

## APPENDICES

### APPENDIX 1: STAKEHOLDER QUESTIONNAIRE (ON EXPECTATIONS)

#### STAKEHOLDER QUESTIONNAIRE

**Your organisation's name:** \_\_\_\_\_

**Name of person completing questionnaire:** \_\_\_\_\_

**Name of Police programme:** \_\_\_\_\_

*(Please answer all questions from the perspective of your organisation)*

1. In what way do you think the Police programme will be effective and useful in your community?
  
  
  
  
  
  
  
  
  
  
2. How do you think the Police programme will impact on your organisation and the services you provide?
  
  
  
  
  
  
  
  
  
  
3. Will the Police programme be culturally responsive to the need of Māori? Please explain.
  
  
  
  
  
  
  
  
  
  
4. Will the Police programme be culturally responsive to the needs of Pacific Island groups? Please explain.

5. What positive outcomes do you feel will come from the programme:

- a) For the participants and their families/caregivers?
- b) For your organisation and your members?

6. What negative outcomes do you feel will come from the Police programme for:

- a) the participants and their families/caregivers?
- b) Your organisation and your members?

7. If negative outcomes are to be avoided, what should be done?

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**THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.  
PLEASE RETURN TO:**

**TESSA WATSON  
EVALUATION MANAGER: YOUTH AT RISK OF OFFENDING PROGRAMMES  
P O BOX 3017  
WELLINGTON**

## APPENDIX 2: FORMS USED BY THE PROGRAMMES

### REFERRALS FORM

Referral Date: .....	
Consent for referral obtained from Parent/Caregiver: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Referral Source: (name of school/organisation ) .....	
Referred By: (name of person) .....	
Contact phone number: .....	
Child's name: ..... Known as: .....	
Date of Birth: ..... Age (in years): ..... Male <input type="checkbox"/> Female <input type="checkbox"/>	
Ethnicity: (please tick one)	
<input type="checkbox"/> New Zealand Māori	<input type="checkbox"/> Niuean
<input type="checkbox"/> New Zealand European/Pakeha	<input type="checkbox"/> Fijian
<input type="checkbox"/> Samoan	<input type="checkbox"/> Chinese
<input type="checkbox"/> Tongan	<input type="checkbox"/> Indian
<input type="checkbox"/> Cook Island Māori	<input type="checkbox"/> Other (specify): .....
<input type="checkbox"/> Tokelauan	
Iwi: Father's side.....	Mother's side:.....
Home address: .....	
.....	
.....	
Name of Caregiver: .....	
Relationship to Client: .....	
Contact Phone Number:	( ) .....
Alternate Phone Number:	( ) .....
Comments: (eg. any specific concerns to be aware of)	.....
.....	
Youth Worker assigned: .....	
Mentor assigned (if applicable): .....	
<b>School Details</b>	
Enrolled: Yes <input type="checkbox"/> No <input type="checkbox"/>	School Name: .....
School level:	Teacher: .....
Number of previous schools: .....	

## REASONS FOR REFERRAL:

### **School attendance:**

- ☐ Frequently late to school
- ☐ Attends only 2-3 days on average
- ☐ Chronic truancy
- ☐ Parent keeps child home to mind other children
- ☐ Currently suspended or expelled

### **Education:**

- ☐ Low achievement
- ☐ Poor attitude to schoolwork
- ☐ Finds it hard to pay attention/concentrate

### **Social presentation:**

- ☐ Antisocial behaviour (e.g. bullying, defiance, stealing, vandalism)
- ☐ Difficulties with communication
- ☐ Can't manage feelings (e.g. throws tantrums, often angry)
- ☐ Finds it difficult to make/keep friends
- ☐ Has come to Police attention (e.g. for offending, running away)

### **Identity:**

- ☐ Doesn't seem to feel good about him/herself
- ☐ Signs of depression
- ☐ Doesn't know about cultural background

### **Negative influences:**

- ☐ Negative family influences - (e.g. inadequate food, clothing, housing)
- ☐ Negative family influences - (e.g. offending, substance abuse)
- ☐ Negative peer influences (e.g. offending, truancy)

### **Health:**

- ☐ Signs of substance use (e.g. alcohol, glue, cannabis)
- ☐ Signs of poor health or developmental problems
- ☐ Other: .....
- .....

### **PARENT'S/CAREGIVER'S CONSENT**

1. The ..... programme would like your child to take part in its activities.
2. Your participation, and your child's participation, in the programme is entirely voluntary and everything you tell the programme staff will be completely confidential and used only for the purposes of the programme and the evaluation.
3. Some of the information you provide to the programme staff may need to be released to other agencies and organisations so that they can assist you. The programme staff will ask for your permission to do this, if it is necessary.
4. You are free to withdraw yourself, or your child from the programme at any time and you can decline to answer any particular questions which may be asked of you.
5. You have the right to have access to, or have corrected if necessary, any information held by the programme about yourself or your child.
6. You are being asked to allow your child to be interviewed as part of the programme and its ongoing evaluation. This includes an interview at the start of the programme and at the end of the programme. These interviews will be mostly about your child's own feelings and experiences, but will include questions about his/her family situation.
7. As a parent/caregiver, you are also being asked to participate in various aspects of the programme and its evaluation. This includes an interview at the start of the programme and at the end of the programme. These interviews will be mostly about your child, but will include questions about his/her family situation.
8. Interviews will be conducted by the programme staff and possibly other independent interviewers.
9. When the research is finished a report will be published with the overall results. The report will not identify any individual person or family.

#### **I agree to the following:**

a.	My child may take part in the programme.	[ ] Yes
b.	My child may be interviewed for the programme evaluation.	[ ] Yes
c.	My child's personal information may be used for programme and evaluation purposes.	[ ] Yes
d.	I agree to be interviewed for the programme evaluation.	[ ] Yes
e.	I agree to personal information about myself and my family being used for programme and evaluation purposes.	[ ] Yes

Signed: .....	
Name (print): .....	Date: .....

## ADMISSION FORM

Admission Date: .....

Young person's name: .....

Was young person admitted to programme?      ☐ Yes    ☐ No    ☐ Yes - On standby

**NOT ADMITTED:**

## Reason for non-admission:

Did not meet programme criteria [ ]

Parent/Caregiver did not give permission [ ]

Child/young person did not give permission [ ]

Child/young person unable to take up position [ ]

Other (specify): .....

**ADMITTED/NOT ADMITTED:**

Teacher Advised? [ ] Yes Date: .....

Parent/Caregiver Advised? ☐ Yes Date: .....

Child/Young Person Advised? ☐ Yes Date: .....

Discussed/Agreed with Internal Supervisor? ☐ Yes Date: .....

