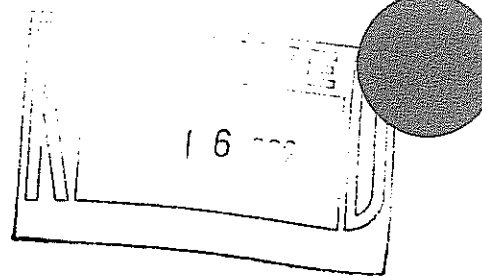


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**FINAL REPORT**

**VIOLENCE INTERVENTION PROJECT**

**Grant No.: 92-D-I-16-03**

91

Submitted by

New Mexico Center for Dispute Resolution  
Juvenile Probation and Parole Office, New Mexico  
Children, Youth and Families Department

to the

**New Mexico Department of Public Safety**

November 13, 1992

## FINAL REPORT

Grantee: NEW MEXICO CENTER FOR DISPUTE RESOLUTION  
Grant No.: 91 92-D-I-16-03  
Project: Violence Intervention Project  
Date: November 12, 1992

The New Mexico Center for Dispute Resolution, in collaboration with the Juvenile Probation and Parole Office in Bernalillo County, completed the first year of the Violence Intervention Project. The goals of the program were identified as follows:

1. Provide a cost-effective community option for juvenile offenders likely to be incarcerated for drug-related or violent offenses
2. Promote public safety by providing surveillance and risk control strategies for juvenile offenders
3. Improve the cognitive and social skills of juvenile offenders to enhance their ability to function effectively in interpersonal relationships

The components of the program were

1. An intensive probation program containing all of the elements of the successful Juvenile Intensive Probation Supervision Program (JIPS) already being implemented by the Juvenile Probation and Parole Office in Bernalillo County;
2. A cognitive skills component consisting of an intensive curriculum in conflict management, problem solving, and drug education for juvenile offenders and their parents. This component is based on research that has shown that many offenders have deficits in cognitive problem-solving skills which are essential for pro-social adjustment. Training in these skills is an essential component in rehabilitative programs;
3. A group counseling component consisting of one group counseling session per week for juvenile offenders. The counseling focused on anger management and stress reduction skills. Family counseling was also made available on an individual basis as needed.

The activities of the Juvenile Probation and Parole Office have been submitted separately. The work of the New Mexico Center for Dispute Resolution in delivering the cognitive skills curriculum is outlined below.

## 1. Cognitive Skills Classes

The New Mexico Center for Dispute Resolution delivered three cycles of cognitive skills classes to juveniles and parents during the first year. Cycle 1 ran from December 2, 1991 to March 3, 1992. Cycle 2 ran from April 6 to July 22, 1992. Cycle 3 ran from July 20 to August 26, 1992. The new clients began attending the 24 session skills course on April 6, 1992. Parents also began their course on that date. The teaching format of the second cycle was modified to include team teaching in the juvenile class. The parent instructor became the co-instructor in order to vary the approach, give juveniles more individual attention, and enhance the learning environment. This proved to be a successful approach.

While client satisfaction was not an area measured by the program evaluation, anecdotal reports from parents demonstrated that the parent classes provided support and skills for parents that they previously did not have access to. Approximately one third of the parents in the last cycle reported improved communication with their children as a result of the skills classes.

As the content and format of the classes was modified, as discussed below, the responses from juvenile participants became increasingly positive with respect to their experiences. The last two cycles of juveniles developed increasing levels of group cohesion, trust, and observably improved skill levels.

## 2. Cognitive Skills Curriculum

The content and structure of the cognitive skills curriculum went through many changes during the course of the first pilot year, based on the observed needs of the juveniles and parents participating in the three cycles. In the first quarter of the grant period a "think tank" was assembled to provide initial input into the structure and content of the skills curriculum for juveniles and their parents. The group consisted of consultant Hank Cellini; Melinda Smith of NMCDR; Sara Keeney, school mediation director of NMCDR; Ron Guillemette, instructor at Western Correctional Facility; Theresa de Mateo, Probation Officer; Keith Beckwith, Probation Supervisor; Victor La Cerva, physician with the NM Department of Health and interpersonal violence specialist. Curriculum writer Linda Dunstan was hired to produce the curriculum. The first draft was completed by the start-up of the curriculum component of the program.

