

# **Review and Evaluation of Two Community Delivered DARE Programmes; DARE to be You and DARE to Move On Report**

Prepared for the DARE foundation

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## Evaluation Aim

The primary aim of this project is to provide a review and evaluation of two community delivered DARE programmes; DARE to be You and DARE to Move On.

## Evaluation Objectives

- ❖ To review and evaluate current programme goals, materials, practice and processes of two DARE community delivered programmes; DARE to be You and DARE to Move On.
- ❖ To identify processes and content to improve the programmes.
- ❖ To review programme logic and whether the programmes meet the set objectives.
- ❖ To evaluate whether the goals of the programmes are being met by the programme documentation and teaching materials.
- ❖ To evaluate whether the programme content is appropriate and relevant to the target group.
- ❖ To consider whether the programmes are likely to enhance or reduce risk relationships.
- ❖ To evaluate whether the programmes are likely to help young people develop an understanding of the consequences of their actions.
- ❖ To consider whether the programmes have the potential for positive long term outcomes.
- ❖ To review whether the two programmes compliment each other so that participants can take part in DARE to be You then DARE to Move On and build on previously learned messages and skills.
- ❖ To provide suggestions for modification of programme materials and delivery to contribute to the ongoing development and refinement of the programmes.

## Information Sources

The review and evaluation of the DARE to be You and DARE to Move On has been undertaken based on a number of sources of information including:

- ❖ Participation statistics
- ❖ Facilitator, participant and other stakeholder evaluation feedback (collected by DARE)
- ❖ Participant Evaluation Form, Parent/Caregiver Evaluation Form, Facilitator Evaluation Form
- ❖ DARE to be You Facilitator's Guide, DARE to be You Parent/Caregiver Guide and DARE to be You Workbook
- ❖ DARE to Move On Facilitator's Guide
- ❖ Conversations with Adela Jones, Programme Coordinator, DARE Foundation New Zealand and Mandy Hager, Author.

## Overview of the DARE Programmes

A range of life skills identified by UNICEF, UNESCO and WHO are the foundation skills taught within two community delivered DARE programmes, DARE to be You and DARE to Move On. These organisations, UNICEF, UNESCO and WHO, list the ten core life skill strategies and techniques as: problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotions.

The DARE programmes aim to address issues within the young person's local community, target modifiable risk factors and strengthen identifiable protective factors. Within the school environment, the programmes seek to assist young people to increase academic and social competence, study habits, communication, peer relationships, self-esteem, self-efficacy and assertiveness.

DARE to be You focuses on topics towards Self Esteem, Family Issues, Cultural Diversity, Disability and Conservation.

DARE to Move On explores Identity, Peer Pressure, Trust, Revenge, Consequences, Responsibility, Powerlessness, Assumptions, Truth, Expectations, and Inner Strength.

The DARE Foundation suggests that, that while each of the delivered programmes may have a different focus, core components and principles of the original intervention remain the same, including:

- ❖ the structure (how the programme is organised)
- ❖ the content (information, skills and strategies)
- ❖ the delivery mechanisms (how the programme is adapted, implemented and evaluated)

The programmes have structured interventions with detailed facilitator manuals, but can be adapted to address specific issues identified prior to or during the delivery of a programme. Equally, this flexibility enables the facilitators to be responsive to identified needs related to participant characteristics, such as age, gender, sexuality, ability and ethnicity.

# **Substantive Review: Evaluating the DARE to BE You and DARE to Move On Programmes against Contemporary Research and Literature**

## **Introduction**

Addressing the causes of problematic, antisocial or criminal behaviour is the approach that has the most potential to reduce the likelihood of young people developing problematic behaviour and reducing recidivism in youth who have already begun to offend (McLaren, 2000). Therefore, early or “just in time” interventions are important components of a continuum of intervention responses available to professionals working with young people. Of course, such programmes must be designed to meet the needs of the young people involved.

Much research has considered the individual and environmental factors that contribute to the development of aggressive or antisocial behaviour in children and adolescents. Multiple factors models suggest that various causal factors interact to result in an individual pathway to problematic social behaviour, or, at worst, offending behaviour (Shepard & Farrington, 1995; Withcomb, 1997). The idea that some factors contribute to the development or continued engagement in problematic behaviour more than others is, essentially, the basis of risk prediction tools. An assessment of the particular risk factors present for each youth should guide the intervention they receive within a best practice model. The purpose, nature and scope of this assessment may vary significantly across agencies and intervention contexts. Nonetheless, attention to assessment and planned intervention is a foundation of best-practice interventions. In terms of minor criminal behaviour, this means that the presence of particular individual or social risk factor that is correlated with risk of re-offending is assessed.

Through ongoing research and recent clinical developments, more is known now about what works in reducing problematic or offending behaviour by youth than ever before. This research and clinical literature is reviewed as a part of this review and evaluation of the DARE to be You and Dare to Move On programmes provided by the DARE Foundation.

The review concentrates on research findings and clinical reports that examine effective interventions for youth, including consideration of treatment components and aspects of programme delivery to establish the relevance and appropriateness of the goals, methods and materials of the two DARE programmes.

## What is Effective Intervention?

Literature in the area of youth development includes a focus on individual, familial and social factors. And, literature examining issues for youth at risk focuses on these same factors in relation to developmental pathways to truancy, alcohol and drug use, anti-social peer associations, suicide, and assessment of risk of offending. There are many types of treatment programmes for youth that address these areas and the efficacy of these interventions are a focus of much clinical discussion and research. Numerous meta-analyses of research into effective treatment and intervention with youth have been conducted (see chapter 10, Andrews & Bonta, 1998).

A meta-analysis “involves the systematic empirical derivation of a common quantitative estimate of the degree of association between treatment and reduced recidivism drawn from a number of different studies” (Andrews & Bonta, 1998, p. 259). The meta-analysis approach to reviewing research on programme and research outcomes allows a synthesis of findings in this area in relation to consistent criteria of effectiveness (Andrews & Bonta, 1998). It is important to acknowledge that while this approach produces useful information it also has limitations (Andrews & Bonta, 1998).

Programmes with behavioural and skill-oriented interventions, along with those employing multi-modal delivery have been demonstrated to be more effective in reducing re-offending by youth (Rutter, Giller & Hagell, 1998). However, it is noted, that it is important not to overstate the benefits of these approaches, nor the best practice facilities that deliver the programmes as efficacy in this area is estimated to be around half of that attained for treatment of other forms of psychopathology or social difficulties (Lipsey & Wilson, 1993, cited in Rutter, Giller & Hagell, 1998). This is consistent with a New Zealand study cited by Zampese (1997, p. 8) where it is noted that:

Data from the Psychological Service’s five-year reconviction study (Bakker & Riley, 1996) show that the impact of psychological treatment on offenders under 20 was minimal compared with the significant reduction in reconviction rates for those in other age groups who complete psychological treatment. The impact was greatest for those over 30.

This research highlights that conventional psychological interventions may have limited effectiveness with youth. This and other anecdotal clinical evidence supports the use of alternative structures and change processes in work with young people generally and particularly in interventions for youth at risk.

Design of efficacious interventions for youth “at risk” or who have engaged in antisocial behaviour and committed crimes are a concern for victims of crimes, their families, perpetrators of crimes and their families, professionals working in the area, those involved in the judicial system, funders of programmes, and governments. Equally, design of programmes that target protective factors in a prophylactic way are of significant interest to human service professionals. The DARE To be You and DARE to Move On programmes fall into both of these categories, and target both risk and protective factors.

A meta-analysis by Lipsy (1989, cited in Andrews and Bonta, 1998) suggested that the most efficacious treatment interventions are those that are structured, focused and “clinically relevant”. This review will focus on six aspects of intervention related to effective intervention for youth offenders (see Andrews & Bonta, 1998; McGuire and Priestly, 1995; McLaren, 2000; Ogloff, 2002; Rutter, Giller & Hagell, 1998). An overview of the six aspects of intervention identified is provided in Table 1.0 and more detailed consideration is provided within the next section of this review.

*Table 1.0: Factors Related to Programme Effectiveness*

*Risk assessment*

Assessment of static and dynamic factors provides an estimation of likely risk of recidivism for a particular youth at the time that they are assessed. Best practice approaches employ these assessments in developing intervention programmes with youth estimated to be at high risk receiving intensive intervention and the inverse for youth assessed as at low risk of future problematic or offending behaviour (McGuire and Priestly, 1995; Ogloff, 2002; Rutter, Giller & Hagell, 1998). Assessment of risk factors should also include assessment of protective factors and these should be targeted in any intervention for youth.

*Criminogenic needs*

Criminogenic factors are considered to be those dynamic or changeable risk factors (problems with anger, pro-criminal attitudes, substance abuse, etc) that directly affect the likelihood of anti-social behaviour and future engagement in criminal behaviour by a young person. Best practice approaches are argued to be those that target those factors that contribute to the likelihood of this behaviour (criminogenic factors) (Ogloff, 2002; Leschied, Chiodo, Nowicki & Roger, 2008; McGuire and Priestly, 1995; Zampese, 1997). It is argued that intervention with non-criminogenic factors (i.e., self esteem, anxiety, psychological difficulties) is not directly related to a reduction in risk of recidivism (Ogloff, 2002). However, the interrelationship between these factors has been noted, as has the notion of best practice based on a more global clinical assessment of client functioning and needs as well as interventions based upon empirical research (Ward, 2002).

*Responsivity*

Programme responsivity refers to the ability of programmes to assess, deal with and respond to any issues or characteristics that might impair an individual from engaging in the programme or learning from the content. This may include intellectual functioning, hearing ability, gender, age, motivation and ethnicity. In this sense, the responsivity principle also relates to the selection of modes of intervention. It is argued that individual learning styles and abilities need to be attended to and treatment modalities matched to these once the level of intervention required by the individual has been determined (Andrews and Bonta, 1998; Ogloff, 2002).

*Modality of treatment*

Best practice programmes tend to be those that are social-skills oriented and multimodal (employing a range of techniques or treatment components that impact on multiple problems) (McGuire and Priestly, 1995; McLaren, 2000; Rutter, Giller & Hagell, 1998; Zampese, 1997). Andrews and Bonta (1998) note the importance of employing techniques that can impact upon criminogenic factors (i.e., social learning approaches, cognitive and behavioural approaches as well as the importance of matching these to the learning styles of the young people).

*Programme integrity*

Integrity of the programme and professional ability of those delivering the programme are also noted as critical principles related to intervention and recidivism. The notion of programme integrity includes sound theoretical basis, delivery of programme to population it is intended for (i.e., ethnicity, level of risk), adherence to programme design, programme structure, adequate resourcing, staff skill and training, monitoring and evaluation (McGuire and Priestly, 1995; McLaren, 2000; Ogloff, 2002; Rutter, Giller & Hagell, 1998; Zampese, 1997).

*Community location*

Research indicates that community based programmes, and those with close links to the community tend to be more effective in working with youth who have engaged in offending or who are "at risk" of engaging in problematic behaviour (Kazdin, 1997; McLaren, 2000; Rutter, Giller & Hagell, 1998; Zampese, 1997). Howells and Day (2003) suggest that the greater opportunity for practicing skills and opportunity to develop strategies within the context that they are to be employed may contribute to the success of community based interventions. Programme provision outside of correctional / institutional settings is a major treatment related variable that influences recidivism (Lipsey, 1989, cited in Andrews and Bonta, 1998). Perhaps related to this factor is the finding that treatment that attends to extra-personal circumstances (e.g., family) is associated with reductions in problematic behaviour. It is possible to argue that family focused interventions are more difficult in institutional contexts and in situations where the institutional facility is geographically distant from the family networks.

## The Construction of Risk, Need & Responsivity and Their Relationship to Treatment

Risk, Need, Responsivity principles are argued by Ogloff (2002) to have been among the most significant developments in rehabilitation of people who have offended in the past 20 years. This work has, however, focused primarily on work with adult offenders and there is a need for greater work in this area relation to youth who have offended and youth who are "at risk". This section considers these factors in relation to the target groups of the DARE to be You and DARE to Move on Programmes.

### Risk

The principle of risk supposes that the risk of recidivism can be estimated and, as mentioned previously, that individuals identified to be of higher risk require more intensive intervention and the inverse is true of individuals assessed as at low risk (Ogloff, 2002). Risk is generally constructed around the assessment of static and dynamic factors.

Static factors are stable, or historical and therefore are not able to be changed, regardless of the outcomes of any interventions/changes an individual makes (Hemma, 1999, cited in McLaren, 2000; Ogloff, 2002). These factors include, age at onset of offending, number of offences, nature of the offending, time in custody, age and gender of the perpetrator (Hemma, 1999, cited in McLaren, 2000; Ogloff, 2002). Static factors are strong predictors of onset of criminal behaviour and of long-term recidivism (McLaren, 2000). While static factors cannot be changed once they occur, early or prophylactic intervention can prevent some of these factors (such as engagement on criminal behaviour). The content of the DARE to be You and DARE to Move On programmes have the potential to teach young people skills and provide them with knowledge to better equip them to deal with emotions and situations and change the "at risk" trajectory that they were on.

Dynamic factors, in relation to risk prediction for youth, include school performance, school attendance, involvement with antisocial peers, delinquent siblings, alcohol and drug use or dependency, as well as parental monitoring and supervision (McLaren, 2000). Dynamic risk factors, may also be related to recidivism, and are the target of intervention as they are responsive to change (McLaren, 2000; Ogloff, 2002). Dynamic factors targeted by both the DARE programmes reviewed appear to be consistent with literature and research recommendations in this field. For instance, Zampese (1997) argues that research suggests that the risk profile of youth offenders deviates little from that of adults. In reviewing literature on risk factors Zampese (1997, p.15) draws attention to the following factors as characteristic of high-risk youth:

- A history of antisocial behaviour beginning at an early age
- Antisocial attitudes, values and beliefs
- Antisocial associates
- Problems with interpersonal relationships (indifference, poor social skills, weak affective ties)
- A difficult temperament i.e., aggressive, callous, impulsive, egocentric
- Problems at school, work or leisure and low levels of achievement in these areas
- Early and current adverse family conditions (low levels of affection, cohesiveness and/or monitoring, problems at home).

Hema (1999, cited in McLaren, 2000, p.22) also draws attention to protective factors for adolescent offenders. These factors are:

- Being female
- Having high intelligence
- Having a positive social orientation
- Being of a resilient temperament
- Having supportive relationships with other family members or adults
- Healthy beliefs and standards, including family and community norms that are opposed to crime and violence, and support educational success and healthy development

Conceptualisations of risk *and* resiliency or protective factors are critical to strengths-based interventions for youth such as those provided by the DARE programmes. These programmes clearly target factors identified in research literature for youth generally and youth estimated to be at low risk of engaging in anti-social behaviour. However, there is potential for the existing DARE programmes to be complimented by new

programmes to effectively build a more intensive intervention for higher risk youth through completion of a series of 4-6 programmes.

## Need

The Need principle according to Ogloff (2002) draws attention to the notion that intervention needs to target the "criminogenic needs" (Table 1.1). Criminogenic factors are considered to be those dynamic risk factors that directly affect the likelihood of future engagement in criminal behaviour (Ogloff, 2002; Zampese, 1997). Zampese (1997 p.16) also includes a review of factors to be targeted for intervention for young people from relevant literature (Table 1.2).

It is important to note that young people assessed through clinical judgement and/or standardised measures to be at low, medium or high risk of recidivism may have different criminogenic needs to others in the same risk group (Zampese, 1997). Zampese (1997) also notes that number *and* configuration of criminogenic needs possibly influences the likelihood of an individual engaging in future offending behaviour, with high-risk groups, for example, being likely to have multiple criminogenic needs.

*Table 1.1: Examples of Adult Offenders' Criminogenic and Non-criminogenic needs*

Criminogenic	Non-criminogenic
Procriminal attitudes	Self-esteem
Criminal associates	Anxiety
Substance Abuse	Feelings of alienation
Antisocial personality	Psychological discomfort
Problem-solving skills	Group cohesion
Hostility - Anger	Neighbourhood improvement

*Table 1.2: Targets for Change for Adolescents*

Criminogenic needs:

- Antisocial attitudes and feelings
- Aggressive / violent behaviour
- Antisocial peer associations
- Affection/communication within the family and familial monitoring and supervision
- Substance abuse and dependency
- Academic and work skills

Change can be achieved by:

- Improving pro-social bonding
- Replacing antisocial with pro-social behaviours
- Promoting identification / association with anti-criminal role models
- Attending to relapse prevention issues
- Increasing self-control, self-management and problem solving skills
- Improving motivation for change
- Developing non-criminal activities which provide personal, interpersonal and other rewards

It is argued that non-criminogenic needs are also responsive to intervention and promote more positive lives for individuals (Ward, 2002). Therefore, the fact that a need is not directly related to reduction in risk of recidivism (Ogloff, 2002) is no longer a reason to exclude these factors from group intervention programmes.

