes.
- Regular physical activity can improve girls' mental health, including lessening stress symptoms and depression, and enhancing self-esteem
- Poverty limits girls' access to physical activity and sports, especially girls of color.
- Excessive exercise and participation in sport have been associated with a higher rate of eating disorders among females.
- Some girls have negative experiences in physical education and sports because of gender stereotypes, lack of opportunity, and homophobia.

Recommendations for parents, coaches, and teachers include:

1. Encourage girls to participate in physical activity and sport at an early age to help them maintain normal body weight.

- 2. Recognize that exercise and physical activity can enhance girls' moods and reduce their anxiety levels. They are a natural tool for improving the mental health of adolescent girls.
- 3. Support the full participation of girls in physical education and sport so that they learn health-related fitness and fundamental motor skills for a lifetime of activity.
- 4. Provide girls opportunities to learn physical skills in a nonthreatening, cooperative environment. Recognize that girls participate to socialize, get in shape, and have fun, not just to learn physical skills.
- 5. Be knowledgeable about eating disorders and make referrals when appropriate.
- 6. Provide equal access to all aspects of physical activity and sport and pay equal attention to the skills and needs of girls and boys.
- 7. Intervene openly when bias or discrimination occurs.

Doing Time in Timelessness: The Yoga of Prison By SARAHJOY MARSH

The first principle of yoga is Opening to Grace, opening to the mystery that is living itself through our lives. Saying yes to this mystery, we say yes to the full participation with life: each inhale, opening to the winds of grace; each exhale, bowing to the ocean of this mystery. From this viewpoint, all I see around me becomes the divine mystery, manifesting itself in these many, many forms. Seeing the world this way gives a poignant and sweet sense of intimacy with everything, a boundlessness of heart.

Rilke once said, "The infinite--what is it? If not intensified sky... you are hurled through with birds and deep with the winds of homecoming..."

When we know that we are the boundlessness, the sky through which birds roam, and the great, deep doorway for homecoming, every action becomes a gesture of this intimacy, a gesture of homecoming. This is why I teach in the prison, and it is what I hope to offer there.

I've been teaching a weekly, sometimes biweekly, yoga class at a local correctional institution for the past year. The classes began in the TV room of Unit 2.

On the first night, I walk onto the unit in my new sweat pants, assuming, rightly so, that tights would not be in order. I am immediately sized up, though I only stand an inch over five feet tall. I tell the officer why I am here. He announces the class to the bustling unit of card-playing, walkman-listening, hair-styling women. No one changes stride. I ask the officer to turn off the TV for yoga class; we are going to have yoga in the TV room. I go in, by myself, as women walk out past me. I put down my yoga mat. And then with nothing more to do, I do what I often do when I am nervous. I do yoga. I stretch into *Prasarita Padottanasana*. As I stand with my feet three feet wide, bent over at the hips, my head on the floor, breathing deeply, a couple women ease into the room. Impressed, they're checking me out. Finally six women come to stay for class.

We say hello, introducing ourselves by first name. No other biographical information is expected or given. I have no idea what their lives are like. In fact, the only construct I might use to imagine what their lives are like is based on TV, media, movies, etc., from my childhood. Somehow my conscious mind knows this won't be helpful—and I manage to meet them with an empty mind. I feel neither sorry for, nor afraid of them. Because I haven't generated ideas about their situation at all, I am able to meet them in a freshness that allows me to speak as I always do, from my heart. I tell them that when we are in class, we will be in class together, meaning *together*. We are here to support each other. The only requirement for them is that they respect themselves. They can like or dislike

yoga, or me, or each other, or the food in the cafeteria-but in yoga class they will come with respect for themselves and their bodies. Everyone nods. And so we begin.

The unit holds 70 women. Sixty-four of them are just outside the TV room talking, laughing, doing laundry, shouting across the unit to the officer. The lights in the institution are incredibly bright. The TV room has windows on all sides, with a view of the unit, the hallway, and the institution. There is a TV hanging from the corner wall; the room has no other furniture, no decor at all. Blank. For me, it's a noisy place; a too-shiny, bright-lights place; a cold, still, blank-room place. No soft music, no blankets, no yoga mats, straps, or eye pillows. No incense, none of the usual yoga trimmings. We have only the essence of yoga here—an invitation to homecoming.

The first class goes really well, all in all. The women walk out looking tranced and relaxed. Literally, though they wouldn't tell me for some time, they became entranced with yoga in our very first meeting. Despite all of the possible distractions of unit life, or perhaps because of them, the women who came to yoga class were able to focus remarkably well. They asked me incredible questions for people who had never heard of or done yoga before: questions on the anatomy of breathing, and how it helps you relax; questions on strength and relaxation, and how you can develop both at the same time.

At the end of the first yoga class, while they are relaxing on the floor, I guide them to experience each breath as a gift. The breath offers itself to life, to each of us, unconditionally, be we rich or poor, young or old, within the walls of prison, or on the outside. The breath is a reflection of our innate vastness and freedom, like the sky "hurled through with birds." And it is our doorway home. As unconditional as the breath is, we come to realize, so too is our innate freedom. It is this freedom, I tell them, that can never be taken away. It is this freedom that is so overlooked and forgotten. Here I invite them to let each simple breath remind them of the freedom and homecoming that lies within.

I tell them I will see them next week.

And indeed I do. The same core of women come to yoga class two times a week. They are always ready when I arrive, sitting on their mats in the TV room. The TV is usually turned off before I get there, since yoga is a regular event now. They are eager and inquisitive, soaking up everything I can share about yoga, the language of yoga, stories about yoga, and so on. As we progress through yoga poses, they watch themselves getting stronger, feeling more balanced, breathing more deeply. Reports are even given about how so and so used the breathing practice to help out in a heated situation with the woman in the bunk next to hers. And how breathing before bed is helping them to sleep better at night—as they focus inside, the noise of the unit fades, and they can hear the still, quiet place in their own hearts.

The joy they have for yoga becomes contagious, as they often bring a friend, and regularly recruit the newest unit resident to come along, too. A natural mentoring begins to happen as the "regulars" teach the new women about the structure of class... where the

mats go, how they should lie down to begin, that it all gets easier with practice, and what the word *Namasté* means.

The truth is we are not just having a yoga class when we do yoga together. The women are finding a circle of support. We are a community while we are together. We laugh hilariously, moan about hamstrings and bedsprings, sit quietly in gratitude, and cheer each other on.

People often ask me if how I teach in the prison is different than how I teach outside of the prison. Granted, the location is very different, the level of education is also generally different, the level of exposure to yoga and meditation is definitely different. But the longing for freedom, the deep calling to connect with the mystery, to feel at home in our own hearts, the longing to understand the deepest, most illusive aspects of ourselves—these longings are the same. The way I teach in prison is exactly the same way that I teach outside of prison. Except that I don't wear unitards or give out my phone number. I do not take lightly any references to the anger, confusion, rage, and frustration that the women in prison often report about their weeks, their day, the interaction they just had. I am sensitive to everything they share. And I respond to their concerns from the same yogic heart that I respond to my own. I don't censor myself in my teaching, nor in my life. I flow between being candid, being a sister, being a guide to the timeless wisdom of yoga, and being a friend whose life is unfolding with grace.

People ask me what I hope to teach these women. Sometimes people who hear about these yoga classes get riled up and supportive of the differences I must be making in these inmates. Sometimes the talk turns to recidivism, crime rates, education, prison crowding, the misnomer of the word "correctional." At the moment, I have almost no comment on these social, political, and cultural ailments. The truth is, I don't hope to teach these women anything. I don't profess to know how the world needs to change, I only want to be in service to its highest *dharma*. In these prison classes, I only hope to come together as sisters on the path of life. And if the practice of yoga touches their hearts and bodies as it has mine, each woman's inner transformation will naturally guide them to their highest *dharma*. Each time I walk into the prison, I enter their community. And for the short period of a yoga class we step into a circle together that reminds us of our innate worthiness, our innate freedom, and our interconnection with all life.