**Comments:**

## ENTRY INTERVIEW WITH CHILD/YOUNG PERSON

### 1. CHILD/YOUNG PERSON'S DETAILS:

a) What is your full name?	
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### 2. FAMILY STRUCTURE:

a) How many brothers and sisters do you have?	<b>Brothers:</b>	<b>Sisters:</b>																																	
b) Of these, how many live in the same house as you?	<b>Brothers:</b>	<b>Sisters:</b>																																	
c) Who else lives in the house with you?	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 60%;">Relationship</th> <th style="text-align: left; width: 40%;">Sex</th> </tr> </thead> <tbody> <tr><td>_____</td><td>M / F</td></tr> <tr><td>_____</td><td>M / F</td></tr> <tr><td>_____</td><td>M / F</td></tr> <tr><td>_____</td><td>M / F</td></tr> <tr><td>_____</td><td>M / F</td></tr> <tr><td>_____</td><td>M / F</td></tr> <tr><td>_____</td><td>M / F</td></tr> <tr><td>_____</td><td>M / F</td></tr> <tr><td>_____</td><td>M / F</td></tr> <tr><td>_____</td><td>M / F</td></tr> </tbody> </table>		Relationship	Sex	_____	M / F	_____	M / F	_____	M / F	_____	M / F	_____	M / F	_____	M / F	_____	M / F	_____	M / F	_____	M / F	_____	M / F											
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## **NEEDS ASSESSMENT (Client Entry Interview)**

*This next part is to help us work out what your needs are. I'm going to read you a list of different things relating to feelings and behaviour, relationships, education, and health. I'd like you to choose from a scale how much like each one you are - whether something is **definitely like you, quite like you, a bit like you, or not at all like you.***

### **1. HOW MUCH IS EACH OF THE FOLLOWING LIKE YOU?**

	<b>Definitely like you</b>	<b>Quite like you</b>	<b>A bit like you</b>	<b>Not at all like you</b>
<b>FEELINGS AND BEHAVIOUR</b>				
a) Usually behave OK	[ ]	[ ]	[ ]	[ ]
b) Can usually manage your feelings	[ ]	[ ]	[ ]	[ ]
<b>RELATIONSHIPS</b>				
c) Feels close to at least one parent/caregiver	[ ]	[ ]	[ ]	[ ]
d) Liked by adults	[ ]	[ ]	[ ]	[ ]
e) Liked by other children	[ ]	[ ]	[ ]	[ ]
f) Have friends your own age	[ ]	[ ]	[ ]	[ ]
<b>EDUCATION</b>				
g) Doing well at school	[ ]	[ ]	[ ]	[ ]
h) Learning special skills/gaining interests	[ ]	[ ]	[ ]	[ ]
i) Taking part in lots of different activities	[ ]	[ ]	[ ]	[ ]
j) Happy at school	[ ]	[ ]	[ ]	[ ]
<b>IDENTITY</b>				
k) Feel OK about yourself	[ ]	[ ]	[ ]	[ ]
l) Know about your family background	[ ]	[ ]	[ ]	[ ]
m) Know about your cultural background (like being Māori or coming from another country)	[ ]	[ ]	[ ]	[ ]
n) Feel good about your cultural background	[ ]	[ ]	[ ]	[ ]
o) Interested in learning more about your cultural background	[ ]	[ ]	[ ]	[ ]
<b>HEALTH</b>				
p) Usually healthy/well	[ ]	[ ]	[ ]	[ ]
q) Growing/developing well	[ ]	[ ]	[ ]	[ ]
<b>SOCIAL PRESENTATION</b>				
r) Behaviour (eg manners etc) is acceptable to other young people	[ ]	[ ]	[ ]	[ ]
s) Behaviour is acceptable to adults	[ ]	[ ]	[ ]	[ ]
t) Can communicate (be understood) easily with/by others	[ ]	[ ]	[ ]	[ ]



## 2. HOW MUCH IS EACH OF THE FOLLOWING LIKE YOU?

	Definitely like you	Quite like you	A bit like you	Not at all like you
<b>NEGATIVE BEHAVIOURS</b>				
a) Find it hard to trust people	[ ]	[ ]	[ ]	[ ]
b) Often get into trouble at school	[ ]	[ ]	[ ]	[ ]
c) Often get into trouble at home	[ ]	[ ]	[ ]	[ ]
d) Find it hard to mix with other children	[ ]	[ ]	[ ]	[ ]
e) Get into fights with other children	[ ]	[ ]	[ ]	[ ]
f) Wag school	[ ]	[ ]	[ ]	[ ]
g) Find it hard to control anger	[ ]	[ ]	[ ]	[ ]
h) Aggressive	[ ]	[ ]	[ ]	[ ]
i) Bully other children	[ ]	[ ]	[ ]	[ ]
j) Is bullied	[ ]	[ ]	[ ]	[ ]
k) Find it hard to concentrate/pay attention	[ ]	[ ]	[ ]	[ ]
l) Sometimes steals things	[ ]	[ ]	[ ]	[ ]
m) Sometimes destructive at school	[ ]	[ ]	[ ]	[ ]
n) Sometimes destructive at home	[ ]	[ ]	[ ]	[ ]
o) Very restless or fidgety	[ ]	[ ]	[ ]	[ ]
p) Not interested in eating/food	[ ]	[ ]	[ ]	[ ]
q) Often worried/anxious	[ ]	[ ]	[ ]	[ ]
r) Make excuses to avoid going to school	[ ]	[ ]	[ ]	[ ]
s) Not interested in learning/school work	[ ]	[ ]	[ ]	[ ]
t) Tell lies/can't be trusted	[ ]	[ ]	[ ]	[ ]
u) Often complain of aches and pains (including headaches and stomach aches)	[ ]	[ ]	[ ]	[ ]
v) Don't sleep well	[ ]	[ ]	[ ]	[ ]
w) Soil or wet yourself	[ ]	[ ]	[ ]	[ ]
x) Feel sad a lot	[ ]	[ ]	[ ]	[ ]
y) Get frightened easily	[ ]	[ ]	[ ]	[ ]
z) Display sexual behaviour or interests that are abnormal for your age	[ ]	[ ]	[ ]	[ ]
aa) Hurt yourself on purpose?	[ ]	[ ]	[ ]	[ ]
If yes, in what way? (eg by banging head, scratching, cutting)				
bb) Have mood swings	[ ]	[ ]	[ ]	[ ]
cc) Often seek attention	[ ]	[ ]	[ ]	[ ]
dd) Sometimes say you wish you were dead	[ ]	[ ]	[ ]	[ ]
ee) Use alcohol	[ ]	[ ]	[ ]	[ ]
ff) Use glue	[ ]	[ ]	[ ]	[ ]
gg) Use drugs (eg. dope)	[ ]	[ ]	[ ]	[ ]
hh) In trouble with the Police	[ ]	[ ]	[ ]	[ ]
ii) Unpredictable	[ ]	[ ]	[ ]	[ ]
jj) Get into situations where you are likely to get hurt	[ ]	[ ]	[ ]	[ ]
kk) Find it hard to get on in the family	[ ]	[ ]	[ ]	[ ]
ll) Run away from home	[ ]	[ ]	[ ]	[ ]
mm) Feel that you don't belong	[ ]	[ ]	[ ]	[ ]
nn) Other ( <i>please specify</i> ):	[ ]	[ ]	[ ]	[ ]