In a more generic review of conventional intervention effectiveness, Buttrum (1998, cited in McLaren, 2000, p.55) noted a number of features of effective interventions with youth, including:

- Assisting young people to accept rather than avoid responsibility for their own behaviour

- Focusing on those problems that contribute to anti-social or offending behaviour
- Assisting in the development of practical alternative ways of coping with stressors
- Involving the young person's family in working on family issues
- Improving basic educational skills and achievements
- Helping in the development of work skills
- Helping young people establish relationships with pro-social individuals who are potential role models and mentors
- Involving young people in the assessment of their own needs and the planning and monitoring of their own programmes.

McLaren (2000, p.55) also cites a review of meta-analyses by authors McGuire and Priestly (1995). This work intimated the following principles as more likely to be guiding effective programmes:

- Providing a more intensive intervention for young people with a predicted higher risk of re-offending
- Targeting the key factors (Needs) which are causally associated with re-offending
- Matching young people with programmes that suit their personality, learning style, and other personal factors
- Providing programmes that are non-residential
- Using programme types that are multi-modal, that is, use a variety of techniques or have a number of components
- Actively teaching and rewarding new behaviours, and encouraging new ways of thinking (cognitive-behavioural techniques)
- Making sure that programmes are run the way they are designed, including the number of hours and specific components.

A study by Zampese (1997, cited in McLaren, 2000, p.55), similarly identified effective interventions targeting youth offenders as ones that:

- Are based on sound facts and relevant theories about criminal behaviour
- Are well structured
- Use approaches which aim to encourage certain behaviours and ways of thinking, and discourage others in very direct ways (cognitive-behavioural techniques)
- Are multi-modal, that is, use a range of change techniques or components
- Target the key risk factors that lead to offending (criminogenic factors)
- Are usually of longer than normal duration
- Are non-residential
- Are targeted at young people with a higher risk of re-offending
- Include family or peers, or at least consider their impact.

The consistencies between these reviews and recommendations are clear and ongoing review and development of the DARE to be You and DARE to Move On programmes needs to ensure that the programme content actively targets these areas.

Traditional offender rehabilitation has been achieved through a narrow focus on risk management via the risk-needs model. While not negating the centrality of this aspect of the rehabilitation work, the potential limitations of interventions focusing only on these factors is highlighted (Ogloff, 2002; Ross, Polashek & Ward, 2008; Ward & Stewart, 2003; Ward, 2002). And, there are risks in basing interventions on a reductionistic model – *focusing on criminogenic needs alone* (Ward, 2002). It is generally accepted that individual treatment needs may extend *beyond* those that have been identified as linked directly to their offending (Ogloff, 2002).

Ward (2002) suggests that identification of risk factors draws attention to problem areas, but does not provide alternative constructive strategies to be employed within interventions. This issue can be seen in the approach to working with life experiences or "life story" of youth offenders within many intervention programmes. The approach to this work appears is often focused on the identification of early offending behaviour and their cognitions during past life events with an emphasis on noticing "criminal thinking". The focus on cognitive distortions is responsive to criminogenic needs but is a reductionistic approach.

A complementary, strengths based approach, the Good Lives Model (GLM) (Ward & Stewart, 2003), offers an alternative framework to guide interventions with youth. Within this model, an emphasis is placed on reducing risk by providing individuals with the means (through knowledge and skills) to attain basic human needs in socially appropriate and personally meaningful ways (Ward & Stewart, 2003). Consistent with this more

holistic approach, the DARE programmes focus on the exploration of contextual factors, meanings attributed to life events that occur in the novel, core beliefs, problem-solving skills. And, in line with the GLM and cutting edge approaches to mental health issues, both of the DARE programmes reviewed include a significant emphasis on strengths.

Interventions with youth exhibiting problematic behaviour typically encompass a basic range of behavioural management strategies and anger management techniques (Grannello and Hanna, 2003). Consistent with other programmes, the DARE programmes provide participants with the opportunity to develop and consolidate skills in identifying and communicating needs, discussing feelings, interpersonal communication, an ability to notice and predict early warning signs of anger, and demonstrate problem solving skills. However, within both DARE programmes reviewed there is a need to use group exercises that incorporate cognitive behavioural therapy strategies to better support participants to achieve change in these areas.

Expressions of anger by young people can stem from early life experiences and current situations (Pudney and Whitehouse, 2001). For example, abuse experiences in childhood, people, pets or "things" that have been lost, hurts or rejection from parents are identified as leading to a sense of powerless and hurt that can be compensated for with anger (affectively, cognitively and behaviourally). For those who have experienced trauma earlier in life, simply teaching new behavioural strategies is not an effective intervention (Pudney & Whitehouse, 2001). A key difference is between the DARE programmes and conventional cognitive behaviour modification programmes targeting problematic behaviour in children and young people is the change process that is employed to achieve these outcomes. The DARE programmes use a bibliotherapy approach to facilitate change in identified risk and protective factors.

Group interventions in and of themselves can also provide opportunities for youth to experience boundaries, build meaningful attachments, and develop alternative ways of relating to (empathy) and interacting with others (people skills) (Pudney & Whitehouse, 2001). Groupwork undertaken within a bibliotherapy framework can be used to facilitate the process of expressing emotions such as sadness, hurt, anger, and promote affective change, normalise problems, develop personal insight and achieve growth, make sense of the trauma or aversive life experiences, work with resultant core beliefs, provide information, develop solutions to problems, and develop skills and strategies to deal with situations (Iaquinta & Hipsky, 2006; Johnstun, 2006; Regan & Page, 2008; Vare & Norton, 2004). Bibliotherapy, within the group context, can also provide a vehicle to explore issues of identity, discrimination, stigma and bullying for minority groups (such as gay and lesbian youth and youth from minority ethnic groups) in a less threatening manner (McCoy & McKay, 2006; O'Neal, 2006; Vare & Norton, 2004). This mode of intervention allows young people to connect with the material by projecting their own issues onto the character(s) and work through their own issues in a less intrusive manner.

Addressing hurt as an approach to working with anger is suggested as it was noted in one study that youth "with depression . . . sought out exciting, dangerous, or illegal activities in an attempt to mitigate their feelings of depression, whereas delinquents who were not depressed did not seek out these activities" (Grannello & Hanna, 2003, p. 14). High levels of depression, anxiety and expressions of anger have been identified as issues for youth who get involved in offending behaviour (see Burton, et al., 1994; Coolidge et al., 1992, cited in Viney, Henry, & Campbell, 2001). And, while there are many difficulties in undertaking research on bibliotherapy interventions (Allen Heath, et al., 2005) research has demonstrated that this approach can be useful in helping children and youth experiencing depression, anxiety and inappropriate social behaviours (Gregory, Schwer Canning, Lee & Wise, 2004; Johnstun, 2006; Santacruz, Mendéz, & Sánchez-Meca, 2006).

As noted earlier, both of the DARE programmes reviewed are consistent with the broader approach promoted in Tony Ward's popular GLM. In this model, therapeutic interventions are expected to attend to internal and external factors that include and extend beyond young people's criminogenic needs (Ogloff, 2002; Ward, 2002). And, as Ogloff acknowledges, "It is necessary but not sufficient to address their criminogenic risk factors" (Ogloff, 2002, p. 249).

While much of his work refers to male perpetrators of sexual offences, Ward (2002, p.176) usefully draws attention to the need for treatment to accommodate contextual factors, referring to the need for:

Identification of the contexts or environments the person is likely to be living once they complete the program. In my view, it is a mistake to seek to equip offenders with generic skills that will enable them to flourish, or live in a fulfilling manner, in any number of

environments within a particular society. Rather, it is necessary to carefully consider the likely contexts a given individual is likely to be released into, keeping in mind short, medium and long-term possibilities. This will require information concerning opportunities for work, social supports, culture of the likely community and neighborhood(s) and possible living arrangements.

Because there is limited understanding of the ways in which the criminogenic needs of young people differ from those of adult offenders, and that, for this reason, a broader more comprehensive approach to interventions with youth is warranted (Zampese, 1997). A more holistic approach attends to multiple contextual and relational factors that can be argued to be especially pertinent interventions with "youth at risk".

The holistic and environmental focus of the DARE programmes includes a focus on issues such as conservation and pollution. These DARE programme components probably extend beyond Ward's intention that interventions are responsive to "environments the person is likely to be living once they complete the program" (2002, p.176), but they are nonetheless consistent with this model, and challenge other programmes to respond in this truly holistic way.

## **Responsivity**

The responsivity principle is highlighted by Andrews and Bonta (1998) and relates to the selection of relevant and appropriate modes of intervention. It is argued that individual learning styles and abilities need to be attended to and treatment modalities matched to these once the level of intervention required by the individual has been determined (Ogloff, 2002). The responsivity principle also includes factors such as gender (Matthews & Hubbard, 2008) and interpersonal maturity of youth.

Programme responsivity refers to the ability of programmes to assess, deal with and respond to any issues or characteristics that might impair an individual from engaging in the programme or learning from the content. This may include intellectual functioning, hearing ability, gender, age, motivation and ethnicity. It is in this sense, that the responsivity principle relates to the selection of modes of intervention. It is argued that individual learning styles and abilities need to be attended to and treatment modalities matched to these once the level of intervention required by the individual has been determined (Andrews and Bonta, 1998; Ogloff, 2002).

Essentially this principle encompasses the idea that the intervention packages required by youth who have offended will differ and interventions should be tailored accordingly. High-risk youth require different interventions to lower risk youth, and programmes should be tailored accordingly (Andrews & Bonta, 1998). There is significant potential for the DARE Foundation to provide a range of groups that build on one another to form individualized interventions. By strengthening existing programmes and developing new complimentary programmes low risk youth could potentially attend one programme (and a refresher course) and high risk youth could potentially attend five programmes.

The idea of responsivity can also be applied to Maori youth. Programme responsiveness to Maori is argued to be improved by inclusion of approaches that are holistic, promote a sense of belonging, and may involve kaumatua and kuia as role models for the young men (Singh & White, 2000). Engaging Maori facilitators would also be likely to benefit the group and community and enhance programme outcomes.

In considering the issue of responsivity more broadly, Andrews et al., (1990, cited in Zampese, 1997) recommend that low structure intervention programmes (that require interpersonal and verbal skills, self-regulation, self-reflection, etc) be only employed with individuals with reasonably high levels of conceptual and interpersonal functioning. The use of concrete alternative techniques is promoted (such as role plays, modeling, drama, action methods, interactive exercises and other expressive arts) with cognitively impaired youth (McMackin, et al., 2002; Zampese, 1997).

Similarly, incorporation of te reo and tikanga Maori into programmes for Maori has been noted (Workman and Associates, 1998, cited in Singh & White, 2000). Like many providers, the DARE Foundation needs to consider the ways in which these components can be incorporated into the programmes it offers. Maori content and

processes are essential components of work with Maori youth as a response to the needs of the youth and as a part of a broader commitment to te Tiriti o Waitangi.

Thomas & Ulrich Cloher (1998, cited in Singh & White, 2000) suggest that the links between interventions of this nature and reductions in recidivism (outcome information) are not yet documented. While acknowledging that there is a lack of research material pertaining to interventions with ethnic minority youth Singh and White (2000, p. 58) cite a range of sources in identifying components of successful programmes for Maori youth as those that:

- adopt a whanau (family) focused approach
- take time to find out the young person's (and whanau's) needs
- consistently offer acceptance and aroha (love)
- acknowledge the importance of identity, cultural knowledge, and history
- address academic, vocational and employment needs
- address financial management and emotional stability
- teach young people about the relevance of Maori values and ways
- are provided by people (preferably Maori) who have mana and with whom young people can identify

The principle of responsivity can also guide a youth focused approach to programmes for youth. Survey research highlights that young people prefer informal sources of support, and that this includes help from "peers" (Mullender et al., 2002 cited in van Heugten & Wilson, 2008; Seith & Bockman, 2008, cited in van Heugten & Wilson, 2008). A number of evaluations have established positive outcomes from peer-group programmes in terms of changes in attitudes, skills and knowledge (van Heugten & Wilson, 2008). It would therefore be prudent to explore the possibility of one of the group co-facilitators being a young person who had either previously been through the programme or who had been identified by a school (or referring agency) as having the potential to move into this role. This would enhance opportunities for those youth who take up the role of group co-facilitator, but also provide a role model and positive peer support for youth participating in the group. This approach is likely to benefit the "community of informal supporters" (van Heugten & Wilson, 2008, p.11) and have long term gains in addition to those achieved from the delivery of the group programme.

The involvement of youth in programme development and delivery, in consultation processes and on Boards of Trustees are all activities that can be readily achieved and increase responsivity to the needs of youth clients and provide more integrated services (Crowe, 2007; McPhail & Ager, 2008). These activities can ensure youth have input on a range of levels and that programmes are relevant, appealing and accessible to youth.

When a partnership model to delivering youth programmes is adopted it is important that the young people involved are not used or exploited. It is critical that a small number of young people are not overly called upon so that their involvement impacts on their own education or personal or career development (Crowe, 2007). If young people are used as consultants then they should receive some sort of compensation for their time and the knowledge they have shared (Crowe, 2007). Equally, if a young person co-facilitates a DARE programme, or comes to speak to a group as a "graduate" of the programme, then some payment should be a part of the contract with that young person. Practical aspects, such as transport, of youth involvement should be considered to ensure that these factors not disadvantage the young people involved (Crowe, 2007).

### ***Modality of Treatment***

The way in which an intervention programme is delivered is related to the effectiveness of the intervention. The issue of treatment modality has been attended to with literature citing the need to match the intervention with the developmental abilities of individuals as well as individual areas targeted. Clinical discussion and research in this area has clearly outlined the efficacy of multimodal interventions. Components such as family therapy as well as cognitive-behavioural approaches, art, bibliotherapy, drama and action based methods within the group therapy context can be employed in interventions with young people.

The use of groupwork structure for the DARE programmes is consistent with findings of available research and clinical practice of other providers within New Zealand. There is limited literature on groupwork outcomes for youth who have offended (Print & O'Callaghan, 1999). One early meta-analysis undertaken by Lipsey (1992) identified mixed results regarding efficacy of group interventions for youth offenders. However, many available reviews of outcomes of group interventions for youth who have engaged in offending have indicated positive results (Viney, et al., 2001). Although the number of comparative studies available is small the results

indicate improvements in areas such as self-esteem, school achievement, problem solving, and importantly recidivism after returning a custodial sentence (Viney, et al., 2001). Those interventions designed to improve social competence and interpersonal skills (such as those incorporated within peer therapy groups) have been found to improve the abilities of young people to engage pro-socially with peers (Kelly & de Arma, 1989). This is an area that warrants research attention given the general clinical consensus regarding effectiveness of group work as an intervention with youth.

Best practice interventions with youth target the youth's social perspective-taking skills, belief systems and any anti-social or offence supportive attitudes or cognitions. Interpersonal communication skills are also a focus of group intervention programmes. Such modules address issues of interpersonal communication styles, family and peer relationships, affect identification and recognition, anger management techniques, problem solving abilities, attitudes and values. The DARE to be You programme is extremely strong in all of these intervention components with the exception of helpful and unhelpful cognition identification and the development of alternative cognitions. Similarly, the DARE to Move On programme includes limited cognitive behavioural therapy (CBT) components within interventions.

Many intervention programmes for youth engaging in problematic behaviour or alcohol or drug use include a relapse prevention or offense chain approach to facilitating understanding and effecting change with youth (McMackin, et al., 2002). The offense chain involves the identification of the sequence of emotions, cognitions and behaviours that create and maintain the general pattern of offending (McMackin, et al., 2002). While the exact nature of the problem behaviours *may* vary the offense chain for individual youth may be relatively similar. This same approach can be employed for anger management or other problematic behaviours exhibited by young people. While there are currently questions about the efficacy of this approach alone, the approach is generally retained within intervention programmes alongside a "Good Lives Model" of intervention.