Based on an analysis of the first cycle of curriculum delivery, the curriculum was reorganized. New materials added, some materials deleted. Five meetings were held with program staff and instructors to revise the curriculum and design the syllabus for the second cycle.

Based on analysis of second cycle, to the curriculum were added more kinesthetic activities to increase motivation and add variety to the learning styles offered. NMCDR hired a recreational therapist to co-teach the third cycle with the other instructor. The lesson format was modified to include one kinesthetic activity at the beginning of each lesson which serves as a metaphor for the skills being taught, followed by skill activities which directly teach the skill of the lesson, such as listening or problem solving skills. This approach has been very successful at building a positive educational environment, creating group cohesion, and enhancing family interaction. Because of these necessary changes, it was determined that the approach of the original

curriculum writer was not sufficiently effective. The instructors and the project director took on the roles of producing more effective lessons.

The most recent draft of the curriculum materials being used has been submitted with this report. This curriculum continues to be in development. An attempt was made to incorporate the most promising approaches from the known curricula in the violence prevention and cognitive skills field. The following curricula were reviewed in the process of developing the current curricula:

- *Time to Think: Reasoning and Rehabilitation.*  
This curriculum was developed by Dr. Robert Ross and colleagues at the University of Ottawa for adult offenders. Lesson concepts and approaches were adapted from this curriculum. The method of delivery of this set of materials was found to be insufficiently motivating for the juvenile population the program was serving.
- *Violence Prevention Curriculum for Adolescents.*  
This was developed in Boston under the direction of Dr. Deborah Prothrow-Stith and later revised by the Education Development Corporation of Newton, Massachusetts. This curriculum is highly motivating and its lessons on violence are presenting in very age appropriate ways. It lacks a comprehensive skills approach and was not written for juvenile offenders.
- *Second Step: Committee on Children.*  
This curriculum is comprehensive in its approach to violence and cognitive skills. However, it is written for a slightly younger age group from the clientele of the VIP project, and it was not written for juvenile offenders.

Selected materials from the above curricula are being used in the current version of the curriculum. It is anticipated that it will take another cycle of sessions to establish a final draft of the curriculum that can be subjected to evaluation.

Lessons are now being taught in the following areas:

#### Juvenile Curriculum

- A. Understanding Violence
  - Causes of Violence
  - Interpersonal Violence
  - Drugs, Alcohol and Violence
- B. Understanding Conflict
  - What Is Conflict?
  - Styles of Conflict Management
  - Feelings and Conflict
  - How Conflict Turns to Violence

- C. Understanding Feelings
  - Identifying Your Feelings
  - Identifying Other People's Feelings
  - Expressing Feelings
- D. Understanding Anger
  - Anatomy of Anger
  - Anger and Violence
- E. Anger Management
  - Physiological Techniques for Anger Management
  - Communication Skills for Expressing Anger in Non-threatening Ways
- F. Communication Skills
  - Active Listening
  - Paraphrasing
  - Listening for Feelings
  - I Statements
  - Body Language
- G. Empathy and Point of View
  - Taking Perspectives
  - Empathy
  - Reducing Labeling and Stereotyping
- H. Assertive Communication
  - Assertive vs. Aggressive Language and Behavior
- I. Consequential Thinking
  - Identifying Consequences of Actions
    - For Self
    - For Others
  - Identifying Needs and Interests
  - Applying Problem Solving
- J. Problem Solving
  - Problem Solving Process
  - Identifying Problem
  - Identifying Needs and Interests
  - Generating Options
  - Evaluating Options
  - Choosing Solutions
  - Responding to Provocation, Anger, Threats, Criticism

## Parent Curriculum

Parents receive the same content in basis skills that the juveniles receive. In addition, they receive additional parenting skills. The structure of the lessons has parents meeting separately for half of their sessions and meeting with the juveniles for the other half. The joint sessions give both parents and juveniles an opportunity to interact and practice skills with each other. The private sessions give both groups an opportunity to learn separately, vent, gain support from other group members, and develop trust in the group process.

