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# Keep Your Head Up: Building Life Skills in Youth for Social Reintegration and Success

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KEEP YOUR HEAD UP: BUILDING LIFE SKILLS IN YOUTH FOR SOCIAL  
REINTEGRATION AND SUCCESS

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KEEP YOUR HEAD UP: BUILDING LIFE SKILLS IN YOUTH FOR SOCIAL  
REINTEGRATION AND SUCCESS

by

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## **ABSTRACT**

There are multiple factors that contribute to a juvenile's future incarceration when facing difficult environmental circumstances: adjudication (it is like an adult criminal conviction, but generally does not subject the youth to the same direct consequences), community characteristics, the age a young person is discharged, criminal history, and gender. This research is important because it applies social science research in community-based settings to address a social concern, moves beyond theoretical research while contributing to a new orientation of an applied project, and provides a model of university-community partnerships for finding innovative strategies to address issues of social concern for local communities.

The purpose of this research was to see if I positively impacted juveniles' self-efficacy and self-regulation through the implementation of the program "Keep your Head Up." The program was developed through evidence-based research, which was applied and modified to meet the needs and priorities expressed by the El Paso Juvenile Justice Center, working with juveniles in El Paso, Texas. The program aims to provide juveniles with social skills that address the troublesome behaviors of juveniles to guide them and help them reintegrate back into their community after completing their mandated sentence in the Challenge Academy Program. A variety of methods were used to obtain results through the implementation of this program: surveys, interviews, participant-action research, community-based research, assessments, evaluations, and secondary data-analysis. These strategies were selected to generate a multi-tiered approach to working with youth. Results demonstrate a slight increase in self-efficacy towards future goals but no improvement in self-regulation.

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## INTRODUCTION

When I was a little girl my family and I used to live in the apartment complex in front of the Juvenile Justice Center in El Paso, Texas. My father would always tell me that if I wasn't a "good" girl I could go there one day. "That is a bad place for kids who have done bad things", my father would say. His words intrigued me and confused me, because at that age I was still ambivalent about what was "good" and what was "bad". I wondered what "bad things" I had to do to end up there?

The definition of "good" and "bad" lies in the norms, values, and beliefs of the society that each individual resides in and not the individual. When the individual contradicts the expected norms, values, and behaviors, punishment or reward follows; these are called sanctions. Many juveniles are in the Juvenile Justice Center of El Paso County because of deviant behaviors caused by a variety of social factors and individual choices. Deviance is defined in Sociology as a violation of established contextual, cultural, or social norms (OpenStax College; 2013). Although deviant behaviors depend on many factors such as location, time, and individual committing act. Many youth in El Paso end up in intake, probation, challenge academy, and other programs after running away from home, getting into fights, drug use, probation violations, theft, and other delinquency and status offenses. The deviance in their behavior lies in the contradiction in the intersection of societal norms expected of youth behaviors and individual deviations from these norms. A great majority of young adults who are trying to live like adults do so without the necessary resources.

Through a partnership between UTEP and the Juvenile Justice Center of El Paso County, this applied sociology project aims to address attrition rates of youth in the Juvenile Justice system by teaching juveniles life skills that will help them reintegrate into their community and

better prepare them for future success. This project is a collaborative effort to apply social science research to provide juveniles with life skills that will help them reintegrate into their community as a strategy to address recidivism rates. Recidivism is defined by the National Institute of Justice referring to a person's relapse into criminal behavior, often after the person receives sanctions or undergoes intervention for a previous crime (2014). Although this thesis project does not focus on measuring recidivism rates, it will contribute to future recidivism rates research done by the Juvenile Justice Center.

I would like to take some time to introduce the 8 participants that fully participated in this research so that you can understand the importance of this work. There were four females and four males, ranging in ages 15-17. Each juvenile was encouraged to choose their own nickname. The first participant Star, was 15 years old. Her prior offenses were for assault, violation of probation, and possession of drugs. Star was extremely shy, naïve, and easily influenced by others. Despite of how shy she was, she would always want to share her work during our class. The next participant Deeh, was 17. Her prior offenses were on the run, possession, and others. She was very talkative, short tempered, and claimed she was the mother in the family and her mother was the child. Next, Anonymous, who was 15 years old, had prior offenses of assault, robbery, and a misdemeanor she didn't want to discuss. She had a hard time trusting people, and that included herself. She had a hard time picking up on new material, and would easily give up. The last female Guera, was 15 years old, with prior offenses on runaway, possession, monitor arrest, and others. Guera was very opened about her past, she was involved with a young man who was in the Cartels. He would try to prostitute her in exchange for cocaine but she would refuse. It was this toxic relationship that led her to where she was.

As for the males, the first participant was Big Eyes, he was 16 years old. His prior offenses

were theft, criminal mischief, and others. He was extremely talkative, with a great sense of humor, and a father to a little girl. Eventually became the class clown and at times would disturb the class. He was asked to leave one of the workshops due to his temper, and was reminded that being in that class was a privilege and not a nuisance. The next participant Auspicious, was 16 years old, with prior offenses on evading arrest, failure to provide ID, possession, and failure to appear in court. When we first started he claimed he was dumb and was very quiet. As the workshops developed he became a lot more talkative and made him promise to never call himself dumb again; he realized how smart he is and can be one day. Next, YG, was 16 years old, and had prior offenses on violation of probation, Showcap phone call, violation of probation, and came out dirty in one of his drug tests. He was a gang member, very calm, mature, who had been involved in gang activity influenced upon him by his older brother. The last male participant Menes, was 16 years old, with prior offenses on burglary habitation, possession, and violation of probation. He was dating a 21 year old girlfriend, had been selling drugs, and felt and acted as if he was a grown man. His father past away when he was around 8 years old, and had a huge impact towards his life.

Applying sociology to focus on youth, like these 8 participants, in the criminal justice system as a societal concern is of significant relevance in El Paso County, Texas, given that the county has 28.9% of its population under the age of 18 as of 2013. Youth who have been in the CJ system face detrimental effects associated with their involvement and confinement.

Table 1: Demographic Indicators for Juvenile Offenders

- 28.9% adolescents under age of 18 in El Paso, Texas as of 2013
- 61,000 juveniles nationwide in residential placement as of 2011
- Females account for smaller portion of juvenile offenders
- Urbanization and economy of an area are thought to be related to crime and placement rates
- Available bed space influences placement rates

Holdman and Ziedenberg (2001) write that exposing troubled youth to an environment that more closely resembles adult prison and jails has negative impact on youth and their mental and physical well being. According to Holdman and Ziedenberg (2001) the negative impacts include: (1) those with learning disabilities will face significant challenges returning to school; (2) those mentally ill will worsen; (3) interrupts natural process of “aging out of delinquency” ; (4) increases or develops depression; (5) more likely to engage in suicide and self-harm (6) reduces future earnings in job market and ability to remain in workforce; (7) increases chance of reoffending; (8) and pulls juveniles deeper into juvenile criminal system. Given the short term and long term impacts of early incarceration, many jurisdictions are examining and developing ways to divert nonserious offenders from entering the system and to improve conditions of confinement for youth in systems (Hockenberry; 2014). Incarcerating youth instead of providing them with the community and family-based interventions that they need increases their chances of lifelong criminal lifestyle, it is important to break a chain of lifelong incarceration from the beginning.

In the United States there were roughly 61,000 thousand juvenile delinquents in residential

placement as of October 2011. Since 1997 there has been a decline of 42% of juvenile offenders in residential placement. According to the Office of Juvenile Justice and Delinquency Prevention in 2011 86% (59,184) juveniles were held for delinquency offenses and 3% (2,239) for status offenses. In the state of Texas there were a total of 4,671 juveniles in placement over the age of 16 in the JJ system, being ranked second to California with 9,810 juvenile offenders.

According to the Census of Juveniles in Residential Placement 2011, females account for a smaller portion of juvenile offenders. Males represent 86% of juvenile offenders in residential placement, with females representing 14%. Females also tend to be younger than their male counterparts in residential placement representing 38% of offenders younger than 16 in comparison to 29% of males. According to a report by Child Trends most females in the juvenile system report experiencing physical, sexual, and/or emotional victimization at home. That is why many girls first enter the system as runaways or other status offenses and cite abuse at home as the main reason for leaving.

As of April 2015 the Juvenile Justice Center in El Paso, Texas currently had around 60 juveniles. There are a variety of programs, but for this applied research project juveniles were chosen from a program designed for high-risk offenders, known as Challenge Academy Program. The Challenge Academy is a military-style correctional facility and aftercare program that aims to inhibit criminal activity and recidivism through the implementation of evidence-based programming, substance abuse treatment, and life skills for the overall growth and development of cadets and their families (Santana, 2008). In the Challenge Academy Program there are currently 22 juveniles. The current recidivism rate for juveniles is 19% for year 2014. Several of juveniles exiting the program obtain a GED and later go to El Paso Community College.

The Juvenile Justice Center's mission is to "provide the temporary and safe custody of male and female juveniles who require a restricted environment for their own and the community's protection due to a consistency of offenses". An objective of the Juvenile Justice Center is to teach detained juveniles how to better manage their behavior and improve their attitudes and outlook; this project, in part, addresses that objective. The main goal of this project was to develop a curriculum for my program, "Keep Your Head Up," for youth in Juvenile Justice Center that may positively impact juveniles' self-efficacy and self-regulation. The program consisted of a series of workshops that focused on providing information and training on behaviors associated with high-risk offenders in the Juvenile Justice Center; the workshops served as critical spaces for providing youth with tools to help develop their self-efficacy and the self-regulation necessary to make healthy choices upon being re-integrated into society. The workshops focused on addressing specific factors that influence a juvenile's criminal behavior such as antisocial attitudes, antisocial values, antisocial beliefs, antisocial associates, and poor self-control and problem solving skills. This list of needs and priorities were identified in collaboration with Mr. Marquez, Deputy Chief of Juvenile Service as key topics needed among youth in the Juvenile Justice Center of El Paso County.

This MA thesis project includes an evaluation component to assess the impact and effectiveness of the curriculum I have developed in increasing self-efficacy and self-regulation of 9 juveniles. The goal is for the Juvenile Justice Center in El Paso to continue to use the curriculum, if it is proven effective. The effectiveness of this Curriculum has been measured by the increase in self-efficacy, self-regulation, and the comparison of the pre and post responses of the qualitative portion of the interview. In the long term, effectiveness will be measured by recidivism rates of the 9 juveniles, males and females, compared to similar juveniles who did not

go through the program; but that will be determined by the institution and is not part of the present research.

### Project Aims

This project aims to 1) apply social science research in community-based settings to address local issues and concerns, 2) to move beyond theoretical research while contributing to a new orientation of an applied project. If done correctly it could possibly serve as a guide to future graduate students, and 3) to provide a model of university-community partnerships for finding innovated strategies to address issues of social concern for local communities.

This project provides a guide for future evaluations of other program at hand and those implemented in the future. This project will also provide the Juvenile Justice Center with the juvenile's perspective about the correction officers' interaction with them during programs, which help the institution know if their staff's requires more training.

## **LITERATURE REVIEW**

### **Life Skills/ Social Skills**

Imagine that no matter what you do you always seem to put yourself in conflicting situations and you don't seem to understand what you are doing wrong. Youth in the criminal justice system have a number of reasons contributing to their detention and incarceration such as family dynamics, socioeconomic status, and one key issue the lack or poor development of social skills (Kavale; 1996). Social skills, also known as life skills, are defined as skills or behaviors that allow an individual to interact effectively with others in his or her environment, such as communication, problem solving, empathy, and many others. (Geske & Warnes; 2005). In order for teenagers to establish positive relationships with their parents, peers, adults, and other individuals, adolescents must establish effective social skills that are acceptable to others if they want to live a healthy life style (Vonsik; 2010). Socially skilled individuals are able to understand the perspective of others and react appropriately no matter the setting.

Social learning theory posits that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction (Bandura; 1969). Children raised in homes full of physical, verbal, and/or emotional abuse are much more likely to engage in criminal behaviors (Vonsik, 2010). Many of the behaviors exhibited at home are later adopted by the juvenile; those behaviors include poor communication, poor anger management, problem solving skills and many other life skills that the parents themselves never acquired. If adolescents fail to acquire these skills in early life they can engage in unhealthy behaviors. (Vonsik, 2010). The probability that a teen will be classified as a delinquent increases as a function of three factors: 1) extent to which teen lacks skills to deal with everyday problems, 2) frequency with which teen encounters such problems, and 3) the extent to which incompetent



solutions take forms of illegal behavior (Gardner, 1985). According to Latessa, most juveniles are limited in the social skills necessary to obtain desired goals through legitimate means. Learning social skills allow the juvenile to learn how to obtain the same desired goals through acceptable behaviors.

Research about juvenile programs has demonstrated that identifying and addressing the lack or poor development of social skills is significant to the reintegration of juveniles (Latessa, 2013). According to Latessa (2013) there are three important factors to take into consideration when trying to create a program that lowers recidivism and facilitates the reintegration of detention centers into society he calls it “what works.” The first principle is “who to target”, which means programs should be tailored to always address those with high risk of recidivating. Low-risk offenders in structured programs often increase their failure rates and reduce the overall effectiveness of the program because they start interacting with high-risk offenders and adapting their criminal behaviors. Second principle focuses on “what to target” which Latessa (2013) states as criminogenic factors that are related with criminal conduct such as antisocial attitudes, antisocial associates, and problem solving. The third principle is the “how,” Latessa states are strategies aimed to address behavior in nature. The program should be behavioral in nature by creating programs that hold the offender responsible for the his/her actions, these programs should be engaging and action oriented rather than talk oriented, and should teach offenders new pro-social skills to replace anti-social ones (Latessa, 2013, p. 171).

To overcome individuals’ lack of skills, the skills to be learned must be presented slowly, repetitively, and consistently (Lieberman & Martin; 1994). For this project I will focus on juveniles’ self-regulation and self-efficacy skills by addressing juvenile delinquents troublesome behaviors. Research shows that students who have low sense of self-regulatory and self-efficacy

are more likely to engage in delinquency, drop out of school, and fail-in school and employment (Carroll, Gordon, Houghton, Unsworth, & Wood, 2001). Self-regulation and self-efficacy will be addressed in this research by teaching life skills that will enhance both self-efficacy and regulation behaviors. The following life skills have been classified under self-regulation behaviors: decision-making, empathy, communication, risk-taking, family dynamics, and responsible living. The following skills have been classified under self-efficacy behavior: self-awareness, mentorship, problem solving, family dynamics, and healthy relationships.

## **Self-efficacy**

Albert Bandura defined self-efficacy as one's belief in one's ability to succeed in specific situations. According to Cleary and Zimmerman (2004) "poor self-efficacy beliefs will often undermine students' motivation and may cause them to devalue tasks (pg. 537). In a study by Caprara (2010), results demonstrated that adolescents' self-efficacy beliefs related to the way they handled negative emotions and express positive emotions. Bandura (1977) states "it is hypothesized that expectations of personal self-efficacy determine whether coping behavior will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and aversive experiences" (pg. 191) These actions contribute to youth's delinquency and their beliefs in their capability to handle relations with parents, to rebuff peer pressures toward aggressive behavior, and to empathize with others' feelings.

According to Bandura (1977) psychological interventions, whatever there forms, strengthened and create expectations of personal self-efficacy. Personal self-efficacy is very important because it affects the initiation and coping of any behavior. Bandura writes:

Not only can perceived efficacy have directive influence on choice of activities and settings, but, through expectations of eventual success, it can be affect coping efforts

once they are initiated. Efficacy expectations determine how much effort people will expend and how long they will persist in the face of obstacles and aversive experiences (pg. 194).

Self-efficacy is crucial to an adolescents development academically, emotionally, financially, and many other ways. Self-efficacy, as Schwarzer (1990) writes, makes a difference in how people feel, think, and act. The level of self-efficacy can enhance or impede motivation and actions. People with high self-efficacy will take on challenging tasks, raising their goals and sticking to them. If juveniles have low self-efficacy then they will never take on challenging tasks. There are four main sources that affect a person's self-efficacy: past performance, vicarious experiences, verbal persuasion, and psychological arousal.

*Past performance* is known to be one of the most important contributors to a person's confidence and self-efficacy. According to Bandura (1992) success raises mastery expectations while repeated failure lowers them, especially if they occur early in the course of events. According to Del Siegle (2000) how people interpret their past success or/and failures can have a dramatic impact on their self-efficacy. Note that, although "students who explain their poor performance as lack of effort demonstrate higher self-efficacy than those who explain it as low ability" (Del Siegle; 2000). *Vicarious experiences* is not necessarily a crucial source of information regarding self-efficacy but seeing others perform in activities without positive outcomes can generate expectations in the observer's eyes that they too will fail. By seeing others perform a task, like themselves, individuals make judgments about their own capabilities (Muretta; 2004). *Verbal persuasion* although important, doesn't contribute as much as past and vicarious experiences. According to Bandura (1977), although "social persuasion alone may have definite limitations as a means of creating an enduring sense of personal efficacy, it can contribute to the success achieved through corrective performance" (pg. 198). The short-term

effects of persuasion must be coupled with actual successes. Last but not least *psychological arousal (emotional arousal)* is the least influential from the four. According to Muretta (2004) “people attribute a psychological condition to an efficacy perception” (pg 27). Bandura states, “stressful and taxing situations generally elicit emotional arousal that, depending on the circumstance, might have informative value concerning personal competency” (pg. 198). Muretta writes that emotional arousal that derives from stress, fear, anxiety, depression, and so forth can lower self-efficacy.

## **Self-Regulation**

Self-regulation refers to the capacity to control one’s behaviors, both to stop doing something if needed and to start something if needed. Zimmerman defines it as self-generated thoughts, feelings, and actions that are planned and cyclically adapted to attain personal goals. (Zimmerman,1998). Being able to regulate behaviors such as anger, risk-taking behaviors, antisocial attitudes, antisocial beliefs, relationship with others, and problems within family produce positive outcomes for juveniles in the Juvenile System. Research indicates that those who develop the necessary skills to self-regulate will be more equipped to succeed academically and to have better occupational options in today’s society (Carrol, Houghton, Wood, Unsworth, Hattie, & Bower; 2008).

According to Bandura most human behavior, being purposive, is regulated by forethought (Bandura;1991). Through forethought people are able to motivate themselves and guide their actions in an anticipatory proactive way. Therefore being represented cognitively in the present, conceived future events are converted into current motivators and regulators of behavior (Bandura; 1991, pg248). Meaning that if thoughts about the future are present they

serve as regulators for our actions. Bandura (1991) states that human behavior is regulated through a combination of self-generated and external sources of influence such as friends, neighborhoods, organizations, family, and more. Bandura believes that the success of self-regulation relies on fidelity, consistency, and temporal proximity of self-monitoring. He states that personal standards for judging and guiding one's actions play a major role in the exercise of self-directness. Bandura (1977) writes "self-regulatory control is achieved by creating incentives for one's own actions and by anticipating affective reactions to one's own behavior depending on how it measures up to an internal standard" (pg. 256), rewarding yourself for your own positive actions.

Schunk and Ertmer (1999) state that self-regulation is a cyclical process that usually changes during learning but must be monitored in order to be seen. Derived from Bandura's ideas, social cognitive theory, and other research, Zimmerman (2004) developed a three-phase self-regulation model: *forethought phase*, *performance control*, and *self-reflection phase*. Forethought phase are processes that precede any effort to act; performance control phase are process that occur during learning and affect attention and action; and last self-reflection phase processes that occur after performance and individuals respond to efforts Schunk & Ertmer, 1999).

According to Cleary and Zimmerman (2004) forethought processes, which involve beliefs, attitudes, and processes prior to learning, is what sets the stage to learning (pg. 538). Although, self-efficacy is the key motivational process to self-regulating behaviors because of its validity in predicting a person's choice of activities, effort, and persistence (Bandura, 1997). According to Schunk and Ertmer (2004) there is a process whereby self-efficacy affects phases of self-regulation as follows:

Students enter new situations or learning situations with varying degrees of self-efficacy for learning (forethought). As they engage in the tasks (performance control), they use self-regulatory strategies on the basis of their knowledge of them, their beliefs that the strategies are effective, and their efficacy for using them skillfully. During periods of self-reflection, students evaluate their learning progress. Perceived progress sustains self-efficacy and motivation, which enhances learning (pg251).

This means that juveniles enter every situation, problem, or scenario based on what they believe about themselves and the situation. Then when engaging in the task (fight, school-work, family scenarios, etc....) they use self-regulatory strategies based on their knowledge, beliefs, experiences, and basically what they are familiar with to perform the action. Once the action has been performed the juvenile analyzes his actions, this will determine the self-efficacy and motivation that the adolescent perceives, which should enhance learning. Although if the juvenile does not reflect on his actions then he removes the learning process of his past actions, leading him/her to commit the same task with the same result. Therefore, self-efficacy is crucial to producing self-regulating behaviors.

## **Challenge Academy Program**

Challenge Academy Program was redesigned by Samuel F. Santana in 2012, it is a military-based program. When having no other option for youth in detention centers and after a consistent amount of violations juveniles are sentenced 7 months in a program called Challenge Academy Program with a 2 month probation phase at the end of the program. The purpose of this program is to protect the El Paso community and surrounding areas by providing safe, secure, and humane military-style correctional facility and aftercare program that aims to inhibit criminal activity and recidivism through the implementation of evidence-based programming,

substance abuse treatment, and life skills for the overall growth and development of cadets and their families (Santana, 2008).

All juveniles that participated in this research were in Challenge Academy; those in the beginning phases were chosen for this program in order to be able to participate all ten weeks. There was one exception, one of the female juveniles was close to getting out but in order to not be the only female out of the program she was included in the first couple of workshops. This program goes through five phases. Phase one, the orientation phase in which the juvenile is introduced to the structure, culture, and assessment of risks and needs. Phase two, the treatment phase in which each cade receives 6 hours of treatment services per week with an addition of 15 hours of structured activities. During this phase the juvenile begins to understand the treatment process, learning habits, addictions, and behaviors. Phase three, the understanding of goals and goal setting for overall improvement of self. Phase four, the internalization phase, which is the stage of reflection, accountability, and understanding of the next steps in the growth process. The last phase is the aftercare/probation phase. Juveniles are released but must report for drug testing and checkups. A case worker or probation officer will pay visits to the juvenile's home to make sure progress has been made. A different color shirt represents each phase; this is how you can determine which cadet is in what phase.

How do juveniles move from one phase to another? Juveniles must earn a certain amount of points per phase in order to advance to the next phase. If the juvenile violates any of the program rules they are given a "D.R." (Disciplinary report) which are given as a last resort. In order to advance to the next phase juveniles must not receive more than a certain number of D.R.s in each phase: Phase One-7, Phase Two-7, Phase Three-5, and Phase Four-3. Disciplinary reports are given for the following violations: possession of contraband, destruction of property,

tattooing, escape or attempt to escape, possession of contraband, sexual misconduct, violation of home pass, refusal to follow instructions, verbal disrespect, refusal to participate in activity, derogatory or offensive language, antagonizing or threatening others, and others that could fall under the previous violations.



## **DATA AND METHODS**

### **Community-Based & Participant Action Research**

Community-based participatory research is a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings (Kellogg Foundation; 2013). CBPR starts with the research topic of importance to the community and follows by the researcher finding effective solutions. This form of research has the aim of combining knowledge with action and achieving social change to improve or help outcomes within the community (Kellogg Foundation; 2013).

Participant action research seeks to understand and improve the world by changing it. At its heart is collective, self-reflective inquiry that researchers and participants undertake, so they can understand and improve upon the practices in which they participate and the situations in which they find themselves. The reflective process is directly linked to action, influenced by understanding of history, culture, and local context and embedded in social relationships. The process of PAR should be empowering and lead to people having increased control over their lives (Baum, MacDougall, & Smith; 2006). The difference between CBPR and PAR is that the researcher participates in the process of the research as more than just a researcher. The researcher gets involved with the participants and not just interviews them or surveys them.