### 3. SIGNIFICANT LIFE EVENTS:

	Yes	No	If yes, how often?
a) Has you experienced any of the following:			
⇒ Separation from your parents/caregivers for at least 6 months?	[ ]	[ ]	_____
⇒ A new parent/caregiver entering the family?	[ ]	[ ]	_____
⇒ Death of a parent/caregiver or someone close to you?	[ ]	[ ]	_____
⇒ Any other serious event(s) that were traumatic for you? ( <i>please specify</i> )	[ ]	[ ]	_____

### 4. GOING OUT:

<p>a) How often do you go out at night?</p> <p>Very frequently [ ] Often [ ] Occasionally [ ] Hardly ever/never [ ]</p>
<p>b) Are there times when you don't come home at night at all?</p> <p>Yes [ ] No [ ]</p> <p>Comment:</p>
<p>c) When you come home, is an adult usually there?</p> <p>Always [ ] Usually [ ] Sometimes [ ] Not often [ ]</p>
<p>d) When you go out, do your parents/caregiver know where you are?</p> <p>Always [ ] Usually [ ] Sometimes [ ] Not often [ ]</p>
<p>e) Do your parents/caregiver know who you are with when you are out?</p> <p>Always [ ] Usually [ ] Sometimes [ ] Not often [ ]</p>

### 5. SPARE TIME

What do you do in your spare time?	Most days	2-3 times a week	Once a week	Hardly ever/ Never
a) Things at home/other family member's homes	[ ]	[ ]	[ ]	[ ]
b) Have friends to visit	[ ]	[ ]	[ ]	[ ]
c) Do things in the neighbourhood	[ ]	[ ]	[ ]	[ ]
d) Do things with the family outside the home	[ ]	[ ]	[ ]	[ ]
e) Hang around town	[ ]	[ ]	[ ]	[ ]
f) Take part in sports and clubs	[ ]	[ ]	[ ]	[ ]
g) Visit friend's home(s)	[ ]	[ ]	[ ]	[ ]
h) Other (specify)				

### OFFENCE/INCIDENT DETAILS

*I now want to ask you a few questions about things that you may have done which would normally or sometimes come to the attention of the Police. This includes times when you may have got into trouble of some sort, but it also means things like wagging school, running away from home, going missing, incidents involving cars, and so on.*

a) Firstly, can you recall any incidents such as you running away, going missing for more than a few hours, wagging school, solvent abuse, attempting suicide?

Description of the <b>Incident</b> ?	Date of Incident
1.	
2.	
3.	
4.	
5.	
6.	

b) Now can you recall any times where you were doing things against the law, such as assault, burglary, theft (eg. shoplifting), tagging, getting into a stolen car, and so on?

Description of the <b>Offence</b> ?	Date of Offence
1.	
2.	
3.	
4.	
5.	
6.	

c) Lastly, in this section, can you recall any times when you were involved in traffic offences e.g. careless driving, drink driving, not wearing a helmet, no driver's licence?

Description of the <b>traffic offence/incident</b> ?	Date of Traffic Offence/Incident
1.	
2.	
3.	
4.	
5.	
6.	

*Thank you very much for answering all these questions. Is there anything now that you would like to ask me or any comments that you might like to make?*

## ENTRY INTERVIEW WITH PARENT/CAREGIVER

### 1. CHILD/YOUNG PERSON'S DETAILS:

a) What is [child]'s full name?	
---------------------------------	--

### 2. FAMILY STRUCTURE:

a) How many brothers / sisters does [child] have?	<b>Brothers:</b>	<b>Sisters:</b>																					
b) Of these, how many live in the same house?	<b>Brothers:</b>	<b>Sisters:</b>																					
c) Who else lives in the house with [child]?	<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left; width: 70%;">Relationship</th> <th style="text-align: left; width: 30%;">Sex</th> </tr> <tr><td>_____</td><td>M / F</td></tr> <tr><td>_____</td><td>M / F</td></tr> <tr><td>_____</td><td>M / F</td></tr> <tr><td>_____</td><td>M / F</td></tr> <tr><td>_____</td><td>M / F</td></tr> </table>		Relationship	Sex	_____	M / F	_____	M / F	_____	M / F	_____	M / F	_____	M / F									
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_____	M / F	_____																					

### 3. FEMALE CAREGIVER'S DETAILS:

a) What is female caregiver's full name?	
b) Known as:	
c) What is her address?	
d) What is her contact phone number?	
e) Other contact phone number?	
f) What is her date of birth?	
g) How old is she?	
h) What is her ethnicity?	
i) Does she have regular contact with [child]?	Yes [    ] No [    ] If yes, how often? _____
j) Highest level of education achieved?	
k) Is she in paid employment?	If yes, Part time: _____ Full time: _____
l) What is her occupation?	
m) What is her annual income?	
n) Is she on a benefit?	If yes, Benefit Type 1: _____ Benefit Type 2: _____

#### 4. MALE CAREGIVER'S DETAILS:

a) What is male caregiver's full name?	
b) Known as:	
c) What is his address?	
d) What is his contact phone number?	
e) Other contact phone number?	
f) What is his date of birth?	
g) How old is he?	
h) What is his ethnicity?	
i) Does he have regular contact with [child's name]?	Yes [ ] No [ ] If yes, how often? _____
j) Highest level of education achieved?	
k) Is he in paid employment?	If yes, Part time: _____ Full time: _____
l) What is his occupation?	
m) What is his annual income?	
n) Is he on a benefit?	If yes, Benefit Type 1: _____ Benefit Type 2: _____

#### 5. OTHER CAREGIVERS:

a) Is there anyone else who regularly cares for [child's name]?	Yes [ ] No [ ]		
b) If <b>Yes</b> , what is their relationship to [child's name] and their gender?	<b>Relationship</b>	<b>Sex</b>	<b>Amt of contact</b> (eg. never, sometimes, frequently)
	_____	M / F	_____
	_____	M / F	_____
	_____	M / F	_____
	_____	M / F	_____

## **NEEDS ASSESSMENT (Parent Entry Interview)**

*This next part is to help us work out what [child's name] needs are. I'm going to read you a list of different things relating to feelings and behaviour, relationships, education, and health. I'd like you to choose from a scale how much like each one [child's name] is - whether something is **definitely like the child, quite like the child, a bit like the child, or not at all like the child.***