- A. Understanding Violence
- B. Understanding Conflict
- C. Understanding Feelings
- D. Understanding Anger
- E. Anger Management
- F. Communication Skills
- G. Parenting Skills
  - Setting Limits
  - Establishing Rules and Expectations
  - Natural Consequences
  - Positive Reinforcement

The parent curriculum is also half completed. It will be completed shortly after the start up of the curriculum component.

### **3. Group Counseling Sessions**

Therapist Terry Sanderlin provided a total of approximately 50 hours of group counseling to the groups during the grant period. He provided 1.5 hours of counseling each week. He transitioned juveniles of the group and new ones in during the grant period. He also provided approximately 50 hours of additional individual and group counseling as the need arose. The services he provided began on December 5, 1991 and terminated on August 27, 1992.

### **4. Juvenile Probation and Parole Component**

The Juvenile Probation and Parole Office provided the services of a full time probation officer who had intensive contact with the clients. It also provided the services of a full time surveillance officer who had multiple contacts daily with each juvenile. A full report of the activities and information from this component is submitted separately.

## **5. Evaluation Report**

The evaluation of the program was conducted by Dr. Henry Cellini of the Training and Research Institute, Inc. The final report will be submitted within two weeks of the submission of this final program report.

STATE OF NEW MEXICO

CHILDREN, YOUTH AND FAMILIES DEPARTMENT

BRUCE KING  
Governor

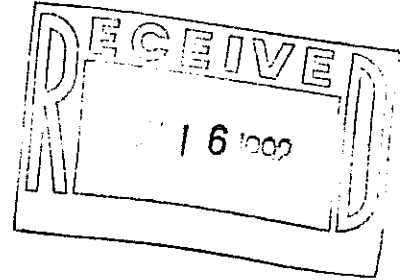
C. WAYNE POWELL  
Secretary

ROBERT S. PORTILLOS  
Deputy Secretary



JUVENILE PROBATION/PAROLE OFFICE

5100 Second Street, NW  
Albuquerque, New Mexico 87107  
Phone (505) 841-7300



November 4, 1992

Shirley Clark  
NM Department of Public Safety,  
Office of Special Projects  
4491 Cerrillos Rd.  
Santa Fe, NM 87504-1628

Dear Ms. Clark,

Attached is the Annual Report for the Violence Intervention Program for the past year.

If you have any questions, please feel free to contact either Theresa DiMatteo or myself, at 841-7362. Thank you.

Sincerely,

A handwritten signature in cursive script, appearing to read "Robert Cleavall".

Robert Cleavall  
JPPO Supervisor

RC/mt

Attachments:



DEPARTMENT OF PUBLIC SAFETY -- DCSI GRANT PROGRAM

Annual Report Form

Grantee: \_\_\_\_\_

Grant No.: \_\_\_\_\_

Report Period: \_\_\_\_\_ to \_\_\_\_\_

Please provide a short narrative (1/2 to 1 page, or longer if necessary) discussing all activities conducted under the grant project during the quarterly period covered. Please reference your project objectives and milestones.

In addition, on the accompanying forms, please complete relevant information on the number of arrests, quantities of drugs seized, and/or value and number of assets seized, as applicable.

The following information has been compiled from statistics and data from the Violence Intervention Probation Supervision Program (VIPS) for the fiscal year ending September 30, 1992.

The VIPS Program began taking clients in November 1991. Since that time, the VIPS Program conducted three cycles, the services received by all clients will be identified later.

Even though the start up date of the program was later than anticipated, we were still able to meet the matrix of 30 juvenile participants who were court-ordered into the VIPS Program. Officially, 31 clients participated in VIPS during this period of time. It was necessary for two clients to be enrolled in two different cycles (they were counted once).