This project was achieved through the partnership between the University of Texas at El Paso and the Juvenile Justice Center. It was both community-based and participant action research as it works with the community in trying to improve juvenile's reintegration process through an action-oriented strategy. It applies the program "Keep Your Head Up" in order to improve the juveniles' transition with the help of correction officers, professors, graduate student, and other members from the Juvenile Justice Center.

### Background on Selecting a Community-based research project

Prior to starting this project or even starting graduate school, I was the Educational Outreach Intern with Latinitas. Latinitas is a non-profit organization that empowers young women through media, film, photography, arts and crafts, and writing. My main task was to search for activities that the girls could do during the summer camp, which included self-esteem building, body image, communication, problem solving, and other related topics. I was never the facilitator to any of the workshops only the assistant. Once my summer internship was over, I got a job as a waitress and started my last year as an undergraduate.

A couple of weeks into my internship, I received an email by the Co-founder of Latinitas, Alicia Rascon, asking me if I would be interested in facilitating workshops at the Juvenile Justice Center for the girls. This grabbed my attention and thought it would be a great experience. For the first couple of workshops, Alicia and I would put together the workshops on topics suggested or requested by one of the case managers from the Juvenile Center. The first year I facilitated these workshops, I would always have two volunteers or one from Latinitas assist me. The following year, after holidays, she asked me if I would like to return to conduct workshops with the girls; although this time I was sent alone; being alone taught me to be a leader, a mentor, and a facilitator.

The year I started graduate school, I was very unsure of what I wanted to do for my research. I had mentioned my work with juveniles to one professor but he turned down my idea and told me it was impossible to look for a plan B. His words discouraged me at first, but then made me wonder if others would have the same perspective. The day I selected my mentor the idea never came to conversation, and I had chosen to research Hispanics in higher education.

Time passed and the more I tried to be interested in the topic the more bored I became with the idea of obtaining a Masters. I thought maybe I could find something, any form of research conducted with juveniles, and I did! I excitedly mentioned it to my mentor and to my surprise her response was encouraging. She seemed excited to know I was so intrigued about working with juveniles. I mentioned my previous volunteer service with the Juvenile Center and that was it. She was able to get us an appointment with the Director of Intake Services she suggested the idea of building modules that teach social skills and my previous experience facilitating workshops with the female juveniles. They loved the idea of me giving back for allowing me to conduct research. We were directed to Deputy Chief of Juvenile Service to whom our suggestions would serve well. We set a date for a meeting to discuss their needs and my interests in order to find a common ground; a series of conversations and meetings followed. They loved the idea and the rest was to be figure out along the way, our partnership with the Juvenile Justice Center had started.

The next steps were to start my internship as soon as possible and to start writing my IRB proposal for University approval. My preliminary findings were through my internship. I can honestly say it was a very strange experience; I was there as a researcher not necessarily an intern and this made people curious, worried, and dishonest towards me. I was consistently asked why I was there, when explained I always received puzzled expressions. I was placed in an office with the Challenge Academy probation officers. One day when going to the restroom I found an officer going through my computer, he seemed very skeptical of me. I spend those four months talking to staff and going through the juveniles' files in order to familiarize myself with the juvenile system documents. I created a database with about 15 juveniles' information to be able to take home and review. The database includes the self-administered surveys answered by the

juveniles prior to entering Challenge that asked questions regarding their behaviors such as “Have you been drunk before? Have you used drugs in the last year? The database also included basic demographics such as age, name, prior violation, and parents’ income. I would communicate with probation officers on basic juvenile problems, their career as a probation officer, how they got there, the things they liked and disliked about their jobs, and more. I felt like I still didn’t have a concrete understanding of the roles that the correction officers and probation officers had, so I decided to informally interview them. I asked for their permission to record our conversations and they accepted. I interviewed all three probation officers and a couple correction officers. I finally understood the important role that these officers played in the juvenile’s life while being incarcerated. They were mentors, counselors, friends, and some even called them second parents. Interviewing staff the on a day-to-day interacts with the juveniles helped me with the development of the curriculum by knowing how the interaction of the staff might influence the weekly workshops.

#### Navigating the IRB process with Community Partnerships and Youth in the Criminal Justice System

The summer came, and it was time to get my IRB proposal done. The first draft I worked on was returned to me with a long list of modifications, and possible “rejection.” The modifications indicated that the research was too dangerous for juveniles as it may trigger past trauma. Therefore, with the help of Dr. Corral and Dr. Nunez I made the decision to change the approach of my research. I sent my proposal once again, and once again it was returned with modifications. This became a very stressful situation, I started getting frustrated and losing hope I would be able to conduct research with juveniles. Ms. Ramirez, coordinator of UTEP IRB, made the decision to meet with Mr. Marquez, Deputy Chief of Juvenile Services, in order

to gain a better understanding of the research protocol in their facility and in order to build a partnership with the Juvenile Justice Center.

At this point, it was time to meet with the Juvenile Board to either accept or reject the research with juveniles in their institution. They met a couple times a year and discussed a diversity of issues related to the research, funding, and others. Although prepared what to discuss, I was very unprepared for the juvenile board. There was a consistent lack of communication and understanding between the community and the University. It wasn't that we wouldn't communicate but we communicated with different language, which always caused confusions. I was never told how the lunch event would take place. It was a formal lunch with a table set in the room. Those that were there for a purpose would sit in this table and eat, while the rest would sit in the back and only watch. I was asked to go up to the microphone and discuss my project briefly. Conclusion was, the project was accepted. I sent an email to Ms. Ramirez, letting her know the project had been accepted by the Juvenile Board. I had just submitted my proposal for the third time and after letting Ms. Ramirez know it was approved by the Juvenile Board, it was finally approved by the University IRB, with minor modifications to the consent forms.

This said, the University of Texas at El Paso needs to develop protocols for collaboration and mutual understanding based on reciprocal process between the university and the community. Training, workshops, or even a class should be developed to prepare students who are working with the community. The University should make it a goal to develop these partnerships in our community, because if the University doesn't show any interest in our community than who will? I am sure that community work has been done before, but why did it feel like I was the first one? The lack of understanding between me and the community felt never ending.

There are ten steps recommended when building partnerships with the community. There is a growing body of literature that focuses on collaborating and partnership building that describes the challenges of developing successful partnerships (Flower 1998; Lasker 2000; Maurana, 200). There are ten principles that should be followed for more successful and effective partnerships when working with the community.

### **The Principles of Partnership Building**

1. Partnerships form to serve a specific purpose and may take on new goals over time.
2. Partners have agreed upon mission, values, goals, measurable outcomes and accountability for the partnership.
3. The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
4. The partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.
5. The partnership balances power among partners and enables resources among partners to be shared.
6. Partners make clear and open communication an ongoing priority by striving to understand each other's needs and self-interest, and developing a common language.
7. Principles and processes for the partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.
8. There is feedback among all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
9. Partners share the benefits of the partnership's accomplishments.
10. Partnerships can dissolve and need to plan a process for closure.

\* Edited by Sarena D. Seifer & Kara Connors

During this research not all principles of partnership building were followed which as previously mentioned, was due to lack of training. The following principles weren't addressed properly or effectively: 3, 6, and 8. "The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment" was the first issue. There was no mutual trust. The main problem was not trust with those I was communicating but trust with those I was surrounded with, the correction officers. The environment I worked in and the fact I look so young could be the reason why they were always skeptical of me. I even caught one officer going through my computer. The second concern was with "partners make clear and open communication an ongoing priority by striving to understand each other's needs and self-interest, and developing a common language". Once again the problem wasn't with those I was communicating but with those Mr. Marquez assigned to help me. They seemed bothered every time I would ask for help and at times wouldn't reply to my emails when I would ask them questions. The last challenge was with the principle "there is feedback among all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes". Because of my position as a graduate student I felt that I couldn't provide the Juvenile Justice Center employees with feedback on how to better work with students. At times they would request things of me, forgetting I was a student, therefore I had to remind them I had classes and I had a job as well. Although I did receive feedback from them I would have liked to provide them with feedback on how to handle students more effectively.

## **Research Methods**

This research consisted of mix-methods, both qualitative and quantitative. Although due to the small number of participants for this study only descriptive analysis were conducted for

the quantitative portion of the study. Participants were asked the same questions regarding their self-efficacy and self-regulation pre and post the implementation of this program for the survey instrument portion in order to measure change on those questions.

### Participants

When working with juveniles it is safe to keep small groups no larger than 10 because otherwise their behavior becomes more problematic. Therefore for the purpose of this study only 9 juveniles participated in this project, three weeks into the program only 8 juveniles remained throughout the program because one completed her mandated sentence. This one juvenile was not interviewed but was included in the evaluations of the workshops she attended. There were a total of four females and four males; with the one female that left early. Participants that were selected for this research were those in Phases One, Two, or those who would be able to complete the full program. The Challenge Academy is a program for high risk offenders within the Juvenile Justice Center that is a military based and combined treatment that relies heavily on education and counseling. Participants in this research had a variety of offenses such as: robbery, possession, theft, runaway, or violation of probation. They varied in age ranging from 14-17 and were Hispanic or White Hispanic. Some of the juveniles who participated were under medication due to their learning disabilities or other problems that I wasn't much informed about.

### Design & Procedure

Juvenile participants were given pre- and post-program interviews that included both qualitative open-ended questions and quantitative questions on self-efficacy and self-regulation in order to determine where the juvenile stands before and after the workshops are conducted. Each interview and survey was conducted individually in a closed room with security cameras



installed provided by the facility at the Juvenile Justice Center. Security cameras do not record sound.

The interviews also served to assess their attitudes towards and perceptions of the program for evaluation purposes. The pre self-efficacy interviews consisted of six questions and the post self-efficacy interviews consisted of 9 questions (.Surland, Robin. (2000). Student Voices Dissertation: Self-Efficacy and Graduating High School. Wichita State University) The pre self-regulation interviews consisted of 5 questions and the post self-regulation interviews consisted of 7 questions (Selekman, Matthew D. (2010). *Collaborative Brief Therapy with Children: Executive Skills in Children and Adolescents*. A Division of Guilford Publications, Inc.).

The pre and post self-efficacy survey consisted of 7 questions with a scale ranging from strongly agree to strongly disagree (Dahlberg LL, Toal SB, Swahn M, Behrens CB. Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2005, pp. 131-132. ) The pre and post survey consisted of 13 questions using a scale that ranged from never true to always true (Dahlberg LL, Toal SB, Swahn M, Behrens CB. Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2005, pp. 131-132. ). Interviews and Surveys can be found in the Appendix.

### Data Collection

There are a total of four units: KILO, JULIET, INDIO, and the female unit GOLF. Juveniles who were in beginning phases were chosen for participation from all units, with

exception of females who were all from GOLF. There is only one female unit with a limited number of female juvenile offenders; since males have been determined to commit more crimes than females.

The qualitative portion of this project consisted of ethnographic work and pre and post open-ended survey questions regarding self-efficacy and self-regulation. Observations were recorded prior to the study in order to familiarize myself with the field. I was in the field for about 4 months, and recorded over ten pages of observations. Second, participant action research was conducted when facilitating the workshops. The quantitative portion of the study consisted of a survey that included validated scales of self-efficacy and self-regulation. After each workshop juveniles were given an assessment to test them on what they had learned during the workshop, each assessment was developed based on the workshop's topic. The assessments consisted of 7 questions each addressing the workshops' content and activities. Finally, evaluation forms were collected at the end of every workshop; the evaluations included questions about the facilitator, the way the content was implemented, and participation of the officers. The questions were given in scale and open-ended question format.

### Confidentiality

Consent forms were written in English and translated to Spanish for both juveniles and parents. I incorporated secondary data that includes basic demographics collected by the Center's intake personnel; this information will be provided by a member of administration staff. The existing data consists of information on: prior offenses, gender, ethnicity, grade level, age, and if the juveniles are involved in other programs. This data was used to fill out the demographic page of this research. In the past parents have signed consent forms for past programs allowing their

children to participate in previous programs offered by the Challenge Academy Program during visitation days. Parental recruitment for consent for this research was conducted by administration staff when meeting with parents during visitation days, as it has been done in the past. The staff will provide information about the program to the parents and obtain consent from parents that are interested in their child being in the program.

Due to the number of participants, analysis of survey data and workshop evaluations data consisted only of descriptive analyses. A web-based survey software, Qualtrics, was used to enter and analyze the data; only the principle investigator had access to the data. To help maintain participants' confidentiality a number and pseudonym were assigned to each participant to be used in connection to their interview and survey data, and all identifying information was kept in a separate password protected file.

I will continue to protect the privacy and confidentiality of participants by assigning pseudonyms and a number to juveniles and to all research reports, publications, meetings, and conversations if any. Each individual interviewed was given a different name of his or her choice in which only the individual and I know. A Master List was created to link the participant with the pseudonym and associated number and only I was able to have access to this Master List.

### Data Storage

Data was stored using pseudonyms and participant numbers instead of actual names and was kept on my laptop, in which only I would have access to because it is locked with a password; the laptop was also encrypted by the technology center at the University of Texas at El Paso. Every interview conducted was audio-recorded and was coded using the pseudonym that

each interviewee chooses. Any other hard copy (such as quizzes and scale measures) data gathered was kept in a drawer locked in my office at the University of Texas at El Paso. The audio-recordings were kept on encrypted and password protected computer files. The audio-recordings were transcribed on my laptop; this research takes place through a one-year period time. Once the audios were transcribed to further preserve confidentiality, the audio recordings were destroyed/deleted.

## **Workshop Methods**

### Development of the Social Skills Toolset

Developing workshops that may positively impact self-regulating and self-efficacy will contribute to improve the social skills that will help juveniles reintegrate into their community. Youth in the Juvenile Justice System have been penalized for violating social norms expected of youth, often led by their lack of social skills, family, or a series of negative events.

The goal is to assess the strengths and weaknesses of these youth before they are integrated into society upon completing their court-mandated sentences. The main objective of this Social Skills Toolset is to teach interpersonal skills and strategies that will help build and/or strengthen self-efficacy and self-regulation.

Developing this toolset was time consuming but very interesting. At first I searched what other programs were doing and how they were doing it. The “what” was easy to find but the “how” was usually sold or briefly explained. Every curriculum would address the objective, content, and activities for that day’s topic. Some activities were adjusted to the El Paso Juvenile Justice Center and I created others. Activities were always engaging and would either elaborate on that day’s topic or reinforce what was mentioned in the content. Every curriculum was an

hour and a half long so that they had time to completed the evaluation and have time to write in their journals.

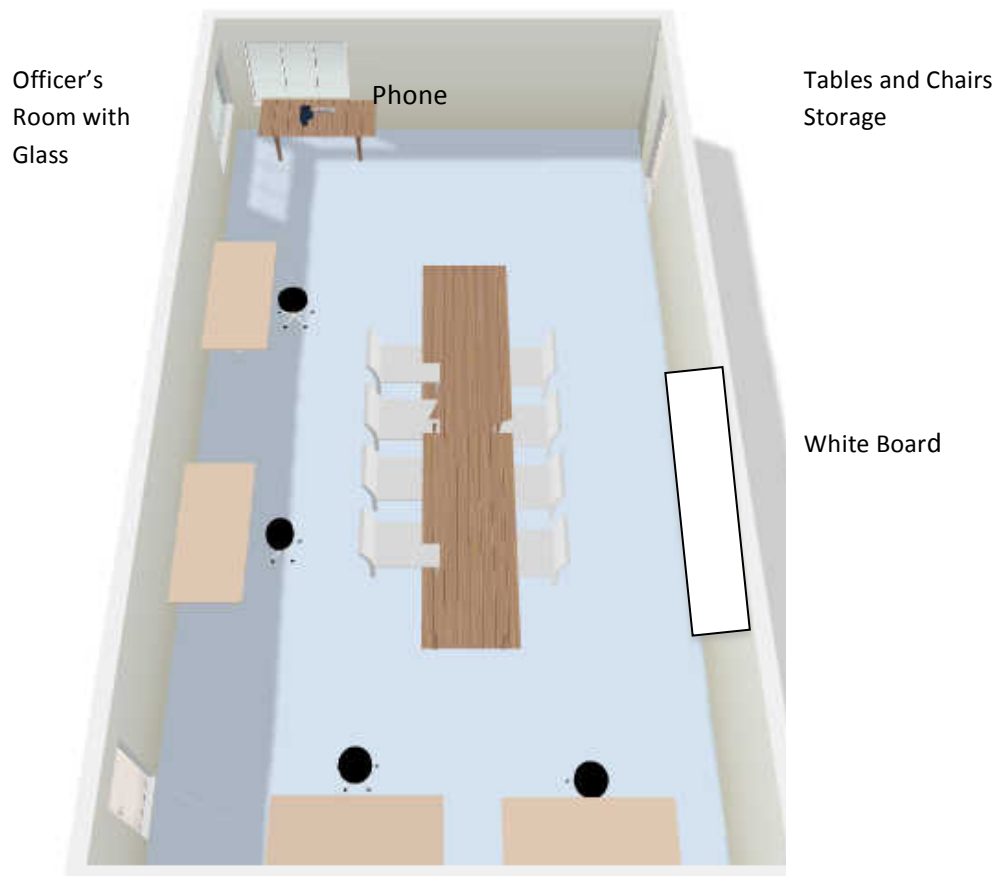
### Assessment of Skill building workshops

In addition, juvenile participants were given a short multiple-choice quiz on their knowledge of the topic after each workshop to assess what they learned from the workshop. This would was meant to help evaluate and improve the workshops, if the center decides to implement them in the future. The quizzes were created once the workshops were created and focused only on the content and activities of the workshops. The purpose of the assessments was to help the facilitator know what content/information was learned and what may require different approaches in the future. The assessments also helped the facilitator know who was paying attention during the workshops. Therefore assessments will not be discussed.

### Workshop Process

The workshops were split into 10 different curriculums. Each workshop was formulated using the *Fundamental 5: The Formula for Quality Instruction* as a guide. Each curriculum included the objective of the day, the content of that objective, and the activities for engagement of that day's topic. The curriculum was covered in a period of ten weeks, every Friday, from 4:00pm-6:00pm. At the beginning of every workshop juveniles were given an assessment on material covered in the previous workshop, with 7 questions addressing the content and activities. At the end of every workshop juveniles were given an evaluation form to complete for that day's workshop. Most activities were found online and modified to fit the juvenile's situations; others were constructed by the facilitator using other activities to generate ideas.

Every workshop either males or females would be brought into the classroom. Whoever entered the classroom first would set up the tables and chairs. Sometimes the officers would do it for them before entering the classroom. Being in a military environment, juveniles were not allowed to talk until being told to sit down and maintain. This meant that they were not allowed to get up from their chair or pick up anything that fell into the floor until requesting permission to do so. The following map demonstrates the space for the workshops.



**Figure 1: Classroom for Workshops at Juvenile Justice Center**

Staff Supervision

Correction officers that assisted with the project took each participating juvenile to the closed room, the contents of the interview remained confidential. Although different officers delivered juveniles, the officers were not able to distinguish whose information related to specific juveniles; that is, they were not be inside the room during the interview and the information was kept confidential with the juvenile's pseudonym and number. Results will be shared with administration staff but only in aggregate format; therefore they will not know the identity of the participant based on information presented.

## DATA ANALYSIS

Juveniles were interviewed pre and post the implementation of the program Keep Your Head Up. The interviews consisted of a survey with scales on self-efficacy and self-regulation as well as semi-structured interviews. After each program workshop juveniles were also asked to complete an evaluation of the workshop. Juveniles also took a quiz at the beginning of every workshop to test what they had learned from the previous workshop so that the facilitator could improve on the activities/teaching/presentation that transpired in the workshops.

### Survey Results

#### PRE-Self-Efficacy

Juveniles were asked seven questions to test their self-efficacy. They were asked to provide their level of agreement or disagreement by using a scale ranging from strongly agree to strongly disagree. Item one “*Other people decide what happens to me*” and two “*Would you say you think before you act*” averaged a response of 2 suggesting disagreement (Table 2). The rest of the responses averaged a response 4 or higher suggestion agreement towards all items. The average score for all participants was 3.8 (SD=0.86). *Other people decide what happens to me* had the lowest means score of 1.63 (SD= 1.06). The second lowest mean score was 2.76 (SD=1.03) for item *Would you say you think before you act*. There were three items with the highest mean score of 4.75 (SD=0.46) *If I study hard, I will get better grades, To make a good decision it is important to think, and I am responsible for what happens to me.* (Table 2)



Table 2: Pre Self-Efficacy

Item	Strongly agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)	Responses	Mean	Std. Dev.
Other people decide what happens to me	0	1	0	2	5	8	1.63	1.06
Would you say you think before you act	0	2	3	2	1	8	2.76	1.03
If I study hard, I will get better grades	6	2	0	0	0	8	4.75	.46
When I try to be nice, people notice	3	3	1	1	0	8	4.00	1.06
If you work hard, you will get what you want	4	1	1	0	1	7	4.00	1.53
To make a good decision, it is important to think	6	2	0	0	0	8	4.75	.46
I am responsible for what happens to me	6	2	0	0	0	8	4.75	.46

### POST-Self-Efficacy

After the program Keep Your Head Up ended juveniles were asked to fill out the same survey, in order to compare pre and post surveys to see if there was any positive impact. In the post survey, juveniles were asked the same seven questions to test their self-efficacy. They were asked to provide their level of agreement or disagreement by using a scale ranging from strongly agree to strongly disagree. An increase in means demonstrated a positive impact towards juveniles' self-efficacy. The average mean score was 4.23 (SD =1.24). There were three items with the highest mean score of 5.00 (SD=0.00) *Would you say you think before you act, If I*

*study hard, I will get better grades, and To make a good decision, it is important to think.* The item *Other people decide what happens to me* had the lowest score of 1.75 (SD= .70).

Table 3: Post Self-Efficacy

Item	Strongly agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)	Responses	Mean	Std. Dev.
<b>Other people decide what happens to me</b>	0	0	1	4	3	8	1.75	.70
<b>Would you say you think before you act</b>	8	0	0	0	0	8	5.00	.00
<b>If I study hard, I will get better grades</b>	8	0	0	0	0	8	5.00	.00
<b>When I try to be nice, people notice</b>	3	1	3	1	0	8	3.75	3.00
<b>If you work hard, you will get what you want</b>	5	2	0	1	0	8	4.38	3.00
<b>To make a good decision, it is important to think</b>	8	0	0	0	0	8	5.00	.00
<b>I am responsible for what happens to me</b>	7	0	1	0	0	8	4.75	2.00

When analyzing the pre and post results for self-efficacy you can see an increase in the means and an increase in strongly agree responses. This indicates that the program had a positive impact on juveniles' self-efficacy.

#### PRE-Self-Regulation

The second part consisted of a survey on self-regulation. There were 13 questions asked for the self-regulation survey in which juveniles were asked to provide their level of truth using a

scale ranging from never true to always true. There were four items on the survey that were reverse coded. I will first, explain the other items then later discuss the reverse coded items. The average score for all items was 2.96 (SD=.76) The item with the lowest score of 2.38 (SD= .74) was *I am afraid I will lose control over my feelings*. (Table 2). The item *I get fidgety after a few minutes If I am suppose to sit still* scored the highest mean of 3.57 (SD= .53).

The reverse coded items are the items with an asterisks. The average mean score of all items was 3.22 (SD= .51). The item with the lowest mean score of 3.00 (SD=.00) was *I think about the future consequences of my actions*. The item with the highest score of 3.50 (SD=.53) *Once I have a goal, I make a plan to reach it*.