Sarahjoy Marsh is a founder of The Sanctuary, A Center for Yoga, in Portland, Oregon. Living Yoga is a nonprofit yoga outreach program sponsoring weekly yoga classes in the jail and prison systems. For information, call (503) 552-YOGA.

This article, the first part of a two-part series published in the spring and summer of 2000, is reprinted with permission from the author and Alternatives magazine.

Adolescent Girls, Depression, and Delinquency

Some scientists argue that the development of antisocial behavior in females is not similar to that in males. The Project on Human Development in Chicago Neighborhoods (PHCDN) is conducting an ongoing longitudinal study to determine the predictors of adolescent girls' antisocial behavior. In particular, the project is studying how depression may predict antisocial behavior among girls.

During childhood, males and females display similar and relatively low rates of depression. Depressive symptoms include difficulty concentrating, loss of interest in activities one used to enjoy, feelings of worthlessness, hopelessness and, in the extreme, thoughts of suicide.

In early adolescence, depression rates "clearly diverge," with the rates for girls rising sharply. There are several reasons why the experience of depression is thought to be a central pathway to serious antisocial behavior in girls. Depressed youth:

- Usually feel indifferent toward their personal safety and the consequences of their actions.
- Are at risk of being rejected by their prosocial peers. They congregate with other rejected youth—a consistent predictor of delinquency.
- Often they have weakened attachments to prosocial institutions such as school, community activities, sports activities or leagues, and youth clubs.

These conditions increase the likelihood of their gravitating toward delinquent activities. Girls' higher rates of depression are, therefore, of serious concern to those within the juvenile justice system.

The first results from PHDCN's Youth Self-Report interviews include:

- 27 percent of Latinas, 25 percent of white females, and 33 percent of African American females reported committing at least one property crime.
- 19 percent of Latinas, 23 percent of white females, and 47 percent of African American females reported committing at least one crime against another person.
- 4 percent of Latina 12-year-olds, 9 percent of white, and 19 percent of African American females scored in a range above the clinical threshold for antisocial behavior (serious levels of aggressive behaviors) as stipulated in the YSR; the figures for 15-year-olds are: 25 percent of Latinas, 13 percent of white, 22 percent of African American females.

• While African American girls engaged in the highest number of crimes against other persons in both age groups, 15-year-old white girls engaged in the highest number of property crimes.

Preliminary findings found that mildly to moderately depressed girls were more likely to commit property crimes and crimes against other people than nondepressed girls. Because there were no racial or ethic differences with respect to mild to moderate depression, the researchers suggest that racial and ethnic differences in antisocial behavior do not reflect differences in depression by race and ethnicity.

How Grief Affects Girls

Some behaviors perceived as antisocial, delinquent, and/or unpleasant may actually be symptoms and ways of coping with grief. According to psychologist Mary Pipher, adolescence can be a time when girls become confused about others' expectations of them and consequently feel a sense of loss of their "true" selves. Our appearance - obsessed culture saturates girls with unrealistic images of "who they should be" and thereby stifles girls' flow of creativity. In addition, dating pressure alters the ways girls interact with their peers and adds a level of sexual competition to their relationships. As a result, girls may feel mournful over their previously nurturing ways of relating.

Furthermore, girls at risk of delinquency often have been victimized or traumatized, adding additional layers of grief. Some of these situations may include:

- **Sexual Abuse**—Many adolescent girls have been sexually abused, causing a loss of innocence and control over their bodies.
- **Abortion** An adolescent girl may not have the emotional development or relational support to process the effects of the decision or may not yet realize her grief. The decision to have an abortion marks a crisis point that, depending on how a female responds, is an opportunity for developing strength and moral maturity.
- **Domestic Violence**—Girls may have grown up in the cycle of violence within their family or community.
- **Divorce**—Separation of parents, especially if the parting was unresolved or involved the separation of siblings, may contribute to feelings of abandonment.
- Death of family member or death of a peer—Particularly if the events were violent and the girl witnessed the death, girls may experience post-traumatic stress.
- Awareness and encounters with inequities such as sexism, racism, ethnocentrism, and poverty—Adolescent girls are particularly vulnerable to the awareness of the greater social forces that prevent them from manifesting their dreams.

How girls react to their grief may appear in a number of ways. Their interests in academic and school success—curiosity, willingness to try new things, attention span, ability to concentrate, sports activities, hobbies, self-esteem, and participation in school activities—may all be affected. Furthermore, they may feel a general hopelessness about their own potential and their ability to experience career and economic success. An underlying sense that life is spiritually empty and lacks a higher meaning may contribute to despair over the loss of dreams.

Other responses to grief may include:

- **Bodily distress**—Eating disorders such as anorexia, bulimia, and overeating may be ways in which girls are trying to suppress grief.
- Chemical addictions—Girls may abuse alcohol and drugs to mask the pain in their lives.
- **Sexual activity**—Heightened sexual activity and inappropriate behaviors may indicate a loss of boundaries due to unresolved grief.
- Erratic emotional behaviors—Moodiness, sadness, and hostility may indicate unresolved grief.
- **Depression**—Girls may feel hopelessness or despair that paralyzes their ability to make assertive decisions.
- **Anxiety**—Situations that take girls out of their comfort zones, particularly if they involve performance (academic, group) may cause girls to panic or feel fearful.
- Denial—Girls may deny that the situation(s) have occurred or dismiss the event as "not being that bad."

These are just some of the ways girls who are grieving may try cover up the trauma in their lives. Those working with girls need to set aside their judgment and realize that such behaviors are not necessarily due to antisocial personality traits but are situational and need to be understood in the context of girls' experiences. The ways girls learn to respond to these challenging situations can serve as opportunities to develop their strengths.

Staff need "to hear" what girls are saying, read between the lines, and coordinate appropriate therapy, social skills training, and educational services that will help them process their grief and develop healthy coping strategies. Most of all, staff members need to open their hearts and listen to girls.

SOURCES: In a Different Voice, Carol Gilligan, Harvard University Press 1982 and Reviving Ophelia, Mary Pipher. Material also retrieved from the Web www.committment.com/ophelia.html on August 1, 2000, "An Interview with Mary Pipher, Ph.D., author of Reviving Ophelia"; www.death-dying.com/grievingchildren/steps.html on August 16, 2000, from "How Children Grieve"; and http://sids-network.org/sibreaction.htm on August 16, 2000, from "Teen Age Grief: Grief and the Adolescent."

Three Girls

Read the following hypothetical situations. Discuss strategies that could have been used with these girls.

GIRL #1: Maria is a 12-year-old Mexican-American girl struggling in school with English. Her two older brothers are involved in gangs. After school she has to come home and take care of her younger sister and cook dinner. The school counselor has set up numerous appointments with her parents, but none have been kept. Maria has been running away late at night to be with her brothers' friends. She has become sexually active but lacks information on pregnancy and sexually transmitted diseases. She has begun drinking alcohol and smoking marijuana. She has been referred three times to the juvenile authorities for curfew violations and is becoming more and more fearful. She asked to live with relatives in Mexico, but her parents forbade it. She foresees a future of poverty, dependence, and joylessness. Her fantasy life is rife with visions of marrying a husband who will take care of her and their baby. Recently Maria has found relief through delicate cutting with a razor blade on her arms. Once, she cut deeper than intended. Occasionally she wonders what cutting on herself while "high" would be like, but hasn't yet taken that step. Girls exhibit self-harm in many ways. Cutting is just one way and something that is seen more with girls than with boys.