Although a high attrition rate and small sample size was reported, one study noted the apparent effectiveness of a cognitive-behavioural approach, in a group therapy programme, in reducing frequency and intensity of anger "outbursts" by individuals in the community setting (Siddle, Jones & Awenat, 2003). A more comprehensive and empirically based meta analysis of outcome data for juvenile treatment programmes indicated that cognitive-behavioural approaches are more effective in reducing recidivism than non-directive approaches (Andrews & Bonta, 1998). These approaches emphasize responsibility taking as well as the development of alternative cognitions and behaviours to replace those that are offence supportive (McMackin, et al., 2002). The DARE to Move On programme is intended for youth with these issues and behavioural presentations and therefore an increase in the CBT content of exercises is both necessary and appropriate.

As research indicates a high prevalence of language and learning deficits in youth offenders, the use of non-verbal alternative techniques is promoted (such as role plays, drama, use of metaphor, action methods and other expressive arts) (Ferguson & Haaven, 1980; McMackin, et al., 2002). Similarly, Mishna and Muskat (2001) argue that cognitive behavioural approaches have been shown to be less effective with youth with learning difficulties or other forms of developmental delay as the significant focus on cognitive components/tasks pose difficulties for this cohort. The approach promoted by these authors includes an adaptation of the material to the needs of this population using concrete concepts and the technique of "mutual aid". Interestingly, the use of a less confrontational and threatening approach such as bibliotherapy, integrated with CBT, drama and action and other techniques, may provide an appropriate alternative to interventions with these youth. However, it is important the way bibliotherapy is used is appropriate to the developmental needs and attention span of children or youth involved in the programmes (Collins, Furman & Russell, 2005), and takes into account any impacts of problems such as depression (Gregory, et al., 2004) or ADHD on participants ability to engage with the material.

Importantly, Guerra and Slaby (1990, cited in Zampese, 1997) highlight their finding, based on a 12-session programme targeting cognitive factors related to aggression, that cognitive interventions delivered within the institutional setting were not effective. It is suggested by these authors that the level of social support established within the youths' community following release from the institution is a crucial factor in the maintenance of skills acquired. This means that school-based delivery of programmes may be especially appropriate in targeting school attendance and achievement, bullying, self-esteem, anger management, friendship and relationship issues and identity issues. The delivery of the DARE programmes within the community setting is clearly a strength of these interventions and likely to be linked to more positive outcomes.

## Programme Issues: Content, Context & Delivery

### Programme Integrity

Programme integrity and professional ability of those delivering the programme are also noted as critical principles related to intervention and recidivism (Ogloff, 2002). It is argued that structural and organizational aspects of programme provision influence both the content and process of the interventions employed (Andrews and Bonta, 1998). Intermittent "live" supervision or videoing of group sessions that are randomly reviewed by a small pool of people nationwide are strategies that can be employed to monitor programme integrity.

Programme integrity and professional ability of those delivering the programme are strengths of the DARE to be You and DARE to Move On programmes. Accreditation of staff, ongoing training and supervision are all essential components of maintaining the high standard achieved by this provider. However, it is essential that this training covers knowledge and skills in the use of bibliotherapy as a mode of intervention. This is because the way in which a book is used as a tool by a group facilitator or therapist is vastly different from how it might be used by a teacher (Pehrsson, et al., 2007; Pehrsson & Pehrsson, 2006).

Particular worker characteristics are argued to impact outcomes for the clients in different ways (such as interpersonal skill, content of learning, etc) (Andrews & Bonta, 1998, Ross, Polachek & Ward, 2008). Howells and Day (2003) note that research has demonstrated that the therapeutic alliance is a moderate but consistent predictor of treatment outcome for a range of client groups and, importantly, across a range of therapeutic approaches. More specifically, a stronger therapeutic alliance was related to decreased engagement in aggressive behaviour by men who were violent within the context of their romantic relationship (Brown and O'Leary, 2000). Less research has been undertaken evaluating the effect of the therapeutic alliance on reduction of problematic anger behaviour than with other presenting issues and this may be due to difficulties in measuring these factors within the context of group work (Bednar & Kaul, 1994, cited in Howells & Day, 2003).

Three related themes are emphasized with regards to the therapeutic alliance and these are: (1) the collaborative nature of the relationship, (2) ability to attain agreement between the client and the worker about treatment goals and tasks, (3) the affective bond between the client and the worker (Howells & Day, 2003). It has been noted that, in general, clients attending anger management interventions are likely to have different goals to programme delivery staff, be compelled to attend and exhibit high levels of hostility to programme staff (Howells & Day, 2003). Therefore, therapist skill in engaging youth people and especially youth "at risk" is likely to be a critical component of effective outcomes with this cohort.

Worker attributes that are significantly related to the development and maintenance of a positive therapeutic alliance include the therapist being; interested, relaxed, confident, affirming, warm, flexible, trustworthy, and more experienced (Ackerman & Hilsenroth, 2003). Ackerman & Hilsenroth (2003) suggest that the worker attributes influence the outcomes via their responses to that indicate that they understand the issues and can assist the individual to cope within the therapeutic process, having influence over the client, creating an environment conducive to change, creating greater client investment. These factors can be seen as congruent with attachment perspectives considered later in this review. While these findings and the inferences that can be made from them are relevant and interesting when considering intervention with youth offenders, the focus of investigation has not included an analysis of client characteristics and how they influence the therapeutic alliance. A methodological limitation of much of the research in this area is the reliance on measures at the beginning and end of treatment, which limits the ability to generalize these findings to treatment generally (Ackerman & Hilsenroth, 2003).

Research about relationships is emphatically supportive of the idea that relationships are important in predicting therapeutic change (Ross, Polashek & Ward, 2008). Therefore, it is essential that groupwork programmes promote group building and relationship building in the initial stages of group formation and as the group continues to develop. Interestingly, some research has indicated that the use of bibliotherapy enhanced participants functioning in group in that they were able to be more open, provide more detailed responses and engage in greater affective exploration (Shechtman & Nir-Shfir, 2008). Without conscious attention to the nature of the facilitator-participant relationship, the implementation of a bibliotherapy intervention could be limited by a didactic and distant style of delivery more compatible with psycho-

educational groups or classroom teaching. Greater emphasis on this aspect of treatment in both the programme documentation and delivery is likely position the DARE to be You and the DARE to Move On programmes in line with research in this area.

## **Community Location**

The general consensus in the literature is that non-residential treatment interventions for youth are more efficacious (see Curtis, et al, 2002; Kazdin, 1997; McLaren, 2000). Literature and research across adolescent and adult offender rehabilitation programmes has indicated that the setting influences outcomes with greater treatment effects evidenced in community based programmes (Andrews, et al., 1990, cited in Howells & Day, 2003). Howells & Day (2003) suggest that the greater opportunity for practicing skills and opportunity to develop strategies within the context that they are to be employed may contribute to the success of community based interventions.

Young people moving through a change process are expected to maintain new patterns of thinking, feeling and behaving within a new (although perhaps previously familiar) environmental and social context. The young people often then need to build new relationships, new support systems and reconnect with family in different ways to avoid reverting to their prior ways of thinking, behaving and interacting. Even within the community setting, transition from a group intervention programme needs to be a managed and planned process that is undertaken over a period of time. A well managed ending process provides an additional opportunity for youth to learn new skills and techniques.

Already offered within the community, the DARE to be You and DARE to Move On programmes are likely to be more effective than those offered in residential settings. In addition, most of these programmes are provided in school settings further increasing the likelihood of positive outcomes relating to this context (such as school attendance, achievement, self-esteem, truancy, pro-social behaviours and attitudes). Further strengthening of the DARE programmes within the community context could occur with the introduction of "homework" or practice opportunities outside of the group room throughout the programme. Finally, and importantly a greater emphasis could be placed on ending processes to the same end.

## Family Matters

"The relationship histories of the children and parents with whom practitioners typically work tend to be characterised by abuse and neglect, confusion and hurt, chaos and loss, indifference and rejection" (Howe et al, 1999, p.1) which means that programme facilitators for DARE require knowledge and skill in dealing with a range of complex family-related and individual issues. Research employing retrospective youth self-report measures, suggests that between 26-84% of youth who engage in anti-social or offending behaviours have been victims of physical abuse (Zampese, 1997). Research also suggests patterns of poor communication, familial conflict, unstable family structure, disorganization, geographic mobility, inadequate support and monitoring / supervision, inconsistent discipline practices, harsh discipline practices, parent criminality, delinquent siblings, physical and emotional distance (poor attachment) and role confusion are related to the development of antisocial behaviour in children / adolescents (DeKleyn, Speltz, & Greenberg, 1998; Dishion, French & Patterson, 1995; Loeber, Drinkwater, et al., 2000; McLaren, 2000; West & Farrington, 1973).

Family instability has been discussed as related to increased risk of engagement in antisocial behaviour by youth, academic problems, association with deviant peers, criminal convictions, anxiety and depressive disorders (Kasen, Cohen, Brook & Hartbrook, 1996). The negative impact of family factors is related, for example, to the disruption and conflict that can accompany events such as separation / divorce rather than the event itself. Furthermore, Tollet and Benda (1999) highlight poor parental relationships and abuse perpetrated by parents, alongside other situational and demographic factors, as significant risk factors leading to repeat convictions.

Andrews and Bonta (1998, p.199) suggest that the interplay between family factors and youth offending is complex. These authors note that:

Families that clearly promote prosocial norms and are characterized by strong emotional attachments are predicted to have the lowest rates of delinquency. Families that fail to provide clear training in social convention and that are characterized by weak affective bonds would be expected to evidence the highest rates of delinquency. Finally, families may show other combinations of the normative and affective dimensions (e.g., high prosocial norms and low attachments).

Numerous theories have been advanced around the relationship between these family factors and about the pathways to offending by children and adolescents. It is important to note that there is considerable debate about the nature of this relationship despite correlational research and theorizing being widely documented. The ways in which family factors or variables interact and their relationship with the development of antisocial behaviour in youth in the family's care is complex and needs to be considered in the context of other environmental factors.

The content of the family issues module within the DARE to Be You programme deals with many of the family factors highlighted in the research literature in a non-confrontational way. The limited focus on family factors within the programme on this issue is potentially a strength and limitation of the programme. It may be helpful to include further sessions on this issue, and there is the potential to develop a targeted follow-up group programme to look at understanding and processing family-related issues in greater depth. Similarly, the DARE to Move On programme would benefit from a greater lead-in to family related factors and interpersonal trauma as well as move in-depth treatment of these issues.

Involvement of family within both DARE programmes reviewed is limited and variable. In order for the programmes to better support young people engaged in with DARE, this aspect of both programmes needs to be reviewed and developed.

## Mode of Intervention: Bibliotherapy as a Vehicle for Change

Children and young people can engage in anti-social or problematic behaviour that can stem from early life experiences and current situations (Pudney and Whitehouse, 2001). For example, abuse experiences in childhood, people, pets or “things” that have been lost, hurts or rejection from parents are identified as leading to a sense of powerless that can be compensated for with anger (affectively, cognitively and behaviourally). For those who have experienced trauma earlier in life, simply teaching new behavioural strategies is not an effective intervention (Pudney & Whitehouse, 2001). A key difference is between the DARE programmes and conventional cognitive behaviour modification programmes targeting problematic behaviour in children and young people is the change process that is employed to achieve these outcomes. The DARE programmes use a bibliotherapy approach to facilitate change in identified risk and protective factors.

Bibliotherapy refers to the process of sharing stories with individuals, families or groups to facilitate insight into personal difficulties, provide opportunities for emotional growth (Allen Heath, et al., 2005). Interestingly, bibliotherapy has been shown to be an effective intervention for developing empathy and reducing aggression in boys with aggression and affect problems – often considered a difficult to work with and highly resistant population (Shechtman, 2006).

Groupwork undertaken within a bibliotherapy framework can be used to facilitate the process of expressing emotions such as sadness, hurt, anger, and promote affective change, normalise problems, develop personal insight and achieve growth, make sense of the trauma or aversive life experiences, work with resultant core beliefs, provide information, develop solutions to problems, and develop skills and strategies to deal with situations (Allen Heath, et al., 2005; Iaquina & Hipsky, 2006; Johnston, 2006; Regan & Page, 2008; Vare & Norton, 2004). Bibliotherapy, within the group context, can also provide a vehicle to explore issues of identity, discrimination, stigma and bullying for minority groups (such as gay and lesbian youth and youth from minority ethnic groups) in a less threatening manner (McCoy & McKay, 2006; O’Neal, 2006; Vare & Norton, 2004).

Group interventions in and of themselves can also provide opportunities for youth to experience boundaries and build meaningful attachments, and develop alternative ways of relating to (empathy) and interacting with others (people skills) (Pudney & Whitehouse, 2001). In addition to the generic benefits of groupwork, bibliotherapy has been shown to have enhanced participants functioning in group when compared to other intervention models (Shechtman & Nir-Shfir, 2008), although it is generally considered to be most effective when combined with other approaches (Jack & Ronan, 2008).

There is potential for the implementation of a bibliotherapy intervention to be limited by a didactic and distant style of delivery more compatible with psycho-educational groups or classroom teaching. Greater emphasis on the development of relationships (both between group participants and facilitator(s) and participants) in both the programme documentation and delivery is likely to guard against this potential limitation and enhance both of the DARE programmes reviewed.

## Mode of Delivery: Groupwork

Groupwork, by nature and definition, requires a range of interactions between participants that differ significantly from individual work and individual interaction with an audience. Like any intervention, groups require planning, preparation and reflection. Indeed, it has been suggested that some of the most crucial planning is related to the initial contact and engagement of potential group participants. Intake procedures can provide valuable potential participants opportunities for expression of concerns and emotions and for facilitators with information and "tools" to equip them to engage in group processes and make use of the group content (Caplan, 2005).

Planned intervention is a part of the process of working with individuals, groups and communities. This does not mean a reliance only on a programme manual, but consideration of the needs of the group and practical consideration of how the programme will be delivered (Galinsky, Terzian & Fraser, 2007; Geldard & Geldard, 2001). Further, while the content of the programme manual is a fundamental resource "it is vital, however, that these resources be used in conjunction with knowledge of groupwork practice. Both designers and users of manuals should follow principles that ensure responsiveness to client needs and reliance on current theory and evidence. Manuals need to be flexible enough so that they can be implemented in real world circumstances, yet be specific enough so that core content and activities are articulated." (Galinsky, Terzian and Fraser, 2007, p.77).

Effective groupwork is achieved through combining knowledge of group techniques and processes with knowledge of the subject area to construct a planned intervention. Understandings of group process and group content are critical to the delivery of effective group interventions. Further, the ability to balance process and content is one of the skills of groupwork (Galinsky, Terzian and Fraser, 2007; McMaster, 2004). With attention to the factors mentioned, planned group programmes can be used to target criminogenic and non-criminogenic needs, promote "good lives", elicit particular responses or enable participants to achieve particular outcomes.

The ways in which group facilitators generate energy, interest and excitement in working with group content and process constitute good groupwork practice. It is therefore critical that facilitators are able to employ a range of group activities within the bibliotherapy framework to ensure the optimal delivery of this group programme. There is the potential for significant programme development in this area for both the DARE to be You and DARE to Move On programmes, and detailed recommendations have been made for both programmes in this area. A range of resources and exercises have also been provided in a separate document, and these may provide the foundation for a new DARE resource for group facilitators.

## Why Groupwork?

Toseland and Siporin (1986) suggest that group work is as effective as individual work and may be more effective at times. Tillitski (1990) undertook a meta-analysis and found that both group and individual work were as effective as each other with adults, individual work was more efficacious with children, and groupwork was more effective with adolescents.