Table 4: Pre Self-Regulation

Item	Never True (1)	Sometimes True (2)	Mostly True (3)	Always True (4)	Responses	Mean	Std. Dev.
<b>I have a hard time controlling my temper</b>	1	1	5	1	8	2.75	.88
<b>I get so frustrated I feel ready to explode</b>	0	1	5	2	8	3.13	.64
<b>I get upset easily</b>	1	1	4	2	8	2.89	.99
<b>I am afraid I will lose control over my feelings</b>	1	3	4	0	8	2.38	.74
<b>I slam doors when I am mad.</b>	2	1	3	2	8	2.63	1.18
<b>*I develop a plan for all my important goals</b>	0	2	2	4	8	3.25	.88
<b>*I think about the future consequences of my actions</b>	0	0	8	0	8	3.00	.00
<b>*Once I have a goal, I make a plan to reach it</b>	0	0	4	4	8	3.50	.53
<b>I get distracted by little things</b>	0	1	3	4	8	3.38	.744
<b>*As soon as I see things that are not working, I do something about it</b>	0	1	5	2	8	3.13	.64
<b>I get fidgety after a few</b>	0	0	3	4	7	3.57	.53

<b>minutes if I am suppose to sit still</b>							
<b>I have a hard time sitting still during important tasks</b>	0	2	6	0	8	2.75	.46
<b>I find that I bounce my legs or wiggle with objects.</b>	0	1	4	3	8	3.25	.70

### POST-Self-Regulation

After the program Keep Your Head Up ended juveniles were asked to fill out the same survey, in order to compare pre and post surveys to see if there was any positive impact. The post-survey for self-regulation consisted of the same 13 questions in which juveniles were asked to provide their level of truth using a scale ranging from never true to always true. The average score for all items was 2.38 (SD=.85). The highest mean score was 2.88 (SD=.99) for item *I find that I bounce my legs or wiggle with objects*. The item *I have a hard time controlling my temper* had the lowest score of 1.86 (SD= .35).

The reverse coded items, with the asterisks, demonstrated positive impact if they increased and the other items demonstrated positive impact if the scores decreased. Within the reverse coded items, the average mean score was 3.06 (SD= .76). The highest mean score was 3.25 (SD= .71) for item *Once I have a goal I make a plan to reach it*. The item *I have a hard time controlling my temper* had the lowest mean score of 1.86 (SD= .35).

Table 5: Post Self-Regulation

<b>Item</b>	<b>Never True (1)</b>	<b>Sometimes True (2)</b>	<b>Mostly True (3)</b>	<b>Always True (4)</b>	<b>Responses</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>I have a hard time controlling my temper</b>	1	7	0	0	8	1.86	.35
<b>I get so frustrated I feel ready to explode</b>	1	4	2	1	8	2.37	.92

<b>I get upset easily</b>	3	1	4	0	8	2.13	.99
<b>I am afraid I will lose control over my feelings</b>	1	5	1	1	8	2.25	.88
<b>I slam doors when I am mad.</b>	3	3	1	1	8	2.00	1.06
<b>*I develop a plan for all my important goals</b>	0	2	2	3	8	3.14	.99
<b>*I think about the future consequences of my actions</b>	0	1	6	1	8	3.00	.53
<b>*Once I have a goal, I make a plan to reach it</b>	0	1	4	3	8	3.25	.71
<b>I get distracted by little things</b>	1	3	2	2	8	2.63	1.06
<b>*As soon as I see things that are not working, I do something about it</b>	0	3	3	2	8	2.88	.83
<b>I get fidgety after a few minutes if I am suppose to sit still</b>	0	5	1	2	7	2.63	.92
<b>I have a hard time sitting still during important tasks</b>	0	5	3	0	8	2.38	.52
<b>I find that I bounce my legs or wiggle with objects.</b>	1	1	4	2	8	2.88	.99

If you look at the means from the pre-surveys and the post-surveys you can see that the program did have a positive impact towards juveniles' self-regulation. An increase in means for reverse coded items demonstrates a positive impact in juveniles' self-regulation. Although results demonstrated that for those items juveniles self-regulation stayed the same or even slightly decreased. For the rest of the items, a decrease in means demonstrated a positive impact towards juveniles' self-efficacy. In this case, juveniles did demonstrate a positive impact towards those items.

Additionally, individual scores were summed up to determine if the program had a positive impact individually. An increase in scores for self-efficacy demonstrated improvement.

If you look at Table 6 you can see that all the scored for self-efficacy slightly increased This shows that the program not only had a positive impact towards juveniles as a group but individually impacted all juveniles in a positive manner. (Table 6)

Table 6: Self-efficacy Individual Total Scores

<b>Item</b>	<b>PRE Self-efficacy</b>	<b>POST Self-efficacy</b>
<b>Participant 1</b>	16	29
<b>Participant 2</b>	28	30
<b>Participant 3</b>	28	34
<b>Participant 4</b>	27	28
<b>Participant 5</b>	26	32
<b>Participant 6</b>	25	29
<b>Participant 7</b>	25	29
<b>Participant 8</b>	28	30

For the self-regulation surveys a decrease in scores for the rest of the items indicated positive impact. Participants 1 and 5 demonstrate no positive impact. The rest of the participants demonstrate an increase in scores, which indicates a positive impact towards those items. For the reverse coded items an increase indicated a positive impact. Only participant 2 demonstrated a slight increase in scores showing positive impact. The rest of the participants demonstrated no positive impact towards the reverse coded items. They stayed the same or showed a decrease in scores.

Table 7: Self-Regulation Individual Total Scores

<b>Item</b>	<b>PRE-Self- Regulation</b>	<b>POST-Self- Regulation</b>	<b>PRE-Self- Regulation Reverse Coded</b>	<b>POST-Self- Regulation Reverse Coded</b>
<b>Participant 1</b>	12	15	12	12
<b>Participant 2</b>	32	29	14	16
<b>Participant 3</b>	29	22	11	10
<b>Participant 4</b>	23	15	15	14
<b>Participant 5</b>	15	21	14	12
<b>Participant 6</b>	33	28	12	11
<b>Participant 7</b>	23	14	13	13
<b>Participant 8</b>	26	21	12	10

## **Interview Results**

### PRE-Self-efficacy

The first qualitative portion of the research consisted of six questions on self-efficacy regarding the program and their personal lives. In order to know if the program had a positive effect on juveniles' self-efficacy pre and post responses are compared after the implementation of Keep Your Head Up. Bandura's self-efficacy sources were taken into consideration when analyzing results: past performance, vicarious experiences, verbal persuasion, and psychological cues (emotional arousal). Findings are presented based on the juveniles' efficacy towards the program and efficacy towards their future when leaving Challenge Academy Program.

Table 8: Pre-Program and Personal Achievement

<b>Program</b>	<b>Personal Achievement</b>
<i>How successful do you think you will be towards this program?</i>	<i>What things have affected your progress along the way either positively or negatively?</i>
Star: Very successful	Auspicious: well, drug use and my high school
Deeh: Good because I am doing good right now	Menes: well. . it didn't affect me in like a long way but hmmm my tio and girlfriend and people in the building thought she affected me in the wrong way but because of her age
Big Eyes: Well I have done bad in here since I've been here. . . not bad like horrible but little bad here and there.	Guera: well around it was a bad experience because it got caught up with some cartels and I didn't even know, well my boyfriend was in it but didn't know like. .
Auspicious: probably successful	Anonymous: I went back to my old neighborhood and I got influenced by a bad homie
Menes: I think I will do good for the most part	-
<i>What will you do to overcome difficult topics?</i>	Define Success
YG: I'll just ask you	Deeh: being happy, not rich but wealthy. Even if we had like 200-300 dollars a week that is wealthy for me.
Guera: I would try to see what I did wrong and try to get myself to do it.	Anonymous: to be in a place where you want to be
Auspicious: Just ask about it	Menes: going from ghetto to rich

Overall, juveniles demonstrated high self-efficacy towards the program and moderate self-efficacy towards their future. It became evident that after experiencing the first class and



being explained what Keep Your Head Up was, juveniles understood how easy it would be. Seeing they did well, and being told they did well in the first class helped shaped juveniles' self-efficacy towards the program. Juveniles had been involved in other programs, including Challenge, and based their efficacy on their past experiences. Juveniles were first asked how successful they thought they would be towards this program. When juveniles were asked, "what they would do to overcome difficult topics", they all answered in similar matters that they would simply ask. Overall juveniles demonstrated high self-efficacy towards their success in Keep Your Head Up. If they came across failure juveniles stated that they would simply ask.

When it came to self-efficacy towards their future, juveniles demonstrated moderate efficacy. Although they're past experiences, involvement, and decisions show that they are highly likely to make the same mistakes. Keep in mind juveniles who entered this program had a variety of previous offenses. According to Del Siegle, a pattern often exists for students who don't do well. Works in similar ways when it comes to life skills, juveniles who don't do well in communicating, making decisions, or solving problems don't do well and patterns often exist. That is why the implementation of this program and others should aim at providing juveniles with the skills to overcome this pattern. Responses demonstrated past negative influential experiences when asked, "What things have affected your progress along the way either positively or negatively?"

When asked if "they believe they can succeed at anything they set their mind to" all juveniles responded with a yes, regardless of their past experiences. How juveniles interpret their past failures has a dramatic impact on their self-efficacy (Del Seigle; 200). Regardless of all failures, juveniles have learned to cope with their failures and interpret them as past mistakes to learn from and believe they can succeed. Their definition of success was constructed around

level of happiness, money, and being out of jail but not education. Being exposed to positive role models (officers, counselors, interns), environment, and other programs has already shown improvement in juveniles' self-efficacy.

#### POST-Self-efficacy

The post findings for self-efficacy are also presented based on the juveniles' efficacy towards the program and efficacy towards their future when leaving Challenge Academy Program. Post interviews were compared to pre interviews in order to test if juveniles' self-efficacy had any improvement after the implementation of the program Keep Your Head Up. Two questions were added to the post interviews for self-efficacy to ask juveniles about the strengths and weaknesses of the program. Another question was added at the end of the self-efficacy interview to understand if the skills juveniles had learned prepared them better for their reintegration.

Table 9: Post Program and Personal Achievement

<b>Program</b>	<b>Personal Achievement</b>
<i>What were the strengths of this program?</i>	<i>Do you believe that this program has helped you believe in your ability to success when leaving Challenge?</i>
Guera: Because you didn't just have us sitting down, more like working out the problems and explaining it to us and doing activities just so we could learn it more that's what made the program stronger	Deeh: yes because you gave us tips like on financial stuff. . like I knew it
Menes: well it kind of taught me positive ways on how to go out there and do different things and how to deal with different things.	Guera: I think that just by following the tools you gave us and by the things that I wrote down in my little journal and papers the little activities that I have saved I can just look over them and use those tools.
	Auspicious: yes. . just like the characteristics and the communication I think that was the biggest one for me.

Juveniles' high self-efficacy towards the program was seen in their grades, participation in activities, and in their last interviews when talking about the program. Juveniles maintained same level of self-efficacy believing they did succeed and backing up their answers with the material that helped them and will help them succeed. Juveniles demonstrated great appreciation for the program and stated they not only learned a lot of new information but had also been applying what they learned.

Juveniles were also asked if they felt the program had helped them believe they can succeed. Responses show improvement in juveniles' self-efficacy towards their future success.

They felt more prepared to leave the Juvenile Center and mentioned how the program had helped them understand and learn new skills.

#### PRE-Self-Regulation

The second qualitative portion of the research consisted of five questions on self-regulation regarding juveniles lives. In order to know if the program had a positive effect on juveniles' self-regulation pre and post responses are compared after the implementation of Keep Your Head Up. Findings are presented by responses juveniles provided regarding what they did to stay controlled and if they felt they had control over their lives. One more question was added for the post interviews asking juveniles if they program had helped them have more self-control over their actions.

Table 10: Pre-Forethought and Control Over Life

<b>Forethought</b>	<b>Control Over Life</b>
<i>What do I do to stay controlled?</i>	<i>Do you feel you have control over your life?</i>
Star: getting out, just being able to be out there	Deeh: yes. . because you make your life, you don't let others control what you have. . everything you have is at the palms of your hand, don't let others get to you and don't let your emotions control you.
Auspicious: just keep a positive outlook on life and think about everything think about the consequences weather the decision you are about to make is going to affect you in a positive or negative way.	Auspicious: I think that me being here is actually what helped me set me in the right direction cuz when I was out there I wasn't really sure what I was going to do with my life because I was three years behind in high school and I didn't know what to do with my life so I would just go out and party and yea. . once I came here they have me the opportunity to get my GED and put in my education.
YG: I think about the consequences and thinking . . . or like before I would just act.	

Overall findings demonstrate that juveniles felt they had control of their lives regardless of their situations. Some felt that perhaps they lost control and that was the reason they had been locked up, but overall they blamed themselves for their decisions, actions, and current situations. According to Bandura most human behavior, being purposive, is regulated by forethought (Bandura;1991). Through forethought people are able to motivate themselves and guide their actions in an anticipatory proactive way. Therefore when analyzing results forethought was taken into consideration in understanding the level of self-regulation within juveniles prior to the program Keep You Heap Up.

As you can see in the responses forethought was crucial to the regulation of juveniles inside the juvenile center. Next, juveniles were asked if they felt they had control of their lives. Like these juveniles, most of them had similar responses. They felt they had full control of their life, and some felt that being put in this facility was actually what they needed.

#### POST- Self-Regulation

The post findings for self-regulation are also presented by responses juveniles provided regarding what they did to stay controlled and if they felt they had control over their lives. Post interviews were compared to pre interviews in order to test if juveniles' self-regulation had any improvement after the implementation of the program Keep Your Head Up.

Table 11: Post-Forethought and Control Over Life

<b>Forethought</b>	<b>Control Over Life</b>
<i>What do I do to stay controlled?</i>	<i>Do you feel you have control over your life?</i>
Star: Ill go to my room for time out	Star: Yes I think that as soon as I walk out these doors I have full control of my life and what I do will affect me in the future good or bad.
Deeh: I think of my family and second opportunities that I have been given in here.	Big Eyes: well I mean everybody has control of their life it is really up to them if they want to let someone else control it.
Guera: I think about my mom mostly and I think to myself to make sure that you know what is the next step.	-
-	
-	<i>Do you feel this program has helped you have more self-control over your actions and behaviors?</i>
-	Guera: yes I think just like talkings that we had and giving me more information about my career and what I had to do it really motivated me a lot. . officially when you told me the pay I was like wow
-	Auspicious: a lot because I mean I am a pelionera I like to fight and it is not that I like to fight but I am more like on the defensive mode.

Results demonstrated no improvement in juveniles' self-regulation. When asked, "what they did to stay controlled" after the program had been implemented juveniles responded in similar ways. All juveniles would think of future consequences, future events, and things they

would experience when leaving prison and used those thoughts to self-regulate their behaviors inside the Juvenile Center.

Juveniles still demonstrated forethought as their form of self-regulating themselves inside the Juvenile Justice Center. They would think about their families, think about getting out, time outs, and any other coping mechanisms that they had been taught in either this program or Challenge. Juveniles maintained similar ideas regarding their self-control and still felt they had control of their lives.

### Interviews and Surveys Discussion

Working with youth is difficult and trying to influence their path is even harder. You are seen as the person with privilege and they themselves as the one who has been screwed over. They are extremely distrustful and have a hard time believing anything you say to them. Juveniles would consistently test me, the way you test a parent, to see if the things I would say would happen. They wanted to see my words in action and not just words, otherwise anything I said would be disregarded. These results demonstrate that change is possible but it does take a lot of work, dedication, time, and overall emotional intellect. Anyone attempting to influence juveniles must learn to be flexible, adaptive, and to never take anything to heart that the juveniles say. They speak out of anger at times, and keep in mind this anger comes from their past and present.

Overall findings demonstrate a positive impact towards juveniles' self-efficacy both through the surveys and interviews. Self-regulation results of both the survey and interviews demonstrated mix-results. Interviews demonstrated hardly any influence towards juveniles' self-regulation and surveys demonstrated mixed-results, some influence or none at all. Although,



their was definitely a positive impact towards their self-efficacy and can be seen in the surveys. Their was an increase in means not only as a whole but individually, which indicates that their was a positive impact towards juveniles' and each juvenile.

## **Workshop Evaluation Results**

In 2014, ten workshops were conducted for juveniles at the Juvenile Justice Center. An evaluation was conducted for all ten workshops to determine the facilitator, workshops, and officers' performance. The facilitator entered the surveys utilizing QUALTRICS web-based survey software. The question " I would recommend this workshop for other juveniles" was changed to " In the future I would recommend this workshop for other juveniles." Juveniles misunderstood the first question as asking them if they would like to invite more juveniles to the present workshops. The question was intended to ask them if they would recommend the workshop to other juveniles in the future. They enjoyed smaller group sessions therefore when asked if they would recommend to more they would respond strongly disagree. If you would like to see more detailed results of the workshops I have included the evaluation reports under Appendix D.

According to juveniles, the facilitator's performance was mainly rated positively in usefulness of information, clarity in communicating ideas and information, and presenter's handling of questions.

The workshops' performance received high marks from juveniles. They provided mainly positive responses to being engaged throughout the workshop, learning something new, and the pace and organization of the workshop. Although there were a few requests or changes asked from the juveniles. Consistently throughout the workshops juveniles would ask for videos on the

topic of the day. There is no Wi-Fi or projector in the room where the workshops were being conducted; therefore showing films was difficult. I would of liked to include small clips of the day's topic myself. Juveniles would also request activities that involved them walking around the room. This was a little complicated since juveniles have to ask for permission to get up from their chairs or even to pick up a pencil if it falls. Therefore having them move around the room would of required juveniles not following Challenge Academy's rules in place.

Overall the officer's performance was rated as neither agree nor disagree throughout all categories, with comments in the open-ended question and the rest of the responses varying throughout all workshops. One main concern from juveniles was having the officers present in the room during the workshop. They felt it was difficult to share personal stories or feelings when having the officers in the room for fear of getting in trouble for their responses.

## **DISCUSSION**

Rehabilitation programs alter the cycle of incarceration and are known to be more effective in helping juvenile delinquents improve their status. On the other hand, various opinion surveys have found that the public generally supports for getting tougher on juvenile crime and punishing youth as harshly as their adult counterparts.

According to Losen, Hewitt, and Kim (2010) “ school-to-prison pipeline presents the intersection of a K-12 educational system and a juvenile justice system, which too often fail to serve our nation’s at risk youth.” Many times, these failures and deficiencies lay in the institutions caring for them. (Losen, Hewitt, Kim; 2010). “The pipeline results from the failure of public institutions to meet the educational and social development needs of a large segment of the children they are charged with serving” ( Losen, Hewitt, Kim; 2010). Zero-tolerance policies assume that removing students who engage in disruptive behavior will deter others from disruption and create an improved climate for those students who remain (Public, Agenda, 2004). Schools work on a zero-tolerance policy that easily disposes of children and teenagers they can no longer handle or know what to do with. Note that, this zero-policy, at times removes teens and children from schools based on accidents, coincidences, and not necessarily “necessity.” In other words, the policy is flawed! A great example was “that of a 10-year old girl who found a small knife in her lunchbox placed by the mother for cutting an apple. Although she immediately handed over the knife to her teacher, she was expelled from school for possessing a weapon” (American Psychological Association Zero Tolerance Task Force; 2008).

The implications of this research suggest that interventions, like this program, can help schools meet the educational and social development needs of students who need them. Although the effectiveness of programs like these would work best if they were done in schools as

afterschool programs as a prevention method and not a post method after children have already been transferred to alternative schools or prison. Using the *Principles of Partnership Building*, partnerships can be built with the community, schools and other organizations to create programs like these.

There were several limitations to this study; this was due to the study being conducted in a controlled space, the Juvenile Justice Center Challenge Academy Program. A limitation was that some juveniles were under medication, so the effects that this had on the juveniles' learning and other cognitive abilities were hard to measure. Another limitation was that all juveniles were involved in more than one program, so knowing which program caused the effect it did was challenging, specially since not all programs are evaluated the same.

Despite of the limitations of this study, the results indicate the positive impact towards juveniles' self-efficacy. I wish this research shows the importance of community-based research in the field of Sociology. The knowledge, skills, and training we are given can be a cause for change. Either change in an organization's path, an individual, or a group. I hope this thesis contributes to Sociology literature by demonstrating the influence our work can have not just through writing but through action. This research also contributes to the CJ system and youth in rehabilitating programs by showing how programs like these can intervene in the juvenile's path in positive way. Research like this shows the many possibilities that can be offered to troubled youth instead of rehabilitating programs that are close to prison.

## CONCLUSION

This community-based and participant-action research approach aimed to 1) apply social science research in community-based settings to address local issues and concerns, 2) to move beyond theoretical research while contributing to a new orientation of an applied project 3) and to provide a model of university-community partnerships for finding innovated strategies to address issues of social concern for local communities.

The main purpose of this research was to provide eight juveniles, males and females, ages 15-17, with life skills that would help them reintegrate back into their community after completing their mandated sentences through the implementation of the program *Keep Your Head Up*. Juveniles' self-efficacy and self-regulation were measured before and after the implementation of the program to test its effectiveness; through open-ended interviews, surveys, evaluations, and assessments. Self-efficacy is one's belief in one's ability to succeed in specific situations. Self-regulation refers to the capacity to control one's behaviors, both to stop doing something if needed and to start something if needed.

Results demonstrated a positive impact towards self-efficacy both in the surveys and interviews. Self-regulation results indicated mix-results. The interviews indicated there was no influence towards juveniles self-regulation, and the surveys indicated hardly any impact as well. Self-efficacy seems to have been highly influenced by this program. You can see an increase in means when analyzing the pre and post results of self-efficacy. When looking at the interviews you can see in the responses that juveniles self-efficacy towards the program and towards their personal achievements when leaving Challenge Academy were positively impacted. Juveniles felt more secure and prepared to leaving the Juvenile Justice Center. They even describe the tools that helped them the most and were most influential to their success of the program and their

future. Workshop Results demonstrated that juveniles really enjoyed the program, thought it was fun, and learned from it. They felt the officers in the room made it hard to share personal information. They would like the officers' to either leave the room or participate in the activities with them.

When replicating these efforts it is important to keep in mind what worked and what didn't work in this case. For future purposes, I would recommend evaluating each juvenile on the life skills that will be presented to them before and after the implementation of the program for clearer and more precise results. This way you can see in what areas juveniles were impacted in a positive way and not just by the program as a whole. I was consistently told that I would interact with juveniles different and they could see how they interacted different with me as well; different in the sense that they were willing to share a lot more with me than they would with others. I do acknowledge the fact that me looking so young could of played a huge role in these interactions but so did my approach. I approached juveniles with a blank slate. Basically, I gave them an opportunity to show me who they were instead of me judging them based on their past mistakes. They were extremely distrustful of me or anyone else. They would consistently test me, to see if they things I promised or stated were true. Keep in mind that any attitude the juvenile demonstrates is never your fault, they go through so much on a daily basis that you must learn to never take their anger personal. Working in a controlled environment like the Juvenile Justice Center comes with its challenges. Consistent communication and finding a midpoint of understanding is very important to making a project like this work.

Conducting this form of research taught me more than any class could possibly teach me. I learned the importance of work ethic, community work, social productive work in comparison to academic work, and the true rewards of being a sociologist. Spending so much time on

campus and taking classes you forget the reasons why you even chose this field in the first place, but working with the community is a great reminder of what our knowledge as social scientist can do. The impact it can have on someone else, the way you can change their life, their path, and even the way they see themselves is truly rewarding. Academically, I learned how to evaluate, facilitate workshops, the process of data collection, developing interview questions, and overall the process of a research project.

Working with youth taught me how important your past mistakes influence your present and eventually your future. I learned how important family support is during child development. I learned how resilient humans can be, and the importance of how you deal with things is what truly matters not what happens. People make mistakes but how you learn to deal with them is what really matters in the end. Working with youth also taught me that every voice matters, and the importance of people like me in their paths. We can't change the world, but we can change someone's world!

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## **APPENDIX A : OPEN ENDED QUESTIONNAIRE**

### **Self-Efficacy Questions Pre-Program**

1. What things have affected your progress along the way either positively or negatively?
2. How will you get through difficult topics of this program?
3. If you failed at understanding a topic during this program, how will you catch up after failing?
4. How successful do you think you will be when it comes to this program?
5. Is there anything else you would like to share concerning your personal beliefs about yourself and your ability to complete this program?
6. Define success. Do you believe you can succeed at anything you set your mind to? Why?