GIRL #2: Ali, age 16, has been in foster care numerous times and now is incarcerated in a juvenile detention facility. This streetwise girl considers herself independent. Still, truancy, lack of job skills, and fear of what adulthood will bring have been increasingly on Ali's mind. The future looks hopeless to her. She has no family (a young sister is also in foster care, but they have not seen one another for three years). She knows staff schedules and observation patterns, and decides that tearing her sheet, twisting and plaiting it into a mock rope, will serve as her method for hanging. She ties the rope, noose-like, around her neck, ties the end to the top window frame while standing on the bed, and jumps. Staff discover Ali five minutes after this attempt. She remains on a respirator for breathing. The prognosis is poor. Brain damage is suspected should she survive.

GIRL #3: LaTisha is 17 years old and has been in and out of institutions since she was 14. She ran away from home and a sexually abusive uncle. She is constantly seeking the attention of Mr. Wiley, the math tutor. With heavy perfume and a "missing" button in the middle of her blouse, she often tries to sit very close to him in his office.

Key Elements of Spirituality

To encourage a positive connection among the girl, others, and the universe, the following aspects of spirituality should be fostered:

Respect: Having an appreciation for herself, others, the earth.

Perseverance: Having the patience and commitment to try and try again when faced with boredom, difficulty, or crisis.

Excellence: Using resources to the maximum to achieve the best.

Acceptance: Loving self and others; understanding the strength of differences among people and groups.

Adaptability: Exhibiting flexibility in the face of change; remembering a greater being, ancestors, or family members who have adjusted to difficult situations and/or seized opportunities.

Appropriateness: Using restraint or expressing emotions such as sympathy, empathy, joy, compassion, sadness at the appropriate time and in the appropriate manner.

Trust: Placing hope for one's well-being and safety in a higher power, self, or another person.

What Makes a Promising Program?

For too long, female juvenile offenders have been virtually largotten. The growing numbers of delinquent girls, however, demonstrate that our juvenile justice system cannot afford either to neglect their needs or to treat female juvenile offenders as an afferthought.

ffective gender-specific programming may vary according to the needs of girls. Studies show that promising programs share most of the following elements and features:

Organization and
Management. Gender
specific programs are organized to create a supportive environment where girls can make positive changes. This includes case management and networking to provide a continuum of care—aftercare or graduated support, employment, and educational placement.

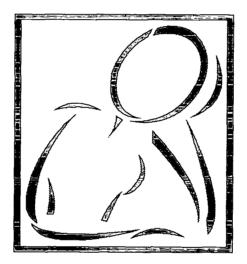
Staffing Pattern. Programs need charismatic and authentic staff who reflect the diversity of the girls or have received training in the cultures represented. Staff interactions among themselves model positive female interactions, affiliation, and positive relationships.

Staff Training. Effective training provides staff with a common understanding about the needs of girls so they can convey consistent messages. Such training includes shared vision,

mission, program goals and objectives; an understanding of female development; and knowledge of the risk andprotective factors in girls' lives.

Intake Assessment.

Comprehensive assessment and orientation that accurately



Helping Girls Dream Again

"The program opened a new door in my life. I've accomplished many things, one of which is learning to be a productive member of society."

assess each girls individual needs is used to develop a plan that addresses a network of services in a continuum of care.

variety of unmet health needs. Effective programs provide girls with comprehensive health services that promote physical and mental wellness. Screenings offer chances to detect health concerns and appropriately address such issues as eating disorders, substance abuse, depression, and anxiety. Therapy includes an opportunity for one-on-one counseling as well as peer group counseling.

Education. Alternatives to traditional educational methods should include:

- Women's role in history
- Life skills
- Nontraditional vocations and careers
- Women's issues
- Physical and sexual development
- The arts

A mentoring program can help stretch staff resources and reinforce what is taught.



Office of Juvenile Justice and Delinquency Prevention

Skills training. Skills training covers areas like problem solving, decisionmaking, positive relationships, self-defense, and assertiveness.

Promote Positive
Development. A strengthbased approach teaches girls
that development is a lifelong
process and that they can positively face life challenges.
Program elements include
opportunity for discovery of
strengths and abilities (empowerment), and a positive model
of female identity that counteracts negative stereotypes.

Community-based

initiative. Community service involves girls in projects that foster skills of leadership, teamwork, and communication and provide an opportunity for girls to contribute to the life of their communities. Adults model these skills while promoting positive examples of female strength.

Relationships. Girls need to examine decisions they have made as the result of relationships. Activities to build healthy relationships may include participating in women's groups that explore how females are socialized, gang aggression, and relational aggression. Group therapy settings provide safe places for girls to address painful experiences—abusive

relationships, family dysfunction, sexual abuse, substance abuse, or other isolating situations. Group therapy helps them break their silence and express themselves openly.

Recreational Activities. Such activities give girls opportunities to participate in positive, challenging experiences.

Activities could involve girls in sports, the arts, or with volunteer agencies. They should help girls break out of isolation, develop new skills and self-confidence, make friends, be creative, and replace destructive behavior with life-affirming experiences.

Recreation also serves as an alternative to delinquency.

Peer Activities. Girls need opportunities to develop positive relationships with their peers that create a positive sense of affiliation.

Culturally Relevant
Activities. Staff show that they value diversity by:

- Counteracting negative stereotypes about race and culture
- Providing culturally relevant activities
- Building on positive aspects of girls' ethnic communities

 Diversity activities promote pride, foster respect for the ethnicity of others, and stress similarities to the U.S. main-

stream culture.

Specific Treatment

Concerns. Some of the complex issues that may need special treatment include substance abuse, eating disorders, prenatal and postpartum care, and services for teen parents.

Full Family Involvement.

Programs help build positive family support for girls and include such activities as family discussion groups, home visits, and activities that develop the mother-daughter bond.

Re-entry into the

Community. Girls need preparation for reentry into the community. A major focus is helping them avoid repeating risky behaviors. Treatment plans should provide a smooth continuum of services and may include appropriate referrals to community and educational

programs.

gather statistics to show how they have helped prevent girls from repeat offending. Build in evaluation at the planning stage and adjust it throughout the life of a program. Use the information to improve the program. Collecting success stories to share with participants, their families, and the public also is helpful too.

For more information on this topic, consult Guiding Principles for Promising Female
Programming: An Inventory of Best Practices, available from OJJDP and on the Web site.

Call toll-free 1 · 888 · 877 · 0691 to learn about resources, or visit the Web site at www.girlspecificprogram.org. This information sheet is also available on the Web site.

Self-Assessment Tool

Below are selected elements of three gender-specific guidelines that you can use to assess how well your program is meeting the needs of girls. Handout #18 contains the complete set of guidelines.

Read the guideline component and rate your program as follows: I = Needs improvement (we do not meet this guideline; 2 = Average (we have some things in place and minimally meet the guideline; and 3 = Excellent (we meet the guideline).

GUIDELINE 1: Management and Programmatic Structure Must Be Gender-Specific

			Rating		
Guideline Components		1	2	3	Comment
POLICIES					
0	Gender-specific policies are in writing for the agency, organization and program. (Policies may be written at the state, county, city, agency, or local program level.)				
0	Policies include guiding principles, program values, and how services are going to be delivered equally in accordance to the law.				
0	Gender-specific policies and practices need to be integrated into all parts of the system continuum from intake to follow-up/after-care.				
DA	ATA AND PROFILE OF GIRLS				
0	Statistical profiles of the population of girls being served, as well as girls in the general community, are documented. Data on risk and protective factors of both populations are collected.				
AS	SSESSMENT TOOLS, SCREENING				
IN	INSTRUMENTS, AND INTAKE PRACTICES				
0	Assessment tools, screening instruments, and intake practices are gender-appropriate for females and designed to eliminate barriers and bias.				
0	Formal and informal decision points throughout the system (places where decisions are made about actions and sanctions involving the girl) are examined for inappropriate gender bias practices.				