There are many other advantages of groupwork (see Frost & Connolly, 2004; Geldard & Geldard, 2001; Malekoff, 1997; Print & O'Callaghan, 1999) that are likely to be produced through the use of bibliotherapy in a group context and through the structure design of the DARE to be You and DARE to Move on programmes. Indeed, bibliotherapy provides a tool to enable group participants to achieve a primary purpose of groupwork – to give and receive “mutual aid” (O’Neal, 2006, p.50). The advantages of groupwork include:

1. Peer support and professional support.
2. Can reduce sense of isolation.
3. Interpersonal patterns of behaviour can be reflected upon and modified.
4. More opportunities for direct action if facilitators are able to respond to the “here and now” issues or interpersonal dynamics.
5. Interpersonal patterns of behaviour with other young people and adults can be observed and modified.
6. More sources of feedback, including a forum for peer feedback and challenge that is less threatening because of the focus on the characters in the story.
7. Opportunities to develop competency in identifying and expressing emotion.
8. Opportunities to develop competency in recounting own and others experiences.
9. Worker – participant relationships have better chance of being positive and constructive.
10. Opportunities to develop autonomy can occur as facilitators can recognise when individual is becoming dependent on others in the group and assist in learning.

Interestingly, some research has shown that group goals can also be achieved through out-of group consultation and support between participants (Frost & Connolly, 2004). Equally, there are possible disadvantages to using groupwork interventions (see Geldard & Geldard, 2001; Malekoff, 1997), including:

1. Less time focussed on any one person but in-depth individual therapy is not the focus of the DARE programmes.
2. Group is not a normal social situation, particularly if attendance is mandated or participants are reluctant. Generalisation of skills and knowledge from the group context to the individual's life may be difficult and needs to be an explicit focus of the intervention programme.

## Therapeutic Factors that Promote Change in Groupwork

A number of components of group structure and functioning have been identified as being responsible for eliciting positive change in participants lives, knowledge and skills (Table 1.3) (see Bloch and Crouch, 1985; Corsini and Rosenberg, 1955; Geldard & Geldard, 2001; O’Neal, 2006; Yalom, 1970, 1975). The DARE programmes include these components to varying degrees, but all are present in some form. Promotion of therapeutic factors can occur with attention to:

*Table 1.3: Factors that Promote Change*

1. Acceptance (Cohesion)

- demonstrate good listening skills and empathy.
- use active listening skills – summarise, paraphrase, feedback, clarify.
- provide support after a person has shared sensitive material.
- exercises to promote member acceptance.
- look for ways to affirm and include members who are being excluded by the group.

2. Universality

- planned discussions of common themes.
- use process observations to note discussion of themes.
- verbally link similarities between members.
- normalise a participant's disclosure and invite comment.
- note and challenge negative themes.

3. Learning From Interpersonal Action

- consider novel responses to troublesome patterns.
- identify participant issues appropriate for learning from interpersonal action / experiences
- encourage and structure opportunities for learning from interpersonal action / experiences.
- train group to give feedback.
- relate learning from interpersonal action / experiences to situations outside group.

4. Altruism

- prepare people to be helpful in managing anxiety – especially at the beginning of the group.
- high levels of acceptance and universality promote altruism.
- point out secondary consequences of helping and create opportunities for helping.
- reinforce when people have been helpful.

5. Vicarious Learning

- increase feelings of universality.
- model and reinforce desired behaviour and specific skills.

6. Self Disclosure

- increased acceptance facilitates self-disclosure.
- model self-disclosure primarily by process statements.
- be alert for covert communications and how the group is reacting to a disclosure.
- ensure proper support for important self-disclosures.
- plan what types of disclosures are appropriate.

7. Insight

- develop a clear model to use in interventions.
- link thoughts, feelings, and behaviour.
- make observations rather than interpretations.
- in difficult situations, analyse the context of the behaviour.
- state how you are reacting to difficult behaviour.
- give options for change when possible.

8. Catharsis

- allow cathartic experience to occur naturally and process reactions to the experience when possible.
- protect the person having the experience.
- end the experience cleanly when it is time to move on.

9. Guidance

- give direct advice sparingly.
- make sure that information is current, accurate and matched to literacy levels and developmental stage of participants.
- make learning active.

10. Hope

- notice and give attention to participant successes as they occur.
- build positive reviews into the group design.

## Stages of Group Development

It has been noted that “When implementing manualized curricula with groups, it is essential that practitioners apply groupwork practice principles” (Galinsky, Terzian and Fraser, 2007, p.82). One such aspect is the development of group culture as “the group will not just develop by itself in a positive direction without skilled groupwork guidance (Galinsky, Terzian and Fraser, 2007, p.82).

Techniques for cultivating a positive group culture can be discussed in relation to the milestones or stages of group development. It is useful for group facilitators to have a framework to understand group dynamics and contextualize individual behaviours within the group context. A commonly used framework involves five stages of group development and is based on early work by Yalom (see below) and the goal in promoting group development is to progress through the steps towards step five. So, for example, if the group is in the “storming” stage, the goal is to get to the “norming” stage. It is important to note that some groups may not get to the positive peer culture stage, and some groups may move between stages for a period of time. Groups rarely exhibit a smooth developmental sequence and some may repeat earlier cycles. Groups can be cyclic and complex.

### 1. “Forming” stage

Group members generally act in a tentative or uncertain manner, seek information, and proceed cautiously (perhaps “casing” the programme). Group members are likely to be untrusting, so the leader must repeatedly encourage disclosure. Key functions / characteristics include:

- Development of trust and establishing a particular operating style.
- Foundation for future work
- Explicit ground rules established
- Essential conflict around balancing self needs for independence and dependence.
- Concern about acceptance and universality, members preoccupied with how others will see them and how they fit into group.
- Members search for commonalties, minimise differences e.g. self-disclosure about information of self rather than feelings and how they feel about others.
- Advice information given to gain acceptance of others rather than as an act of altruism.
- Conflict avoided or quickly smoothed over.
- People try to see if they fit, who has influence other than the leader.

### 2. “Storming” stage

Group members are less tentative; they openly disagree and test limits by attempting to subvert or divert the programme. Group members’ advice to one another may consist of shows, put-downs or power plays, and the advice givers often do not apply their advice to themselves. During this phase, the group leader must frequently prevent the group misusing the group meeting as a gripe session or opportunity to pick on others. Key functions / characteristics include:

- Conflict and anxiety.
- Overt and covert conflict.
- Some group participants move forward, some back, some take a position of ambivalence.
- Confusion about what they want and what the group is to do.
- One member encouraging everyone to change, another declaring the whole process is a waste of time.
- What is difficult about this stage is that positive, negative, or ambivalent feelings may be expressed very directly or not at all as it is deemed too risky for some members to express how they feel.
- This is an important stage that needs careful analysis and management.

### 3. “Norming” stage

Many, but not all, group members become more genuine about responsible change, try not to let the group down, and in a humble and thoughtful way express their disapproval of irresponsible behaviour. Although negative group members will have influence, they can no longer set the dominant tone. Key functions / characteristics include:

- Implicit rules about how group will work.
- Each person realises that to make further gains means having to take risks of some type.

- If reason to move forward is not made, there is little chance of much positive benefit from other members.
- Acceptance and universality still important, self-disclosure deepens, direct challenges to leadership occur.
- Disappointment of leader(s) not having fulfilled the members' fantasy of magic change with no effort.
- Disappointment that the group leaders are human.

#### 4. "Performing" stage: Positive Peer Culture

Virtually unanimous, constructive group participation is the hallmark of the final stage, positive youth culture; that is a "strong, cohesive, clique-free group that embodies a value system of mutual caring and concern". Key functions / characteristics include:

- Cohesion is developed, members participate in self disclosure, feedback.
- Increased opportunities for catharsis, learning from interpersonal action / experiences, insight and vicarious learning.
- Productive work.
- Conflict between autonomy and closeness.
- Worthwhile strategy = interdependence.
- Participants have made a commitment to carry group on and can cope with conflict and threats.
- Greater levels of self-disclosure and investment in the group.

#### 5. "Adjourning" stage: Termination

- Close of group.
- Leave each other.
- Moving on.
- Conflict between wanting to give up group and not wanting to (fear).
- Time to consolidate and generalise gains.
- Plan for transition from group to community
- Variety of feelings associated with separation (anger, sadness, fear of abandonment, excitement re the future).
- Some groups try to resist termination by introducing idea of extending process or by planning post group social gatherings.

This model of group development is commonly used, but is one of many available. Regardless of the intervention model used or mode of intervention employed, a significant emphasis on the process of engagement and relationship building is emphasized in literature about change (Ackerman & Hilsenroth, 2003; Andrews & Bonta, 1998; Frost & Connolly, 2004; Geldard & Geldard, 2001; Howells & Day, 2003; O'Neal, 2006; Ross, Polaschek & Ward, 2008). It would be useful for the facilitator's guides to include this type of "process" material along with the programme "content" material.

## Group Facilitation

Gender, culture, experience, facilitation styles and processes along with the number of facilitators need to be considered in relation to the client group, area of practice and model of practice. Co-gender facilitator teams of two ideally deliver the intervention programme, and use of young people as co-facilitators could be explored in DARE programmes. Compatibility and styles must be considered and discussed prior to delivery of the programme.

It is important to consider the issue of cultural knowledge, and the experience and skill of the facilitators as well as the cultural relevancy and appropriateness of the programme content to participants (Galinsky, Terzian and Fraser, 2007; O'Neal, 2006).

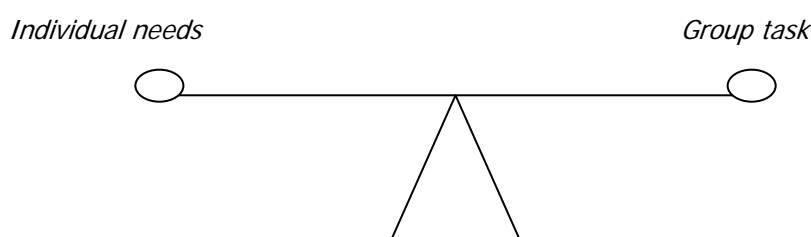
The facilitators will require skills and knowledge in therapeutic and educational approaches to working with the client group (Galinsky, Terzian and Fraser, 2007). For instance working with young people generally requires particular skills, and delivering a group therapy programme requires skills and experience in the area of group work with this cohort. Continued training for facilitators in programme material and group work models is an integral part of ongoing skill development and a way to maintain the integrity of the programme (Galinsky, Terzian and Fraser, 2007).

It is critical that youth involvement in service provision is supportive and not exploitative (Crowe, 2007). Therefore, if the DARE foundation moves to a model of youth co-facilitation of its programmes then training and support specific to the needs of the youth facilitators would need to be developed. Co-leadership relationships are complex (Preston-Shoot, 2007), and as the effectiveness of the programme can depend on this relationship being functional both facilitators would need to be committed to a partnership model.

## Facilitation Style

"Group facilitation refers to the style and method of working in a group." (McMaster, 2004, p. 220). Facilitators are expected to be an expert on their skills rather than an expert on group participants lives. Laird (1995) argues that the role of the facilitators is to construct conversational spaces whereby different meanings and experiences are explored. Facilitators are able to utilise different facilitation styles as a tool in the group, including adopting a directive, permissive, facilitating, or flexible style (Benson, 1995; Geldard & Geldard, 2001). What is critical in terms of the group process is planning and/or judging which style of facilitation will be appropriate to which exercises and with which group participants (McMaster, 2004).

Group work is about making decisions in the context of the group dynamics around what to do in terms of responsibilities as a facilitator: Whether to intervene or not, and in what ways to do that. As a facilitator it is important to keep intervention to a minimum, but also to have balance in maintenance functions (i.e., balancing the group task with individual needs) (Geldard & Geldard, 2001; McMaster, 2004; O'Neal, 2006).



Sometimes behaviour needs interrupting because it; (a) is impeding the group task / process, (b) is preventing the possibility of positive group energy, or (c) is becoming a discussion that arose out of people having tripped up on past issues. It has been suggested that a lot of the creativity within group work is related to planning and predicting management of issues that may arise (Benson, 1995; McMaster, 2004).

## Group Facilitation: Planning and De-Briefing

Time allowed for planning group sessions and de-briefing afterwards depends upon a number of factors including:

- The facilitators working relationship and their experience of groupwork and of co-working
- The facilitators familiarity with the material and the number of times they have delivered the programme previously
- The content and issues being worked with in the group
- The nature of the group
- Organisational acknowledgement and support of planning and de-briefing time
- Degree to which the facilitators need to link with family members or other professionals around their work with group participants

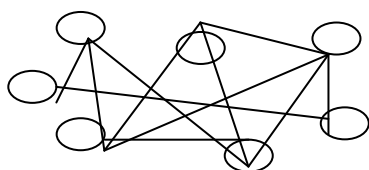
## Group Facilitation: Supervision

It is appropriate that facilitators of a group seek supervision and that co-facilitators attend joint supervision sessions in order to mirror the process of working together in the group (Preston-Shoot, 2007). A ratio of one hour supervision for every nine hours contact time is sometimes suggested around general educational intervention groups, although in a new group it would probably be more likely to be a ratio of 1:6. The need for supervision can increase when the issues worked with are more complex or when there are difficulties in

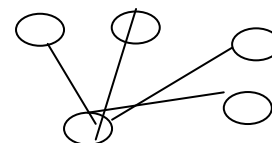
the working relationship. But it is important the supervision is accessed in a regular fashion, not only when there are problems. Organisational support for this process is critical to its success. Organisational support in this context refers to time allocated, budgeting for payment of a supervisor, etceteras.

## Group Process

The interactions within the group can be monitored in terms of mapping conversations. As the course progressed there is hopefully more interaction between participants, as they more readily respond to each other. Malekoff (1997) highlights the importance of therapist attendance to group process and notes that an understanding of models of intervention (such as bibliotherapy and CBT) does not preclude understanding and skill in effective groupwork.



PREFERRED COMMUNICATION MAP

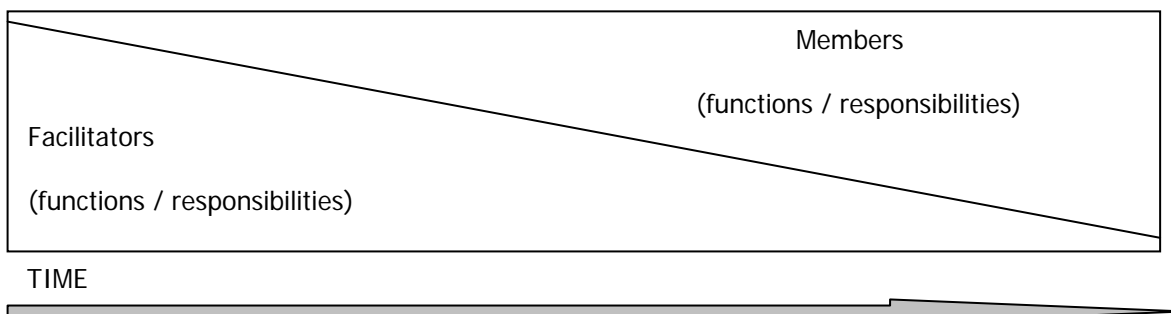


INDIVIDUAL WORK IN A GROUP

Facilitators are able to employ strategies to encourage this communication pattern such as:

- gazing around the group while asking a question,
- asking "I wonder if anybody . . ." type of questions,
- asking "Who else has had that experience . . ."
- asking "what have other people noticed or heard . . ."
- being comfortable with silence.
- 

An outline of each session can be provided to participants in the group (for instance, written on a white board or handed to participants as a part of module work) regarding the content of the session and general time frames for activities. The rationale for this can be explained to the group in terms of their knowing what would be covered in a session, and also to allow a greater degree of shared responsibility for the group task and process. An empowerment model of facilitating involves participants taking responsibility and roles over time. This would be a goal for the participants in the group programme to be encouraged towards as they begin to take responsibility for their behaviours, begin to challenge and affirm other group members, and in doing so practice and model the skills taught within the programme. The shift in responsibility for managing the culture and behaviour within the group can be seen in the following diagram.



## Conclusions

Relevant research and clinical literature has been considered as a part of this review and evaluation of the DARE to be You and Dare to Move On programmes provided by the DARE Foundation. The review concentrates on this information to establish the relevance and appropriateness of the goals, methods and materials of the two programmes in relation to research findings and best practice recommendations. The focus of the review then, is clinical material and research findings that examine effective interventions for youth, including consideration of treatment components and programme delivery.

This review of the literature highlights that the programme content is generally appropriate and relevant to the target group for both the DARE to be You and DARE to Move On programmes. In considering the programme content in relation to international research findings it is clear that both programmes have the potential to reduce risk relationships for young people both as a preventative programme and as an intervention for youth at risk. Some recommendations for programme development are made with the intention of further enhancing possible outcomes of the programmes.