\* Surland, Robin. (2000). Student Voices Dissertation: Self-Efficacy and Graduating High School. Wichita State University

## **Self-Efficacy Questions Post Program**

### **Pre-Post**

1. What were the strengths of this program?
2. What were the weaknesses of this program?

### **Post**

1. What things have affected your progress in this program along the way either positively or negatively?
2. How did you get through difficult topics of this program?
3. If you failed at understanding a topic during this program, how did you catch up after failing?
4. How successful do you consider yourself when it comes to this program?
5. Is there anything else you would like to share concerning your personal beliefs about yourself and your ability to complete this program?
6. Define success. Do you believe you can succeed at anything you set your mind to? Why?
7. Do you believe that this program has helped you believe in your ability to succeed when leaving Challenge?

\* Surland, Robin. (2000). Student Voices Dissertation: Self-Efficacy and Graduating High School. Wichita State University

### **Self-Regulation Questions Pre Program**

1. The things I do without thinking include:
2. Common situations where I act without thinking are:
3. What do I do to stay controlled?
4. Do you feel that lack of authority is the reason you are here? Explain.
5. Do you feel like you have control of your life? Explain.

\* Selekman, Matthew D. (2010). *Collaborative Brief Therapy with Children: Executive Skills in Children and Adolescents*. A Division of Guilford Publications, Inc.

### **Self-Regulation Questions Post Program**

1. The things I do without thinking include:
2. Common situations where I act without thinking are:
3. What do I do to stay controlled?
4. Do you feel that lack of authority is the reason you are here? Explain.
5. Do you feel like you have control of your life? Explain.
6. Do you feel this program has helped you have more self-control over your actions and behaviors? Explain.
7. Do you feel this program helped you learn how to behave in positive ways with or without an authority figure?

\* Selekman, Matthew D. (2010). *Collaborative Brief Therapy with Children: Executive Skills in Children and Adolescents*. A Division of Guilford Publications, Inc



## APPENDIX B: SURVEY INSTRUMENT

### Self-Efficacy Scale Pre/Post Program

Self Efficacy	Strongly Agree	Disagree	Not Sure	Agree	Strongly Agree
1. Other people decide what happens to me.	1	2	3	4	5
2. It is important to think before you act.	1	2	3	4	5
3. If I study hard, I will get better grades.	1	2	3	4	5
4. When I try to be nice, people notice.	1	2	3	4	5
5. If you work hard, you will get what you want.	1	2	3	4	5
6. To make a good decision, it is important to think.	1	2	3	4	5
7. I am responsible for what happens to me.	1	2	3	4	5

Phillips & Springer, 1992 found in:

Dahlberg LL, Toal SB, Swahn M, Behrens CB. Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2005, pp. 131-132.  
[http://www.cdc.gov/ViolencePrevention/pub/measuring\\_violence.htm](http://www.cdc.gov/ViolencePrevention/pub/measuring_violence.htm)

## Self-Regulatory Scale Pre/Post Program

### Questionnaire on Self-Regulation

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Rate how true each statement is for you ranging from *never true* to *always true*. Mark the box under the rating that best applies to you.

	Never True	Sometimes True	Mostly True	Always True
1. I have a hard time controlling my temper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I get so frustrated I feel ready to explode.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I get upset easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am afraid I will lose control over my feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I slam doors when I am mad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I develop a plan for all my important goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I think about the future consequences of my actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Once I have a goal, I make a plan to reach it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I get distracted by little things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. As soon as I see things that are not working, I do something about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I get fidgety after a few minutes if I am supposed to sit still.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I have a hard time sitting still during important tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I find that I bounce my legs or wiggle with objects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dahlberg LL, Toal SB, Swahn M, Behrens CB. Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2005, pp. 131-132.  
[http://www.cdc.gov/ViolencePrevention/pub/measuring\\_violence.htm](http://www.cdc.gov/ViolencePrevention/pub/measuring_violence.htm)

## APPENDIX C: EVALUATION SURVEY #1

### Workshop Evaluation

Date:

Workshop Topic:

Officers for Workshop:

1. Please rate the following using the scale provided.

	Excellent	Very Good	Good	Fair	Poor	N/A
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a. <i>Usefulness of information presented to you</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. <i>Materials/visual aids used</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. <i>Presenter's skill in helping me learn about the subject</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. <i>Presenter's clarity in communicating new ideas and information.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. <i>Presenter's handling of questions</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please select one of the following for this workshop using the scale provided.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	N/A
f. <i>I was actively engaged throughout the workshop.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. <i>I learned something new from the workshop.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. <i>I would recommend this workshop for other juveniles.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. <i>The pace and the way the workshop was organized helped me learn well.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please select one of the following for this workshop using the scale provided.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	N/A
j. <i>The officers were actively engaged in the activities.</i>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>
k. <i>Having the officers participate was helpful for this workshop</i>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>
l. <i>The officers demonstrated interest in my learning.</i>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>
m. <i>The officers made me feel comfortable to be myself and be honest during the workshop.</i>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>

4. How could the workshop/session have been more useful to you? Please be specific.

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5. Do you have any recommendations for future topics?

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6. Are there any other comments you would like to add regarding the officers during this workshop?

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7. Please include any comments or concerns you would like to add?

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***Thank you for your time!***

## EVALUATION SURVEY #2 AFTER IMPROVEMENT

### Workshop Evaluation

Date:

Workshop Topic:

Officers for this workshop:

1. Please rate the following using the scale provided.

	Excellent	Very Good	Good	Fair	Poor	N/A
<i>a. Usefulness of information to you.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>b. Materials/visual aids used</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>c. Presenter's skill in helping me learn about the subject</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>d. Presenter's clarity in communicating new ideas and information.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>e. Presenter's handling of questions</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please select one of the following for this workshop using the scale provided.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	N/A
<i>a. I was actively engaged throughout the workshop.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>b. I learned something new from the workshop.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>c. In the future I would recommend this workshop for other juveniles.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>d. The pace and the way the workshop was organized helped me learn well.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please select one of the following for this workshop using the scale provided.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	N/A
<i>e. The officers were actively engaged in the activities.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>f. Having the officers participate was helpful for this workshop</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>g. The officers demonstrated interest in my learning.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>h. The officers made me feel comfortable to be myself and be honest during the workshop.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How could the workshop/session have been more useful to you? Please be specific.

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5. Are there any other comments you would like to add regarding the officers during this workshop?

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6. Please include any comments or concerns you would like to add?

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***Thank you for your time!***

## **APPENDIX F: EVALUATION REPORTS**

### **2014-Keep Your Head Up Evaluation Report**

**By Olga Ochoa, MA**

**Under auspices of Dr. Guadalupe Corral, PhD**

**University of Texas at El Paso**

#### Executive Summary

In 2014, Olga Ochoa conducted ten workshops for juveniles at the Juvenile Justice Center. The purpose of these workshops was to provide juveniles with the necessary skills to prepare them for their reintegration into the community. An evaluation was conducted for all ten workshops to determine the participants' level of satisfaction regarding the following aspects of the workshop: facilitator's performance, workshop performance, and officer's performance.

The evaluation results indicate the following:

- The workshops received mainly positive feedback from juveniles
  - The facilitator's performance was mainly rated positively from juveniles in usefulness of information, clarity in communicating ideas and information, and presenter's handling of questions.
  - The workshop performance also received high marks from juveniles. They provided mainly positive responses to being engaged throughout the workshop, learning something new, and the pace and organization of the workshop.
- Overall the officer's performance was rated neutral throughout all categories, and responses/comments to the open-ended question and throughout all workshops.
  - One main concern from juveniles was having the officers present in the room during the workshop. They felt it was difficult to share personal stories or feelings when having the officers in the room for fear of getting in trouble for their responses.
    - Note that although, those that didn't mind the officers in the room would request that the officers participated more during the workshops.
- There were a couple request from juveniles:
  - Consistently throughout the workshops juveniles would ask for videos on the topic for the day. Note that there is no Wi-Fi or projector in the room where workshops were being conducted.
  - A very desired topic was relationships, and was asked from juveniles through different workshops.
  - Juveniles wanted activities that involved them walking around the room but was difficult due to the rules implied in Challenge Academy Program.

#### Evaluation Method

The respondents answered the evaluations in writing at the end of every workshop. The evaluation consisted of survey portion and open-ended questionnaire for additional comments. Questions addressed the facilitator, workshop, and officer's performance. The facilitator entered the survey data utilizing the QUALTRICS web-based survey software. In the beginning of the

survey, juveniles were asked to rate the facilitator's delivery of information. Responses were measured by using a scale ranging from excellent to fair. Next, respondents were asked to provide their level of agreement or disagreement with four positive statements about the workshop by using a scale ranging from strongly agree to strongly disagree. The respondents were also asked to indicate their level of agreement or disagreement to four positive statements about the officer's participation during the workshops. Responses were measured using a scale ranging from strongly agree to strongly disagree. The respondents were also asked for additional comments about the workshop. The officers' role in this workshop was to watch over juveniles and make sure they are following Challenge Academy rules, to participate when needed, and include their input during activities. Officers were given lesson plan for the workshop one week in advance.

The question "I would recommend this workshop for other juveniles" was changed to "In the future I would recommend this workshop for other juveniles." Juveniles misunderstood the first question as asking them if they would like to invite more juveniles to the present workshops. The question was intended to ask them if they would recommend the workshop to other juveniles in the future. Because the juveniles noted that they enjoyed smaller group sessions, therefore when asked if they would recommend the workshop to more juveniles they would respond with a 'strongly disagree'; this did not make sense given the positive ratings they have the workshops. In addition, after workshop five, one of the questions in the open-ended section was removed: Do you have any recommendations for future topics? The reason for this was that juveniles stopped answering the question, by this point they had already mentioned what topics they wanted me to include throughout the workshop. You can see the surveys in Appendix A and B.

## **Workshop 1: Self-Awareness**

**Facilitator: Olga Ochoa**

**Officers: Heredia, Escalante, & Vazquez**

On September 5<sup>th</sup>, 2014 a workshop titled self-awareness was held for juveniles at the Juvenile Justice Center. The facilitator Olga Ochoa led the workshop, with the help of officers Heredia, Escalante, and Vazquez to regulate the juveniles' behavior. Nine juveniles attended the workshop and completed the evaluation.

Self-awareness is having a clear perception of how your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions impact your decisions and behaviors. The workshop's goal was to raise self-awareness within juveniles by reaching a good understanding of who they are and how that affects how they relate to others in order to generate positive behaviors. The workshop included the three activities, which are listed below.

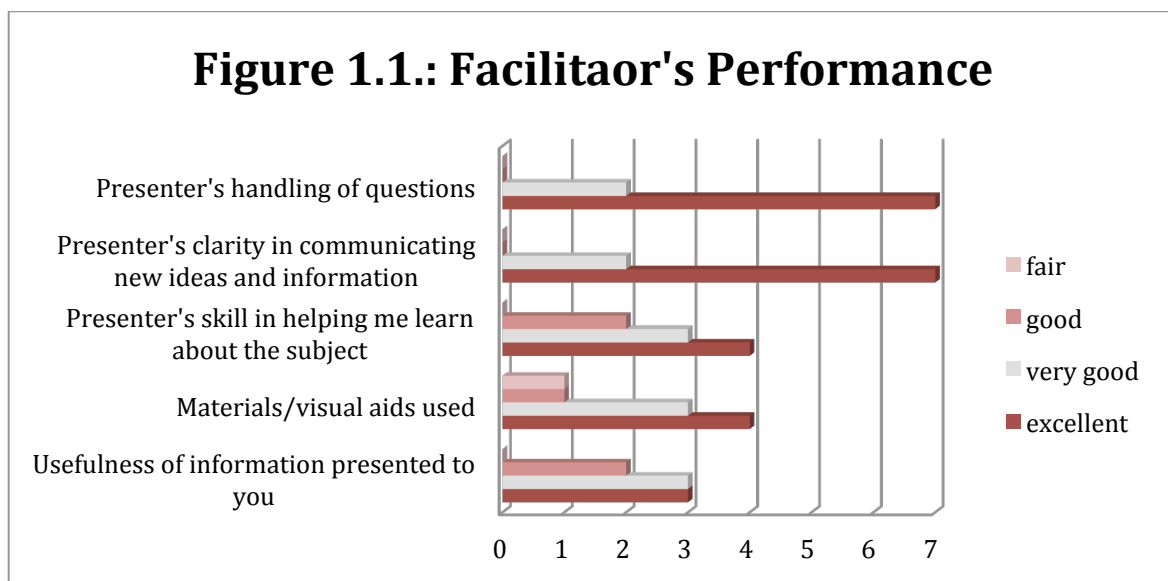
- **Activity 1-Special Me (40 minutes):** Activity included drawing themselves and including 3 things they like and 3 things they dislike about themselves. The purpose of this activity was to



raise awareness to the juvenile about how other people see them and a way to recognize themselves and their qualities as a person.

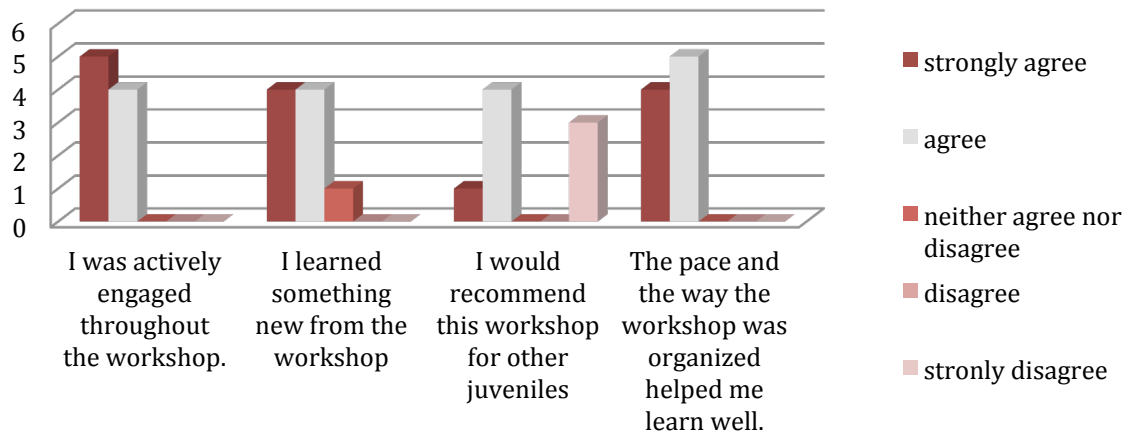
- **Activity 2-The timeline (20 minutes):** The next activity consisted of them creating a timeline to help them identify key historical and how these contributed to their present life circumstances. Youth were also guided to develop long-term goals.
- **Activity 3- Telling your story (15 minutes):** The last activity was to have juveniles write for 10-15 minutes about who they are in their journals.

The results indicate that 3 respondents believed that the *usefulness of information presented to them* was excellent, and 3 others felt it was very good. As for *materials/visual aids used* 4 respondents indicate that it was excellent. Note that although 2 students believe that more visual aids are required. In the next category *presenter's skill in helping me learn about the subject*, the results indicate that 4 respondents answered excellent. In the following category *presenter's clarity in the communicating new ideas and information* results indicate that 7 respondents felt it was excellent. Last category, *presenter's handling of questions* results indicate that 7 respondents answered excellent. (Figure 1.1)



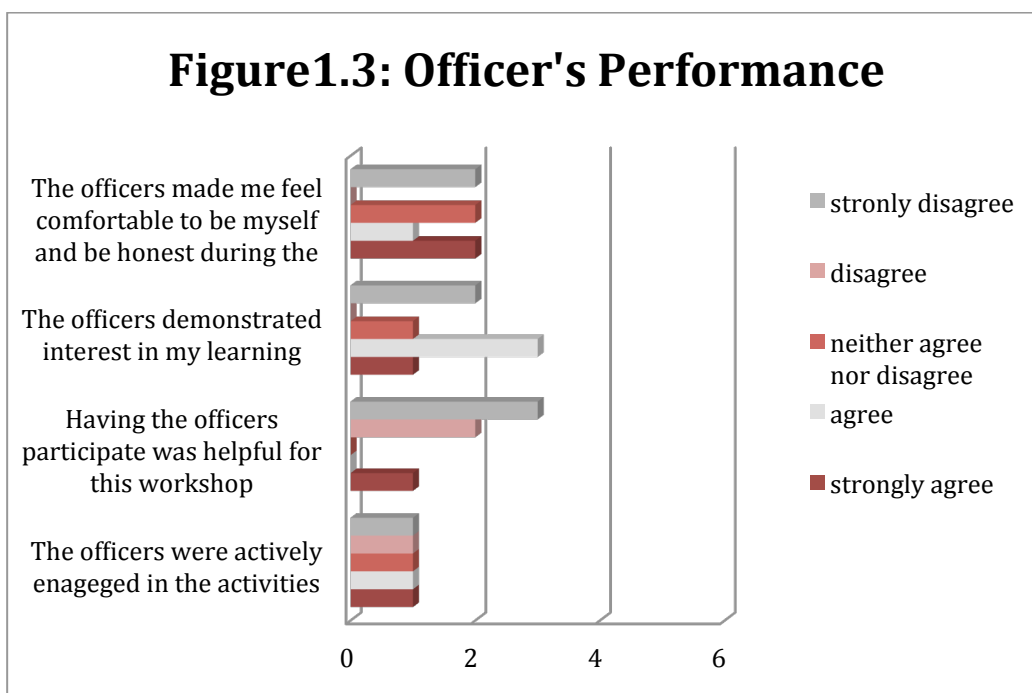
The first category, *I was actively engaged throughout the workshop*; results indicate that 5 respondents strongly agree. In the next category *I learned something new from the workshop* results indicate that 4 respondents strongly agree and 4 respondents agree. In the following category *I would recommend this workshop for other juveniles* results indicate that 4 respondents agree. Note that although 3 juveniles strongly disagree that the *workshop should not be recommended*, this is, juveniles thought that the question was asking whether they would recommend having more juveniles in the classroom and whether they would recommend future sessions of this workshop to other juveniles. Additionally, in the last category *the pace and the way the workshop was organized helped me learn well*, results indicate that 5 respondents agree (Figure 1.2).

**Figure 1.2: Workshop Performance**



In the first category *the officers were actively engaged in activities* results varied: they indicate that 1 respondent strongly agrees, 1 agrees, 1 neither agrees nor disagrees, 1 disagrees, and 1 strongly disagrees. With regards to *having the officers participate was helpful for this workshop* results indicate that 3 strongly disagree. In the following category *the officers demonstrated interest in my learning* results indicate that 3 participants agree. Additionally, in the category *the officers made me feel comfortable to be myself and be honest during the workshop* results indicate that 2 participant strongly agree, 2 participants neither agree nor disagree, and 2 participants strongly disagree (Figure 1.3).

**Figure 1.3: Officer's Performance**



Results indicate that the most common response as to how the workshop could have been more useful is if the *officers were not in the room and snacks*. Another common response was *more hands on activities*; when asked what they meant by hands on activities that was they said they would like games, or activities that requires them to get out of their chair. With additional comments stating *learn new things* and *videos or something fun*.

**How could the workshop have been more useful to you? Please be specific.**

more hands on activities

learn new things

videos or something fun

using more hands on things

if the officers weren't in the room with us and some snacks at our convenience!

if the officers not in the room and snacks in the room.

no officers present and snacks available

mam it was useful

Next, respondents were asked if they had any recommendations for future workshops. Results indicate a variety of topics of interest: *hope, relationships, how the world works, cooking, and drugs.*

**Do you have any recommendations for future topics?**

---

Strength (hope)
talk about relationships, girlfriends/family
how does the world work
n/a
relationships, drugs (health), cooking, success plan!
relationships, food
relationships, cooking, success plan
n/a

---

Respondents were also asked if they had any other comments they would like to add regarding the officers during this workshop. Results indicate that respondents would like for officers to communicate with them. Other responses include, the *officers intimidate the participants, no officers, and it is alright.*

**Are there any other comments you would like to add regarding the officers during this workshop?**

---

i would like for the officer to be actively communicative with us
it's alright
n/a
some of them intimidated me. . .
no officers
n/a

---

Finally, respondents were asked to include any comments or concerns that they would like to add. There was a variety of responses which included: *I would like for the officers to be involved in the activity, cool, I find this entertaining, I love working with you mam you are very polite and helpful, enjoyable, and outgoing (keep it real), and very beneficial.*

**Please include any comments or concerns you would like to add?**

---

I would like for the officers to be involved in the activity
cool!
i find this entertaining
n/a
i love working with you mam, your very polite, and helpful, enjoyable, and outgoing! (keep it real)
very beneficial
n/a

## Discussion

Results demonstrate that juveniles don't like officers in the workshops since they limit their freedom to speak about their experiences. Overall, the workshop was evaluated as excellent. A few students believe that the workshop could of used more visual aids for improvement. Several students pointed out that for future workshops they would like a workshop on relationships or cooking. Some juveniles suggested more hands on activities. When asked what they meant, they want activities that make them get out of their chairs and move around the classroom. However, due to the structure of the juvenile justice center, this might be a bit complicated

## Workshop 2: Decision-Making

**Facilitator: Olga Ochoa**

**Officers: Hernandez & Byrd**

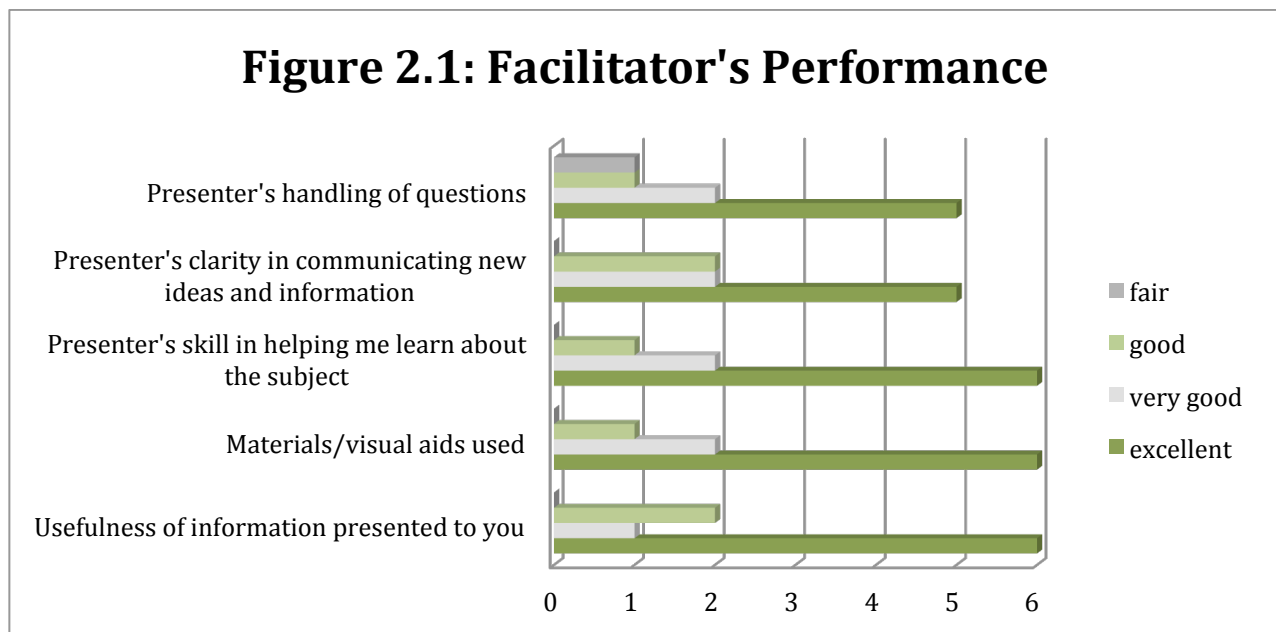
On September 12<sup>th</sup>, 2014 a workshop titled self-awareness was held for juveniles at the Juvenile Justice Center. The facilitator Olga Ochoa led the workshop, with the help of officers Hernandez and Byrd to regulate juveniles' behavior. Nine juveniles attended the workshop and completed the evaluation.

Decision-making defined as the action or process of making decisions by selecting a logical choice from the available options. According to Lynn (2014), adolescents learn to make good decisions when they understand which ones get them more of what they want, and which ones result in more of what they don't want. Decision-making helps youth look after themselves, their peers, others in the community, relationships, and their environments. The workshop included the five activities, which are listed below.