		1	Rating		
	Guideline Components	1	2	3	Comment
PI	ROGRAM DESIGN	1		ļ ————	- James
0	Girls are involved in the design of the				
	programs and services.				
0	Program staff review best practices and				-
	incorporate promising program				
	components, if appropriate.				
0	The design includes understanding of risk				
	and protective factors as they relate to a				
	girl's development with resiliency,				
	strengths/assets, independence, self-				
	reliance, self-esteem and life skills and				
	how girls are socialized within the context		1		
	of society and culture.				·
L	ONG-TERM, STABLE PROGRAMMING				
0	Aftercare and follow-up services that are				
	relationship-based are included in the case				
	management plan.				
O	UTCOME MEASUREMENTS			 -	
٥	The outcome measurements and evaluation		1		
	methodology is gender- appropriate, and				
	the goal or outcome identified meaningful				
	for a girl's program.				
0	The measurement tool is free from bias and				
	accommodates differences in			1	
	communication, interpretation, and subject		İ		
	sensitivities.				
0	The data collection method is appropriate				
	for females (e.g., including qualitative as				
	well as quantitative methods), and				
	interpretations incorporate current research				
	on girls.			ĺ	
QU	UALITY ASSURANCE AND				
	NTINUOUS FEEDBACK LOOP				
0	Girls are involved in evaluating service		1		
	delivery, program content, and				
	effectiveness through feedback and				
	suggestions.				
0	The program conducts formal and/or				
	informal needs assessments with staff and				
	clients on a regular basis.				
0	Issues and concerns identified are dealt			1	
	with and incorporated into program				
	changes or re-design				j
			l.	l	

GUIDELINE 2: Staff Must Be Qualified Regarding Female Gender Issues

			Rating		
	Guideline Components	1	2	3	Comment
H	IRING				
0	When hiring staff for girls' programs, the				
	interviews include questions on experience,			1	
	interest in working with girls, and extent of				
	training in gender-specific services.				
ST	FAFF DIVERSITY				
0	Staff is balanced regarding race, gender		Į		
	and ethnic backgrounds				
TI	RAINING				
0	Program includes regular training				
	opportunities for all new staff, supervisors,				
	and managers				
0	Regular training updates are held for all				
	staff on current research, books and				
	information on female development,				
	female needs, crime trends,			,	
	communication, sexuality, and gender				
	identity.			İ	
0	Staff is well-versed on gender issues as				
	they relate to alcohol and drug use, abuse,				
	domestic violence, and victimization issues			ĺ	
	for girls.			Ì	
0	Training is evaluated for relevance, effects			ŀ	
	on behavior and practice changes, and				
	retention of knowledge.			[
	AFF EDUCATION ABOUT AGENCY				
PC	PLICIES			ľ	
0	Gender-specific policies and values				
	regarding agency/program philosophy and				
	program content are known to staff through)	
	manuals, training, emails, orientation				
	videos, postings, and other means.				
	SITIVE STAFF ATTITUDE TOWARD	ŀ	1		
	RLS		ļ	ł	
0	Staff genuinely like working with girls and			1	
	desire training to make their work with	1		[
	girls more effective and fulfilling.	İ			
0	They understand their own attitudes about]	
	gender and culture, stereotypes, and biases		1)	
0	They communicate positive messages to		l		
	girls.				

			Rating			
	Guideline Components	1	2	3	Comment	
SI	TAFF BOUNDARIES					
0	Staff have a clear understanding of emotional, physical, and sexual boundary issues.					
٥	They are trained to respond to potential problems that they may face when working with girls.					
CA	ASE MANAGEMENT		1			
٥	Staff are trained in effective case management, the unique concerns of girls, and gender-specific resources in the community.					

GUIDELINE 3: The Program Environment Must Be Gender-Specific

			Rating		
	Guideline Components	1	2	3	Comment
P	HYSICALLY SAFE				
0	The location where girls reside or meet is safe from physical and sexual abuse, assault, domestic violence, verbal harassment, teasing, stalking, bias, racism, and sexism.				
0	Management and staff create a safe environment where boundary issues are clear, acting-out behavior is consistently addressed, and physical safety is taken seriously.				
EN	MOTIONALLY SAFE				
0	The location where girls reside or meet should be nurturing and safe for them to cry, share feelings, and express themselves, all within a context of ongoing relationships.				
0	These spaces are free from the demands for attention from adolescent males.				
0	Girls receive time to talk and to process, free from interruption, and negative or coercive behaviors.				

			Rating	T	Comment
	Guideline Components	1	2	3	Comment
SU	RROUNDINGS VALUE FEMALES				
0	Facilities, classrooms and other settings				
	have books, magazines, posters, videos,				
	wall decorations, and other things that				
	celebrate females' achievements and				
	contributions to history, that add to a girl's				
	understanding of female development, that			1	
	honor and respect the female perspective				
	and experience, and that empower young				
	women to reach their full potential.				
0	Programmatic curricula use materials that				
	speak to the girl's heritage and life				
L	experiences.				

Adapted from Guidelines developed by Pam Patton and Marcia Morgan.

Gender-Specific Programming Guidelines

These guidelines, based on best practices, were written to assist you in your evaluating your program services for girls. All the guidelines listed below are important and should be incorporated at some level in order to be gender responsive.

Guideline 1: Management and Programmatic Structure Must Be Gender-Specific

- Policies. Gender-specific policies need to be in writing for the agency, organization and program. Policies may be written at the state, county, city, agency or local program level. This ensures that everyone is clear and adhering to the same set of work practices, understands the philosophy and commitment to girls' issues, and the direction the organization is trying to go. Policies should include guiding principles, program values, and how services are going to be delivered equally in accordance to the law. Gender-specific policies and practices need to be integrated into all parts of the system continuum from intake to follow-up/after-care.
- Data and Profile of Girls. Statistical profiles on the population of girls being served, as well as girls in the general community, need to be documented. Data on risk and protective factors of both populations need to be collected. This ensures that services are targeted and based on data-driven information.
- Assessment Tools, Screening Instruments and Intake Practices. Written instruments and practices should be gender-appropriate for females and designed to eliminate barriers and bias. Formal and informal decision points throughout the system (places where decisions are made about actions and sanctions involving the girl) should also be examined for inappropriate gender bias practices.
- Program Design. Girls need to be involved in the design of the programs and services. Programs should review best practices and incorporate promising program components, if appropriate. The design should include an understanding of risk and protective factors as they relate to a girl's development with resiliency, strengths/assets, independence, self-reliance, self-esteem and life skills and how girls are socialized within the context of society and culture.
- □ Long-term, Stable Programming. Aftercare and follow-up services that are relationship-based need to be included in the case management plan. Girls need stability and relationships as they transition.
- Outcome Measurements. The outcome measurements and evaluation methodology should be appropriate and the goal or outcome identified meaningful for a girls' program. The measurement tool should be written free from bias and accommodate differences in communication, interpretation, and subject sensitivities. The data collection method should be appropriate for females (e.g., including qualitative as well as quantitative methods), and interpretations incorporate current research on girls.

Quality Assurance and Continuous Feedback Loop. Girls need to be involved in evaluating service delivery, program content and effectiveness through feedback and suggestions. The program should conduct formal and/or informal needs assessments from staff and clients on a regular basis. The issues and concerns identified should be dealt with and incorporated into program changes or re-design. A program's effectiveness and relevance to girls and their lives needs to be continually evaluated.