While both programmes have the potential for positive long term outcomes for participants, ongoing research and evaluation will be required to determine the nature and magnitude of these effects.



# **Review and Evaluation of DARE to be You**

## Executive Summary: DARE to be You

This review and evaluation of the goals, materials, processes, practices, and outcomes of the community delivered DARE to be You notes both components and processes of the programme that work effectively and highlights areas for improvement.

DARE to be You is a comprehensive early intervention programme that focuses on engaging young people with the programme through the use of storytelling or bibliotherapy. The story, *Run for the Trees*, is set in New Zealand and is written by a New Zealand author. The DARE to be You programme use a bibliotherapy approach to facilitate change in identified risk and protective factors.

Bibliotherapy refers to the process of sharing stories with individuals, families or groups to facilitate insight into personal difficulties, provide opportunities for emotional growth (Allen Heath, et al., 2005). Groupwork undertaken within a bibliotherapy framework can be used to facilitate the process of expressing emotions such as sadness, hurt, anger, and promote affective change, normalise problems, develop personal insight and achieve growth, make sense of the trauma or aversive life experiences, work with resultant core beliefs, provide information, develop solutions to problems, and develop skills and strategies to deal with situations (Allen Heath, et al., 2005; Iaquinta & Hipsky, 2006; Johnstun, 2006; Regan & Page, 2008; Vare & Norton, 2004). Bibliotherapy, within the group context, can also provide a vehicle to explore issues of identity, discrimination, stigma and bullying for minority groups (such as gay and lesbian youth, youth with disabilities, and youth from minority ethnic groups), that are core components of the DARE to be You programme, in a less threatening manner (McCoy & McKay, 2006; O'Neal, 2006; Vare & Norton, 2004).

Group interventions in and of themselves can also provide opportunities for youth to experience boundaries and build meaningful attachments, and develop alternative ways of relating to (empathy) and interacting with others (people skills) (Pudney & Whitehouse, 2001). In addition to the generic benefits of groupwork, bibliotherapy has been shown to have enhanced participants functioning in group when compared to other intervention models (Shechtman & Nir-Shfirir, 2008). Bibliotherapy is generally considered to be most effective when combined with other approaches (Jack & Ronan, 2008) as is achieved to some degree within the DARE to be You programme.

There is potential for the implementation of a bibliotherapy intervention to be limited by a didactic and distant style of delivery more compatible with psycho-educational groups or classroom teaching. Greater emphasis on the development of relationships (both between group participants and facilitator(s) and participants) in both the programme documentation and delivery is likely to guard against this potential limitation and enhance the DARE to be You programme reviewed.

The DARE to be You programme is targeted at "youth" and "youth at risk" from 10 years of age. The programme structure and logic is sound and largely consistent with a risk, need, responsivity + Good Lives Model (GLM). This can be considered to be the primary change model of the programme. A bibliotherapy approach, within a groupwork framework, is employed as the primary method of delivering the programme. Again, the structure and content is consistent with relevant research and literature.

Through the use of bibliotherapy and the story, *Run for the Trees*, the DARE to be You programme includes modules on Self Esteem, Family Issues, Cultural Diversity, Disability and Conservation. The DARE to be You programme content is compatible with its overall purpose of targeting modifiable risk factors (with the aim of reducing or removing these) and strengthening identifiable protective factors.

The inclusion of a broader range of mediums to present programme material would be likely to increase engagement with the content and enhance outcomes for participants. Greater emphasis on Maori language, imagery and processes is needed to ensure that the programme is relevant and useful to Maori participants and other youth living in New Zealand.

The programme meets the set objectives, and the emphasis on diversity is strong and integrated. This is a significant strength of the programme. However the emphasis on family involvement or change could be the focus of future review and development.

The programme is well structured and has a very detailed manual ensuring programme integrity. Because DARE to be You is facilitated by trained professionals the quality of programme delivery is likely to be of a high standard. Evaluation feedback appears to be extremely supportive of the effectiveness of this intervention with evaluation reports detailing significant changes and positive outcomes for many participants following completion of the programme.

While the DARE programmes reviewed are able to be delivered as comprehensive single intervention programmes, there is potential to build a more intensive intervention by combining these two programmes (and others that are introduced) and develop a package that is responsive to the needs of those young people at higher risk of problem behaviour or offending. It seems appropriate and relevant that participants could take part in DARE to be You then DARE to Move On to build on previously learned messages and skills. This would provide opportunity to consolidate earlier learning and extend this in a new context. It would be possible to run the groups in quick succession with the same participants where a more intensive intervention is desired, and in other situations they may be staged across the school curriculum with DARE to be You offered as a Year 6, 7 or 8 option and Dare to move on as a Year 10, 11 or 12 option.

The following section notes components and processes of the DARE to be You programme that work effectively and the final section highlights a range of areas for further development in relation to goals, materials, processes, practices, and evaluation of outcomes. This feedback is intended to contribute to the ongoing development and refinement of the programme.

## Summary of Programme Strengths: DARE to be You

As one of a group of programmes seeking to enhance protective factors and reduce or eliminate risk factors, DARE to be You is an effective programme that meets the identified programme objectives. The programme strengths include:

- ❖ The programme meets the set objectives, and the emphasis on diversity is strong and integrated.
- ❖ Targeting interventions to areas that have been identified in relevant research and literature as being likely to reduce the likelihood of initial engagement in problematic, anti-social or offending behaviour (prophylactic interventions) by young people and reducing likelihood of ongoing engagement in these behaviours by youth “at risk”. This is a significant strength of the programme.
- ❖ Preventative focus and potential inclusion of all youth removes the need to label young people as “at risk” in order for them to access the programme.
- ❖ Structured programme and detailed manual documenting intervention goals and expected outcomes, as well as session structure and activities.
- ❖ The structured approach of the programme enables cross-group evaluation to be achieved.
- ❖ The standard of training of facilitators and accreditation processes employed. Engaging skilled professionals to deliver the programme is likely to enhance the quality of the programme content and competent management of process issues including any safety concerns.
- ❖ The sound groupwork programme for young people delivered within a bibliotherapy framework can facilitate the process of expressing emotions such as sadness, hurt, anger, and promote affective change, normalise problems, develop personal insight and achieve growth, make sense of the trauma or aversive life experiences, work with resultant core beliefs, provide information, develop solutions to problems, and develop skills and strategies to deal with situations (Iaquinta & Hipsky, 2006; Johnstun, 2006; Regan & Page, 2008; Vare & Norton, 2004). Bibliotherapy, within the group context, can also provide a vehicle to explore issues of identity, discrimination, stigma and bullying for minority groups (such as gay and lesbian youth and youth from minority ethnic groups) in a less threatening manner (McCoy & McKay, 2006; O’Neal, 2006; Vare & Norton, 2004). Group interventions in and of themselves can also provide opportunities for youth to experience boundaries and build meaningful attachments, and develop alternative ways of relating to (empathy) and interacting with others (people skills) (Pudney & Whitehouse, 2001).
- ❖ The holistic and environmental focus of the DARE to be You programme includes a focus on issues such as conservation and pollution. The DARE programme components probably extend beyond Ward’s GLM intention that interventions are responsive to “environments the person is likely to be living once they complete the program” (2002, p.176), but they are nonetheless consistent with this model, and challenge other programmes to respond in this truly holistic way.
- ❖ Participation from the families is encouraged in terms of the wider ‘buy-in’ from participants and the ‘significant others’ in their lives. Initially, a parent consent form is signed by the participant’s parent/caregiver prior to the commencement of the programme. If consent is not given, that in itself raises concerns and opportunity for follow-up and potentially alternative intervention. This form informs the parent of their child’s involvement in the programme. There is also the opportunity for parents/caregivers to complete an evaluation at the conclusion of the programme.
- ❖ The Parent/Caregiver Guide enables parents, caregivers and significant others to ‘follow along’ with the child or youth as they move through the content of the programme.
- ❖ Involvement of significant others can increase the likelihood of successful outcomes of programmes for children and young people. Parents can be invited to the ‘challenge activities’ for practical purposes but also to celebrate the successes and achievements of the child or youth. These activities may range from physical challenges to community help – depending on the programme focus and the participants needs. The risk analysis management sections are very comprehensive and well structured. Parents may also attend a celebration session to mark participation and successful conclusion to the programme by the participant. Certificates and a t-shirt can be handed to the individual participants at this time in an atmosphere of celebration and achievement.
- ❖ There is also the potential to deliver the DARE parent programme called DARE to Support Your Kids during the time the child or youth participant is going through their programme. The DARE to Support Your Kids programme is a 3-5 session programme covering modules such as communication with your child, setting boundaries, information about signs and symptoms of drug (mis)use, parenting skills and so on.
- ❖ Delivery of the DARE to be You programme in the school or local community is also a significant strength and more likely to produce change than institutionally delivered programmes.

## **Key Recommendations: DARE to be You**

Key recommendations for programme development include:

- ❖ The inclusion of a broader range of mediums to present programme material would be likely to increase engagement with the content and enhance outcomes for participants. As many of the current exercises and activities are paper based, consideration should be given to extending the range of options for facilitators to enable them to better meet the needs of a range of young people with different learning styles. For instance, the use of “props”, psychodrama, charades, art therapy, and modelling clay could be explored along with relevant components of adventure therapy and animal assisted therapy. It seems possible that the emphasis on listening, reading, writing and comprehension of the current format may disadvantage some of the very youth that the programme is targeting.
- ❖ Given the high numbers of Maori youth who identified as struggling at school and who become involved in the criminal justice system, greater emphasis on Maori language, imagery and processes is needed to ensure that the programme is relevant and useful to Maori participants and other youth living in New Zealand within the DARE to be You programme.

## **Detailed Recommendations: DARE to be You**

In addition to the key recommendations detailed in the previous section a list of broader suggestions, designed to assist in ongoing programme development rather than indicate significant shortcomings of the programme, is provided within this review. These recommendations are clustered into themes and detailed in the following section, and summary table prioritising recommendations is also included below (Table 1.4).

Table 1.4: Prioritisation and Summary of Recommendations for DARE to be You

Suggested Time Frame	Areas for Development
Short Term 0-12 months	<ol style="list-style-type: none"> <li>1. <b>Delivery of Programme Material:</b> The inclusion of a broader range of mediums to present programme material would be likely to increase engagement with the programme content and enhance outcomes for participants.</li> <li>2. <b>Responsiveness to Maori:</b> Greater emphasis on Maori language, imagery and processes is needed to ensure that the programme is relevant and useful to Maori participants.</li> </ol>
Medium Term 1-2 years	<ol style="list-style-type: none"> <li>1. <b>Referral Process:</b> Consideration should be given to the referral process. It is possible that some of the young people who need to access this intervention the most are unlikely to be selected to participate.</li> <li>2. <b>Co-facilitation:</b> While it appears that many groups are currently facilitated by two facilitators it would be useful to aim to make this standard practice. Co-gender co-facilitation and involvement of young people as co-facilitators should be considered.</li> <li>3. <b>Family Issues:</b> Development of the Family Issues content of the programme is advised. The family issues module is an important part of the programme and central to the programmes objectives. It could be useful to extend the family issues component of the programme and may be beneficial to split this work into two sections.</li> <li>4. <b>Ongoing Review and Evaluation Plan:</b> A review and evaluation plan is needed that focuses on both evaluations by programme participants and other stakeholders and regular reviews and development of programme content against current knowledge and research.</li> </ol>
Long Term 2-5 years	<ol style="list-style-type: none"> <li>1. <b>Facilitator Guide:</b> Update and expand programme content and resources included in the facilitator guide.</li> <li>2. <b>DVD Resource:</b> The use of bibliotherapy (use of literature to assist people to deal with problems or personal development) is a strength of the programme. It would be worthwhile considering the development of a DVD of the novel <i>Run For The Trees</i> to compliment the facilitator reading and audio taped reading options that are currently available to group facilitators.</li> <li>3. <b>CD and Web-based Resource:</b> Development of web-based or computer-based CD resources to add to the existing programme should be considered. Incorporation of one or both of these resources could be used as a further alternative to “read” the novel and make this process more interactive within the existing group programme and would provide more opportunities for learning for young people with different learning styles.</li> <li>4. <b>Monitoring Programme Integrity:</b> “Live” supervision or videoing of groups could be used to randomly monitor programme integrity.</li> <li>5. <b>Involvement of Youth in DARE Foundation:</b> It would be useful to explore possibilities available to engage youth and include youth expertise at a number of levels in the DARE programmes. This might include representation at Board level, involvement in programme review processes, focus group research about programme effectiveness and development, completion of participant questionnaires, and so on.</li> </ol>

	Further Options for Programme Development
	<ol style="list-style-type: none"> <li>1. <b>Pre-group Preparation:</b> Development of a “pre-group group” that may be a shorter programme, with fewer participants, that focuses on foundation communication, affect identification and behavioural skills that would enable the young people to participate in the existing DARE programmes. If bibliotherapy is to continue to be the defining approach of the DARE programmes, it would seem necessary to develop a novel to work with in a “DARE to get Involved” programme.</li> <li>2. <b>Refresher Programme:</b> It would be prudent to consider developing a “refresher” programme for young people who have completed the DARE to be You programme. A refresher group could comprise of young people from different DARE to be You groups run over the previous year or two.</li> <li>3. <b>Extension Programme:</b> An “extension” to the DARE to be You programme would consider the same or similar core modules but could cover these at a much deeper level allowing for further personal growth and more advanced skill development by participants. If bibliotherapy is to continue to be the defining approach of the DARE programmes, it would seem necessary to develop a novel to work with in a “DARE to know You” programme.</li> <li>4. <b>Early Intervention Programme:</b> It would also be sensible to evaluate the need for a programme for 8-10 and/or 10-12 year-olds as a foundation (but not required) programme. Such a programme could be developed as an early intervention programme for a younger cohort than DARE to be You currently caters for, and could fill an important gap in supports for this age group. If bibliotherapy is to continue to be the defining approach of the DARE programmes, it would seem necessary to develop a novel to work with in a “DARE to Begin” programme. In addition, development of computer based support materials could be an important component of the programme with a younger cohort.</li> <li>5. <b>Targeted Programmes:</b> Development of shorter, smaller, targeted groups could also be considered to compliment existing DARE programmes. These groups could be designed to follow-on from DARE to be You and DARE to Move On and be targeted at current issues for youth including; dealing with anger, grief and loss, negotiating relationships, managing stress and pressure. Again, if bibliotherapy is to continue to be the defining approach of the DARE programmes, it would seem necessary to develop a novel to work with in these targeted programmes.</li> <li>6. <b>Family Issues Programme:</b> It would be appropriate to evaluate the need for a new programme targeting family issues that could be taken after one of the foundation programmes was completed. This programme could be offered in the same or in a different format. For instance, it may be useful to consider having six two-hour group sessions then an eight-hour marathon day (that incorporates role-playing, psychodrama, action methods or adventure therapy and includes lunch and dinner together) and then two two-hour follow-up group sessions. Alternatively, a two-day “intensive” model could be employed with older youth.</li> <li>7. <b>Group Composition:</b> Review how the decisions are made about group composition in relation to age, gender, ethnicity, sexuality, and the different physical and cognitive abilities that young people have. This information may assist in planning and development of the current programme and new initiatives. Regardless of the process and group compositions that are ultimately employed, utilisation of a standardised recording system of group composition is likely to enhance programme evaluation potential by enabling meaningful comparisons of outcomes and experiences across groups.</li> <li>8. <b>Family Involvement:</b> Review family involvement with the programme, including a review of family members’ perceptions of their involvement and whether the programme meets their needs.</li> </ol>

The detailed suggestions below are organised into seven themes; Intake, Facilitator's Guide, Facilitation, Content, Process, Development/Extension and Evaluation and Monitoring.

## Intake

- ❖ Consideration should be given to the referral process to examine implicit inclusion processes that may be occurring, particularly within the school context. For instance, the young people referred may only be those who are "assessed" as being able to "manage" themselves in a group context. It is possible that some of the young people who need to access this intervention the most are unlikely to be selected to participate.
- ❖ It would be prudent to look into the development of a "pre-group group" that may be a shorter programme, with fewer participants, that focuses on foundation communication, affect identification and behavioural skills that would enable the young people to participate in the existing DARE programmes. If bibliotherapy is to continue to be the defining approach of the DARE programmes, it would seem necessary to develop a novel to work with in a "DARE to get Involved" programme.
- ❖ It would also be useful to review how the decisions are currently being made about group composition in relation to age, gender, ethnicity, sexuality, and the different physical and cognitive abilities that young people have. This information may assist in planning and development of the current programme and new initiatives. Regardless of the process and group compositions that are ultimately employed, utilisation of a standardised recording system of group composition is likely to enhance programme evaluation potential by enabling meaningful comparisons of outcomes and experiences across groups.
- ❖ Family involvement at the intake stage is much clearer than involvement through different stages of the programme. It might be useful to review family members perceptions of their involvement and whether the programme meets their needs.