### **1. HOW MUCH IS EACH OF THE FOLLOWING LIKE [CHILD'S NAME]?**

	<b>Definitely like the child</b>	<b>Quite like the child</b>	<b>A bit like the child</b>	<b>Not at all like the child</b>
<b>FEELINGS AND BEHAVIOUR</b>				
a) Usually behaves OK	[ ]	[ ]	[ ]	[ ]
b) Can usually manage his/her feelings	[ ]	[ ]	[ ]	[ ]
<b>RELATIONSHIPS</b>				
c) Feels close to at least one parent/caregiver	[ ]	[ ]	[ ]	[ ]
d) Liked by adults	[ ]	[ ]	[ ]	[ ]
e) Liked by other young people	[ ]	[ ]	[ ]	[ ]
f) Has friends his/her own age	[ ]	[ ]	[ ]	[ ]
<b>EDUCATION</b>				
g) Doing well at school	[ ]	[ ]	[ ]	[ ]
h) Learning special skills/gaining interests	[ ]	[ ]	[ ]	[ ]
i) Taking part in lots of different activities	[ ]	[ ]	[ ]	[ ]
j) Happy at school	[ ]	[ ]	[ ]	[ ]
<b>IDENTITY</b>				
k) Feels OK about him/herself	[ ]	[ ]	[ ]	[ ]
l) Knows about his/her family background	[ ]	[ ]	[ ]	[ ]
m) Knows about his/her cultural background (like being Māori or coming from another country)	[ ]	[ ]	[ ]	[ ]
n) Feels good about his/her cultural background	[ ]	[ ]	[ ]	[ ]
o) Interested in learning more about his/her cultural background	[ ]	[ ]	[ ]	[ ]
<b>HEALTH</b>				
p) Usually healthy/well	[ ]	[ ]	[ ]	[ ]
q) Growing/developing well	[ ]	[ ]	[ ]	[ ]
<b>SOCIAL PRESENTATION</b>				
r) Behaviour (eg manners etc) is acceptable to other young people	[ ]	[ ]	[ ]	[ ]
s) Behaviour is acceptable to adults	[ ]	[ ]	[ ]	[ ]
t) Can communicate (be understood) easily with/by others	[ ]	[ ]	[ ]	[ ]

## 2. HOW MUCH IS EACH OF THE FOLLOWING LIKE [CHILD'S NAME]?

NEGATIVE BEHAVIOURS	Definitely like the child	Quite like the child	A bit like the child	Not at all like the child
a) Finds it hard to trust people	[ ]	[ ]	[ ]	[ ]
b) Doesn't consider other people's feelings	[ ]	[ ]	[ ]	[ ]
c) Often gets into trouble at school	[ ]	[ ]	[ ]	[ ]
d) Often gets into trouble at home	[ ]	[ ]	[ ]	[ ]
e) Finds it hard to mix with other young people	[ ]	[ ]	[ ]	[ ]
f) Gets into fights with other young people	[ ]	[ ]	[ ]	[ ]
g) Wags school	[ ]	[ ]	[ ]	[ ]
h) Finds it hard to control anger	[ ]	[ ]	[ ]	[ ]
i) Aggressive	[ ]	[ ]	[ ]	[ ]
j) Bullies other children	[ ]	[ ]	[ ]	[ ]
k) Is bullied	[ ]	[ ]	[ ]	[ ]
l) Finds it hard to concentrate/pay attention	[ ]	[ ]	[ ]	[ ]
m) Sometimes steals things	[ ]	[ ]	[ ]	[ ]
n) Sometimes destructive at school	[ ]	[ ]	[ ]	[ ]
o) Sometimes destructive at home	[ ]	[ ]	[ ]	[ ]
p) Very restless or fidgety	[ ]	[ ]	[ ]	[ ]
q) Not interested in eating/food	[ ]	[ ]	[ ]	[ ]
r) Often worried/anxious	[ ]	[ ]	[ ]	[ ]
s) Makes excuses to avoid going to school	[ ]	[ ]	[ ]	[ ]
t) Not interested in learning/school work	[ ]	[ ]	[ ]	[ ]
u) Tells lies/can't be trusted	[ ]	[ ]	[ ]	[ ]
v) Often complains of aches and pains (including headaches and stomach aches)	[ ]	[ ]	[ ]	[ ]
w) Doesn't sleep well	[ ]	[ ]	[ ]	[ ]
x) Soils or wets him/herself	[ ]	[ ]	[ ]	[ ]
y) Feels sad a lot	[ ]	[ ]	[ ]	[ ]
z) Gets frightened easily	[ ]	[ ]	[ ]	[ ]
aa) Displays sexual behaviour or interests that are abnormal for his/her age	[ ]	[ ]	[ ]	[ ]
bb) Hurts him/herself on purpose? If yes, in what way? (eg by banging head, scratching, cutting)	[ ]	[ ]	[ ]	[ ]
cc) Has mood swings	[ ]	[ ]	[ ]	[ ]
dd) Often seeks attention	[ ]	[ ]	[ ]	[ ]
ee) Sometimes says he/she wishes he/she was dead	[ ]	[ ]	[ ]	[ ]
ff) Uses alcohol	[ ]	[ ]	[ ]	[ ]
gg) Uses glue	[ ]	[ ]	[ ]	[ ]
hh) Uses drugs (eg. dope)	[ ]	[ ]	[ ]	[ ]
ii) Unpredictable	[ ]	[ ]	[ ]	[ ]
jj) In trouble with the Police	[ ]	[ ]	[ ]	[ ]
kk) Gets into situations where he/she is likely to get hurt	[ ]	[ ]	[ ]	[ ]
ll) Finds it hard to get on in the family	[ ]	[ ]	[ ]	[ ]
mm) Runs away from home	[ ]	[ ]	[ ]	[ ]
mm) Feels that he/she doesn't belong	[ ]	[ ]	[ ]	[ ]
nn) Other ( <i>please specify</i> ):	[ ]	[ ]	[ ]	[ ]