- **Activity 1- The three Cs in decision-making (30 minutes):** This activity is meant to help juveniles make thoughtful decisions using the three Cs: challenge, choices, and consequences.

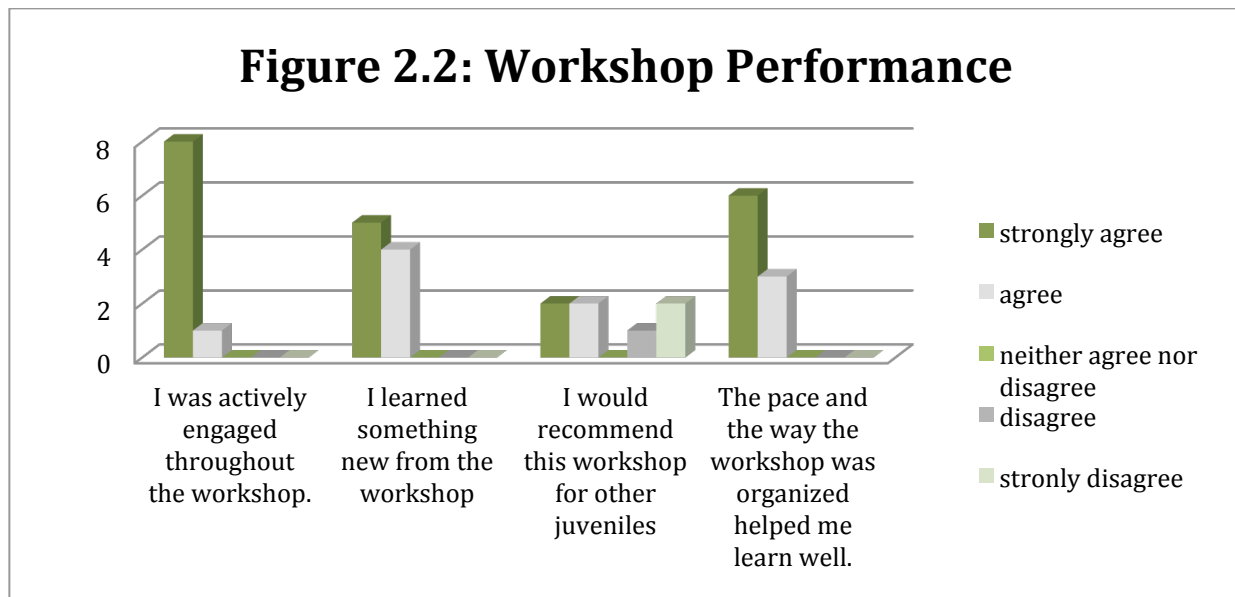
- **Activity 2-Making a Personal Choice (30 minutes):** The purpose of this activity is to recognize that people make different decisions with the same information and that we need to learn to respect and deal with decision we might disagree. Statements were read out loud and juveniles would decide if they agree or disagree by standing on either side of the classroom. Then they were asked to explain why they agree or disagree.
- **Activity 3-Influences on our lives (15 minutes):** The purpose of this activity is to explore decision-making components and identify who and what influences decisions. Juveniles will fill out a worksheet that states the different factors that could influence their decisions.
- **Activity 4-Consequences of Decisions (15 minutes):** This activity is to meant to help the juvenile become familiar with the decision-making process and the different consequences of decisions.
- **Activity 5- Telling your story (15 minutes):** The last activity was to have juveniles write for 10-15 minutes about who they are in their journals.

Results indicate that five respondents answered excellent for *usefulness of information presented to them* and two felt it was very good. In the next category *presenter's clarity in communicating new ideas and information* 5 respondents indicate that it was excellent. In comparison to 2 respondents who indicated it was very good or good. Next, in *presenter's skill in helping me learn about the subject* 6 respondents indicated it was excellent. In the following category *materials/visual aids used* 6 respondents indicate excellent. Finally, in *usefulness of information presented to you* 6 respondents indicate that it was excellent although 2 indicate it was good. (Figure 2.1)



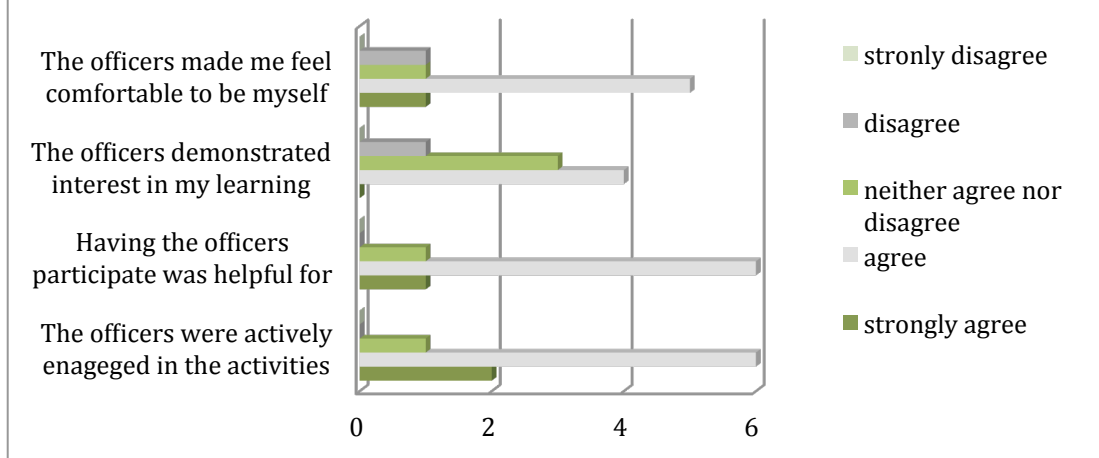
In the category *I was actively engaged throughout the workshop* 8 respondents indicate they strongly agree. In the following category *I learned something new form the workshop* 5

respondents indicate they strongly agree while 3 indicate they agree. With regards to *I would recommend this workshop for other juveniles* results varied; they indicate that 2 respondent strongly agree, 2 respondents agrees, but 2 respondents strongly disagree. Additionally, 6 respondents indicate they strongly agree to *the pace and the way the workshop was organized helped them learn well*. (Figure 2.2)



In the first category 6 respondents agree that the officers *were actively engaged in the activities*. In the next category 6 respondents agree that *having the officers participate was helpful* for this workshop. With regards to *officers demonstrating interest in their learning*, 4 juveniles agreed and 3 juveniles neither agree nor disagree. As for the last category, 5 juveniles agreed that *the officers made them feel comfortable to be themselves*. (Figure 2.3)

**Figure 2.3: Officer's Performance**



They were asked how could the workshop have been more useful to you? A common response, 3 juveniles mentioned that the workshop *was useful the way it was*. Another juvenile mentioned *he didn't like how the officers stand there. They intimidate me and I feel I don't want to share my opinions*. In addition, a juvenile mentioned he would of liked *games and more information*.

#### **How could the workshop have been more useful to you? Please be specific.**

n/a

it is perfect just the way it is

i dont like how the officers stand there. They intimidate me and I feel like I don't want to share my opinions

n/a

a game or more info

just the way as you applied it

n/a

it was useful the way it went

Next, respondents were asked if they had any recommendations for future topics. Once again, *relationships* was a desired topic. Juveniles also asked for workshops about *babies*, *success* and a workshop on *negative situations*.

#### **Do you have any recommendations for future topics?**



n/a
anything you want
relationships
relationships, babies, say no to negative situations!
n/a
life, success, law of attraction
how to succeed
saying no to negative peers, healthy relationships
n/a

The next open- ended question asked if there were any other comments they would like to add regarding the officers during this workshop. Juveniles had very different requests from officers *to be more active and more involved in the sessions*. Another juvenile mentioned he *didn't want the officers during the session*. Additionally a juvenile mentioned that *certain officers made them feel more comfortable*.

---

**Are there any other comments you would like to add regarding the officers during this workshop?**

---

n/a
be more active/involvwd in session
n/a
for them not to be in our session
some certain officers i can feel comfortable with.
n/a

---

Last, juveniles were asked to include any additional comments regarding this workshop. Of course, four juveniles mentioned they were *thankful for the snacks*. Next, a juveniles mentioned *the workshop was vey beneficial* and another respondent mentioned, “*I was looking forward to coming to this group. You keep me engaged and entertained.*”

**Please include any comments or concerns you would like to add?**

thanks for the snacks
n/a
thank you for the snacks. I was looking forward to coming to this group. You keep me engaged and entertained.
n/a
snack
very beneficial
thanks for the snacks

### Discussion

Once again juveniles mentioned they would like a workshop about relationships and in second place juveniles stated a workshop about success. As for the officers in this workshop, juveniles mentioned they wouldn't like them present during the workshop or they would like for the officers to be more engaged in the workshop. Overall the facilitator's performance was rated as excellent. As for the workshop's performance it was mainly rated with positive feedback.

## Workshop 3: Empathy

**Facilitator: Olga Ochoa**

**Officers: Hernandez**

On September 19<sup>th</sup>, 2014 a workshop titled empathy was held for juveniles at the Juvenile Justice Center. The facilitator Olga Ochoa led the workshop, with the help of officer Hernandez to regulate juveniles' behavior. Nine juveniles attended the workshop and completed the evaluation.

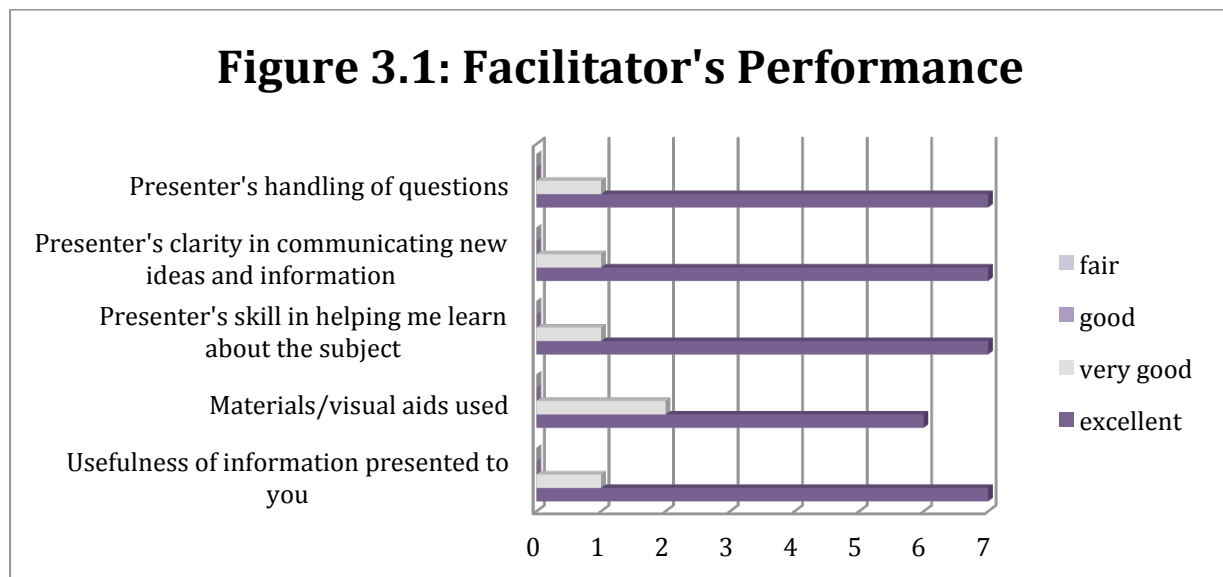
Empathy is the ability to understand and share the feelings of another. Hoffman (2000) describes empathy as an emotional response that is more appropriate to another's situation than one's own. From the perspective that empathy represents a sense of social connection, a lack of empathy reflects a lack of social relatedness rather than a lack of sympathy or concern for others. The goal of this workshop was to teach juveniles the importance of empathy and how it affects those that surround them and not just themselves. The workshop included the four activities, which are listed below.

- **Activity 1- Brainstorm (10-15 minutes):** The purpose of this activity was to teach juveniles ways they can reach out to others by having them brainstorm ways they would show empathy.
- **Activity 2- Stranger's Problem (25 minutes):** The next activity was to help juveniles learn to identify others' problems, and think of ways they can help or support them. They were given a handout with different scenarios in which they had to rate empathy using a scale from 1 to 5, 5

being the highest level of empathy. Then they had to determine what they would do to show empathy in that scenario.

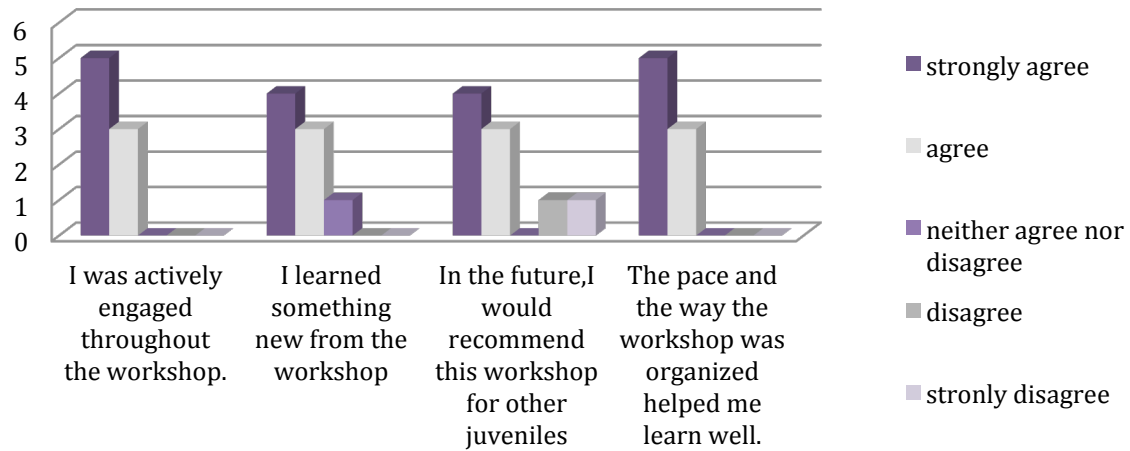
- **Activity 3- Walking in another man's shoes (20 minutes):** The purpose of this activity is to try to understand what it is like to be in someone else's shoes. Juveniles were asked to get in groups of 2 and read scenarios to each other. Then, they would explain how to demonstrate empathy towards it and discuss it with their partner.
- **Activity 4- Telling your story (15 minutes):** The last activity was to have juveniles write for 10-15 minutes about who they are in their journals.

Respondents were first asked to rate the *usefulness of information presented to them* in which 7 rated as excellent. In the next category *materials and visual aids* 6 respondents indicated excellent, although 2 respondents indicated it was very good. With regard to *presenter's skill in helping me learn about the subject* 7 respondents indicated it was excellent. Next, respondents were asked to rate the presenter's clarity in communicating new ideas and information in which 7 respondents indicated it was excellent. Additionally in the last category *presenter's handling of questions* 7 respondents indicated it was excellent. (Figure 3.1)



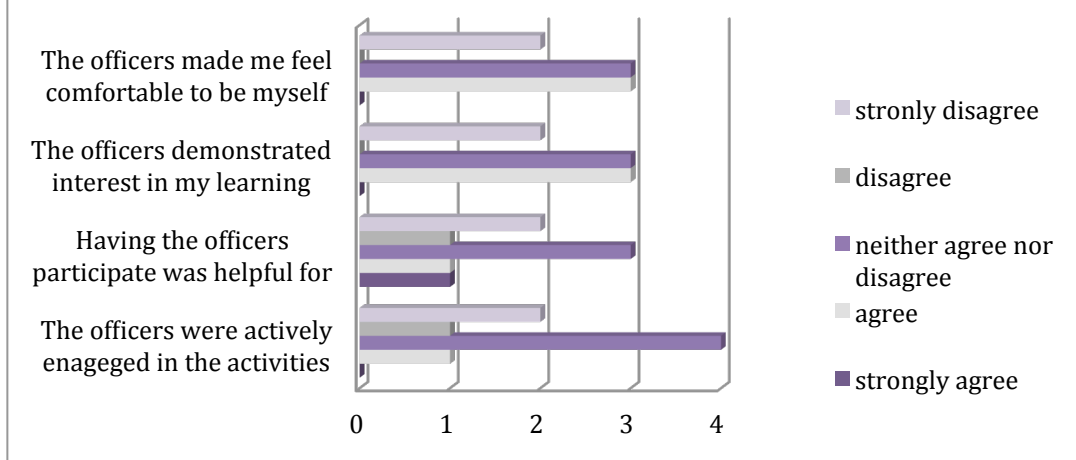
The first category *I was actively engaged throughout the workshop* 5 respondents indicated they strongly agree and 3 agree. In the following category 5 respondents indicate they strongly agree *that they learned something new from the workshop* and 3 indicate they agree. Next, juveniles were asked if *they would recommend this future to other juveniles in the future* 4 strongly agree, while 2 agree. In the last category *the pace and the way the workshop was organized helped me learn well* 5 juveniles strongly agree while 3 agree. (Figure3.2)

**Figure 3.2:Workshop Performance**



In the first category *the officers were actively engaged in the activities* 4 respondents indicated they neither agree nor disagree while 2 respondents strongly disagree. Then juveniles were asked if *having the officers participate was helpful for this workshop* in which 3 neither agree nor disagree and 2 strongly disagree. In the following category 3 respondents agree and 3 neither agree nor disagree *the officers demonstrated interest in their learning*. Last, juveniles were asked to rate if *the officers made them feel comfortable to be themselves* results varied; they indicate 3 juveniles agree, 3 juveniles neither agree nor disagree, while 2 strongly disagree. (Figure 3.3)

**Figure 3.3: Officer's Performance**



The first question asked how could the workshop have been more useful to you? Other responses included: *I think it's good just the way it is applied, couldn't have been better, it was a good session I don't think I needed anything else, and it's perfect just the way it is.* Another response was that *they enjoyed last Friday's session in which they were actively engaged, getting up and walking around the room.*

**How could the workshop have been more useful to you? Please be specific.**

i think it's good just the way it is applied

couldn't have been better

i enjoyed last Friday's session in which we were actively engaged. getting up ad walking around the room

n/a

it was a good session i don't think I needed anything else.

it's perfect just the way it is

n/a

Next, respondents were asked if they had any recommendations for future topics. Juveniles requested workshops about *relationships, saying no to old friends, self-awareness, selfishness, resume, job applications and ways to become an FBI agent.*

**Do you have any recommendations for future topics?**

to help me find ways to become an FBI
relationships
relationships and saying no to old friends when o the outside world
one similar to last weeks. . . job applications, resume
realization/ self-awareness
n/a
selfishness,
n/a

The respondents were then asked if they had any other comments they would like to add regarding officers during the workshop. Results indicate that they either had *no comments or the officers should be more engaged*. Another comment was *I like this workshop*.

**Are there any other comments you would like to add regarding the officers during this workshop?**

no
they should be more engaged
no
n/a
n/a
i like this workshops
n/a

Last, juveniles were asked to include any comments or concerns they would like to add. Results indicate that juveniles would like *videos, games, or puzzles*. Another response I was *they enjoyed the workshop or thought it was beneficial and thank you for taking your time and coming here with us. I know you have your own life out there*.

**Please include any comments or concerns you would like to add.**

you should bring videos
very beneficial
n/a
I enjoyed this workshop
n/a
no concerns, but i would like to do hands on activities like puzzles, games
thank you for taking your time and coming here with us. I know you have your own life out out there.

### Discussion

The facilitator's performance was mainly rated as excellent. As for the workshop's performance it was mainly rated positively but does need improvement in engaging juveniles more with hands on activities. The officer's performance was mainly rated as neither agreeing nor disagreeing with their performance. Juveniles did request workshops on relationships and with activities that involved them walking around.

## Workshop 4: Communication

**Facilitator: Olga Ochoa**  
**Officers: Williams & Byrd**

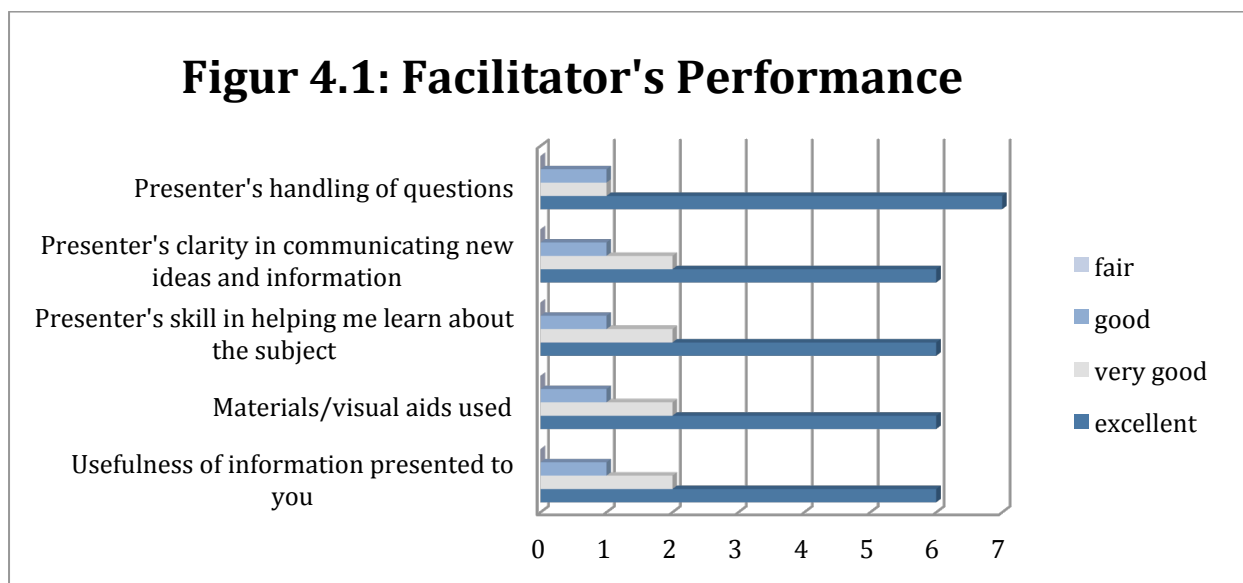
On September 26<sup>th</sup>, 2014 a workshop titled communication was held for juveniles at the Juvenile Justice Center. The facilitator Olga Ochoa led the workshop, with the help of officers Williams and Byrd to regulate the juveniles' behavior. Nine juveniles attended the workshop and completed the evaluation.

Communication is defined as the act or process of using words, sounds, signs, or behaviors to express or exchange information; to express your ideas, thoughts, feelings, and more to someone else. The goal of this workshop was for juveniles to understand the different forms of communication: interpersonal, nonverbal, written, and verbal. The workshop included the four activities, which are listed below.

- **Activity 1- Missing Message ( 15 minutes):** The purpose of this activity is to teach juveniles how messages can be misinterpreted different by every person. Juveniles were read a statement, only once, and were asked to draw it as it was being read. Once the drawings were finished they are shared with the class to show how messages can be misinterpreted different.
- **Activity 2- Steps to Communication (35 minutes):** This activity expands on the previous message, that messages can be misunderstood. It also teaches juveniles the steps of communication: sender, receiver, message, and feedback.

- **Activity 3- Color Block (15 minutes):** This next activity is to emphasize what happens when we are presented with too many contradictory messages at the same time. You will write the colors red, orange, purple, black, blue, and pink in an different color to the word on the board.
- **Activity 4- Telling your story (15 minutes):** The last activity was to have juveniles write for 10-15 minutes about who they are in their journals.