## Facilitator's Guide

- ❖ The content of the programme is generally very well structured but the format is very dense and could be revised to ensure that the material is easily accessible to programme facilitators.
- ❖ While all facilitators will have been through the DARE accreditation process and completed the training process there are some practical aspects of the facilitator's guide that could be enhanced, including:
  - Providing estimates of timeframes for exercises so that facilitators can use this information to plan sessions. This is likely to be especially important for first time DARE programme facilitators.
  - Identifiable goals and a clearly articulated purpose for *each exercise* could be included. While there is a key message and there are clearly documented key teaching points for each group session and relevant chapters, the same needs to be provided for each exercise. This means that it would be clear how each exercise contributes to and/or achieves outcomes towards the overall key message and key teaching points for the group session. In addition, this change would mean that any variations to exercises in the programme manual used by individual facilitators are more likely to be compatible with the goals and purpose of the original exercise maintaining the integrity of the programme.
  - To maintain programme integrity, development of a database of alternative exercises for all modules of the programme for facilitators to access, use and also contribute to is strongly recommended.
  - Inclusion of examples of "processing questions" for each exercise that are compatible with the overall goals for the exercise and session.
  - Addition of information about group dynamics and group facilitation strategies to the facilitator's guide is likely to be beneficial for facilitator planning and delivery of programme content. The current structure of the Facilitator's Guide promotes a didactic style rather than a facilitative style and it may be useful for facilitators to be able to employ a range of different styles that are matched to the specific exercise being facilitated.
- ❖ Clear documentation around managing risk and safety is generally provided, but it is not clear how a sole facilitator would manage their own, individual participant and group safety if a participant leaves the group in an unsafe way or takes time out to cool down.
- ❖ While the use of supervision may be covered in the facilitator training programme, the structure and use of supervision and accountability/responsibility processes are not clearly documented in the facilitator's guide. In addition, it is important to note that supervision should be used when things appear to be going well as well as when areas of concern are identified.

## Facilitation

- ❖ While it appears that many groups are currently facilitated by two facilitators it would be useful to aim to make this standard practice. While costs of two group facilitators may be greater, these could in part be offset by a slightly larger group size. The other less tangible benefit is to group participants who are likely to be advantaged by greater facilitator input and monitoring of group dynamics.
- ❖ Co-gender co-facilitation of the group offers many benefits to youth participants including the opportunity to model respectful gender relationships and non-stereotypical responses (i.e., male facilitators showing caring, female facilitators setting boundaries and being supported by male co-worker, etc).
- ❖ Research has shown that young people prefer to seek help from “peers” and that a number of evaluations have established positive outcomes from peer-group programmes in terms of changes in attitudes, skills and knowledge (van Heugten & Wilson, 2008). It would therefore be prudent to explore the possibility of one co-facilitator being a young person who had either previously been through the programme or who had been identified by a school (or referring agency) as having the potential to move into this role. This would enhance opportunities for those youth who take up the role of group co-facilitator, but also provide a role model and positive peer support for youth participating in the group. This approach is likely to benefit the “community of informal supporters” (van Heugten & Wilson, 2008, p.11) and have long term gains in addition to those achieved from the delivery of the group programme.
- ❖ Regardless of the structure that is ultimately employed, utilisation of a standardised facilitation structure is likely to enhance programme evaluation potential by enabling comparisons of outcomes and experiences across groups.
- ❖ Strengths of the programme are the standard of training of facilitators and accreditation processes employed. Engaging skilled professionals, and supporting them to maintain professional practice, is likely to enhance the quality of the programme content and competent management of process issues including any safety concerns.

## Content

- ❖ The use of bibliotherapy (use of literature to assist people to deal with problems or personal development) is a strength of the programme. It would be worthwhile considering the development of a DVD of the novel *Run For The Trees* to compliment the facilitator reading and audio taped reading options that are currently available to group facilitators. Some facilitators note that reading chapters has felt laboured in particular groups and having a range of alternative options for presentation of core material (the novel) is likely to better support facilitators and enable the programme to be more responsive to different learning needs of group participants.
- ❖ Development of web-based or computer-based CD resources to add to the existing programme should also be considered. Incorporation of one or both of these resources could be used as a further alternative to “read” the novel and make this process more interactive within the existing group programme and would provide more opportunities for learning for young people with different learning styles. In addition, “extension” or “homework” type resources could be used to provide young people with practice and reinforcement opportunities away from the group environment and increase opportunities for generalisation of skills. These could potentially be available in the wider community in schools or public libraries, and so on, or in the home if computer facilities are available.
- ❖ It appears that a reasoned decision has been made to avoid use of youth “language” in the manual and workbook. This seems to be a sensible option as youth language dates quickly and varies across regions and cultural groups. However, it is not clear, that in any group, facilitators can and should encourage young people to use language that is meaningful to them without detracting from the programme content.
- ❖ Limited use of Maori language, imagery and processes is a weakness of the programme and needs to be addressed in terms of both content and delivery of material.
- ❖ Development of paper or activity based “homework” tasks could also enhance the outcomes for young people by assisting them to practice their skills in a range of contexts.
- ❖ Regardless of the details of the content that is ultimately delivered, utilisation of a standardised structure for recording variations is likely to enhance programme evaluation potential by enabling meaningful comparisons of outcomes and experiences across groups.
- ❖ Several specific points about content are noted, including:
  - *Family values (p.56)*: There appear to be too many for the group to discuss and it may be appropriate to pick five or six to discuss. It may also be possible to use “card sort” resources

- (such as those available from St Luke's Innovative Resources) and have young people pick out the values that are relevant to their family. In addition, it could be useful to broaden the focus of the values to some common stereotypical values such as "boys shouldn't cry" (not crying is valued), or "it is weak to cry or ask for help" (independence and hiding/suppressing emotions is valued), or "it's OK to use violence" (violence is valued as a problem solving option).
- *Family issues module (pp.53-63)*: The family issues module is an important part of the programme and central to the programmes objectives. It could be useful to extend the family issues component of the programme and may be beneficial to split this work into two sections. Participants could complete an initial piece of work on family matters more or less as it appears in the programme currently and, later in the programme, undertake a more in depth piece of work that builds on the earlier material. The latter section could include the "timeline" or "lifestory" exercise that is currently located early in the family issues module.

## Process

- ❖ The structured approach of the programme is a strength. Facilitators have a clear framework to work from and cross-group evaluation is able to be achieved. However, alongside structure, the potential to be responsive to the needs of different groups is important. To this end, it would be useful to develop a web-based resource for facilitators to access alternative exercises to those noted in the manual for each session of the programme.
- ❖ The exercises and activities in the programme are well structured and broadly appropriate to the developmental and social abilities of the target participants. As many of the current exercises and activities are paper based, consideration should be given to extending the range of options for facilitators to enable them to better meet the needs of a range of young people with different learning styles. For instance, the use of "props", psychodrama, charades, art therapy, and modelling clay could be explored along with relevant components of adventure therapy and animal assisted therapy. It seems possible that the emphasis on listening, reading, writing and comprehension of the current format may disadvantage some of the very youth that the programme is targeting.
- ❖ The didactic/psychoeducational emphasis within the facilitator's guide has the potential to discourage the use of "here and now" material or what are sometimes referred to as "teachable moments. It is probably worth considering whether commonly employed groupwork tools such as "check-in" rounds, reviews of learning from the previous group session, or session summary and evaluation processes in each group session are relevant to the DARE to be You programme.
- ❖ While facilitator training apparently addresses issues of engagement, confidentiality, and development of group culture, the programme manual does not highlight the importance of these issues sufficiently. Greater overt emphasis on development of group culture (regardless of whether the participants already know each other) is likely to enhance the commitment of individual group members and the safety of the group. Adopting this approach is likely to mean that early programme modules around family structure and experiences do not need to be managed on a one-to-one basis, thus extending the potential for new learning and understanding for participants. While not every experience needs to be shared or processed with the whole group, encouraging group work processes builds trust, normalises experiences and counters the notion that family "stuff" should be secret.
- ❖ Similarly, the management of confidentiality should be presented as an ongoing process with the contract viewed as a living document. In school or residential environments in particular, facilitators should assume that breaches of confidentiality occur and allow space for participants to raise them within each group session. Consideration should be given to processing options and any consequences that can be pursued.
- ❖ Many young people have had difficult experiences of endings that range from family silence about events and feelings to traumatic processes. These experiences and the skills that they have developed through them are likely to influence a young person's approach to other endings in their life, including ending a group in which they may have felt vulnerable and accepted. Group programmes and the facilitators who deliver them have an opportunity to teach young people a range of ways to mark endings as well as skills to manage feelings and process related to endings. Greater emphasis could be placed on ending processes in the facilitator's guide and consideration given to processes that could widen the audience to the successes of individual youth. Examples of ending processes could include:
  - Sharing of food and celebration party planned by group participants
  - Giving of personalised certificates as well as programme completion certificates
  - Inviting family and other support people to "graduation" ceremony

- Rehearsing “skits” or small role plays to perform to audience of invited guests to demonstrate skills and knowledge attained
- Members giving each other “symbolic” gifts, challenges and strengths messages
- Completing “warm fuzzy” exercises
- Painting and signing t-shirts or pictures as reminders of learning from the programme
- Putting together a “memories” box

## **Development/Extension**

- ❖ It would be prudent to consider developing a “refresher” programme for young people who have completed the DARE to be You programme. A refresher group could comprise of young people from different DARE to be You groups run over the previous year or two.
- ❖ Regardless of whether a “refresher” programme is adopted, thought should be given to developing an “extension” to the DARE to be You programme. Such a programme would consider the same or similar core topics or modules but cover these at a much deeper level allowing for further personal growth and more advanced skill development by participants. If bibliotherapy is to continue to be the defining approach of the DARE programmes, it would seem necessary to develop a novel to work with in a “DARE to know You” programme.
- ❖ It would also be sensible to evaluate the need for a programme for 8-10 and/or 10-12 year-olds as a foundation (but not required) programme. Such a programme could be developed as an early intervention programme for a younger cohort than DARE to be You currently caters for, and could fill an important gap in supports for this age group. If bibliotherapy is to continue to be the defining approach of the DARE programmes, it would seem necessary to develop a novel to work with in a “DARE to Begin” programme. In addition, development of computer based support materials could be an important component of the programme with a younger cohort.
- ❖ Development of shorter, smaller, targeted groups could also be considered to compliment existing DARE programmes. These groups could be designed to follow-on from DARE to be You and DARE to Move On and be targeted at current issues for youth including; dealing with anger, grief and loss, negotiating relationships, managing stress and pressure. Again, if bibliotherapy is to continue to be the defining approach of the DARE programmes, it would seem necessary to develop a novel to work with in these targeted programmes. It is probably possible to have one novel that covers material for a number of targeted groups. With smaller groups and more focused sessions participants, who will have had prior group involvement, are likely to be able to work at a much deeper level allowing for ongoing personal growth and more advanced skill development.
- ❖ It would be appropriate to evaluate the need for a new programme targeting family issues that could be taken after one of the foundation programmes was completed. This programme could be offered in the same or in a different format. For instance, it may be useful to consider having six two-hour group sessions then an eight-hour marathon day (that incorporates role-playing, psychodrama, action methods or adventure therapy and includes lunch and dinner together) and then two two-hour follow-up group sessions. Alternatively, a two-day “intensive” model could be employed with older youth.

## **Evaluation and Monitoring**

- ❖ The focus on evaluation of programmes by The DARE Foundation is to be commended. The revision of the participant evaluation forms appears to have been both timely and appropriate. The newly designed evaluation forms seem better able to access relevant information and provide opportunities for a range of pre- and post-intervention evaluations. However, the use of language and scales employed in the forms could be further developed to enhance their appeal and usability for youth. For instance, expressive faces could be employed in rating scales rather than numbers. Further detailed feedback on the evaluation forms is provided in a separate document.
- ❖ “Live” supervision or videoing of groups could be used to randomly monitor programme integrity.
- ❖ The DARE to be You programme is well structured with graduated learning via a bibliotherapy approach that incorporates appropriate core modules. Strengths of the programme are the clearly structured framework, and the ability for facilitators to retain some flexibility in delivery. However, standardised documentation processes for recording variations in programme delivery is likely to enhance programme evaluation potential by enabling meaningful comparisons of outcomes and experiences across groups. It is possible to argue that it is important to know if facilitators are frequently modifying a particular aspect of the programme in terms of ongoing review and development.

- ❖ It could be useful to carefully consider notions of “success” when evaluating the programme. It may be unrealistic for large changes to be effected and integrated in a short period of time, and evaluation feedback may need to be interpreted accordingly.
- ❖ Examination of completion versus non-completion rates for the programme, as well as demographic information of young people who comprise those groups, could yield some important information about the effectiveness of the programme with particular groups.
- ❖ A review and evaluation plan is needed that focuses on both evaluations by programme participants and other stakeholders and regular reviews and development of programme content.
- ❖ It would be useful to explore possibilities available to engage youth and include youth expertise at a number of levels in the DARE programmes. This might include representation at Board level, involvement in programme review processes, focus group research about programme effectiveness and development, completion of participant questionnaires, and so on.

# **Review and Evaluation of DARE to Move On**

## Executive Summary: DARE to Move On

DARE to Move on is an intervention programme targeted at youth “at risk” that focuses on engaging young people with the programme through the use of storytelling or bibliotherapy. The story, *Smashed*, is written by a New Zealand author. The DARE to Move On programme use a bibliotherapy approach to facilitate change in identified risk and protective factors.

Bibliotherapy refers to the process of sharing stories with individuals, families or groups to facilitate insight into personal difficulties, provide opportunities for emotional growth (Allen Heath, et al., 2005). Groupwork undertaken within a bibliotherapy framework can be used to facilitate the process of expressing emotions such as sadness, hurt, anger, and promote affective change, normalise problems, develop personal insight and achieve growth, make sense of the trauma or aversive life experiences, work with resultant core beliefs, provide information, develop solutions to problems, and develop skills and strategies to deal with situations (Allen Heath, et al., 2005; Iaquina & Hipsky, 2006; Johnstun, 2006; Regan & Page, 2008; Vare & Norton, 2004). Bibliotherapy, within the group context, can also provide a vehicle to explore issues of identity, discrimination, stigma and bullying for minority groups (such as gay and lesbian youth, youth with disabilities, and youth from minority ethnic groups), that are core components of the DARE to Move On programme, in a less threatening manner (McCoy & McKay, 2006; O’Neal, 2006; Vare & Norton, 2004). The DARE to Move On programme is hard-hitting and covers a range of sensitive issues, including sexual victimization. Because significant percentages of New Zealand children and youth have been victims of sexual abuse it is important that programmes attend to this issue sensitively and appropriately. Some recommendations are made in this review about the development of programme material in this module. It is important to note that bibliotherapy is a useful method for “creating a safe distance, bringing a child or adolescent indirectly to the edge of sensitive issues, possibly too threatening and painful to face directly” (Corr, 2003-2004, cited in Allen Heath, et al., 2005, p. 564).

Group interventions in and of themselves can also provide opportunities for youth to experience boundaries and build meaningful attachments, and develop alternative ways of relating to (empathy) and interacting with others (people skills) (Pudney & Whitehouse, 2001). In addition to the generic benefits of groupwork, bibliotherapy has been shown to have enhanced participants functioning in group when compared to other intervention models (Shechtman & Nir-Shfirir, 2008). Bibliotherapy is generally considered to be most effective when combined with other approaches (Jack & Ronan, 2008) as is achieved to some degree within the DARE to Move On programme.

There is potential for the implementation of a bibliotherapy intervention to be limited by a didactic and distant style of delivery more compatible with psycho-educational groups or classroom teaching. Greater emphasis on the development of relationships (both between group participants and facilitator(s) and participants) in both the programme documentation and delivery is likely to guard against this potential limitation and enhance both of the DARE programmes reviewed.