Ninety-one clients were referred to the VIPS Program by probation officers, Children Court Attorneys, defense attorneys and Children Court Judges. All clients were screened by the program director and probation officer assigned to VIPS. Clients who fit the criteria of the program were interviewed by the VIPS probation officer with the recommendation to the Court that they be ordered in.

The Violence Intervention Program consists of a probation/surveillance officer team who provide and oversee the services for clients ordered into the program. In addition to probation personnel, other individuals contracted to work with the clients are family counselors and educational instructors.

Each cycle consisted of an educational skills component where both probationer and their parents met on a weekly basis to learn curriculum identified for violent offenders. In addition, a family

counselor meets weekly with all current cycle clients to conduct an anger management group. It should be noted this same family counselor also provides individual and family counseling when necessary.

All clients ordered into the VIPS Program are placed under a strict probationary agreement; parents are also made party to the petition and court ordered to participate. Specific conditions all clients need to adhere to in addition to the above are, but not limited to, strict curfew, mandatory drug testing, mandatory school attendance, monthly four day court-ordered detention, daily visits from probation staff and other conditions standard to clients placed on probation in Bernalillo County.

To further elaborate on the specific job requirements of probation officer and surveillance officer, the team approach was designed as follows. The probation officer screens all applicants referred to the VIPS Program, this officer interviews all clients meeting the criteria for possible acceptance. The program director with the probation officer further discuss appropriate clients for acceptance into the program. If necessary, a psychologist/evaluator is available for consultation for determining appropriateness of difficult referrals. Other probation officer duties are to be present at all court hearings, prepare all written reports, see that the client is following the court-ordered treatment, meet clients on a regular basis, provide direction for the surveillance officer, contact family members, follow up with skills counselor and educational instructor's and any other duties probation officers perform.

The surveillance officer's duties mostly consist of contacting clients and families at the home, transporting clients when necessary to all groups and collecting urine samples on all program participants. The surveillance officer, in all actuality, is an extension of the probation officer when the probation officer is unavailable. It is important to realize that the surveillance officer works weekends and evenings up until 10:00 p.m. in providing services seven days a week.

During the fiscal year being reported, 95 drug tests were taken with 24 reported to be positive.

During the year being reported, the probation officer and surveillance officer working seven days a week and up until 10:00 p.m., conducted 3,462 face to face visits. Other probation staff, when requested, contacted VIPS clients, those numbers are also included in this figure.

Department of Public Safety  
Drug Control and System Improvement Grant Program

ANNUAL REPORT

Grantee: New Mexico Center for Dispute Resolution  
 Grant No.: 91-D-I-16-03  
 Report Period: 7-1-91 to 10-1-92

--All entries cover report period only--

- A. Please provide information on the criminal histories of project subjects. Repeat offender is defined as an individual with one or more prior felony convictions.

In the State of New Mexico, the Children's Code does not define conviction, but does adjudicate children for offenses. This grantee will define repeat offender as those children who at one time were referred back to this department on subsequent referral.

	JUVENILE OFFENDERS					
	1st		Repeat		Unk.	
	M	F	M	F	M	F
White	6	1	1			
Black			2			
Hispanic	11		9			
Native Amer.			1			
Asian/Island.						
Other						
Total	17	1	13			

Comments:

- B. Please provide the following information regarding offenders under project jurisdiction during report period.

Comments:

	JUVENILE OFFENDERS	
	M	F
White	7	1
Black	2	
Hispanic	20	
Native Amer.	1	
Asian/Island.		
Other		
Total	30	1

- C. How many clients were provided the following services during the report period?