### 3. SIGNIFICANT LIFE EVENTS:

a) Is [child's name] adopted?	Yes [ ] No [ ]															
b) If <b>'yes'</b> how old was he/she when adopted?																
c) Since [child's name] was born, how many times has he/she shifted house?																
d) How many times has he/she changed schools (not including the usual changes to intermediate and secondary)?																
e) Has [child's name] experienced any of the following: ⇒ Separation from his/her parents/caregivers for at least 6 months? ⇒ A new parent/caregiver entering the family? ⇒ Death of a parent/caregiver or someone close to them? ⇒ Any other serious event(s) that were traumatic for him/her? <i>(please specify)</i>	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> <th>If yes, how often?</th> </tr> </thead> <tbody> <tr> <td>[ ]</td> <td>[ ]</td> <td>_____</td> </tr> <tr> <td>[ ]</td> <td>[ ]</td> <td>_____</td> </tr> <tr> <td>[ ]</td> <td>[ ]</td> <td>_____</td> </tr> <tr> <td>[ ]</td> <td>[ ]</td> <td>_____</td> </tr> </tbody> </table>	Yes	No	If yes, how often?	[ ]	[ ]	_____	[ ]	[ ]	_____	[ ]	[ ]	_____	[ ]	[ ]	_____
Yes	No	If yes, how often?														
[ ]	[ ]	_____														
[ ]	[ ]	_____														
[ ]	[ ]	_____														
[ ]	[ ]	_____														
f) Has [child's name] had the same primary (main) caregiver since birth?	Yes [ ] No [ ]															
h) Does [child's name] have any physical disability? [ ] Yes [ ] No [ ] Don't know																
i) If 'yes', what is it? <i>(describe)</i>																
j) Does [child's name] have any learning disability? [ ] Yes [ ] No [ ] Don't know																
k) If 'yes', what is it? <i>(describe)</i>																

### 4. GOING OUT:

a) How often is [child's name] out at night? Very frequently [ ] Often [ ] Occasionally [ ] Hardly ever/never [ ]
b) Are there times when [child's name] doesn't come home at night at all? Yes [ ] No [ ] Comment:
c) When [child's name] gets home, is an adult usually there? Always [ ] Usually [ ] Sometimes [ ] Not often [ ]
d) When [child's name] goes out, do you know where he/she is? Always [ ] Usually [ ] Sometimes [ ] Not often [ ]
e) Do you know who [child's name] is with when he/she is out? Always [ ] Usually [ ] Sometimes [ ] Not often [ ]



## 5. SPARE TIME

What does [child's name] do in his/her spare time?	Most days	2-3 times a week	Once a week	Hardly ever/ Never
a) Things at home/other family members homes	[ ]	[ ]	[ ]	[ ]
b) Have friends to visit	[ ]	[ ]	[ ]	[ ]
c) Does things in the neighbourhood	[ ]	[ ]	[ ]	[ ]
d) Does things with the family outside the home	[ ]	[ ]	[ ]	[ ]
e) Hangs around town	[ ]	[ ]	[ ]	[ ]
f) Takes part in sports and clubs	[ ]	[ ]	[ ]	[ ]
g) Visits friends at their place	[ ]	[ ]	[ ]	[ ]
h) Other (specify)				

### **OFFENCE/INCIDENT DETAILS** (prior to programme)

*I now want to ask you a few questions about things that [child's name] may have done which would normally or sometimes come to the attention of the Police. This includes times when he/she may have got into trouble of some sort, but it also means things like truanting from school, running away from home, going missing, incidents involving cars, and so on.*

- a) Firstly, can you recall any incidents such as [child's name] running away, going missing for more than a few hours, wagging school, solvent abuse, attempting suicide?

Description of the <b>Incident</b> ?	Date of Incident
1.	
2.	
3.	
4.	
5.	
6.	

- b) Now can you recall any times where [child's name] was doing things against the law, such as assault, burglary, theft (eg. shoplifting), tagging, getting into a stolen car, and so on?

Description of the <b>Offence</b> ?	Date of Offence
1.	
2.	
3.	
4.	
5.	
6.	

- c) Lastly, in this section, can you recall any times when [child's name] was involved in traffic offences e.g. careless driving, drink driving, not wearing a helmet, no driver's licence etc?

Description of the <b>traffic offence/incident</b> ?	Date of Traffic Offence/Incident
1.	
2.	
3.	
4.	
5.	
6.	

*Thank you very much for answering all these questions. Is there anything now that you would like to ask me or any comments that you might like to make?*

## EXIT INTERVIEW WITH CLIENT

CLIENT'S NAME: \_\_\_\_\_

*To help us improve [programme name], we would like to ask you some questions about what you liked and didn't like about it.*

1. Overall, how much did you like the programme?

Not at all  
1

Not much  
2

It was okay  
3

Quite a bit  
4

A lot  
5

2. What parts of the programme (if any) did you like?

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Why?

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3. What parts of the programme (if any) didn't you like?

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Why?

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4. Overall, how much did you learn from the programme?

Nothing  
1

Not much  
2

A bit  
3

Quite a bit  
4

A lot  
5

If you did learn something, what did you learn?

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5. Did you help in working out what you would do on the programme?

Yes / No

**6. How much could you trust the programme people?**

Couldn't trust  
1

Trusted a bit  
3

Trusted a lot  
5

**7. How much did the programme people help you?**

Didn't help me  
1

Gave me some help  
3

Helped me a lot  
5

**8. (If the client is Māori or Pacific Islander): Do you think the programme was good for you as a Māori /Pacific Island person?**

Yes / No

**9. What do you think could make the programme better?**

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## **NEEDS ASSESSMENT (Client Exit Interview)**

*I'm going to read you a list of different things relating to feelings and behaviour, relationships, education, and health. We asked you these things when you joined the programme and now we would like to see if your answers have changed since you've been involved with the programme. I'd like you to choose from a scale stating how much like each one you are - whether something is **definitely like you, quite like you, a bit like you, or not at all like you.***

### **1. HOW MUCH IS EACH OF THE FOLLOWING LIKE YOU?**

	<b>Definitely like you</b>	<b>Quite like you</b>	<b>A bit like you</b>	<b>Not at all like you</b>
<b>FEELINGS AND BEHAVIOUR</b>				
a) Usually behave OK	[ ]	[ ]	[ ]	[ ]
b) Can usually manage your feelings	[ ]	[ ]	[ ]	[ ]
<b>RELATIONSHIPS</b>				
c) Feels close to at least one parent/caregiver	[ ]	[ ]	[ ]	[ ]
d) Liked by adults	[ ]	[ ]	[ ]	[ ]
e) Liked by other children	[ ]	[ ]	[ ]	[ ]
f) Have friends your own age	[ ]	[ ]	[ ]	[ ]
<b>EDUCATION</b>				
g) Doing well at school	[ ]	[ ]	[ ]	[ ]
h) Learning special skills/gaining interests	[ ]	[ ]	[ ]	[ ]
i) Taking part in lots of different activities	[ ]	[ ]	[ ]	[ ]
j) Happy at school	[ ]	[ ]	[ ]	[ ]
<b>IDENTITY</b>				
k) Feel OK about yourself	[ ]	[ ]	[ ]	[ ]
l) Know about your family background	[ ]	[ ]	[ ]	[ ]
m) Know about your cultural background (like being Māori or coming from another country)	[ ]	[ ]	[ ]	[ ]
n) Feel good about your cultural background	[ ]	[ ]	[ ]	[ ]
o) Interested in learning more about your cultural background	[ ]	[ ]	[ ]	[ ]
<b>HEALTH</b>				
p) Usually healthy/well	[ ]	[ ]	[ ]	[ ]
q) Growing/developing well	[ ]	[ ]	[ ]	[ ]
<b>SOCIAL PRESENTATION</b>				
r) Behaviour (eg manners etc) is acceptable to other children	[ ]	[ ]	[ ]	[ ]
s) Behaviour is acceptable to adults	[ ]	[ ]	[ ]	[ ]
t) Can communicate (be understood) easily with/by others	[ ]	[ ]	[ ]	[ ]