Guideline 2: Staff Must Be Qualified Regarding Female Gender Issues

- □ *Hiring*. When hiring staff for girls' programs, the interview should include questions on experience, interest in working with girls and if applicant has had training regarding gender-specific services.
- □ Staff Diversity. Staffing should be balanced regarding race, gender and ethnic backgrounds to assure that multiple perspectives are included and integrated into the services.
- □ Training. Programs should include regular training opportunities for all new staff, supervisors and managers, as well as regular training updates for all staff on current research, books and information on female development, female needs, crime trends, communication, sexuality and gender identity. Staff needs to be well-versed on gender issues as they relate to alcohol and drug use, abuse, domestic violence and victimization issues for girls. Trainings should also be evaluated for relevance, effects on behavior and practice changes, and retention of knowledge.
- □ Staff Education about Agency Policies. Gender-specific policies and values regarding agency/program philosophy and program content should be made known to staff through manuals, training, emails, orientation videos, postings and other means.
- Positive Staff Attitude Towards Girls. Staff should genuinely like working with girls and desire training to make their work with girls more effective and fulfilling. Staff need to understand their own attitudes about gender and culture, stereotypes, biases and communicate positive messages to girls.
- □ Staff Boundaries. Staff should have a clear understanding of emotional, physical, and sexual boundary issues and trained on how to respond to potential problems they may face working with girls.
- Case Management. Staff should be trained in effective case management, the unique concerns of girls, and gender-specific resources in the community.

Guideline 3: The Program Environment Must Be Gender-Specific

Physically Safe. The location where girls reside or meet should be safe from physical and sexual abuse, assault, domestic violence, verbal harassment, teasing, stalking, bias, racism and sexism. Management and staff need to create a safe environment where boundary issues are clear, acting out behavior is consistently addressed, and physical safety is taken seriously.

- □ Emotionally Safe. The location where girls reside or meet should be nurturing and safe for her to cry, share feelings and express herself, all within a context of on-going relationships. These spaces should be free from the demands for attention from adolescent males. Many girls need time to talk and to process, free from interruption, and negative or coercive behaviors.
- Description of Surroundings Value Females. Facilities, classrooms and other settings should have books, magazines, posters, videos, wall decorations, and other things that celebrate females' achievements and contributions to history, and that add to a girl's understanding of female development, that honor and respect the female perspective and experience, and that empower young women to reach their full potential. Programmatic curricula should also use materials that speak to the girl's heritage and life experiences.

Sample Laws (Oregon)

EQUAL ACCESS - ORS 417.270 Policy; documentation of expenditure for males and females; identification of disparities; equal access plan.

- (1) The Legislative Assembly hereby acknowledges that females under 18 years of age often lack equal access, both individually and as a group, when compared with males under 18 years of age, to the facilities, services and treatment available through human services and juvenile corrections programs provided by or funded by the State of Oregon.
- (2) The Legislative Assembly therefore declares that, as a matter of statewide concern, it is in the best interests of the people of this state that equal access for both males and females under 18 years of age to appropriate facilities, services and treatment be available through all state agencies providing or funding human services and juvenile corrections programs for children and adolescents.
- (3) Recognizing this concern, the Legislative Assembly further declares that:
 - (a) Any state administrative agency that regularly provides services to minors shall, when the agency submits its annual budget to the Legislative Assembly, specify the percentages of moneys allocated to, and expended for, the two separate groups, males under 18 years of age and females under 18 years of age.
 - (b) All state agencies providing human services and juvenile corrections programs shall identify existing disparities in the allocations of moneys and services to, and expended for, the two groups, males under 18 years of age and females under 18 years of age, and shall document such disparities, if any, for the purpose of reporting the information to the next session of the Legislative Assembly; and
 - (c) The state agencies described in subsection (1) of this section shall:
 - (A) Develop a plan to implement equal access to appropriate services and treatment, based on presenting behaviors, for both males under 18 years of age and females under 18 years of age, by January 1, 1995; and
 - (B) Monitor the implementation and results of newly enacted legislation intended to improve services for females under 18 years of age.
- (4) As used in subsection (3)(b) of this section, disparities include, but are not limited to, disparities in:
 - (a) The nature, extent, and effectiveness of services offered for females under 18 years of age within the areas of teen pregnancy, physical and sexual abuse, alcohol and drug abuse, services offered for runaway and homeless females under 18 years of age and services offered for females under 18 years of age who are involved in gangs or other delinquent activity; and
 - (b) The equity of services offered to at-risk children and youth with respect to gender within the areas of physical and sexual abuse, alcohol and drug abuse and services offered to runaway and homeless children and youth (1993)

Sample Policy and Mission Statements

Sample Policy Statement

It is the policy of Smith County to assure a system of care that is vigilant and responsive to gender differences, acknowledges and incorporates gender-specific programming at all levels of the system, expands knowledge and the adapts services to meet gender-unique needs.

Sample Mission Statement

To provide females in a safe and secure setting with skills to resist negative influences and opportunities to create a healthy future

Handout #42

Juvenile Justice Decision Point Chart

- * Everybody involved in the system shares with the community the concern that there are informal factors that have an effect on the outcome of all decisions. Below are listed some of those informal factors.
- ** Values in the community or on the part of the individual decision maker(s), Politics, Community Norms, Cultural Differences, Attitude and Attire of the Juvenile, Media, Court Discretion, D.A. Discretion, Juvenile Department Discretion, Judicial Discretion, Resources, Fear Factor

DECISION POINTS	DECISION MAKERS	FORMAL RULES AND POLICIES	INFORMATION	WHO INFLUENCES	DECISION OPTIONS
Information and Consultation	 Schools Parents Citizens Provider Community Juvenile Dept. Counselor Employers 	 ORS OAR Court Decisions Juvenile Dept. Policies D.A. Policies School District Policies Federal Rules 	 Prior Records (School, courts, SCF, Jug. Dept.) History with juvenile Home visits and interviews Employers 	 Victim Witness Friends Family Case Mgr. Counselor Assessment Counselor 	 Services in Community Notify others (i.e. police)
Police "Action"	Law Enforcement	 ORS OAR Court Decisions D.A. Policies Juvenile Dept. Policies 	 Observation Arrest Record History with juvenile 	VictimWitnessesJuvenile	 No Action Informal handling by Police (Counsel & Release) Cite & Release Take into Custody Peer Court

DECISION POINTS D. A. Review	DECISION MAKERS • D.A.	FORMAL RULES AND POLICIES ORS OAR MS11 D.A. Policies Court Decisions	INFORMATION • Juvenile Dept. case history file • Police Report	WHO INFLUENCES Law Enforcement Victim Witnesses Defendant's family Juvenile Dept. Media Defense Attorney	DECISION OPTIONS Charge No Charge
Peer Court	 Defendant Defendant's family Law Enforcement (SRO's) Peers 	 Sheriff's Office Agreement & other law enforcement agreements with the Juv. Dept. which grants authority ORS Collaborative Court Policies Peer Jury sentencing perimeters 	 Juvenile Records Police Reports Direct from juvenile Grades 	 Witness Family Peer Defense Atty Peer Prosecutor Judges Community Norms Media 	 Refer to Juv. Dept. Community Service Restitution Serve on a future jury

DECISION	DECISION	FORMAL RULES		WHO	DECISION
POINTS	MAKERS	AND POLICIES	INFORMATION	INFLUENCES	OPTIONS
Juvenile Dept. Intake	 Juvenile Dept. staff D.A. 	 ORS OAR Juvenile Dept. Policies Court Decisions Court Policies D.A. Policies 	 Police Reports Interview w/ juvenile and parents School records and reports Juvenile case file Interview with victim &/or witnesses Information from SCF and OYA 	• Counselor	 Formally charge or adjudicate Refer to D.A. Place into custody Home detention Early Intervention Conditional Release
Preliminary Hearing (i.e. out of home placement, order to change custody)	• Judge	 ORS OAR Court Decisions Court Policies D.A. Policies Juvenile Dept. Policies 	 Police Reports Interview with juvenile and parents Juvenile case file Interview with victim &/or witnesses Info from SCF & OYA School records and reports Employment 	 Defense Atty. Family Juvenile Counselor 	 Change in custody (Detention, Shelter care, Home Detention)
11529973			• Employment information		