	Total Eligible	Clients Served
Basic educational training (e.g. GED)	<u>30</u>	<u>30</u>
College-level studies	<u>1</u>	<u>0</u>
Self-help groups (e.g. AA, NA, etc.)	<u>31</u>	<u>31</u>
Vocational/Employment training	<u>10</u>	<u>7</u>
Therapeutic Community	<u><del>31</del> ND</u>	<u><del>31</del> ND</u>
General drug abuse counseling	<u>31</u>	<u>31</u>
Community-based drug treatment	<u>7</u>	<u>7</u>
Other (list)	<u>          </u>	<u>          </u>

E. Please provide the following information on number of staff and caseloads.

	<u>Number of Staff</u>		Ave. Caseload
	Project Staff	Non-Proj. Staff	
Drug counselors	_____	_____	_____
Correctional officers	_____	_____	_____
Probation officers	<u>1</u>	_____	<u>31</u>
Parole officers	_____	_____	_____
Intensive probation	_____	_____	_____
Other <u>Surveillance</u> <u>Officer</u>	<u>1</u>	_____	<u>31</u>

F. Please indicate, by number of clients, the status of clients discharged from the project during the report period.

Number of Clients

Successful Discharge:

Released to secure detention \_\_\_\_\_

Released to paroling authorities \_\_\_\_\_

Released to probation authorities \_\_\_\_\_

Released to community with referral  
for continued counseling \_\_\_\_\_

Released unconditionally \_\_\_\_\_

Other \_\_\_\_\_

Unsuccessful Discharge:

Lack of cooperation/rule breaking \_\_\_\_\_

Failed urinalysis \_\_\_\_\_

Other indicator of drug use \_\_\_\_\_

Unexcused absence from treatment \_\_\_\_\_

Rearrest \_\_\_\_\_

Other \_\_\_\_\_

G. Please provide the following information on drug testing of project clients.

Number of offenders with no drug use indicated 21  
 Number of offenders testing positive for one drug 10  
 Number of testing positive for two or more drugs 0

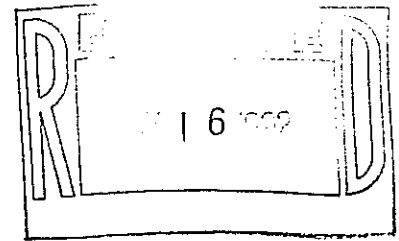
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 Total number of offenders tested 31

Number of offenders monitored 31

Number of urinalyses conducted 95

Type of Testing Technology

Initial	Confirm	
_____	_____	Enzyme Immunoassay (EIA) -- Includes EMIT
_____	_____	Radio Immunoassay (RIA) -- Includes Abuscreen
_____	_____	Fluorescence Polarization Immunoassay (FPIA) - TDX
_____	_____	Thin-Layer Chromatography (TLC)
_____	_____	High Performance Liquid Chromatography (HPLC)
<u>X</u>	_____	Gas Chromatography (GC)
_____	<u>X</u>	Gas Chromatography/Mass Spectrometry (GC/MS)



APPROVED: OMB NO. 1121-0113 (EXPIRES 12-31-92)

ANNUAL PROJECT REPORT

Part A: GENERAL PROJECT INFORMATION

Specific Purpose Area:

(Choose, complete, and attach to Part A the appropriate Part B form addressing a purpose area of the Anti-Drug Abuse Act of 1988)

Part A of the annual project report form is designed to obtain general information on projects funded under state and local Drug Control and System Improvement Grants. The data will be used by the Bureau of Justice Assistance for program monitoring and to prepare the Bureau's annual report to Congress. The State administrative agency may impose additional reporting requirements.

Part B of the annual project report is designed to obtain specific information on a project's performance indicators and assessment measures. Part B forms collect data on the impact of projects, and cover the 21 purpose areas of the Anti-Drug Abuse Act of 1988. After selecting and completing the appropriate Part B form, it should be attached to the Part A submission.

The duration of funding for projects may vary, but the information requested in this report should cover a 12-month period. One year projects (including projects with 12-month budgets which were extended due to late start-up or similar circumstances) should prepare an annual report within 90 days after the expiration of the grant. Each continuation grant will be treated as a separate grant with an annual report completed after the expiration of each award. This report should be sent to the State agency which administers the Drug Control and System Improvement Grant Program.