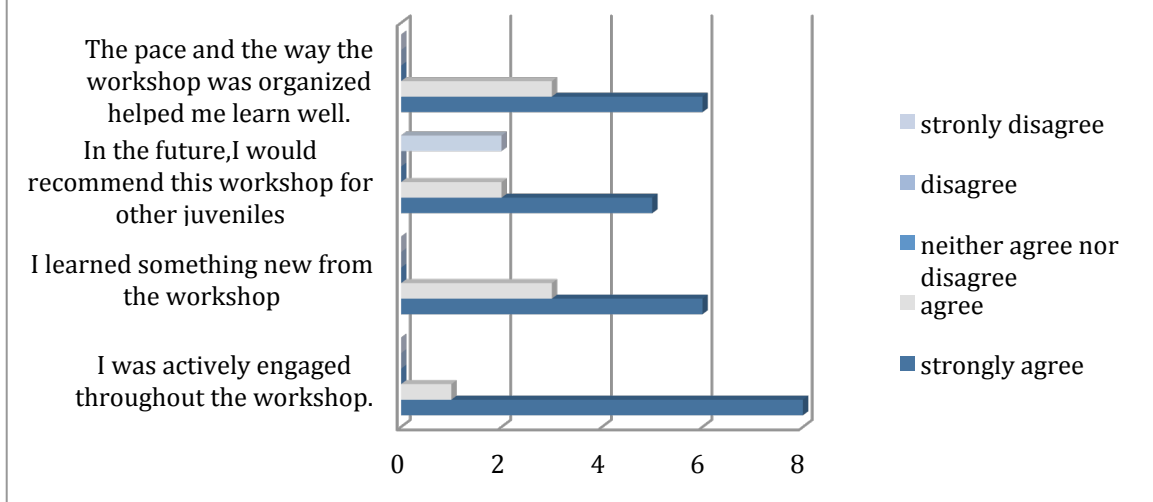
The results indicate that 6 juveniles believed the *usefulness of information presented to them* was excellent. With regards to the *materials/ visual aids* used 6 respondents indicated it was excellent. As for the next category *presenter's skill in helping me learn about the subject* 6 respondents indicate it was excellent. In the next category *presenter's clarity in communicating new ideas and information* results indicate that 6 respondents felt it was excellent. In the last category *presenter's handling of questions* results indicate that 7 juveniles felt it was excellent. (Figure 4.1)



Results indicate that in the first category *I was actively engaged throughout the workshop* 8 respondents strongly agree. Next, respondents were asked to rate if *they learned something new from the workshop* 6 juveniles indicated they strongly agree and 3 indicated they agree. With regards to them *recommending this workshop for other juveniles* in the future 5 respondents indicate they strongly. Note that although, 2 respondents agree and 2 respondents disagree. Additionally, respondents were asked to rate if *the pace and the way the workshop was organized helped them learn well* results indicate that 6 juveniles strongly agree and 3 juveniles agree. (Figure 4.2)

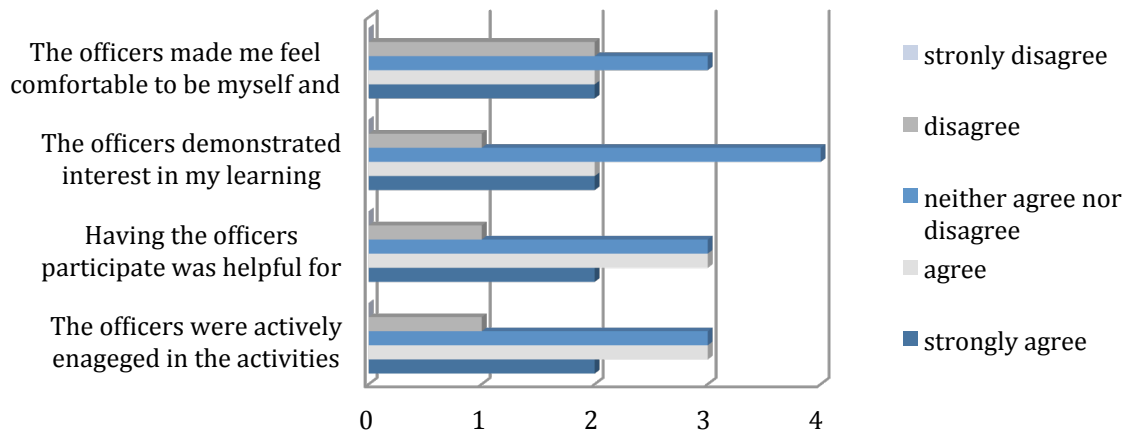


**Figure 4.2: Workshop Performance**



Responses indicate that 2 juveniles strongly agree *the officers were actively engaged in the activities*; although, 3 juveniles agreed and 3 juveniles neither agree nor disagree. In the next category *having the officers participate was helpful for this workshop* results varied; they indicate that 2 juveniles strongly agree, 3 juveniles agree, and 3 juveniles neither agree nor disagree. Next juveniles were asked to rate if *the officers demonstrated interest in their learning* results varied; they indicate 2 juveniles strongly agree, 2 juveniles agree, although 4 juveniles neither agree nor disagree. In the last category, the officers made me feel comfortable to be myself and be honest during the workshops results varied; they indicate that 2 juveniles strongly agree, 2 juveniles agree, 3 juveniles neither agree nor disagree, and 2 juveniles disagree. (Figure 4.3)

**Figure 4.3: Officer's Performance**



Juveniles were first asked *how could the workshop have been more useful to you*. Results indicate that once again, *movies* would have been helpful. Another response was to *keep it the same, I liked it, nothing I think that by drawing pics and all of us working together you learn more, or it teaches me new things that I don't know*. Last, one of the respondents mentioned *he wanted more work on anger*.

**How could the workshop have been more useful to you? Please be specific.**

i liked it

movies

n/a movies

nothing i think that by drawing pics and all of us working together you learn more.

n/a

teaches me new things that idk

if we do more work on anger

n/a

keep it the same

Next, they were asked if they had any recommendations for future topics. Juveniles suggested workshops on *peer pressure* and *how to be successful*. Juveniles also requested *movies, documentaries on the topic, and activities that involved them getting up*.

**Do you have any recommendations for future topics?**

---

documentaries, but that have to do with the topic
---

movies
--------

peer pressure
---------------

how to be successful
----------------------

n/a
-----

n/a
-----

can we do activities like getting up again.
---

n/a
-----

n/a
-----

---

In the next question, respondent were asked if there were any other comments they would like to add regarding the officers during the workshop. Juveniles mentioned that *one of the officers was disrespectful and rude*. Another juveniles mentioned he *didn't want them in the session*. Another juveniles accidentally responded *movies* to this question, which I believe was meant for the previous question.

**Are there any other comments you would like to add regarding the officers during this workshop?**

---

one of the officers were disrespectful and rude
---

movies
--------

to not be in our session
--------------------------

n/a
-----

no
----

n/a
-----

n/a
-----

---

In the last question juveniles were asked to include comments or concerns that they would like to add. Results indicate *movies*, once again. Other responses indicate, *no thank you and thanks for helping me out throughout the workshop and thanks for the snack*.

**Please include any comments or concerns you would like to add?**

---

no thank you.
---------------

movies
--------

n/a
-----

no
----

thanks for helping me out throughout the workshop and thanks for the snack.
---

---

## Discussion

Overall the facilitator's performance was rated positively for this workshop. The workshop performance was mainly rated positively as well although few juveniles felt that it could have been organized better and could of include more information to teach them more. Once again, juveniles mentioned they would of liked movies during the workshop. The officer's performance had various responses. One juvenile mentioned that one of the officers was disrespectful and rude and another mentioned he would of liked if the officers were present during the session.

## **Workshop 5: Healthy/Unhealthy Relationships**

**Facilitator: Olga Ochoa**

**Officer: Hernandez**

On October 3<sup>rd</sup>, 2014 a workshop titled healthy/unhealthy relationships was held for juveniles at the Juvenile Justice Center. The facilitator Olga Ochoa led the workshop, with the help of officers Williams and Byrd to regulate juveniles' behavior. Seven juveniles attended the workshop, but only seven completed the survey. One juvenile was taken out of the workshop for a counseling session.

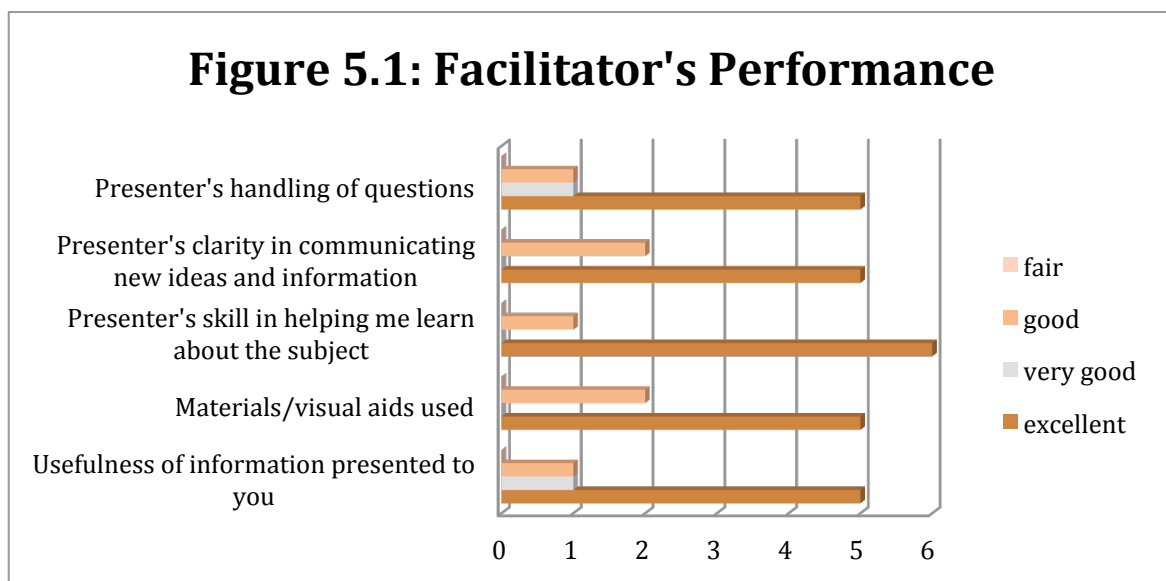
In this workshop we discussed relationships as the way in which two or more concepts, objects, or people are connected. Interpersonal relationships were defined as social connections, friendships, relationships between two or more people; every one of them is different and varies in intimacy, sharing, and connection. Healthy relationship defined as, allowing both partners to feel supported and connected but still feels independent. The main goal of this workshop was to help juveniles understand the difference between a healthy and unhealthy relationship. The workshop included the four activities, which are listed below.

- **Activity 1- Brainstorming (10 minutes):** The purpose of this activity is to provide examples of what each sign of an unhealthy or healthy relationship looks like. Students were given characteristics that apply to either relationship and were asked to place them on either healthy or unhealthy.
- **Activity 2-Side by side (25 minutes):** The purpose of this activity is to address anti-social associations and unhealthy relationships by addressing negative friendships. It also demonstrates why they need to change their friendships if he/she plans to meet their life goals of staying out of the criminal justice system. They will fill out a handout with people close to them and evaluate their behaviors and later decide if they are positive or negative relationships.
- **Activity 3- Bingo (30 minutes):** Juveniles will explore what to look for in a healthy relationship, obstacles to a healthy relationship, red flags, green flags, and skills that build a healthy

relationship. Same rules as Bingo apply, except that when they yell Bingo the winner will have to pick a box and tell a story about a friend or they related to the topic they choose.

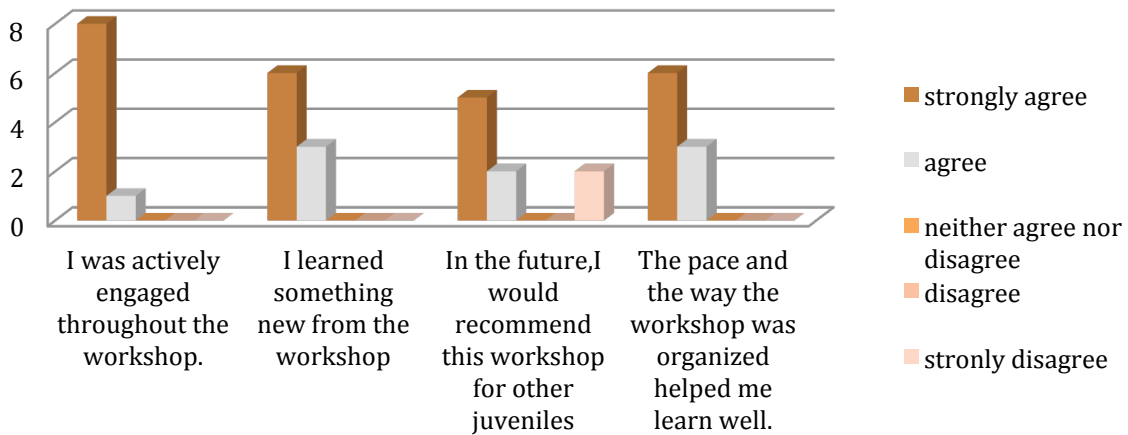
- **Activity 4- Telling your story (15 minutes):** The last activity was to have juveniles write for 10-15 minutes about who they are in their journals.

The first category was *usefulness of information presented to them* in which 5 respondents rated as excellent. With regards to *materials and visual aids used* results indicate 5 respondents felt it was excellent with 2 that felt it was good. Next category *presenter's skill in helping me learn about the subject* 6 respondents indicated it was excellent. Additionally in *presenter's clarity in communicating new ideas and information*, 5 juveniles indicated it was excellent with 2 indicating it was good. (Figure 5.1)



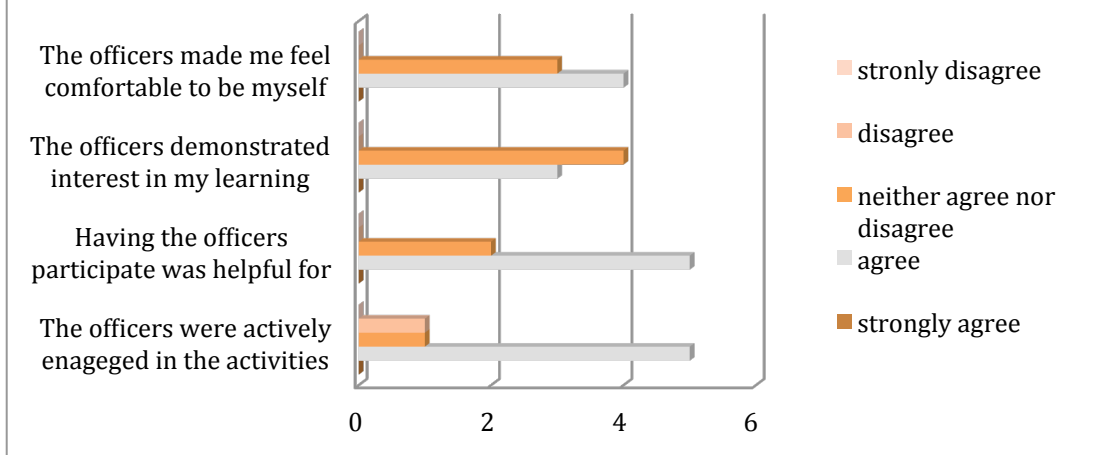
In the first category *I was actively engaged throughout the workshop* 6 respondents strongly agree. Next, respondents were asked to rate if *they learned something new from the workshop* 5 respondents strongly agree. With regards to them *recommending this workshop for future juveniles* results varied; they indicate 5 respondents strongly agree, 2 agree, but 2 strongly disagree. Last, in *the pace and the way the workshop was organized helped me learn well* 6 respondents strongly agree while 3 agree. (Figure 5.2)

**Figure 5.2: Workshop Performance**



Results indicate that for the first category *the officers were actively engaged in the activities* 5 respondents agree. The next category *having officers participate was helpful for this workshop* 5 respondents agree while 2 neither agree nor disagree. Next, respondents were asked to rate *if the officers demonstrate interest in their learning* 3 agree while 4 respondents neither agree nor disagree. Last, in the category *the officers made me feel comfortable to be myself* 4 respondents agree while 3 neither agree nor disagree. (Figure 5.3)

**Figure 5.3: Officer's Performance**



The respondents were also asked to include additional comments. The first question was how could the workshop have been more useful to you? One of results indicates that respondent felt it

was useful as it went. Other responses included *movies, documentaries, or by exploring big words*.

**How could the workshop have been more useful to you? Please be specific.**

n/a

n/a

it was useful the way it went

n/a

movies or documentataries

movies and documentaries

by exploring more big words

Next, respondents were asked if they had nay other recommendations for future topics. There were no responses for this question.

**Do you have any recommendations for future topics?**

n/a

n/a

n/a

99

Respondents were also asked for additional comments they would like to add regarding the officers during this workshop. Comments about the officers were *that they need to participate or that they wished the officers wouldn't be so quiet*. Another comment was *we need to get them out of the session*.

**Are there any other comments you would like to add regarding the officers during this workshop?**

n/a

n/a

n/a

n/a

I wish the officers wouldn't be so quiet

they need to participate

to get them out the session

Last, juveniles were asked to include any additional comments or concerns they would like to add. Juveniles' results indicate that they were satisfied with this workshop. Comments include: *thank you for the snacks, your very nice, or that they liked today's lesson a lot, I can't wait for next week!*

**Please include any comments or concerns you would like to add?**

---

I liked today's lesson a lot, I cant wait for next week! Thanks for the snack!

thank you for the snacks

n/a

thank you for your time and coming here!

thank you!

your very nice!

---

### **Discussion**

Overall juveniles really enjoyed this workshop since they had been requesting it for a while. The facilitator's performance was overall rated positively as well for the workshop's performance. The officer's performance was mainly rated as agree or neither agreed nor disagree as to their engagement and participation during the workshop. One again, juveniles requested movies or documentaries.

## **Workshop 6: Risk-taking behaviors**

**Facilitator: Olga Ochoa**

**Officer: Hernandez**

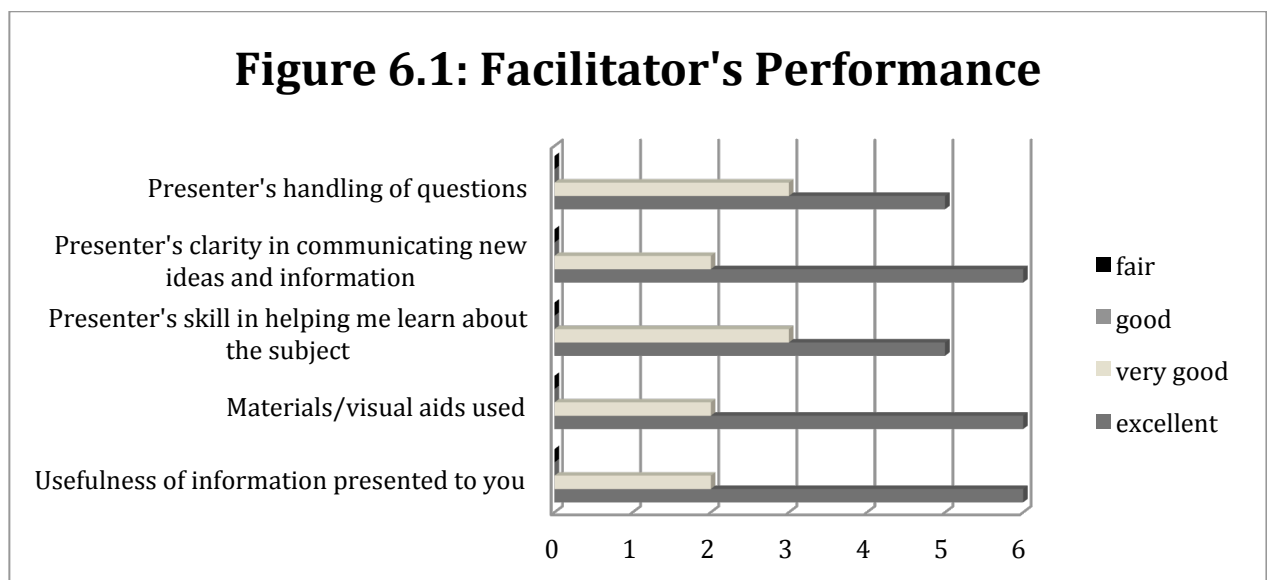
On October 10<sup>th</sup>, 2014 a workshop titled risk-taking behaviors was held for juveniles at the Juvenile Justice Center. The facilitator Olga Ochoa led the workshop, with the help of officer Hernandez to regulate juveniles' behavior. Eight juveniles attended the workshop and complete it.

Risk-taking is any consciously, or nonconsciously controlled behaviors with a perceived uncertainty about its outcome, and/or about its possible benefits or costs for the physical, economic, or psychosocial well being of oneself or others. A couple modern psychologists believe that dangerous activities can make us feel more alive. In general most people believe that risk taking behaviors are for crazy people, courageous people, people with guts, but don't forget that some risky behaviors come with serious consequences. The purpose of this workshop is to teach juveniles about negative risk-taking behaviors and how they can be replaced with positive behaviors. The workshop included the three activities, which are listed below.



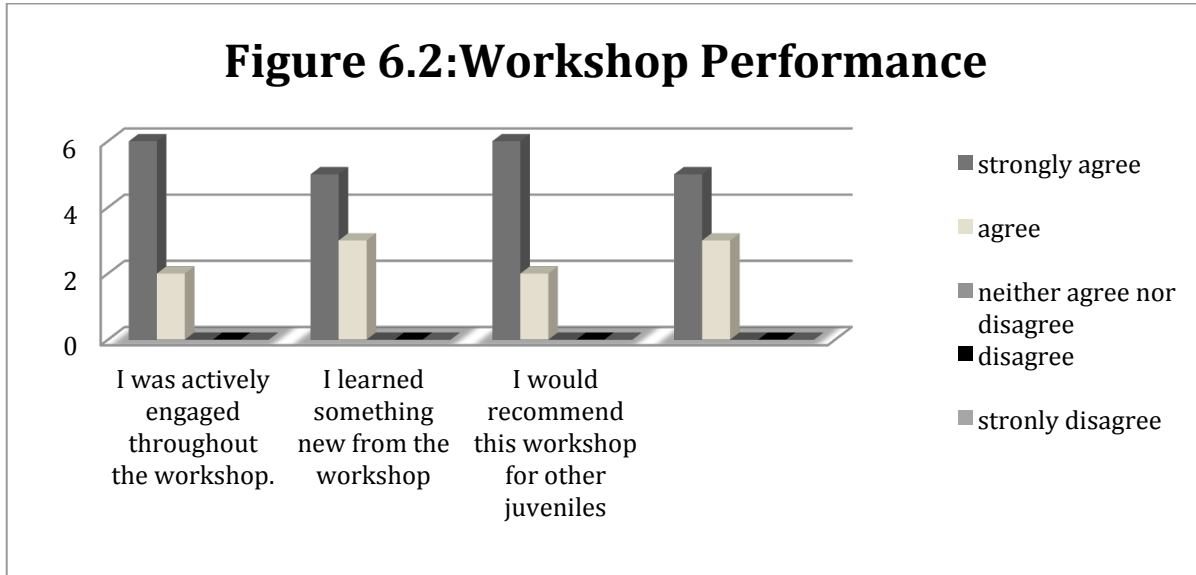
- **Activity 1- Risk-taking behaviors( 30 minutes):** The purpose of this activity is to understand what risk taking behaviors are and the gender difference among them. Juveniles gathered in groups of two and wrote 12 risk-taking behaviors for females and males, both positive and negative. Then we discussed them as a class.
- **Activity 2- Guide to be a parent( 40 minutes):** The purpose of this activity is to teach youth how to reduce their risk taking behaviors. They were asked to create a pamphlet for their parents with rules they would imply on their own children and would imply on themselves. They also included extra tips for their parents as advice to how to better deal with their attitudes to prevent risk.
- **Activity 3- Telling your story (15 minutes):** The last activity was to have juveniles write for 10-15 minutes about who they are in their journals.