DECISION POINTS	DECISION MAKERS	FORMAL RULES AND POLICIES	INFORMATION	WHO INFLUENCES	DECISION OPTIONS
Detention Review Hearing	• Judge	 ORS OAR Court Decisions Court Pollicies D.A. Policies Juvenile Dept. Policies 	 Donald B. Long staff Police Reports Interview with juvenile & parents Juvenile case file Interview with victim and/or witnesses Information from OYA & SCF School records Employment information 	 D.A. Defense Atty. Juvenile Dept. staff 	Remain in secure custody Custody status changes
Pre-trial Conference	JudgeD.A.Defense Atty.Juvenile Staff	 Juvenile Dept. Policies 		Juvenile Staff	Set contested hearingAdmission of guilt

Disposition Hearing ORS OAR OAR Interview with juvenile & victim and/or witnesses Juvenile Dept. report Defense Atty. ORS OAR OAR OBLAW Enforcement OYA custody Witness Witness Witnin both of these decision options there are the following conditions: **Community Service **Restitution **Residential treatment center **Family intervention **Creative" sanctions **Random UA's **Probation supervised **Commitment to	DECISION POINTS Adjudication Hearing	DECISION MAKERS o Judge	FORMAL RULES AND POLICIES ORS OAR D.A. Policies Court Decisions	INFORMATION • Exhibits • Testimony	WHO INFLUENCES Victim Law Enforcement Juvenile Dept. Witnesses D.A. Defense Atty.	DECISION OPTIONS Not found within jurisdiction Found within jurisdiction
11529975 State training		• Judge	OARD.A. Policies	 Interview with juvenile & parents Interview with victim and/or witnesses Juvenile Dept. report 	 Law	* Within both of these decision options there are the following conditions: **Community Service **Restitution **Residential treatment center **Family intervention **"Creative" sanctions **Random UA's **Probation supervised

DECISION POINTS	DECISION MAKERS	FORMAL RULES AND POLICIES	INFORMATION	WHO INFLUENCES	DECISION OPTIONS
Changes in Probation	 Judge Juvenile Probation Officer Treatment provider Parents/ Guardian 	 Court Order Juvenile Dept. Provider Policies ORS 	 Juvenile Dept. records Information from providers, schools, police and parents 	FamilyVictimCounselorJuvenile	 Revoke Probation Probation violation sanctions Changes in conditions of probation Successful completion of probation

5/3/2000

COOK COUNTY JUVENILE FEMALE STRENGTH/NEEDS ASSESSMENT

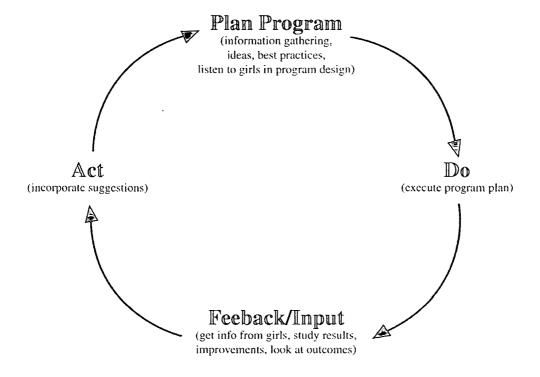
(sample intake form)

Girl's Nan Assessment Date:	ne:		
Date of Birth: 1 2 3 4 5	/	Reassessment (circle one):	
Race (circle one):	 1 = White Hispanic or Latino 2 = White 3 = Black Hispanic or Latino 4 = Black or African American 	Alaskan Native 6 = Asian	
Most Serious Cur Petitioned or Div	rrent Offense: erted	(circle one)	
		Family Folder Number:	
observation, self-r school personnel, official agencies, a	essment using the best available information from the girl, familiemployers, relatives outside the immand the results of formal evaluations and add the scores for the 12 items	ly member(s), third parties (e.g., ediate family), reports from Select the best response for each	
	CRIS E-wile Dalosia	al-lima	Score
b. Lack o	SN1. Family Relation environment stable, parent/caregiver f consistency with problems/disciplins	displays appropriate parenting ne; frequent or multiple live-in	
c. Parent/	caregiver has chronic problem that s	eriously impairs ability to care for	
d. Parent/	caregiver destructive/abusive parent	ing patterns; has refused	

	SN2. Emotional Stability/Mental Health								
a.	Well-adjusted								
b.	Episodic behaviors, limited functioning								
c.	Chronic behaviors, severely limited functioning	5							
	SN3. Basic Needs								
a.	Suitable living environment	0							
b.	Family has housing, some needs unmet	1							
c.	Girl has left home	3							
d.	Family is homeless	5							
SN4. Substance Abuse									
a.	No evidence of alcohol or drug use	0							
b.	Experimentation with alcohol or drugs	1							
c.	Periodic and/or regular use of alcohol or drugs	3							
d.	Chronic alcohol or drug abuse problem	5							
	SN5. Life Skills								
a.	Functions independently	- 1							
b.	Requires supervision and/or moderate assistance	1							
c.	Displays impulsive and risky behaviors								
d.	Chemically or developmentally impaired, severe limitations	3							
	SN6. History of Abuse/Neglect								
a.	No history								
b.	Alleged but never substantiated abuse or neglect								
c.	Substantiated physical abuse or neglect								
d.	Substantiated sexual abuse	4							
	SN7. Physical Safety								
a.	No threat or fear for her safety								
b.	Girl has experienced threats or fears for her physical safety								
c.	History of receiving threats of her physical safety	3							
d.	Currently experiencing physical/emotional/sexual abuse or domestic violence;								
	immediate threats	4							
	SN8. Peer Relations	0							
a.	Adequate social skills; uses leisure time constructively								
b.	Peer group is negative, her relationships are detrimental								
c.	Most activities are with negative peer groups, but no gang membership								
d.	Peers are delinquent and/or abusive, including gangs	3							

		SN9. School/En	nployment Status			
ā.	Successful in	school and/or job		1		
b.			employment 1			
c. Graduation expectations are in jeopardy						
d.	Cannot maint	tain educational enro	llment or employment	3		
		SN10. Soci	al Supports			
a.	Knowledge a	nd use of existing re-	sources	1		
b.	Barriers exist	that limit ability to a	access resources 1	l		
c.		~ ~	resources			
d.	Resources do	not exist		3		
		SN11. Mo	otherhood			
a.						
b.	Parent (or pre	egnant), can meet bas	sic needs of child and self)		
			basic needs of child and self			
d.	Parent (or pre	egnant), shows total o	disregard for self and child(ren) 3	3		
		SN12.	Health			
a.	Participants is	n health care plan, us	ses good judgment affecting health	1		
b.						
c.			occurring symptoms, girl rarely or never			
	seeks medica	l care		3		
			TOTAL NEEDS			
			SCORE			
ssign a r	needs level base	ed on the total needs	score:			
		Needs Level	Total Score			
Lo	ow	-5 to 11				
M	loderate	12 to 29				
H	igh	30 to 46				
Top Thre	e Priority Nec	eds	Top Three Strengths			
	ber/Description		Item Number/Description			
			,			
			2			
			_			

Quality Assurance Loop For Girls' Programs



Boundary Issues in Staffing

QUESTION A: Young girls need to see men in nonsexual, nurturing roles. How many of you had a male elementary teacher (usually no hands)? How many of you had one in junior high school/middle school (a few hands)? How many in high school (usually a few more hands)? Often the high school teachers were subject-area specialists, coaches, and the ones who broke up fights in the hall. Teachers play a huge part in the life of children and yet most are in stereotyped roles. What boundary issues does this raise?

QUESTION B: Another boundary issue involves female staff who have to deal with their own issues every day with these girls. Staff have faced many of the same problems in their own lives that the girls are facing. If staff's own issues have not been resolved or they constantly get relived, it can be very difficult. The emotional boundaries between staff and client can fade.