The DARE to Move On programme is targeted at “youth at risk” from 14 years of age. The programme structure and logic is sound and largely consistent with a risk, need, responsivity + Good Lives Model (GLM). This can be considered to be the primary change model of the programme. A bibliotherapy approach, within a groupwork framework, is employed as the primary method of delivering the programme. Again, the structure and content is consistent with relevant research and literature.

Through the use of bibliotherapy and the story, *Smashed*, the DARE to Move On programme explores Identity, Peer Pressure, Trust, Revenge, Consequences, Responsibility, Powerlessness, Assumptions, Truth, Expectations, and Inner Strength. The DARE to Move On programme content is compatible with its overall purpose of targeting modifiable risk factors (with the aim of reducing or removing these) and strengthening identifiable protective factors.

The inclusion of a broader range of mediums to present programme material would be likely to increase engagement with the content and enhance outcomes for participants. Given the high numbers of Maori youth who identified as struggling at school and who become involved in the criminal justice system, greater emphasis on Maori language, imagery and processes is needed to ensure that the programme is relevant and useful to Maori participants and other youth living in New Zealand within the DARE to Move On programme is required.

The programme meets the set objectives, and the emphasis on diversity is strong and integrated. This is a significant strength of the programme. However the emphasis on family involvement or change could be the focus of future review and development.

The programme is well structured and has a very detailed manual ensuring programme integrity. Because DARE to Move On is facilitated by trained professionals the quality of programme delivery is likely to be of a high standard. Evaluation feedback appears to be extremely supportive of the effectiveness of this intervention for youth with evaluation reports detailing significant changes and positive outcomes for many participants following completion of the programme.

While the DARE programmes reviewed are able to be delivered as comprehensive single intervention programmes, there is potential to build a more intensive intervention by combining these two programmes (and others that are introduced) and develop a package that is responsive to the needs of those young people at higher risk of problem behaviour or offending. It seems appropriate and relevant that participants could take part in DARE to be You then DARE to Move On to build on previously learned messages and skills. This would provide opportunity to consolidate earlier learning and extend this in a new context. It would be possible to run the groups in quick succession with the same participants where a more intensive intervention is desired, and in other situations they may be staged across the school curriculum with DARE to be You offered as a Year 6, 7 or 8 option and Dare to move on as a Year 10, 11 or 12 option.

The following section notes components and processes of the DARE to Move On programme that work effectively and the final section highlights a range of areas for further development in relation to goals, materials, processes, practices, and evaluation of outcomes. This feedback is intended to contribute to the ongoing development and refinement of the programme.

## Summary of Programme Strengths: DARE to Move On

As one of a group of programmes seeking to enhance protective factors and reduce or eliminate risk factors, DARE to Move On is an effective programme that meets the identified programme objectives. The programme strengths include:

- ❖ The novel *Smashed* is outstanding and the supporting artwork is splendid.
- ❖ Preventative focus and potential inclusion of all youth removes the need to label young people as “at risk” in order for them to access the programme.
- ❖ Generally and specifically targeting interventions to areas that have been identified in relevant research and literature as being likely to reduce the likelihood of initial engagement in problematic, anti-social or offending behaviour (prophylactic interventions) by young people and reducing likelihood of ongoing engagement in these behaviours by youth “at risk”. This is a significant strength of the programme.
- ❖ Structured programme and detailed manual documenting intervention goals and expected outcomes, as well as session structure and activities. The manual is easy to use and information is easily accessible which is likely to contribute to maintaining programme integrity.
- ❖ The programme meets the set objectives, and the emphasis on diversity is strong and integrated.
- ❖ The structured approach of the programme enables cross-group evaluation to be achieved.
- ❖ The standard of training of facilitators and accreditation processes employed. Engaging skilled professionals to deliver the programme is likely to enhance the quality of the programme content and competent management of process issues including any safety concerns.
- ❖ The sound groupwork programme for young people delivered within a bibliotherapy framework can facilitate the process of expressing emotions such as sadness, hurt, anger, and promote affective change, normalise problems, develop personal insight and achieve growth, make sense of the trauma or aversive life experiences, work with resultant core beliefs, provide information, develop solutions to problems, and develop skills and strategies to deal with situations (Iaquinta & Hipsky, 2006; Johnstun, 2006; Regan & Page, 2008; Vare & Norton, 2004). Bibliotherapy, within the group context, can also provide a vehicle to explore issues of identity, discrimination, stigma and bullying for minority groups (such as gay and lesbian youth and youth from minority ethnic groups) in a less threatening manner (McCoy & McKay, 2006; O’Neal, 2006; Vare & Norton, 2004). Group interventions in and of themselves can also provide opportunities for youth to experience boundaries and build meaningful attachments, and develop alternative ways of relating to (empathy) and interacting with others (people skills) (Pudney & Whitehouse, 2001).
- ❖ Participation from the families is encouraged in terms of the wider ‘buy-in’ from participants and the ‘significant others’ in their lives. Initially, a parent consent form is signed by the participant’s parent/caregiver prior to the commencement of the programme. If consent is not given, that in itself raises concerns and opportunity for follow-up and potentially alternative intervention. This form informs the parent of their child’s involvement in the programme. There is also the opportunity for parents/caregivers to complete an evaluation at the conclusion of the programme.
- ❖ The Parent/Caregiver Guide enables parents, caregivers and significant others to ‘follow along’ with the child or youth as they move through the content of the programme.
- ❖ Involvement of significant others can increase the likelihood of successful outcomes of programmes for children and young people. Parents can be invited to the ‘challenge activities’ for practical purposes but also to celebrate the successes and achievements of the child or youth. These activities may range from physical challenges to community help – depending on the programme focus and the participants needs. The risk analysis management sections are very comprehensive and well structured. Parents may also attend a celebration session to mark participation and successful conclusion to the programme by the participant. Certificates and a t-shirt can be handed to the individual participants at this time in an atmosphere of celebration and achievement.
- ❖ There is also the potential to deliver the DARE parent programme called DARE to Support Your Kids during the time the child or youth participant is going through their programme. The DARE to Support Your Kids programme is a 3-5 session programme covering modules such as communication with your child, setting boundaries, information about signs and symptoms of drug (mis)use, parenting skills and so on.
- ❖ Delivery of the DARE to Move On programme in the school or local community is also a significant strength and more likely to produce change than institutionally delivered programmes.

## Key Recommendations: DARE to Move On

Key recommendations for programme development include:

- ❖ The inclusion of a broader range of mediums to present programme material would be likely to increase engagement with the content and enhance outcomes for participants. As many of the current exercises and activities are paper based, consideration should be given to extending the range of options for facilitators to enable them to better meet the needs of a range of young people with different learning styles. For instance, the use of “props”, psychodrama, charades, art therapy, and modelling clay could be explored along with relevant components of adventure therapy and animal assisted therapy. It seems possible that the emphasis on listening, reading, writing and comprehension of the current format may disadvantage some of the very youth that the programme is targeting.
- ❖ Consideration should be given to the referral process to examine implicit inclusion processes that may be occurring, particularly within the school context. For instance, the young people referred may only be those who are “assessed” as being able to “manage” themselves in a group context. It is possible that some of the youth “at risk” who are the target population for this group programme are the most unlikely to be selected to participate.
- ❖ Consideration could be given to the development of an assessment tool to determine suitability for engagement in the programme and identify issues to be targeted within the intervention programme. It is possible that the current intake form could be adapted to serve this purpose.
- ❖ While facilitator training apparently addresses issues of engagement, confidentiality, and development of group culture, the programme manual does not highlight the importance of these issues sufficiently. Greater overt emphasis on development of group culture (regardless of whether the participants already know each other) is likely to enhance the commitment of individual group members and the safety of the group. While not every experience needs to be shared or processed with the whole group, encouraging group work processes builds trust, normalises experiences.
- ❖ Given the high numbers of Maori youth who identified as struggling at school and who become involved in the criminal justice system, greater emphasis on Maori language, imagery and processes is needed to ensure that the programme is relevant and useful to Maori participants and other youth living in New Zealand within the DARE to Move On programme is required.
- ❖ It would also be useful to review how the decisions are currently being made about group composition in relation to age, gender, ethnicity, sexuality, and the different physical and cognitive abilities that young people have. It is recommended that the DARE to Move On programme is not delivered to mixed-gender groups.
- ❖ Explicit discussion and guidelines about consultation and confidentiality within the school environment should be included within the programme manual to assist facilitators delivering DARE to Move On in the school context.

## Detailed Recommendations: DARE to Move On

In addition to the key recommendations detailed in the previous section a list of broader recommendations, designed to assist in ongoing programme development rather than indicate significant shortcomings of the programme, is provided within this review. These recommendations are clustered into themes and detailed in the following section, and a summary table prioritising recommendations is also included below (Table 1.5).

Table 1.5: Prioritisation and Summary of Recommendations for DARE to Move On

Suggested Time Frame	Areas for Development
Short Term 0-12 months	<ol style="list-style-type: none"> <li>3. <b>Delivery of Programme Material:</b> The inclusion of a broader range of mediums to present programme material would be likely to increase engagement with the programme content and enhance outcomes for participants.</li> <li>4. <b>Responsiveness to Maori:</b> Greater emphasis on Maori language, imagery and processes is needed to ensure that the programme is relevant and useful to Maori participants.</li> </ol>
Medium Term 1-2 years	<ol style="list-style-type: none"> <li>5. <b>Referral Process:</b> Consideration should be given to the referral process. It is possible that some of the young people who need to access this intervention the most are unlikely to be selected to participate.</li> <li>6. <b>Assessment:</b> Consideration could be given to the development of an assessment tool to determine suitability for engagement in the programme and identify issues to be targeted within the intervention programme. It is possible that the current intake form could be adapted to serve this purpose.</li> <li>7. <b>Group Composition:</b> It is recommended that the DARE to Move On programme is not delivered to mixed-gender groups. It would also be useful to review how the decisions are currently being made about group composition in relation to age, gender, ethnicity, sexuality, and the different physical and cognitive abilities that young people have.</li> <li>8. <b>Co-facilitation:</b> While it appears that many groups are currently facilitated by two facilitators it would be useful to aim to make this standard practice. Co-gender co-facilitation and involvement of young people as co-facilitators should be considered.</li> <li>9. <b>Ongoing Review and Evaluation Plan:</b> A review and evaluation plan is needed that focuses on both evaluations by programme participants and other stakeholders and regular reviews and development of programme content against current knowledge and research.</li> </ol>
Long Term 2-5 years	<ol style="list-style-type: none"> <li>6. <b>Facilitator Guide:</b> Update and expand programme content and resources included in the facilitator guide. In addition to other points noted in the DARE Evaluation and Review Report, explicit discussion and guidelines about consultation and confidentiality within the school environment should be included within the programme manual to assist facilitators delivering DARE to Move On in the school context. Finally, it is very important to employ a standardised structure that includes some form of “check-in” at the beginning and a “review” at the culmination of each session of a group programme such as DARE to Move On. A standardised structure provides safety and security for participants dealing with difficult issues within the group programme.</li> <li>7. <b>DVD Resource:</b> The use of bibliotherapy (use of literature to assist people to deal with problems or personal development) is a strength of the programme. It would be worthwhile considering the development of a DVD of the novel <i>Smashed</i> to compliment the facilitator reading and audio taped reading options that are currently available to group facilitators.</li> <li>8. <b>CD and Web-based Resource:</b> Development of web-based or computer-based CD resources to add to the existing programme should be considered. Incorporation of one or both of these resources could be used as a further alternative to “read” the novel and make this process more interactive within the existing group programme and would provide more opportunities for learning for young people with different learning styles.</li> <li>9. <b>Monitoring Programme Integrity:</b> “Live” supervision or videoing of groups could be used to randomly monitor programme integrity.</li> <li>10. <b>Involvement of Youth in DARE Foundation:</b> It would be useful to explore possibilities available to engage youth and include youth expertise at a number of levels in the DARE programmes. This might include representation at Board level, involvement in programme review processes, focus group research about</li> </ol>

	programme effectiveness and development, completion of participant questionnaires, and so on.
	Further Options for Programme Development
	<p>9. <b>Pre-group Preparation:</b> Development of a “pre-group group” that may be a shorter programme, with fewer participants, that focuses on foundation communication, affect identification and behavioural skills that would enable the young people to participate in the existing DARE programmes. If bibliotherapy is to continue to be the defining approach of the DARE programmes, it would seem necessary to develop a novel to work with in a “DARE to get Involved” programme.</p> <p>10. <b>Refresher Programme:</b> It would be prudent to consider developing a “refresher” programme for young people who have completed the DARE to Move On programme. A refresher group could comprise of young people from different DARE to Move On groups run over the previous year or two.</p> <p>11. <b>Extension Programme:</b> An “extension” to the DARE to Move On programme would consider the same or similar core modules but could cover these at a much deeper level allowing for further personal growth and more advanced skill development by participants. If bibliotherapy is to continue to be the defining approach of the DARE programmes, it would seem necessary to develop a novel to work with in a “DARE to know You” programme.</p> <p>12. <b>Targeted Programmes:</b> Development of shorter, smaller, targeted groups could also be considered to compliment existing DARE programmes. These groups could be designed to follow-on from DARE to be You and DARE to Move On and be targeted at current issues for youth including; dealing with anger, grief and loss, negotiating relationships, managing stress and pressure. Again, if bibliotherapy is to continue to be the defining approach of the DARE programmes, it would seem necessary to develop a novel to work with in these targeted programmes.</p> <p>13. <b>Family Issues Programme:</b> It would be appropriate to evaluate the need for a new programme targeting family issues that could be taken after one of the foundation programmes was completed. This programme could be offered in the same or in a different format. For instance, it may be useful to consider having six two-hour group sessions then an eight-hour marathon day (that incorporates role-playing, psychodrama, action methods or adventure therapy and includes lunch and dinner together) and then two two-hour follow-up group sessions. Alternatively, a two-day “intensive” model could be employed with older youth.</p> <p>14. <b>Family Involvement:</b> Review family involvement with the programme, including a review of family members’ perceptions of their involvement and whether the programme meets their needs.</p>

The detailed suggestions below are organised into seven themes; Intake, Facilitator's Guide, Facilitation, Content, Process, Development/Extension and Evaluation and Monitoring.

## **Intake**

- ❖ Consideration should be given to the referral process to examine implicit inclusion processes that may be occurring, particularly within the school context. For instance, the young people referred may only be those who are "assessed" as being able to "manage" themselves in a group context. It is possible that some of the youth "at risk" who are the target population for the DARE to Move On programme are the most unlikely to be selected to participate.
- ❖ It would be good to provide a more concrete definition of "at risk" for referrers and facilitators.
- ❖ Consideration could be given to the development of an assessment tool to determine suitability for engagement in the programme and identify issues to be targeted within the intervention programme. It is possible that the current intake form could be adapted to serve this purpose.
- ❖ It would be prudent to look into the development of a "pre-group group" that may be a shorter programme, with fewer participants, that focuses on foundation communication, affect identification and behavioural skills that would enable the young people to participate in the existing DARE programmes. If bibliotherapy is to continue to be the defining approach of the DARE programmes, it would seem necessary to develop a novel to work with in a "DARE to get Involved" programme.
- ❖ Given that very few DARE to Move On programmes have been run to date, thought could be given to factors that are likely to get young people to the group and those that will keep them coming. This may be providing morning tea, or missing a maths class, but whatever it is, external motivating factors need to be present at the outset of a hard-hitting programme such as DARE to Move On to ensure participation while internal motivating factors develop.
- ❖ Support for the programme within the school context could be developed to assist in maintaining attendance at the group. Deans, teachers, school counsellors, and senior students could be involved in supporting youth to attend.
- ❖ It is recommended that the DARE to Move On programme is not delivered to mixed-gender groups.
- ❖ It would also be useful to review how the decisions are currently being made about group composition in relation to age, gender, ethnicity, sexuality, and the different physical and cognitive abilities that young people have. This information may assist in planning and development of the current programme and new initiatives. Regardless of the process and group compositions that are ultimately employed, utilisation of a standardised recording system of group composition is likely to enhance programme evaluation potential by enabling meaningful comparisons of outcomes and experiences across groups.
- ❖ Family involvement at the intake stage is much clearer than involvement through different stages of the programme. It might be useful to review family members' perceptions of their involvement and whether the programme meets their needs.