The first category *usefulness of information presented to you* 6 juveniles mentioned it was excellent, while 2 mentioned it was very good. With regards to *materials/ visual aids used* 6 respondents felt it was excellent while 2 felt it was very good. The next category *presenter's skill in helping me learn about the subject* 5 respondents felt it was excellent with 3 feeling it was very good. Next, juveniles were asked to rate the *presenter's clarity in communicating new ideas and information* 6 juveniles felt it was excellent while 2 felt it was very good. In the last category *presenter's handling of questions* 5 respondents felt it was excellent while 3 felt it was very good. (Figure 6.1)



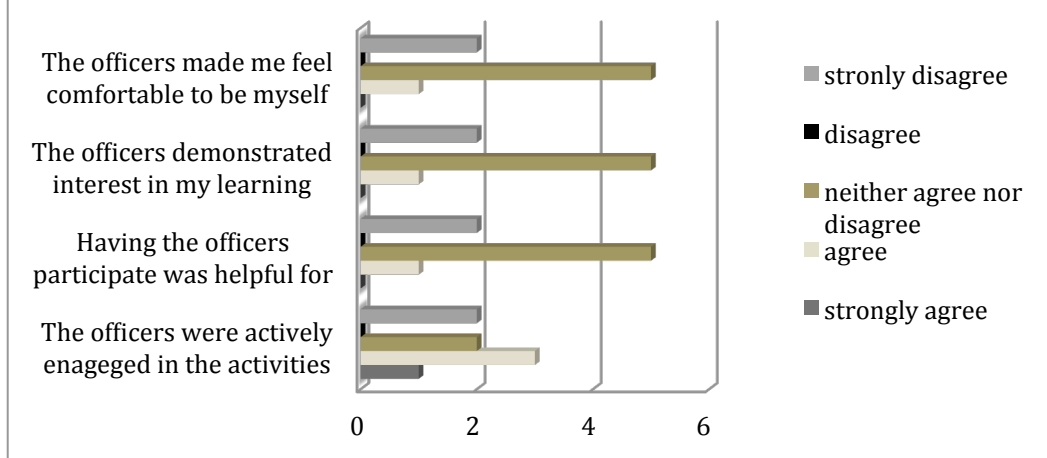
First, juveniles were asked to rate *if they were actively engaged throughout the workshop* 6 respondents indicate they strongly agree, while 2 agree. In the next category *I learned something*

*new from the workshop* 5 respondents strongly agree while 3 agree. With regards to *see if the juveniles would recommend this workshop for future juveniles* 6 respondents strongly agree. In the last category *the pace and the way the workshop was organized helped me learn well* 5 respondents strongly agree while 3 agree. (Figure 6.2)



The first category *the officers were actively engaged in the activities* results varied; they indicate 3 agree, while 2 respondents indicate they neither agree nor disagree and 2 other respondents strongly disagree. Next, 5 respondents indicate they neither agree nor disagree that *having the officers participate was helpful for this workshop*; note that although 2 participants strongly disagree. In the following category *the officer demonstrated interest in my learning* 5 respondents indicate they neither agree nor disagree but 2 respondents strongly disagree. Additionally respondents were asked if the *officers made them feel comfortable to be themselves* 5 respondents neither agree nor disagree. (Figure 6.3)

**Figure 6.3: Officer's Performance**



The first question asked how the workshop could have been more useful to them. There were a few similar comments that included *liked it thank you, that it was useful enough, and it was good it helped me learn that females and male can do things the same way or both go ways*. Other responses include *movies or documentaries*, once again. Last, a juvenile mentioned *standing up and teaming up with opposite side*.

**How could the workshop have been more useful to you? Please be specific.**

I liked it thank you.

show movies/ documentaries

n/a

STANDING UP and teaming us up with oppise side

it was good. It help me learn that females and males can do things the saw way or go both ways.

it was useful enough

**Do you have any recommendations for future topics?**

Respondents were then asked if they had any other comments they would like to add regarding the officers during this workshop. Results indicate that they had no concerns or comment about the officers, instead juveniles commented: *thank you, I liked it today, and your session is fun and helps you understand*.

**Are there any other comments you would like to add regarding the officers during this workshop?**

Thank You!
n/a
i like it today.
Your session is fun and helps yo understand.
n/a

Last, respondents were asked to include any comments or concerns they would like to add. The following comments were made: *your pretty, thank you for the Scooby snacks, and thank you for the snack.*

**Please include any comments or concerns you would like to add?**

n/a
none
Your pretty.
Thank you for the scooby shaks
Thank you for the snack!

### Discussion

In the case of this workshop, the facilitator's performance was overall rated as excellent. The workshop's performance was mainly rated positively but the organization and new knowledge to this workshop could be improved. With regards to the officers performance they were mainly rated as neither agree nor disagree with their performance. Note that although the three juveniles agree that officers were engaged. Overall juveniles enjoyed this workshop!

## Workshop 7: Mentors

**Facilitator: Olga Ochoa**  
**Officers: Byrd & Hernandez**

On October 17<sup>th</sup>, 2014 a workshop titled Mentors was held for juveniles at the Juvenile Justice Center. The facilitator Olga Ochoa led the workshop, with the help of officers Byrd and Hernandez to regulate juveniles' behavior. Eight juveniles attended the workshop and complete it.

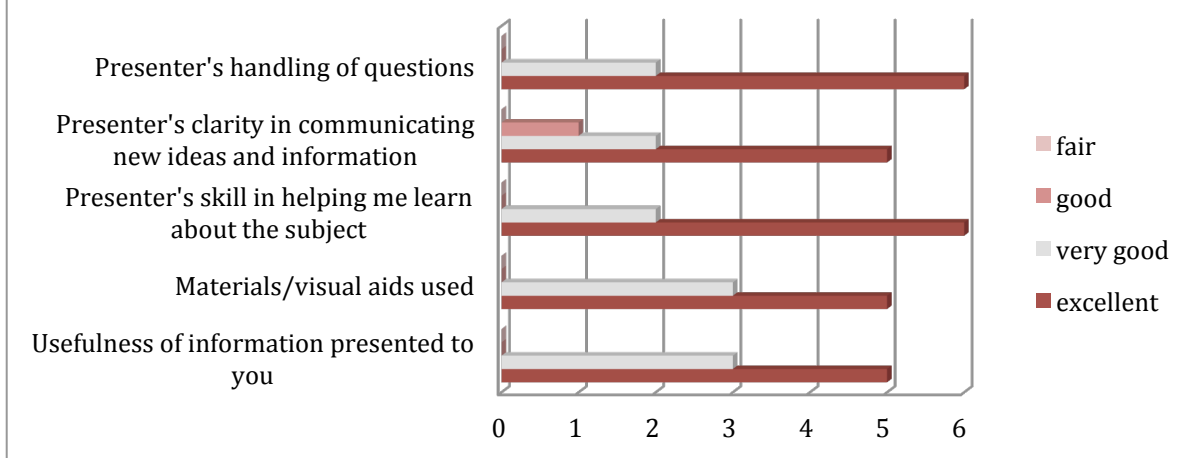
A mentor is defined as a non-parental, experienced, and trusted advisor, counselor, and friend, usually older than you. Positive qualities to look for in a mentor are: good listener, trustworthy, patient, improves self-esteem, support towards new behaviors, and actively encourages the

creativity and exploration of new ideas. The workshop's goal was to teach juveniles why having a mentor is important, beneficial, and to teach them where and what to look for in a positive mentor. The workshop included the four activities, which are listed below.

- **Activity 1- Career Choice (20 minutes):** The purpose of this activity is to make sure juveniles understand the requirements, qualities, education, and salary that their career choice comes with. Juveniles were asked what their career choice was during the previous workshop. The facilitator provided each juvenile with basic information about their career choice such as education required, pay, and skills required.
- **Activity 2- Bucket List (20 minutes):** The purpose of this activity is to generate positive goals for juveniles. They were provided with a bucket and they had to fill it out with future goals. When finished each juveniles shared their bucket list with the class.
- **Activity 3- Page Collage (30 minutes):** This activity is meant to create a vision statement that captures where juveniles want to be in five years and what they want to be known for. They were given magazine cut-outs, markers, crayons, and other materials to create a collage that created that vision.
- **Activity 4- Telling your story (15 minutes):** The last activity was to have juveniles write for 10-15 minutes about who they are in their journals.

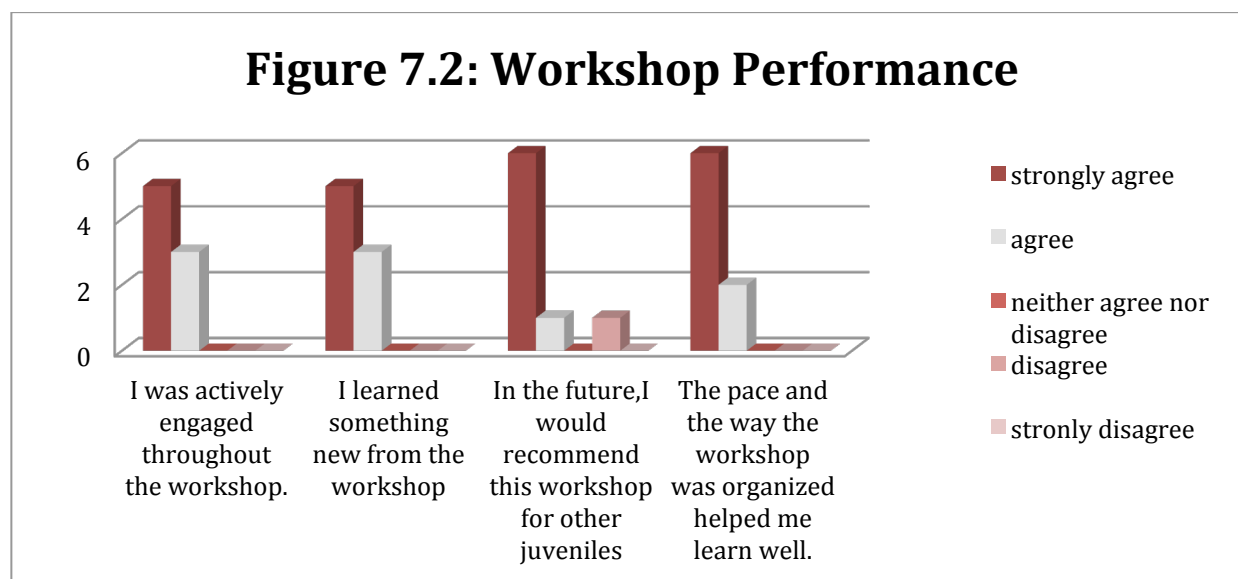
In the first category, respondents were asked to rate *usefulness of information presented to them* 5 indicate excellent and 3 indicate very good. With regards to *materials/ visual aids used* 5 juveniles indicate it was excellent and 3 very good. In the following category presenter's skill in helping me learn about the subject 6 respondents indicate it was excellent. Next, respondents were asked to rate *presenter's clarity in communicating new ideas and information* 5 respondents indicate it was excellent. Finally in *presenter's handling of questions* 6 respondents indicate it was excellent. (Figure 7.1)

### Figure 7.1: Faciliator's Performance



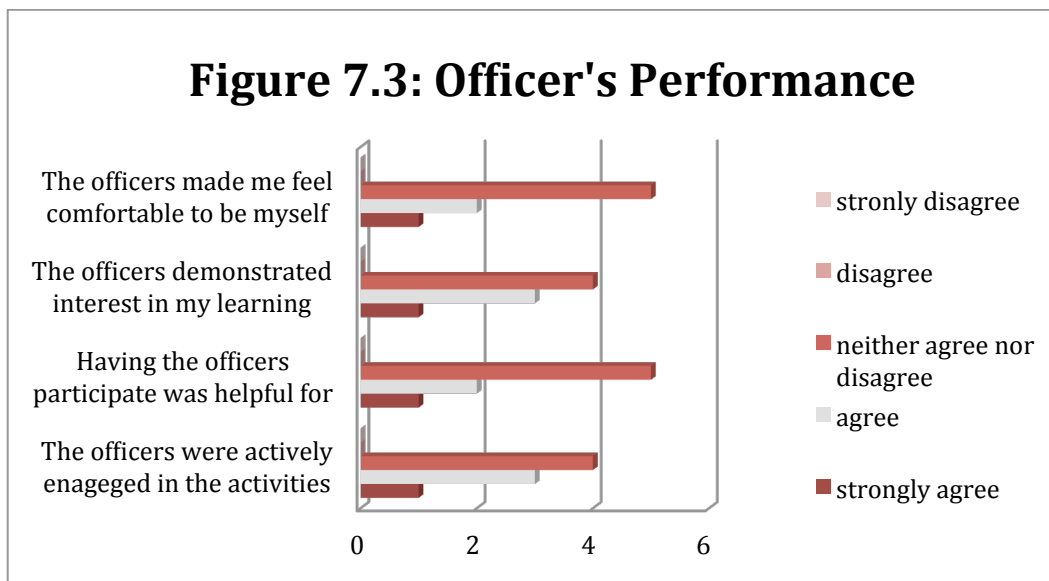
In the first category *I was actively engaged throughout the workshop* 5 respondents strongly agree and 3 agree. Respondents were then asked *if they learned something new from the workshop* and 5 respondents indicate they strongly agree while 3 agree. In the category *in the future I would recommend this workshop for other juveniles* 6 respondents indicate they strongly agree. Additionally respondents were asked *to rate the pace and the way the workshop was organized helped them learn well* 6 respondents indicate they strongly agree.(figure 7.2)

### Figure 7.2: Workshop Performance



The first category the officers were actively engaged in the activities 4 juveniles indicate they neither agree nor disagree and 3 agree. With regards to *having the officers participate was*

*helpful for this workshop* 5 respondents indicate they neither agree nor disagree and 2 respondents agree. In the following category *the officers demonstrated interest in my learning* 4 respondents indicate they neither agree nor disagree and 3 indicate they agree. Finally, in the category *the officers made me feel comfortable to be myself* 5 respondents indicate they neither agree nor disagree and 2 respondents agree. (Figure 7.3)



Respondents were additionally asked for comments about the workshop. The first question was how could the workshop have been more useful to you? Juveniles commented: *it was good the way it went, and it's good just like it*. One last comment was *to write notes in my journals*.

**How could the workshop have been more useful to you? Please be specific.**

it was good the way it went

n/a

n/a

to write notes in my journals

it's good just like it

Next, respondents were asked to provide any other comments they would like to add regarding officers during this workshop. There was only one comment that stated *keep them out of our session*.

**Are there any other comments you would like to add regarding the officers during this workshop?**

---

n/a
n/a
n/a
keep them out of our session

---

Finally, juveniles were asked to include comments or concerns they would like to add. There were no concerns but they did include the following comments: *thanks for the bubu lubu, thanks for everything and helping me through the workshop and thanks for the snack, and I like your sessions.*

**Please include any comments or concerns you would like to add?**

---

thanks for the bubu lubu's
thanks for everything and helping me through out the workshop and thanks fro the snack.
n/a
i like your sessions

---

### **Discussion**

The facilitator's performance was mainly rated positive as well as the workshop's performance. Note that although the engagement of the activities could be minimally improved and new information about the topic could be added. The officers performance was mainly rated as neither agree nor disagree but there were juveniles who agree officers were engaged and they demonstrated interest in their learning. There was only comment to keep officers out of the session.

## **Workshop 8: Problem Solving**

**Facilitator: Olga Ochoa**

**Officers: Hernandez, White, & Camack**

On October 24<sup>th</sup>, 2014 a workshop titled problem solving was held for juveniles at the Juvenile Justice Center. The facilitator Olga Ochoa led the workshop, with the help of officers Hernandez, White, and Camack to regulate juveniles' behavior. Eight juveniles attended the workshop and completed it.

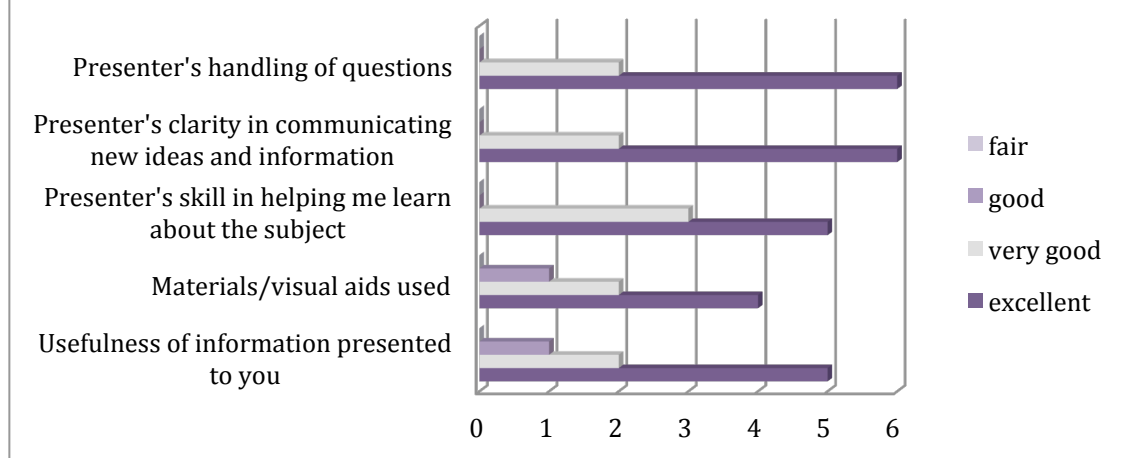


Problem solving is defined as the process of finding solutions to difficult or complicated issues effectively. According to Sean, the reason for juveniles acting out is because they are trying to handle situations by acting out. If the parent or guardian doesn't try to figure out what problem the juvenile is try to fix with his negative behavior the acting out will most likely continue. The goal of this workshop was to teach juveniles effective ways to solve problems, instead of acting out. The workshop included the four activities, which are listed below.

- **Activity 1- Triangle Process (5-10 minutes):** This activity was meant to be an icebreaker. The purpose was to teach juveniles about the process of problem solving, and how at times we don't even notice it happening. Each juvenile was given popsicle sticks and were asked to do four equal triangles. Once they finished they were asked to go through the problem solving process by defining the problem, generating alternatives, evaluating and selecting alternatives, and implementing solution by applying the activity.
- **Activity 2- Problem Solving Process (30-40 minutes):** The purpose of this activity was to create scenarios that the juveniles would or have experienced. To the goal was to teach them how to solve problems effectively. Problems were written in pieces of paper anonymously and thrown in a hat. Each problem would be taken out and each juvenile would provide a solution using the problem solving process.
- **Activity 3- How to say no (15 minutes):** The purpose of this activity is to show juveniles that there is no "unique solution." There are always other options! Have each juvenile write down the many possible ways of saying no, and then have them share their responses. Discuss how there are many ways to say no there are many ways for other problems as well.
- **Activity 4- Telling your story (15 minutes):** The last activity was to have juveniles write for 10-15 minutes about who they are in their journals.

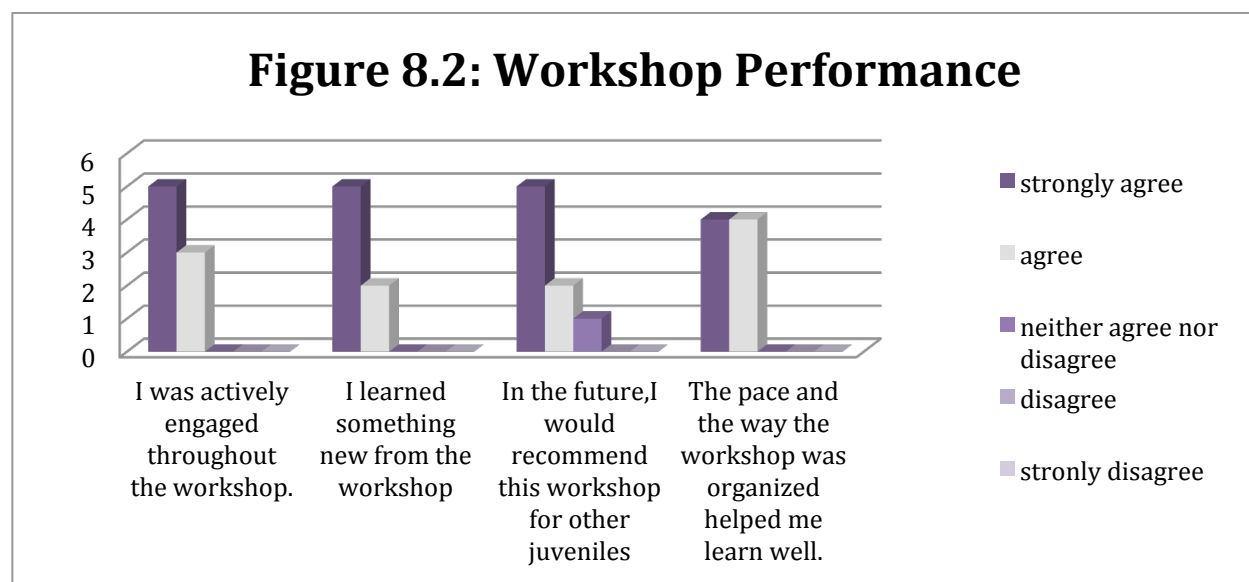
The results indicate that 5 respondents believed that the *usefulness of information presented to them* was excellent, and 2 others felt it was very good. As for *materials/visual aids used* 4 respondents indicate that it was excellent. Note that although 2 students believe that more visual aids are required. In the next category *presenter's skill in helping me learn about the subject*, the results indicate that 5 respondents answered excellent. In the following category *presenter's clarity in communicating new ideas and information* results indicate that 6 respondents felt it was excellent. Last category, *presenter's handling of questions* results indicate that 6 respondents answered excellent. (Figure 8.1)

### Figure 8.1: Facilitator's Performance



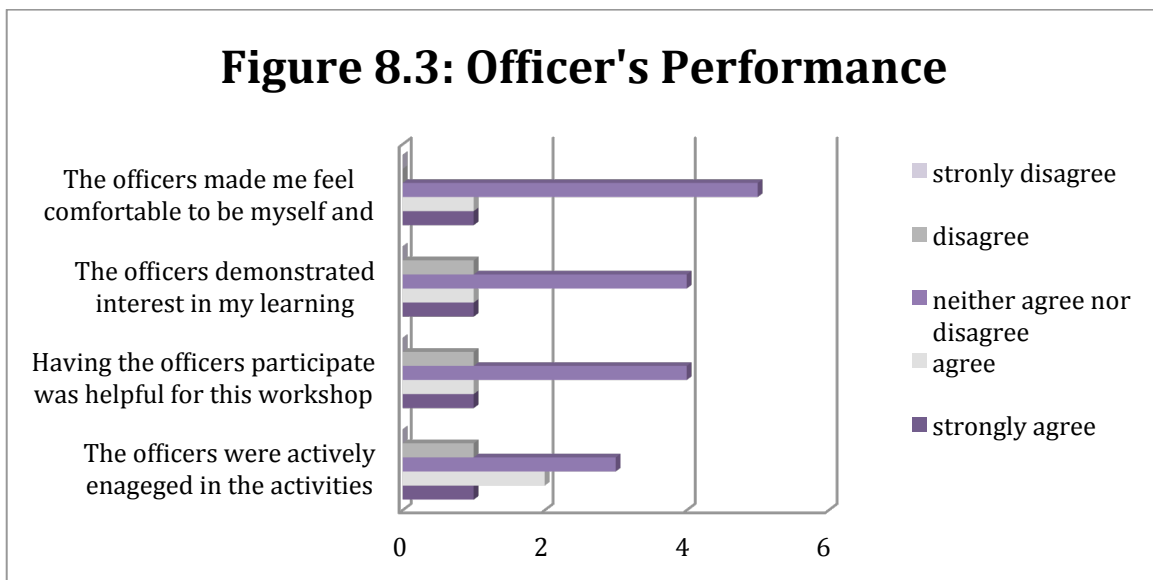
The first category, *I was actively engaged throughout the workshop*, results indicate that 5 respondents strongly agree and 3 agree. In the next category *I learned something new from the workshop* results indicate that 4 respondents strongly agree and 5 respondents strongly agree. In the following category *I would recommend this workshop for other juveniles* results indicate that 5 respondents strongly agree. Additionally, in the last category *the pace and the way the workshop was organized helped me learn well*, results indicate that 4 respondents strongly agree and 4 agree. (Figure 8.2)

### Figure 8.2: Workshop Performance



In the first category *the officers were actively engaged in activities* results indicate that 2 respondents agree and 3 neither agrees nor disagree. With regards to *having the officers*

*participate was helpful for this workshop* results indicate that 4 neither agree nor disagree. In the following category *the officers demonstrated interest in my learning* results indicate that 4 participants neither agree nor disagree. Additionally, in the category *the officers made me feel comfortable to be myself and be honest during the workshop* results indicate that 5 neither agree nor disagree.(Figure 8.3)



Results indicate that the most common response as to how the workshop could have been more useful is *video games and talking about big words*. Another juvenile mentioned *it was useful enough*.