QUESTION C: "Felicia is 32 years old and has worked in the girls' detention wing for four years. When she was young, her mother's boyfriend repeatedly raped her. When she told her mother, the boyfriend suddenly moved away and nothing more was ever said. She felt at fault for her mother's unhappiness. Felicia has recurring sleep disturbance and has not been able to maintain a healthy relationship with a man. She has joined in with the girls on the wing during group session when they put down men and "male bash." She has a lot of anger not far under the surface and it comes out when girls share their own abuse stories. Ask the group for their reactions to this story. What should a staff member do when she recognizes some of her own difficult issues surfacing when working with girls? What should other staff do when they see Felicia participate in these anti-male group discussions? Discuss.

Organization

Overall training

Evaluation Form

1. Was the information presented Why or why not?	useful?	Yes	No								
2. Did the presenter(s) appear knowledgeable about the material? Yes No											
3. Did the presenter(s) cover the material thoroughly? Yes No											
4. Was your knowledge of the topic increased? Yes No Why or why not?											
5. What did you enjoy most about the training (length, cost, handouts, overheads, audience interaction, networking, format, information, etc.)?											
6. What did you like least about the training?											
7. How could this training have been improved?											
8. Please rate the following categories using this scale (please circle):											
Average Poor	Excellent	Above Av	erage .	Average	Below						
Presenters/Presentation style	1	2	3	4	5						
Verbal information	1	2	3	4	5						
Written information (materials)	1	2	3	4	5						

Post-Training Questionnaire

Describe 2 key components of "gender-specific services."

Give 2 reasons why gender-specific programs and services are needed for girls.

Give 2 development or socialization issues facing girls today.

Identify 1 reason why it is important to view girls and target strategies that address the whole girl in her social context.

Identify 1 component of strengths-based programming for girls.

Identify 1 component of relationship-based programming for girls.

Identify 1 component of health-based programming for girls.

Identify 1 component of an effective gender-specific policy or program design.

Identify at least 2 key staffing issues and (briefly) how to address them.

Identify at least 2 components of a good environment for girls.

SECTION III:
OVERHEADS

BEYOND GENDER BARRIERS

Programming
Specifically
for Girls

Policy

POLICY OV 1

Agenda

The second section of the section of the section of the section of the section of the section of the section o

MORNING:

Module 1: Overview

Module 2: Holistic Approach

Module 3: Relationship-Based Programming

AFTERNOON

Module 4: Strengths-Based Programming

Module 5: Health-Based Programming

Module 6: Program and Design Tools

Module 7: Staffing

Module 8: Program Environment

Module 9: Improvement and Accountability Work Plan

POLICY AG-OV 2



Module 1 -

Performance Objectives

- Know what is meant by "gender-specific programming"
- Understand need for gender-specific programming
- Understand developmental and socialization issues girls face

POLICY M1-OV 3



Girl's Crime Escalates

Poe-Yamagata & Butts, 1996; Cahoun, Jurgers & Chen, 1993; U.S. Department of Justice, OJJDP. National Report, Herington, Hughes, Cavell, & Thompson, 1998; Bergsmann, 1994.

- Robbery, assault, drug and gang activity
- Weapons violations
- Violent crime
- Younger ages

POLICY M1-OV 4



Victimization

Acces, 1999, Oreen, Peters and Associates, 1998, Oberdation at Early, 1999, Prescott, 1997, Prescott, 1992, Snyder, Sickmund, and Pie-Yamagata, 1996

- 1. Common among incarcerated females
- 2. Depression, low self-esteem, substance abuse, family dysfunction, school failure, and history of status offending
- 3. Runaways
- 4. Alcohol/drug use
- 5. Violent crime against abuser

POLICY M1-OV 5



Future Generations

SOURCES National Healthy Mothers, Healthy Babies Coalmon 2000

Robin Hood Foundation, 1996

- One million girls under 20 become pregnant each year
- Sixty-six percent of teen moms have been abused
- Children are more likely to be incarcerated, abused, neglected, and in foster care
- · Sons are more likely to enter prison

POLICY M1-OV 6



Girls Strike Inward

- 1. Depressed girls more likely to commit crime
- 2. Drugs, prostitution, starvation, self-mutilation, or suicide
- 3. Inadequate services because "symptoms" are quiet or hidden

POLICY M1-OV 7



Reauthorization JJDP Act, 1992

Reauthorization of the JJDP Act of 1974 added Part E to:

- Provide incentives for States participating in the Formula Grants Program
- Develop, adopt, and improve policies and programs in one or more specified areas

POLICY M1-QV 8



OJJDP Challenge Activity E

Develop and adopt policies to prohibit gender bias in placement and treatment and establish programs to ensure that female youth have access to:

- Health and mental health services
- Treatment for abuse
- · Self-defense instruction
- Parenting education
- Training and vocational services

POLICY M1-OV 9



Definition

Programs that are designed to meet the unique needs of young delinquent and at-risk females, that value the female perspective, that celebrate and honor the female experience, that respect and take into account female development and that empower young women to reach their full potential.

POLICY M1-OV 10



Definition (continued)

and the second s

- · Meet needs of females
- Value the female perspective
- Celebrate and honor the female experience
- Respect and take into account female development
- Empower young women to reach their full potential

POLICY MI-OV 11



Gender-Specific Programming

- "Equality doesn't equal sameness. Equality is about providing opportunities that mean the same to each gender." (Bolknap et al, 1997)
- All-girl population does not make program gender-specific
- Gender-specific programs manifest awareness that affects entire program
- It is changing, dynamic, and responsive

POLICY M1-OV 12



OJJDP Key Program Elements

- 1. Organization/ Management
- 2. Staffing Patterns
- 3. Staff Training
- 4. Intake Process
- 5. Education

6. Skills Training

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- 7. Promoting Development
- 8. Relationship **Building**
- 9. Culturally relevant activities
- 10. Career Opportunities

POLICY MI-OV 13

(Continued...)



OJJDP Key Program

Elements (continued)

- 11. Health Services
- 12. Recreational **Activities**
- 13. Responsive Services
- 14. Mentoring
- 15. Peer Activities
- 16. Full Family Involvement
- 17. Community **Involvement**
- 18. Treatment concerns (substance abuse, pregnancy)
- 19. Re-Entry into Community
- 20. Evaluation

POLICY M1-OV 14



Barriers

- · Perception of reverse discrimination
- · Schools' or families' responsibility
- · Inadequate funding
- · Insufficient knowledge
- · Insufficient numbers
- · Offenses not seen as serious

POLICY M1-OV 15



Losing Voice

(according to Carol Gilligan)

When girls reach adolescence:

- · Reluctant to share their dreams
- Loud exterior
- · People relate differently to them
- · Clothes, makeup, appearance and sexuality are priorities

POLICY M1-OV 16

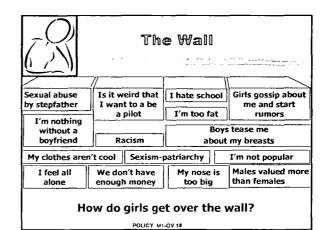


"To have a voice is to be human. To have something to say is to be a person."

"But speaking depends on listening and being heard; it is an intensely relational act. Voice is natural and also cultural. It is composed of breath and sound, words, rhythm, and language, and voice is a powerful psychological instrument and channel, connecting inner and outer worlds."

Carol Gilligan, In a Different Voice

POLICY M1-OV 17





Relational Aggression

Relational aggression involves indirectly harming relationships by:

- * Backstabbing
- ✗ Spreading lies
- X Using information to gain power
- X Lashing out

POLICY M1-OV 19



Characteristics of Female Offenders

- 14-16 years old
- Female of color
- Victim abuse
- Living in poverty
- Family incarceration history
- Substance abuse
- Older boyfriend
- · Early sexual activity
- Health problems
- · Relational aggression

POLICY M1-OV 20



Ethnicity

- 50% African American
- 34% Caucasian
- 13% Hispanic/Latino
- 3% Asian American, Native American, and others

7% of cases involving White girls are dismissed, compared to 3% involving Black girls

POLICY M1-OV 21



Module 2 Performance Objective

Participants will learn the importance of programs that view girls holistically and target strategies that address the whole girl in her social context

POLICY M2-OV 2



A Holistic Approach to Girls' Programming

- 1. Relationship-based
- 2. Strengths-based
- 3. Health-based

POLICY M2-OV 23



"To lose confidence in one's body is to lose confidence in oneself."