## **Family Involvement**

- ❖ Participation from the families is encouraged in terms of the wider 'buy-in' from participants and the 'significant others' in their lives. It is appropriate that this remains at the discretion of the facilitator, but the ways in which the facilitator makes their decisions could be clarified within the manual.
- ❖ The provision of groups for parents/caregivers or the whole family is an important part of a change process targeted at the family system. The absence of interventions targeted at the family can result in individual children or youth being a scapegoat or seen as the cause of all the family troubles. The potential to deliver the DARE parent programme called DARE to Support Your Kids during the time the child or youth participant is going through their programme is therefore a useful adjunct to the youth programme. The DARE to Support Your Kids programme is a 3-5 session programme covering modules such as communication with your child, setting boundaries, information about signs and symptoms of drug (mis)use, parenting skills and so on.

## Facilitator's Guide

- ❖ While all facilitators will have been through the DARE accreditation process and completed the training process there are some practical aspects of the facilitator's guide that could be enhanced, including:
  - Providing estimates of timeframes for exercises so that facilitators can use this information to plan sessions. This is likely to be especially important for first time DARE programme facilitators.
  - Identifiable goals and a clearly articulated purpose for *each exercise* could be included. While there is a key message and there are clearly documented key teaching points for each group session and relevant chapters, the same needs to be provided for each exercise. This means that it would be clear how each exercise contributes to and/or achieves outcomes towards the overall key message and key teaching points for the group session. In addition, this change would mean that any variations to exercises in the programme manual used by individual facilitators are more likely to be compatible with the goals and purpose of the original exercise maintaining the integrity of the programme.
  - To maintain programme integrity, development of a database of alternative exercises for all modules of the programme for facilitators to access, use and also contribute to is strongly recommended.
  - Inclusion of examples of "processing questions" for each exercise that are compatible with the overall goals for the exercise and session.
  - Addition of information about group dynamics and group facilitation strategies to the facilitator's guide is likely to be beneficial for facilitator planning and delivery of programme content. The current structure of the Facilitator's Guide promotes a didactic style rather than a facilitative style and it may be useful for facilitators to be able to employ a range of different styles that are matched to the specific exercise being facilitated.
- ❖ Clear documentation around managing risk and safety is generally provided, but options about how to deal with and process conflict and behavioural issues within a group situation could be emphasised within the programme manual given the likelihood of youth engaging in difficult-to-manage behaviours within the DARE to Move On group sessions. In addition, groups could be videotaped (with prior consent of all participants, clear parameters about use of material, storage and when tapes would be destroyed) if safety concerns warranted this.
- ❖ While the use of supervision may be covered in the facilitator training programme, the structure and use of supervision and accountability/responsibility processes are not clearly documented in the facilitator's guide. In addition, it is important to note that supervision should be used when things appear to be going well as well as when areas of concern are identified.

## Facilitation

- ❖ While it appears that many groups are currently facilitated by two facilitators it would be useful to aim to make this standard practice. While costs of two group facilitators may be greater, these could in part be offset by a slightly larger group size. The other less tangible benefit is to group participants who are likely to be advantaged by greater facilitator input and monitoring of group dynamics.
- ❖ Co-gender co-facilitation of the group offers many benefits to youth participants including the opportunity to model respectful gender relationships and non-stereotypical responses (i.e., male facilitators showing caring, female facilitators setting boundaries and being supported by male co-worker, etc).
- ❖ Research has shown that young people prefer to seek help from "peers" and that a number of evaluations have established positive outcomes from peer-group programmes in terms of changes in attitudes, skills and knowledge (van Heugten & Wilson, 2008). It would therefore be prudent to explore the possibility of one co-facilitator being a young person who had either previously been through the programme or who had been identified by a school (or referring agency) as having the potential to move into this role. This would enhance opportunities for those youth who take up the role of group co-facilitator, but also provide a role model and positive peer support for youth participating in the group. This approach is likely to benefit the "community of informal supporters" (van Heugten & Wilson, 2008, p.11) and have long term gains in addition to those achieved from the delivery of the group programme.
- ❖ Regardless of the structure that is ultimately employed, utilisation of a standardised facilitation structure is likely to enhance programme evaluation potential by enabling comparisons of outcomes and experiences across groups.

- ❖ Strengths of the programme are the standard of training of facilitators and accreditation processes employed. Engaging skilled professionals to deliver the programme is likely to enhance the quality of the programme content and competent management of process issues including any safety concerns.

## Content

- ❖ The use of bibliotherapy (use of literature to assist people to deal with problems or personal development) is a strength of the programme. It would be worthwhile considering the development of a DVD of the novel *Smashed* to compliment the facilitator reading and audio taped reading options that are currently available to group facilitators. Some facilitators note that reading chapters has felt laboured in particular groups and having a range of alternative options for presentation of core material (the novel) is likely to better support facilitators and enable the programme to be more responsive to different learning needs of group participants.
- ❖ Development of web-based or computer-based CD resources to add to the existing programme should also be considered. Incorporation of one or both of these resources could be used as a further alternative to “read” the novel and make this process more interactive within the existing group programme and would provide more opportunities for learning for young people with different learning styles. In addition, “extension” or “homework” type resources could be used to provide young people with practice and reinforcement opportunities away from the group environment and increase opportunities for generalisation of skills. These could potentially be available in the wider community in schools or public libraries, and so on, or in the home if computer facilities are available.
- ❖ It appears that a reasoned decision has been made to avoid use of youth “language” in the manual and workbook. This seems to be a sensible option as youth language dates quickly and varies across regions and cultural groups. However, it is not clear, that in any group, facilitators can and should encourage young people to use language that is meaningful to them without detracting from the programme content.
- ❖ Limited use of Maori language, imagery and processes is a weakness of the programme and needs to be addressed in terms of both content and delivery of material.
- ❖ Development of paper or activity based “homework” tasks could also enhance the outcomes for young people by assisting them to practice their skills in a range of contexts.
- ❖ Regardless of the details of the content that is ultimately delivered, utilisation of a standardised structure for recording variations is likely to enhance programme evaluation potential by enabling meaningful comparisons of outcomes and experiences across groups.
- ❖ Several specific points about content are noted, including:
  - *Safety (p.7)*: It is important for facilitators to adequately set up safety in the group before beginning any work about potentially traumatic issues. This might mean that they explore possible coping strategies before beginning any module likely to trigger participants, and make a generic permission giving statement like “ In a group this size it is likely that a number of you will have either experienced sexual abuse or know someone close to you who has experienced sexual abuse . . . .”
  - *Diversity (p.12)*: It may be useful to provide further examples of how to be inclusive. For instance, using gender neutral terms when asking if a young person has a partner.
  - *Roles (p.32)*: The information in this section is excellent, but effective delivery of the content depends upon facilitator understanding *and* ability to translate into language that is assessable to youth. For example” Social Worker: Try to deconstruct gender stereotypes.”
  - *Statistics (p.33)*: statistically the main perpetrators of violence are men but women can be abusive. This point is important to emphasise as there is often little social permission for young men to disclose that they have been physically or sexually abused by women.
  - *Peer Pressure (p.41)*: It could be useful to develop an acronym for the strategies to help young people remember them.
  - *Trust (p.52)*: This is a very complex issue and early in the group programme given that research estimates between 1 in 4 and 1 in 10 young women have experienced sexual abuse and 1 in 10 young men. It is very important that the group is well prepared for this module and the very real possibility of activation.
  - *Saying “NO” (p.55)*: In this session facilitators need to convey a significant level of comfort in discussion sexual behaviour and sexual abuse. For instance, it could be stated by a participant that Marc could have masturbated instead. It would also be useful to discuss whether a person could initially say “yes” but then change to “no” to sexual behaviour occurring or

progressing. It might be useful to include other reasons that it might have been hard for Kim to say “no”, including;

- she didn't want others to find out
- she was worried that others would laugh at her and tease her
- she worried that others had already “had sex” and that something would be wrong with her if she didn't
- she had been taught that men have the right to have sex with women and that women should just “go along with it”
- *Effects (p.60)*: There is no mention of behavioural effects such as self harm, suicidal thoughts and attempts, use or increase in use of substances in this chart.
- *Revenge (p.71)*: Revenge can also represent anger which is a common and natural response to being hurt.
- *Powerlessness (p.90)*: It might be useful to simplify these teachings and call them “key take home messages”. Facilitators could ask participants if they were to leave the room with three “key take home messages” what would they be.
- *Truth (p.113)*: It could be useful to simplify the goal for this session and target the session content more explicitly to this goal.
- *Taking control (p.126)*: it could be useful to use a basic CBT approach within at least part of this session as well as a basic event-thought-feeling-behaviour chain. While forgiveness is a wonderful thing, it is possible to argue that young people need to know it is OK for people to take some time (even years) to forgive an abuse of trust.
- *Structure (from p.18)*: It is very important to employ some form of “check-in” at the beginning of a group such as DARE to Move On. A skeleton session plan could include the following sections (with time frames allocated for each section):
  - *Introduction / Overview*
  - *Check-in*
  - *Warm-up Exercise (that relates to session goal)*
  - *Review of Last Session (and application to their life)*
  - *Introduction of Content and Goals for this Session*
  - *Engage in Exercises and Activities for the Session (session content)*
  - *Summary / Review (can be active using skits or role plays)*
  - *Assignment of “Homework” / Out of Group Tasks*

## Process

- ❖ The structured approach of the programme is a strength. Facilitators have a clear framework to work from and cross-group evaluation is able to be achieved. However, alongside structure, the potential to be responsive to the needs of different groups is important. To this end, it would be useful to develop a web-based resource for facilitators to access alternative exercises to those noted in the manual for each session of the programme.
- ❖ The exercises and activities in the programme are well structured and broadly appropriate to the developmental and social abilities of the target participants. As many of the current exercises and activities are paper based, consideration should be given to extending the range of options for facilitators to enable them to better meet the needs of a range of young people with different learning styles. For instance, the use of “props”, psychodrama, charades, art therapy, and modelling clay could be explored along with relevant components of adventure therapy and animal assisted therapy. It seems possible that the emphasis on listening, reading, writing and comprehension of the current format may disadvantage some of the very youth that the programme is targeting.
- ❖ The didactic/psychoeducational emphasis within the facilitator's guide has the potential to discourage the use of “here and now” material or what are sometimes referred to as “teachable moments. It is probably worth considering whether commonly employed groupwork tools such as “check-in” rounds, reviews of learning from the previous group session, or session summary and evaluation processes in each group session are relevant to the DARE to Move On programme.
- ❖ While facilitator training apparently addresses issues of engagement, confidentiality, and development of group culture, the programme manual does not highlight the importance of these issues sufficiently. Greater overt emphasis on development of group culture (regardless of whether the participants already know each other) is likely to enhance the commitment of individual group members and the safety of the group. While not every experience needs to be shared or processed with the whole group, encouraging group work processes builds trust, normalises experiences.

- ❖ Similarly, the management of confidentiality should be presented as an ongoing process with the contract viewed as a living document. In school or residential environments in particular, facilitators should assume that breaches of confidentiality occur and allow space for participants to raise them within each group session. Consideration should be given to processing options and any consequences that can be pursued.
- ❖ Explicit discussion and guidelines about consultation and confidentiality within the school environment should be included within the programme manual to assist facilitators delivering DARE to Move On in the school context. This is important for setting up systems to ensure confidentiality of participants and provide additional support for participants as required. Finally, it is important to ensure that individuals do not construct programme attendance as a punishment for youth, or, alternatively, prevent youth from attending as punishment for in-classroom behaviours.
- ❖ Many young people have had difficult experiences of endings that range from family silence about events and feelings to traumatic processes. These experiences and the skills that they have developed through them are likely to influence a young person's approach to other endings in their life, including ending a group in which they may have felt vulnerable and accepted. Group programmes and the facilitators who deliver them have an opportunity to teach young people a range of ways to mark endings as well as skills to manage feelings and process related to endings. Greater emphasis could be placed on ending processes in the facilitator's guide and consideration given to processes that could widen the audience to the successes of individual youth. Examples of ending processes could include:
  - Sharing of food and celebration party planned by group participants
  - Giving of personalised certificates as well as programme completion certificates
  - Inviting family and other support people to "graduation" ceremony
  - Rehearsing "skits" or small role plays to perform to audience of invited guests to demonstrate skills and knowledge attained
  - Members giving each other "symbolic" gifts, challenges and strengths messages
  - Painting and signing t-shirts or pictures as reminders of learning from the programme
  - Putting together a "memories" box

## Development/Extension

- ❖ It would be prudent to consider developing a "refresher" programme for young people who have completed the DARE to Move On programme. A refresher group could comprise of young people from different DARE to Move On groups run over the previous year or two.
- ❖ Regardless of whether a "refresher" programme is adopted, thought should be given to developing an "extension" to the DARE to Move On programme. Such a programme would consider the same or similar hard-hitting core topics but cover these at a much deeper level allowing for further personal growth and more advanced skill development by participants. If bibliotherapy is to continue to be the defining approach of the DARE programmes, it would seem necessary to develop a novel to work with in an extension programme.
- ❖ It would be appropriate to evaluate the need for a new programme targeting family-related issues that could be taken after one of the existing foundation DARE programmes was completed. This programme could be offered in the same or in a different format. For instance, it may be useful to consider having six two-hour group sessions then an eight-hour marathon day (that incorporates role-playing, psychodrama, action methods or adventure therapy and includes lunch and dinner together) and then two two-hour follow-up group sessions. Alternatively, a two-day "intensive" model could be employed with older youth.

## Evaluation and Monitoring

- ❖ The focus on evaluation of programmes by The DARE Foundation is to be commended. The revision of the participant evaluation forms appears to have been both timely and appropriate. The newly designed evaluation forms seem better able to access relevant information and provide opportunities for a range of pre- and post-intervention evaluations. However, the use of language and scales employed in the forms could be further developed to enhance their appeal and usability for youth. For instance, expressive faces could be employed in rating scales rather than numbers. Further detailed feedback on the evaluation forms is provided in a separate document.
- ❖ "Live" supervision or videoing of groups could be used to randomly monitor programme integrity.

- ❖ The DARE to Move On programme is well structured with graduated learning via a bibliotherapy approach that incorporates appropriate core modules. Strengths of the programme are the clearly structured framework, and the ability for facilitators to retain some flexibility in delivery. However, standardised documentation processes for recording variations in programme delivery is likely to enhance programme evaluation potential by enabling meaningful comparisons of outcomes and experiences across groups. It is possible to argue that it is important to know if facilitators are frequently modifying a particular aspect of the programme in terms of ongoing review and development.
- ❖ It could be useful to carefully consider notions of “success” when evaluating the programme. It may be unrealistic for large changes to be effected and integrated in a short period of time, and evaluation feedback may need to be interpreted accordingly.
- ❖ Examination of completion versus non-completion rates for the programme, as well as demographic information of young people who comprise those groups, could yield some important information about the effectiveness of the programme with particular groups.
- ❖ A review and evaluation plan is needed that focuses on both evaluations by programme participants and other stakeholders and regular reviews and development of programme content.
- ❖ It would be useful to explore possibilities available to engage youth and include youth expertise at a number of levels in the DARE programmes. This might include representation at Board level, involvement in programme review processes, focus group research about programme effectiveness and development, completion of participant questionnaires, and so on.

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## About the reviewer

**Nikki Evans**, MA(Psychology), DipSOWK(Distinction), has been a teaching academic since 1998 and is the Director of the Bachelor of Social Work Programme, School of Social Work and Human Services, University of Canterbury. Her research interests include the study of male and female perpetrators of sexual abuse; youth health and mental health; youth violence toward parents; women's health and reproductive health issues; narrative therapy; sexuality and social work practice. Nikki is currently completing a doctoral research project on social support issues and impacts on families of youth who have sexually abused. Her practice involvement has predominantly been working with young people who have engaged in sexually abusive behaviour as a Senior Specialist Clinician for the STOP Adolescent Programme, Christchurch, New Zealand.

Nikki has recently published the first book in a series of therapeutic stories for children, *Eloise's Excellent Experiment* (2008), and has contributed to books, written journal articles and presented refereed conference papers including:

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- Evans, N. (2007). Parents of youth who have engaged in sexually abusive behaviour: Vicarious trauma and abuse-related impacts. *Te Awatea Review*, 5(1), 16-19.
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