**How could the workshop have been more useful to you? Please be specific.**

videos and games

by talking about big words saying what they mean

games , videos

it was useful enough

**Are there any other comments you would like to add regarding the officers during this workshop?**

---

some are rude and dont let me learn.

no i dont like the officers

they dont participate

---

Finally, respondents were asked to include any comments or concerns you would like to add. Comments include *thank you, I hope our last workshop is fun, and we should do more things like the one we did were we had to get in order from smallest to oldest.*

**Please include any comments or concerns you would like to add.**

---

Thank you Ms. Olga

We should do more things like the one we did  
were we had to get in order form smallest to  
oldest

I hope our last workshop is fun

Thank you

---

## **Discussion**

Overall, the facilitator's performance was rated positively and so was the workshop's. Note that although the workshop performance needs improvement in the pace and organization used to help students learn. The officer's performance was mainly rated as neither agree nor disagree. Once again, comments include videos or games in the workshops.

## **Workshop 9: Family Dynamics**

**Facilitator: Olga Ochoa**

**Officers: Hernandez & others in and out**

On October 31<sup>st</sup>, 2014 a workshop titled family dynamics was held for juveniles at the Juvenile Justice Center. The facilitator Olga Ochoa led the workshop with the help of officers Hernandez

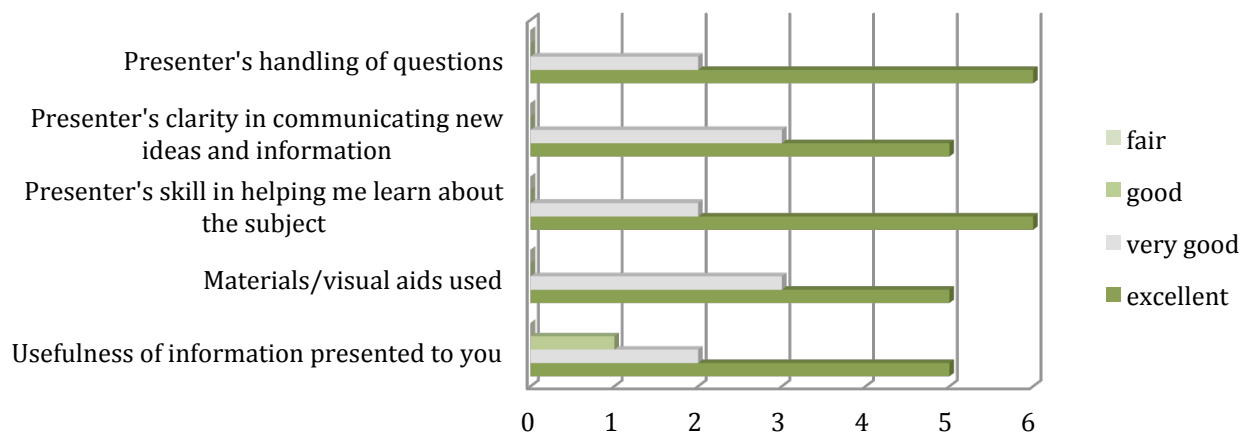
and a variety of other officers that were in and out of the workshop to regulate juveniles' behavior. Eight juveniles attended the workshop and completed it.

Family dynamics are defined as the interactions and structure between family members; every family system is different and unique but there are common patterns. Juveniles reviewed the following terms: family origin, culture and values, roles, birth order, child as parent, and what it means to make your own story. The workshop included the four activities, which are listed below.

- **Activity 1- Family Candy (20 minutes):** The purpose of this activity is to raise self-awareness about the juvenile's family to get a better understanding of how they have shaped the juvenile to be who they are today. In spirit of the Halloween holiday they were given candy in green, purple, orange, red, and yellow colors. Each color represented a category. They couldn't eat the candy until they shared a story for each category: words that describe your family, ways your family has fun, things you would like to improve about family, things you worry about, favorite memories with family.
- **Activity 2-Act Like a Man (25 minutes):** The purpose of this activity is for juveniles to gain a better understanding of the different roles within family. They were given a list of family members. If the family member was not around it was crossed out if they were they were given a label as to what role they play within their family. Then, they were discussed as a class.
- **Activity 3-Family Culture (30 minutes):** This activity is meant to teach juveniles about their family culture and the many possibilities of culture within family. Juveniles were asked to create a collage that represented their family activities, habits, likes, dislikes, problems, etc. . .
- **Activity 4- Telling your story (15 minutes):** The last activity was to have juveniles write for 10-15 minutes about who they are in their journals.

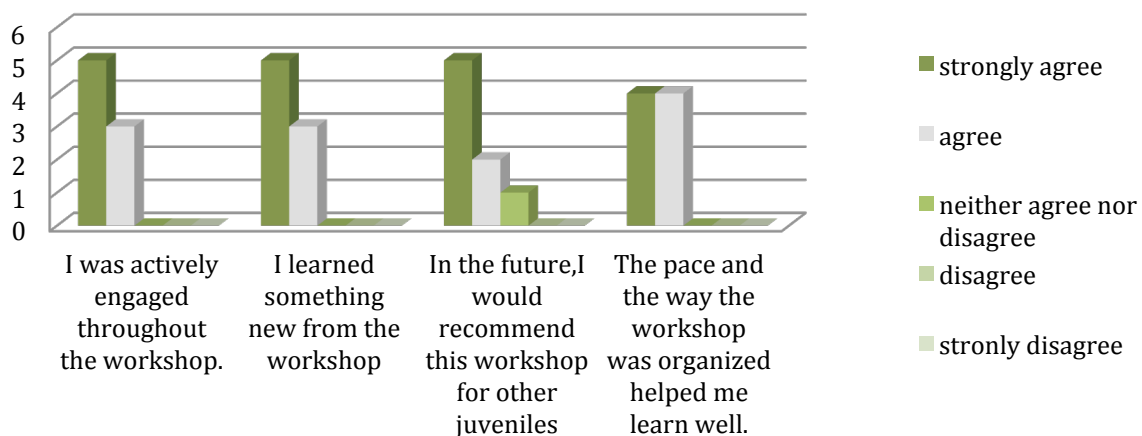
The first category *usefulness of information presented to you* 5 juveniles mentioned it was excellent, while 2 mentioned it was very good. With regards to *materials/ visual aids used* 5 respondents felt it was excellent while 3 felt it was very good. The next category *presenter's skill in helping me learn about the subject* 6 respondents felt it was excellent with 2 feeling it was very good. Next, juveniles were asked to rate the *presenter's clarity in communicating new ideas and information* 5 juveniles felt it was excellent while 3 felt it was very good. In the last category *presenter's handling of questions* 6 respondents felt it was excellent while 2 felt it was very good. (Figure 9.1)

### Figure 9.1: Facilitator's Performance



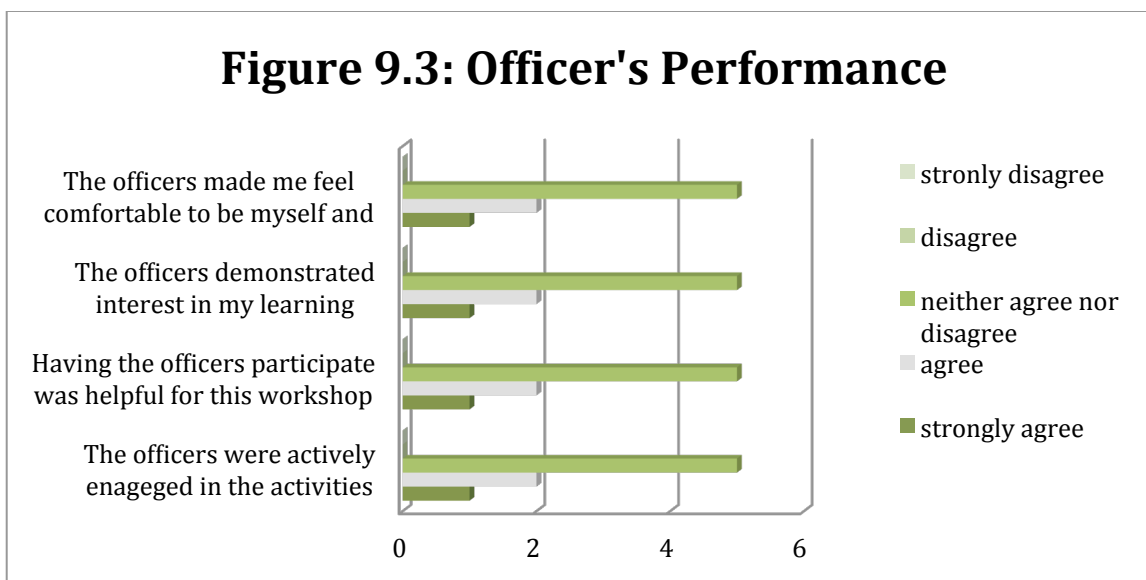
First, juveniles were asked to rate *if they were actively engaged throughout the workshop* 5 respondents indicate they strongly agree, while 3 agree. In the next category *I learned something new from the workshop* 5 respondents strongly agree while 3 agree. With regards to see *if the juveniles would recommend this workshop for future juveniles* 5 respondents strongly agree. In the last category *the pace and the way the workshop was organized helped me learn well* 4 respondents strongly agree while 4 agree. (Figure 9.2)

### Figure 9.2: Workshop Performance



The first category *the officers were actively engaged in the activities* 5 respondents indicated they neither agree nor disagree and 2 other respondents agree. Next, 5 respondents indicate they

neither agree nor disagree that *having the officers participate was helpful for this workshop*; although 2 participants agree. In the following category *the officer demonstrated interest in my learning* 5 respondents indicate they neither agree nor disagree but 2 respondents agree. Additionally respondents were asked if the *officers made them feel comfortable to be themselves* 5 respondents neither agree nor disagree. (Figure 9.3)



The first question asked how the workshop could have been more useful to them. There were a few similar comments include *it was good how it was* and *it was useful enough*. Another comment was *games and a Halloween documentary on a family with scary dynamics*.

#### How could the workshop have been more useful to you? Please be specific.

A Halloween documentary on a family with scary dynamics

It was good how it was

It was useful enough

Games

Respondents were then asked if they had any other comments they would like to add regarding the officers during this workshop. Results indicate that one respondent mentioned *they don't participate*. Another comment was simply *thank you for bringing us so many candy it was good*.

**Are there any other comments you would like to add regarding the officers during this workshop?**

---

Thank you for bringing us so many candy ! It was good.

They don't participate

---

Finally, respondents were asked to include any comments or concerns you would like to add. Comments include *Happy Halloween, thanks for the candy and lesson, thank you for all the information, and I would like to learn about finances things like building credit checkings and savings account.*

**Please include any comments or concerns you would like to add?**

---

Happy Halloween

Thanks for the candy and lesson

I would like to learn about finances basic things like building credit checkings and savings account

Thank you for all the information

---

## **Discussion**

During this workshop I noticed two juveniles refused to participate by making up stories throughout the workshop instead of sharing their own. The only reason I noticed they were lying was because of previous stories they had shared about family members. Note that although their peers didn't notice, which seemed like the point. It seemed like they felt embarrassed to share their family stories with their peers. Overall, the facilitator's performance was rated positively as was the workshop's. Note that although the pace and organization of the workshop slightly needs improvement for this workshop. As for the officers' performance, they were mainly rated as neither agree nor disagree.

## **Workshop 10: Responsible Living**

**Facilitator: Olga Ochoa**

**Officers: Hernandez & Byrd**

On November 7<sup>th</sup>, 2014 a workshop titled responsible living was held for juveniles at the Juvenile Justice Center. The facilitator Olga Ochoa led the workshop with the help of officers Hernandez and Byrd to regulate juveniles' behavior. Eight juveniles attended the workshop and eight juveniles complete it.

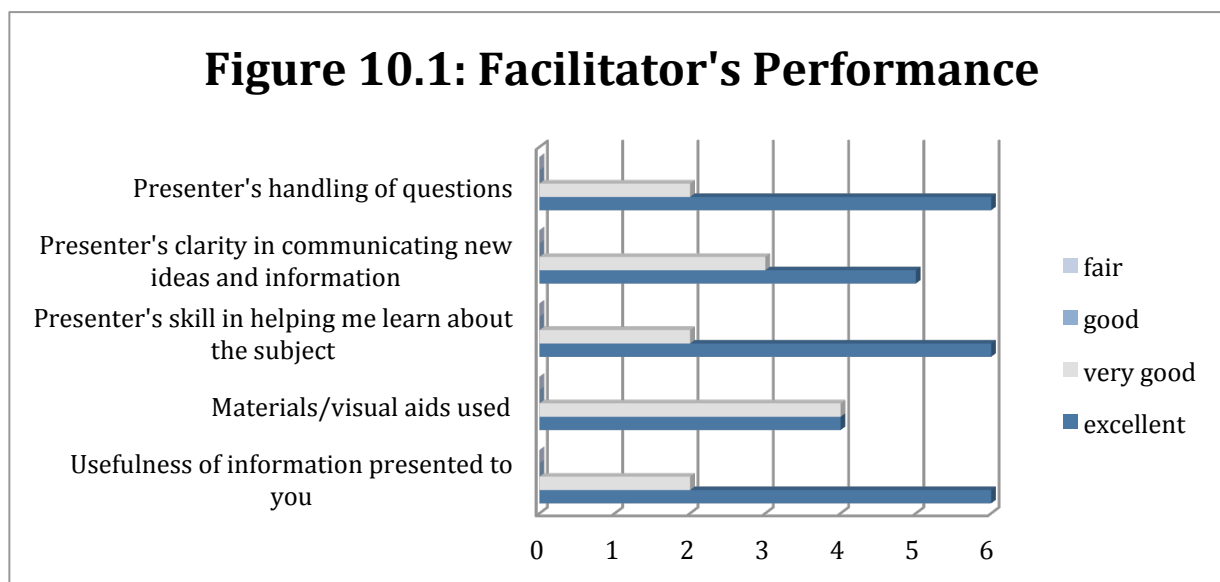
Responsible living is defined as being able to sustain yourself without the consistent help of others by staying healthy, paying own expenses, and maintaining healthy relationships with others. In this workshop juveniles were taught about savings account, interest rate, checkings



account, and the basic monthly costs of living in El Paso. The workshop included the two activities listed below.

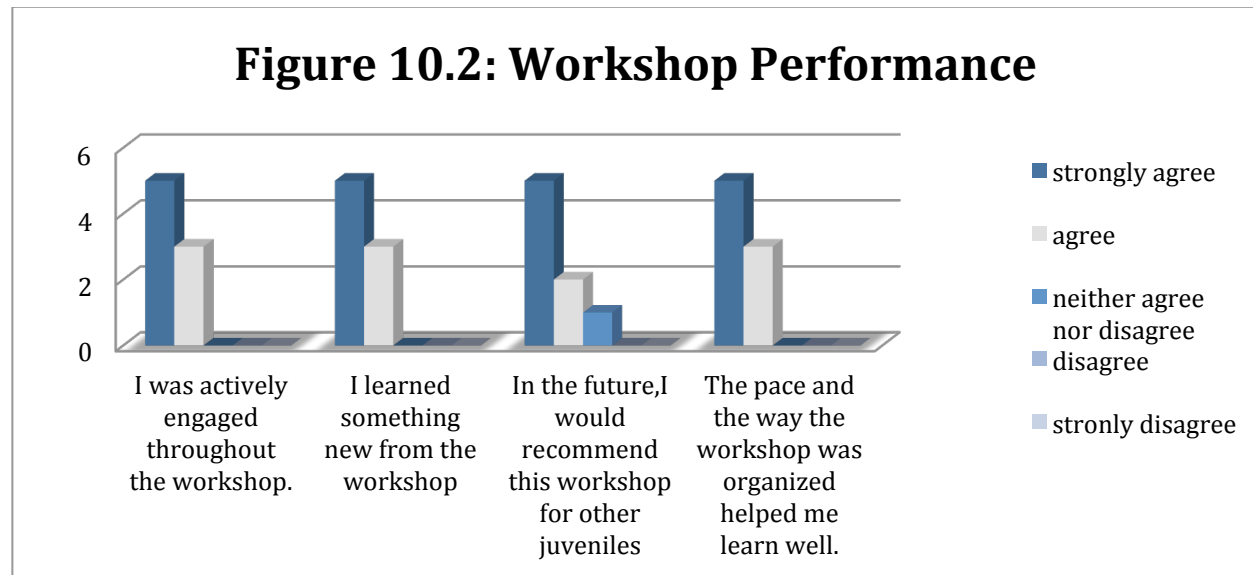
- **Activity 1- Real Life (1 hour):** The purpose of this activity is to inform juveniles about the El Paso living conditions, prices, and common situations. Juveniles were each given an index card with a job, college classes, salary, and were assigned a “roommate.” They were asked to search for an apartment using an apartment guide. Then come up with the rent, bills, and other random given expenses by communicating with their roommates. They were each given different scenarios and they were all discussed at the end of the workshop.
- **Activity 2- Telling your story (15 minutes):** The last activity was to have juveniles write for 10-15 minutes about who they are in their journals.

The results indicate that 6 respondents believed that the *usefulness of information presented to them* was excellent, and 2 others felt it was very good. As for *materials/visual aids used* 4 respondents indicate that it was excellent and 4 indicate it was very good. In the next category *presenter’s skill in helping me learn about the subject*, the results indicate that 6 respondents answered excellent. In the following category *presenter’s clarity in communicating new ideas and information* results indicate that 5 respondents felt it was excellent and 3 felt it was very good. Last category, *presenter’s handling of questions* results indicate that 6 respondents answered excellent. (Figure 10.1)



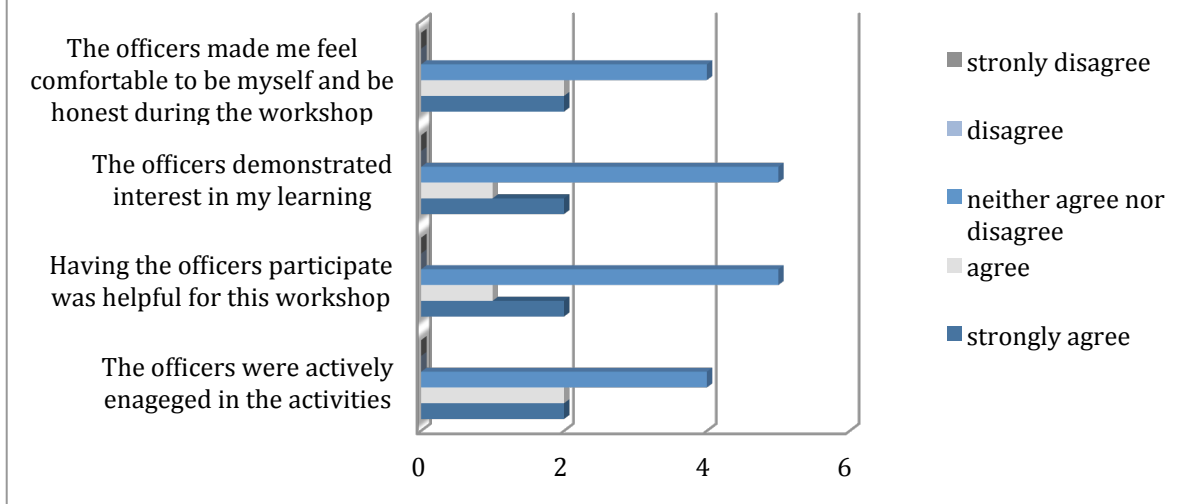
First, juveniles were asked to rate *if they were actively engaged throughout the workshop* 5 respondents indicate they strongly agree, while 3 agree. In the next category *I learned something new from the workshop* 5 respondents strongly agree while 3 agree. With regards to see *if the juveniles would recommend this workshop for future juveniles* 5 respondents strongly agree. In

the last category *the pace and the way the workshop was organized helped me learn well* 5 respondents strongly agree while 3 agree. (Figure 10.2)



In the first category *the officers were actively engaged in activities* results indicate that 4 respondents neither agree nor disagree. With regards to *having the officers participate was helpful for this workshop* results indicate that 5 neither agree nor disagree although 2 strongly agree. In the following category *the officers demonstrated interest in my learning* results indicate that 5 juveniles neither agree nor disagree. Additionally, in the category *the officers made me feel comfortable to be myself and be honest during the workshop* results varied; they indicate that 4 participants neither agree nor disagree, 2 participants strongly agree, and 2 agree. (Figure 10.3)

**Figure 10.3: Officer's Performance**



The first question asked how the workshop could have been more useful to them. Results indicate the following comments: having an expensive roommate, more snacks please just kidding, and the workshop was useful enough the way it went down.

**How could the workshop have been more useful to you? Please be specific.**

The workshop was useful enough the way it went down.

More snacks, please. Lol just kidding

Having an expensive roommate

Respondents were then asked if they had any other comments they would like to add regarding the officers during this workshop. Results indicate that they had no concerns and only one comment *eehhhhhh!*

**Are there any other comments you would like to add regarding the officers during this workshop?**

Ehhhhhh!

No

Finally, respondents were asked to include any comments or concerns you would like to add. Comments include *thank you for your time and coming in. I really appreciate you coming and*

*learning new things. I know life has a lot of experiences and all this information going to be useful and thanks for the snacks.*

---

**Please include any comments or concerns you would like to add?**

---

Thank you for your time and coming in. I appreciate you coming and learning new things. I know life has a lot of experiences and all this information going to be useful.

Thanks for the snacks.

---

**Discussion**

This was definitely their favorite workshop, as they all stated. As for the facilitator's performance it was mainly rated positively; although more visual aids are recommended. The workshop's performance was mainly rated positively as well. The officer's performance was mainly rated as neither agree nor disagree.

*Overall Discussion*

Overall facilitator's performance and workshop performance were rated positively. A highly requested workshop was the one on relationships. Consistently in surveys juveniles would request that workshop. Juveniles would also request activities that would require them moving around the classroom and just arts and crafts, group, projects, or other activities. Although, due to Challenge Academy Program policies of having to request permission for movements like picking up a pencil, or getting up from their chairs, made it difficult to work with the group in that manner.

Officer's performance varied throughout every workshop but overall juveniles believed the workshops would work better if officers either participated more or were not present during the workshops. Juveniles would consistently state that having officers in the room made it difficult for them to share their personal experiences for fear of getting in trouble if they did.

The journals were very helpful to gathering insightful thoughts from juveniles that at times they wouldn't include in the evaluations. They would share experiences from before prison or in prison and tie them to the topic of the day.

Overall juveniles really enjoyed the workshops. Through observation and comments mentioned during the workshops, I could see that juveniles enjoyed their time there and the things they would learn. More programs like these are necessary!

## **CURRICULUM VITAE**

Olga Ochoa was born and raised in El Paso, Texas. She was raised by two immigrant parents who spoke no English, and knew absolutely nothing about this country. As Olga grew up and became more educated she became a role model to her siblings, a translator to her parents, and an example to her family. She realized the importance of her education, not just towards her future but towards her parents' hard work. She realized helping people was what she wanted to do, just wasn't quite sure how she was going to do it. When she grew up she decided to pursue a Bachelor of Arts in Sociology and Anthropology. During her Bachelors Olga would volunteer working with the community for events that interested her. She joined the organization Latinitas, to help empower young women through media, film, writing, photography, and art. When she graduated she realized that if she was going to do anything meaningful with her degree she had pursue a Masters degree. While doing her Masters Olga participated as guest speaker for Latinitas, Mother/Daughter events, and others. She worked as a research assistant during the summer and worked as a Teacher Assistant during her degree. During her Masters she became highly involved with juveniles, and realized that was where her passion was. She developed a curriculum to help juveniles reintegrate back into their community when completing her mandated sentence.

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