> Simone de Beauvoir (1920), Feminist and Existentialist Philosopher

POLICY M2-OV 24



Girls Need to Love Themselves

- Love, respect and appreciate their bodies
- Resist the messages to change or "improve" themselves

POLICY M2-OV 25



"This soil is bad for certain kinds of flowers. Certain seeds it will not nurture, certain fruit it will not bear, and when the land kills of its own volition, we acquiesce and say the victim had no right to live."

Toni Morrison, Author, The Bluest Eye

POLICY M2-OV 26



Module 3 -Performance Objective

Learn the components of relationship-based programming for girls

POLICY M3-OV 27



Girls, Relationships, and Crime

OJJDP data indicate that most crimes committed by girls, even murder, are relationally based

POLICY M3-OV 28



Relationship Building

- Lower staff-client ratio
- Support activities and counseling with staff
- Train staff on female issues
- · Increase continuum of care for girls
- Respond to girls' needs to relate, connect, and process

POLICY M3-OV 29



Communication Styles Tend to Differ:

Males:

- Views Life as a contest
- Seeks One-upmanship
- Points aggression outward
- Seeks Autonomy
- Processes internally
- Uses Language for selfdisplay/group status
- Listening has less status than talking
- Has rigid view of gender roles

Females:

- Views life as affiliation
- Seeks agreement
- Points aggression inwardSeeks intimacy/connection
- Processes verbally
- Uses language to affirm relationship
- Listening important/ reinforces intimacy
- · Has fluid view of gender roles

POLICY M3-OV 30



Gender-Fair Curriculum

- Notes similarities & differences
- · Values individual's worth
- · Shapes positive self-images
- · Uses experiences to serve each other
- · Uses effective practices for gender
- · Individualizes to meet needs

POLICY M3-OV 3



Ten Tips for Effective Mentoring

Source: Nancy Henry, Mentoring Mosths and Tips, Northwest Regional Educational Laborator Retrieved WWW, January 20, 2000 at www.novel.org/narc/nv/2n/lmentoring.html

- 1. Regular contact
- 6. Help expand support networks
- 2. Honesty
- _ _
- 3. Avoid judging
- 7. Be clear about expectations/boundaries
- 4. Avoid excessive gift giving

all the answers

- 8. Don't let problems overwhelm you
- 5. Don't expect to have
- 9. Respect confidentiality

The second secon

10. Hang in there

POLICY M3-OV 32



Module 4 -Performance Objective

Learn the importance and components of strengths-based programming for girls

POLICY M4-OV 33



Resilient Children

- 1. Need a caring adult who believes in them
- 2. Perceive high expectations from parents and teachers
- 3. Are involved in neighborhood and community life

POLICY M4-OV 34



Gardner's Multiple Intelligences

- 1. Linguistic or word
- 5. Body movement
- 2. Logical-mathematical
- 6. Naturalist
- 3. Musical
- 7. Social skills
- 4. Visual/spatial
- 8. Self-knowledge

"Music to me is as essential as breathing or eating."

Janice Scroggins Jazz Pianist

POLICY M4-OV 35



Communal Art Projects

- * Quilting
- * Mural Painting
- * Photography
- * Eye pillows
- $* \ \, \text{Handmade specialty soaps} \\$
- * Designed/crafted T-shirts

POLICY M4-OV 36



Academic Failure

Experience one or more of the following:

- Being suspended or expelled
- · Repeating one or more grades
- · Being placed in special classrooms
- Dropping out or being pushed out

POLICY M4-OV 37



"When these students can no longer endure messages that erode their self-esteem and demean their native heritage, they seek escape."

Mary Hatwood Futtrell, former President, National Education Association

POLICY M4-OV 38



Career Workshops

- Assess interests and abilities
- · Predict best employment fields
- Provide internship
- · Explain employment benefits
- · Show career paths
- Communicate employer expectations

POLICY M4-OV 39



Survival Skills for Youth

Source: Mary Pipher, Reviving Ophelia

- Separate thinking from feeling
- Modulate emotions
- · Take responsibility for own life
- Structure relationships to support goals
- Validate themselves
- Gain perspective through "time travel"
- · Give to the greater community

POLICY M4-OV 40



Red Flags for Sexual Abuse

□ Self-destructive behavior □ Cognitive inattention

_[□] Depression

□ Psychosomatic

- Anger

Symptoms

_□ Distrust

□ Neurological Damage

□ Sexualization of

🖆 Disassociation/denial

relationships

POLICY M4-OV 41



Module 5 -

Performance Objective

Learn the importance and components of health-based programming for girls

POLICY M5-OV 42



Three Levels of Health

- 1. Physical and sexual
- 2. Emotional
- 3. Spiritual

POLICY M5-OV 4



Spirituality

- Respect
- Adaptability

- Perseverance
- Appropriateness
- Excellence
- Trust
- Acceptance

POLICY M5-OV 44



Module 6-Performance Objective

Learn to identify critical elements of effective program policies, program design, outcome measurements, and quality assurance

POLICY M6-OV 45



Management and Program Structure

- Management and Program structure must be gender-specific
- Staff must be qualified in providing gender-specific services
- · Environment must be gender-specific

POLICY M6-OV 46



Sample Policy and Mission Statement

Sample Policy Statement

It is the policy of Smith County to assure a system of care that is vigilant and responsive to gender differences, acknowledges and incorporates gender-specific programming at all levels of the system, expands knowledge and adapts services to meet gender-unique needs.

Sample Mission Statement

To provide females in a safe and secure setting with skills to resist negative influences and opportunities to create a healthy future.

POLICY M6-OV 47



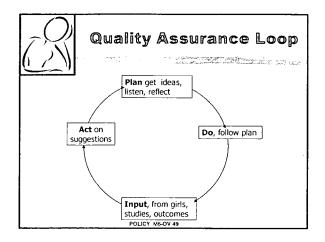
Program Design and Tools

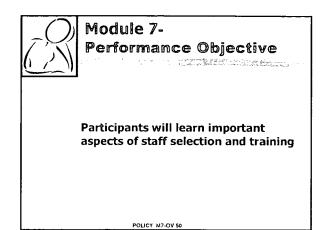
Sample Intake Form (Cook County)

- Family Relationships
- Emotional Stability/Mental Health
- Basic Needs
- Substance Abuse
- Life Skills
- History of Abuse/Neglect

- Physical Safety
- Peer Relations
- School/
- **Employment Status**
- Social Supports
- Motherhood
- Health

POLICY MG-OV 48







Administration: Staffing

When interviewing potential staff members, programs should consider the following:

- Does the applicant have experience, interest, and training in girls and gender specific programming?
- Does the applicant have a positive attitude toward girls?
- Does the applicant like working with girls or desire training to make their work with girls more effective and fulfilling?

POLICY M7-OV 51



Key Staffing Issues

- Gender
- Ethnic Diversity
- Training
- Boundaries

POLICY M7-OV 52



Module 8-Performance Objective

Participants will learn the components of program environment in gender-specific programs

POLICY M8-OV 53



Safe Environment

- 1. Physical safety
- 2. Emotional safety
- 3. Surroundings that value females

POLICY M8-OV 54



Module 9-Performance Objective

Learn how to apply the information from the previous modules to your own work setting

POLICY M9-OV 55



Program Improvement and Accountability Work Plan

- Develop strategies
- Create a comprehensive continuum of care that is gender-specific
- Integrate system and encourage collaboration and partnerships
- Obtain funding
- Overcome barriers
- · Use strengths, resources, and assets

POLICY M9-OV 56

SECTION IV: REFERENCES AND TRAINER MATERIALS

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