## 2. HOW MUCH IS EACH OF THE FOLLOWING LIKE YOU?

	Definitely like you	Quite like you	A bit like you	Not at all like you
<b>NEGATIVE BEHAVIOURS</b>				
a) Find it hard to trust people	[ ]	[ ]	[ ]	[ ]
b) Often get into trouble at school	[ ]	[ ]	[ ]	[ ]
c) Often get into trouble at home	[ ]	[ ]	[ ]	[ ]
d) Find it hard to mix with other children	[ ]	[ ]	[ ]	[ ]
e) Get into fights with other children	[ ]	[ ]	[ ]	[ ]
f) Wag school	[ ]	[ ]	[ ]	[ ]
g) Find it hard to control anger	[ ]	[ ]	[ ]	[ ]
h) Aggressive	[ ]	[ ]	[ ]	[ ]
i) Bully other children	[ ]	[ ]	[ ]	[ ]
j) Is bullied	[ ]	[ ]	[ ]	[ ]
k) Find it hard to concentrate/pay attention	[ ]	[ ]	[ ]	[ ]
l) Sometimes steals things	[ ]	[ ]	[ ]	[ ]
m) Sometimes destructive at school	[ ]	[ ]	[ ]	[ ]
n) Sometimes destructive at home	[ ]	[ ]	[ ]	[ ]
o) Very restless or fidgety	[ ]	[ ]	[ ]	[ ]
p) Not interested in eating/food	[ ]	[ ]	[ ]	[ ]
q) Often worried/anxious	[ ]	[ ]	[ ]	[ ]
r) Make excuses to avoid going to school	[ ]	[ ]	[ ]	[ ]
s) Not interested in learning/school work	[ ]	[ ]	[ ]	[ ]
t) Tell lies/can't be trusted	[ ]	[ ]	[ ]	[ ]
u) Often complain of aches and pains (including headaches and stomach aches)	[ ]	[ ]	[ ]	[ ]
v) Don't sleep well	[ ]	[ ]	[ ]	[ ]
w) Soil or wet yourself	[ ]	[ ]	[ ]	[ ]
x) Feel sad a lot	[ ]	[ ]	[ ]	[ ]
y) Get frightened easily	[ ]	[ ]	[ ]	[ ]
z) Display sexual behaviour or interests that are abnormal for your age	[ ]	[ ]	[ ]	[ ]
aa) Hurt yourself on purpose?	[ ]	[ ]	[ ]	[ ]
If yes, in what way? (eg by banging head, scratching, cutting)				
bb) Have mood swings	[ ]	[ ]	[ ]	[ ]
cc) Often seek attention	[ ]	[ ]	[ ]	[ ]
dd) Sometimes say you wish you were dead	[ ]	[ ]	[ ]	[ ]
ee) Use alcohol	[ ]	[ ]	[ ]	[ ]
ff) Use glue	[ ]	[ ]	[ ]	[ ]
gg) Use drugs (eg. dope)	[ ]	[ ]	[ ]	[ ]
hh) Unpredictable	[ ]	[ ]	[ ]	[ ]
ii) In trouble with the Police	[ ]	[ ]	[ ]	[ ]
jj) Get into situations where you are likely to get hurt	[ ]	[ ]	[ ]	[ ]
kk) Find it hard to get on in the family	[ ]	[ ]	[ ]	[ ]
ll) Run away from home	[ ]	[ ]	[ ]	[ ]
mm) Feel that you don't belong	[ ]	[ ]	[ ]	[ ]
nn) Other (please specify):	[ ]	[ ]	[ ]	[ ]

### 3. GOING OUT:

a) How often do you go out at night? Very frequently [ ] Often [ ] Occasionally [ ] Hardly ever/never [ ]
b) Are there times when you don't come home at night at all? Yes [ ] No [ ] Comments:
c) When you come home, is an adult usually there? Always [ ] Usually [ ] Sometimes [ ] Not often [ ]
d) When you go out, do your parents/caregiver know where you are? Always [ ] Usually [ ] Sometimes [ ] Not often [ ]
e) Do your parents/caregiver know who you are with when you are out? Always [ ] Usually [ ] Sometimes [ ] Not often [ ]

### 4. SPARE TIME:

What do you do in your spare time?	Most days	2-3 times a week	Once a week	Hardly ever/ Never
a) Things at home/other family member's homes	[ ]	[ ]	[ ]	[ ]
b) Have friends to visit	[ ]	[ ]	[ ]	[ ]
c) Do things in the neighbourhood	[ ]	[ ]	[ ]	[ ]
d) Do things with the family outside the home	[ ]	[ ]	[ ]	[ ]
e) Hang around town	[ ]	[ ]	[ ]	[ ]
f) Take part in sports and clubs	[ ]	[ ]	[ ]	[ ]
g) Visit friends home(s)	[ ]	[ ]	[ ]	[ ]
h) Other (specify)				

***Thank you very much for answering all these questions. Is there anything now that you would like to ask me or any comments that you might like to make?***

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## EXIT INTERVIEW WITH PARENT/CAREGIVER

CLIENT'S NAME: \_\_\_\_\_

To help us improve [*programme name*], we would like to ask you some questions about what you liked and didn't like about it.

1. Overall, how much did you like the programme?

Not at all  
1

Not much  
2

It was okay  
3

Quite a bit  
4

A lot  
5

2. What parts of the programme (if any) did you like?

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Why?

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3. What parts of the programme (if any) didn't you like?

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Why?

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4. Overall, how much did you learn from the programme?

Nothing  
1

Not much  
2

A bit  
3

Quite a bit  
4

A lot  
5

If you did learn something, what did you learn?

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5. Did you help in working out what you would do on the programme?