1. GENERAL PROJECT INFORMATION

Date Completed: 10 / 01 / 92

State Project I.D. #: 91-D-I-16-03

Project Title: The Violence Intervention Project

Subgrantee Name: New Mexico Center for Dispute Resolution  
Address: 510 Second St NW

City: Albuquerque  
State: NM  
Zip: 87107

Report Contact: Name: Melinda Smith  
Title: Executive Director  
Phone: (505) 247-0571

If Federal, which agencies were involved?

<input type="checkbox"/> U.S. Attorney	<input type="checkbox"/> DEA
<input type="checkbox"/> LECC	<input type="checkbox"/> IRS
<input type="checkbox"/> Customs	<input type="checkbox"/> FBI
<input type="checkbox"/> U.S. Marshal Service	<input type="checkbox"/> ATF
<input type="checkbox"/> FAA	<input type="checkbox"/> Coast Guard
<input type="checkbox"/> INS	<input type="checkbox"/> Other (List) _____

---

What is the target area of the project?

Statewide  
 Regional/multi-jurisdictional  
 County  
 Municipality

What is the population of the target area?

Half a Million for the Albuquerque Metro Area.



**TRAINING INFORMATION**

as training the focus or a key element of this project?

- Yes (Complete Section 3)
- No (go to Section 4)

please indicate the type and amount of training provided for the following categories:

<u>TYPE OF TRAINING</u>	<u>HOURS OF TRAINING</u>	<u>NUMBER OF PERSONS TRAINED</u>
. Interpersonal Skills for Youth	136	31
. Interpersonal skills for Parents	68	45
.		
.		

any new procedures or practices been implemented as a result of training provided under this project?

- Yes
- No
- Unknown

If YES, have these new procedures or practices increased efficiency or effectiveness?

- Yes
- No

What improvements resulted from this training?

Youths as well as parents have learned new appropriate ways to communicate. Alternatives to Violence have been presented and practiced. Please see evaluations for more specific measures.

Who was the training provided by:

- Peer assistance/experienced practitioner?
- Instructor of national reputation?
- Project staff?
- State Training Officer?
- Other (specify)

## CONTINUATION ASSESSMENT

will the project be continued?

Yes  
 No (Funding unavailable)  
 No (goals achieved)  
 No (determined to be unsuccessful)

If YES, what is the prospective percentage share of funding among the sources listed?

75,000.00% Continuation of Federal grant  
 % State general fund  
 % Local government general fund  
 % Private funding  
25,000.00% Other (specify) Match Funds

4.2 If continued, will the program services be:

Expanded  
 About the same  
 Reduced

## 5. OTHER PROJECT INFORMATION

Please provide any additional information concerning project development, implementation, operation, and/or results that you think will assist BJA in its efforts to assess overall program effectiveness and help meet its requirement to prepare an annual report to Congress concerning the impact of the Drug Control and System Improvement Grant Program.

PUBLIC REPORTING FOR THIS COLLECTION OF INFORMATION IS ESTIMATED TO AVERAGE HOUR PER RESPONSE, INCLUDING THE TIME FOR REVIEWING INSTRUCTIONS, SEARCHING EXISTING DATA SOURCES, GATHERING AND MAINTAINING THE DATA NEEDED AND COMPLETING AND REVIEWING THE COLLECTION OF INFORMATION. SEND COMMENTS REGARDING THIS BURDEN ESTIMATE OR ANY OTHER ASPECTS OF THIS COLLECTION OF INFORMATION, INCLUDING SUGGESTIONS FOR REDUCING THIS BURDEN, TO THE BUREAU OF JUSTICE ASSISTANCE, U.S. DEPARTMENT OF JUSTICE, WASHINGTON, D.C. 20531; AND TO THE PUBLIC USE REPORTS PROJECT, 1121-0113, OFFICE OF INFORMATION AND REGULATORY AFFAIRS, OFFICE OF MANAGEMENT AND BUDGET, WASHINGTON, D.C.