Yes / No



**6. How much could you trust the programme people?**

Couldn't trust  
1

Trusted a bit  
3

Trusted a lot  
5

**7. How much did the programme people help you?**

Didn't help me  
1

Gave me some help  
3

Helped me a lot  
5

**8. (If the parent/caregiver is Māori or Pacific Islander): Do you think the programme was good for you as a Māori/Pacific Island person?**

Yes / No

**9. What do you think could make the programme better?**

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## **NEEDS ASSESSMENT (Parent Exit Interview)**

*I'm going to read you a list of different things relating to [child's name] feelings and behaviour, relationships, education, and health. We asked you these things when [child's name] joined the programme and now we would like to see if your answers have changed since [child's name] has been involved with the programme. I'd like you to choose from a scale stating how much like each one [child's name] is - whether something is **definitely like the child, quite like the child, a bit like the child, or not at all like the child.***

### **1. HOW MUCH IS EACH OF THE FOLLOWING LIKE [CHILD'S NAME]?**

	<b>Definitely like the child</b>	<b>Quite like the child</b>	<b>A bit like the child</b>	<b>Not at all like the child</b>
<b>FEELINGS AND BEHAVIOUR</b>				
a) Usually behaves OK	[ ]	[ ]	[ ]	[ ]
b) Can usually manage his/her feelings	[ ]	[ ]	[ ]	[ ]
<b>RELATIONSHIPS</b>				
c) Feels close to at least one parent/caregiver	[ ]	[ ]	[ ]	[ ]
d) Liked by adults	[ ]	[ ]	[ ]	[ ]
e) Liked by other young people	[ ]	[ ]	[ ]	[ ]
f) Has friends his/her own age	[ ]	[ ]	[ ]	[ ]
<b>EDUCATION</b>				
g) Doing well at school	[ ]	[ ]	[ ]	[ ]
h) Learning special skills/gaining interests	[ ]	[ ]	[ ]	[ ]
i) Taking part in lots of different activities	[ ]	[ ]	[ ]	[ ]
j) Happy at school	[ ]	[ ]	[ ]	[ ]
<b>IDENTITY</b>				
k) Feels OK about him/herself	[ ]	[ ]	[ ]	[ ]
l) Knows about his/her family background	[ ]	[ ]	[ ]	[ ]
m) Knows about his/her cultural background (like being Māori or coming from another country)	[ ]	[ ]	[ ]	[ ]
n) Feels good about his/her cultural background	[ ]	[ ]	[ ]	[ ]
o) Interested in learning more about his/her cultural background	[ ]	[ ]	[ ]	[ ]
<b>HEALTH</b>				
p) Usually healthy/well	[ ]	[ ]	[ ]	[ ]
q) Growing/developing well	[ ]	[ ]	[ ]	[ ]
<b>SOCIAL PRESENTATION</b>				
r) Behaviour (eg manners etc) is acceptable to other young people	[ ]	[ ]	[ ]	[ ]
s) Behaviour is acceptable to adults	[ ]	[ ]	[ ]	[ ]
t) Can communicate (be understood) easily with/by others	[ ]	[ ]	[ ]	[ ]

## 2. HOW MUCH IS EACH OF THE FOLLOWING LIKE [CHILD'S NAME]?

NEGATIVE BEHAVIOURS	Definitely like the child	Quite like the child	A bit like the child	Not at all like the child
a) Doesn't consider other people's feelings	[ ]	[ ]	[ ]	[ ]
b) Finds it hard to trust people	[ ]	[ ]	[ ]	[ ]
c) Often gets into trouble at school	[ ]	[ ]	[ ]	[ ]
d) Often gets into trouble at home	[ ]	[ ]	[ ]	[ ]
e) Finds it hard to mix with other young people	[ ]	[ ]	[ ]	[ ]
f) Gets into fights with other young people	[ ]	[ ]	[ ]	[ ]
g) Wags school	[ ]	[ ]	[ ]	[ ]
h) Finds it hard to control anger	[ ]	[ ]	[ ]	[ ]
i) Aggressive	[ ]	[ ]	[ ]	[ ]
j) Bullies other young people	[ ]	[ ]	[ ]	[ ]
k) Is bullied	[ ]	[ ]	[ ]	[ ]
l) Finds it hard to concentrate/pay attention	[ ]	[ ]	[ ]	[ ]
m) Sometimes steals things	[ ]	[ ]	[ ]	[ ]
n) Sometimes destructive at school	[ ]	[ ]	[ ]	[ ]
o) Sometimes destructive at home	[ ]	[ ]	[ ]	[ ]
p) Very restless or fidgety	[ ]	[ ]	[ ]	[ ]
q) Not interested in eating/food	[ ]	[ ]	[ ]	[ ]
r) Often worried/anxious	[ ]	[ ]	[ ]	[ ]
s) Makes excuses to avoid going to school	[ ]	[ ]	[ ]	[ ]
t) Not interested in learning/school work	[ ]	[ ]	[ ]	[ ]
u) Tells lies/can't be trusted	[ ]	[ ]	[ ]	[ ]
v) Often complains of aches and pains (including headaches and stomach aches)	[ ]	[ ]	[ ]	[ ]
w) Doesn't sleep well	[ ]	[ ]	[ ]	[ ]
x) Soils or wets him/herself	[ ]	[ ]	[ ]	[ ]
y) Feels sad a lot	[ ]	[ ]	[ ]	[ ]
z) Gets frightened easily	[ ]	[ ]	[ ]	[ ]
aa) Displays sexual behaviour or interests that are abnormal for his/her age	[ ]	[ ]	[ ]	[ ]
bb) Hurts him/herself on purpose?  If yes, in what way? (eg by banging head, scratching, cutting)	[ ]	[ ]	[ ]	[ ]
cc) Has mood swings	[ ]	[ ]	[ ]	[ ]
dd) Often seeks attention	[ ]	[ ]	[ ]	[ ]
ee) Sometimes says he/she wishes he/she was dead	[ ]	[ ]	[ ]	[ ]
ff) Uses alcohol	[ ]	[ ]	[ ]	[ ]
gg) Uses glue	[ ]	[ ]	[ ]	[ ]
hh) Uses drugs (eg. dope)	[ ]	[ ]	[ ]	[ ]
ii) Unpredictable	[ ]	[ ]	[ ]	[ ]
jj) In trouble with the Police	[ ]	[ ]	[ ]	[ ]
kk) Gets into situations where he/she is likely to get hurt	[ ]	[ ]	[ ]	[ ]
ll) Finds it hard to get on in the family	[ ]	[ ]	[ ]	[ ]
mm) Runs away from home	[ ]	[ ]	[ ]	[ ]
nn) Feels that he/she doesn't belong	[ ]	[ ]	[ ]	[ ]
oo) Other (please specify):	[ ]	[ ]	[ ]	[ ]

### 3. GOING OUT:

a) How often is [child's name] out at night? Very frequently [ ]      Often [ ]      Occasionally [ ]      Hardly ever/never [ ]
b) Are there times when [child's name] doesn't come home at night at all? Yes [ ]      No [ ]      Comments:
c) When [child's name] gets home, is an adult usually there? Always [ ]      Usually [ ]      Sometimes [ ]      Not often [ ]
d) When [child's name] goes out, do you know where he/she is? Always [ ]      Usually [ ]      Sometimes [ ]      Not often [ ]
e) Do you know who [child's name] is with when he/she is out? Always [ ]      Usually [ ]      Sometimes [ ]      Not often [ ]

### 4. SPARE TIME:

What does [child's name] do in his/her spare time?	Most days	2-3 times a week	Once a week	Hardly ever/ Never
a) Things at home/other family member's homes	[ ]	[ ]	[ ]	[ ]
b) Have friends to visit	[ ]	[ ]	[ ]	[ ]
c) Does things in the neighbourhood	[ ]	[ ]	[ ]	[ ]
d) Does things with the family outside the home	[ ]	[ ]	[ ]	[ ]
e) Hangs around town	[ ]	[ ]	[ ]	[ ]
f) Takes part in sports and clubs	[ ]	[ ]	[ ]	[ ]
g) Visits friends at their place	[ ]	[ ]	[ ]	[ ]
h) Other (specify)				

***Thank you very much for answering all these questions. Is there anything now that you would like to ask me or any comments that you might like to make about your involvement or your child's involvement with the programme?***

## CONTACT FORM

***This form is to be used to record all contacts with clients, family/whanau and other agencies:***

[illegible]

C = Client; F = Family; A = Agency

### **RECORD OF CLIENT'S SHORT-TERM GOALS**

*This document should be used to record details of any short-term goals and plans  
(ie.on a weekly/fortnightly basis) agreed between the programme and the client*

Client's Name:

Date goal was set	Description of goal	Date achieved

### **RECORD OF CLIENT'S LONG-TERM GOALS**

*This document should be used to record details of any long-term goals and plans (ie. for the next 12 month period) agreed between the programme and the client*

Client's Name:

Date goal was set	Description of goal	Date achieved

### **RECORD OF PARENT'S SHORT-TERM GOALS**

*This document should be used to record details of any short-term goals and plans  
(ie.on a weekly/fortnightly basis) agreed between the programme and the parent*

Client's Name:

Parent's Name:

Date goal was set	Description of goal	Date achieved



### **RECORD OF PARENT'S LONG-TERM GOALS**

*This document should be used to record details of any long-term goals and plans (ie. for the next 12 month period) agreed between the programme and the parent*

Client's Name:

Parent's Name:

Date goal was set	Description of goal	Date achieved

### **ONGOING OFFENCES FORM**

*Note: Periodic checks with the Youth Aid Section should be made to check for contact with Police that hasn't come to the attention of programme staff.*

Client's Name:.....

Date	Type (eg. incident, Offence, Traffic)	Description

## MENTOR FORM

Date of entry to programme: .....

Mentor's Name: ..... Known as: .....

Date of Birth: ..... Age (in yrs): ..... Male ☐ Female ☐

**Ethnicity: (please tick)**

<input type="checkbox"/> New Zealand Māori <input type="checkbox"/> New Zealand European/Pakeha <input type="checkbox"/> Samoan <input type="checkbox"/> Tongan <input type="checkbox"/> Cook Island Māori <input type="checkbox"/> Tokelauan	<input type="checkbox"/> Niuean <input type="checkbox"/> Fijian <input type="checkbox"/> Chinese <input type="checkbox"/> Indian <input type="checkbox"/> Other (specify): .....
--	--

Home Address: .....

.....

Home Phone Number:(    ) ..... Work Phone Number: :(    ) .....

**Available times:**

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Involvement in other Programmes:**

Name of other Programme/Organisation:	Past Involvement	Presently Involved
.....	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>

Relevant Skills:.....

.....

.....

Hobbies:.....

.....

.....

Interests:.....

.....

.....

Drivers Licence:                      Yes / No                      Access to car:                      Yes / No

**Referees:**

Name:.....

Name:.....

Address:.....

Address:.....

.....

.....

Phone:.....

Phone:.....

### **AGENCY/OTHER PARTY FORM**

Date of entry: \_\_\_\_\_

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

Type: (eg. Government, Community agency, volunteer group)

Abbreviation of type:

\_\_\_\_\_

\_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Postal Address:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone Number: \_\_\_\_\_

Fax Number: \_\_\_\_\_

### **CONTACTS:**

Name	Position	Phone Number	Phone Extension
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## **SCHOOLS FORM**

Date of entry: \_\_\_\_\_

Name of school: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Postal Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

School Type: (eg. College, High School, Intermediate) \_\_\_\_\_

Genders: \_\_\_\_\_

General Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **CONTACTS**

Position	Phone	Extension
_____	_____	_____
_____	_____	_____
_____	_____	_____

**YOUTH WORKERS FORM**

Abbreviation of name: \_\_\_\_\_

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

Contact Number: \_\_\_\_\_

## APPENDIX 3: OUTCOME STAKEHOLDER QUESTIONNAIRE

### STAKEHOLDER QUESTIONNAIRE

Your organisation's name: \_\_\_\_\_

Name of person completing questionnaire: \_\_\_\_\_

Name of Police programme: \_\_\_\_\_

Name of Programme Workers: \_\_\_\_\_

\_\_\_\_\_

*(Please answer all questions from the perspective of your organisation)*

1. How has the Police programme been effective and useful in your community?
  
  
  
  
  
  
  
  
  
  
2. How has the Police programme impacted on your organisation and the services you provide?
  
  
  
  
  
  
  
  
  
  
3. Do you feel that the Police programme is culturally responsive to the needs of Māori? Please explain.
  
  
  
  
  
  
  
  
  
  
4. Do you feel that the Police programme is culturally responsive to the needs of Pacific Island groups? Please explain.
  
  
  
  
  
  
  
  
  
  
5. What positive outcomes do you feel have come out of the programme for:
  - a) the participants and their families/caregivers?
  - b) your organisation and your members?



6. What negative outcomes do you feel have come from the Police programmes for:
  - a) the participants and their families/caregivers?
  - b) your organisation and your members?
  
7. What improvements could be made to the programme to eliminate any negative outcomes?
  
  
  
  
8. Do you feel that you have a good understanding of the Police Programme? Please comment?
  
  
  
  
9. If no, what could be done to further your knowledge and understanding of the Police programme?
  
  
  
  
  
  
  
10. Are there any further comments you would like to make?

---

**THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.  
PLEASE RETURN TO:**

**TESSA WATSON  
EVALUATION MANAGER: YOUTH AT RISK OF OFFENDING PROGRAMMES  
OFFICE OF THE COMMISSIONER OF POLICE  
P O BOX 3017  
WELLINGTON**

## APPENDIX 4: FINANCIAL TEMPLATE

POLICE 'YOUTH AT RISK OF OFFENDING' PROGRAMME		
INCOME AND EXPENDITURE RECORD (To be submitted quarterly)		
Programme:		Time Period From: To:
INCOME		
Funding	Police - Programme	
	Police - District	\$ -
	From other sources	
	<b>Total Funding</b>	<b>\$ -</b>
EXPENDITURE		
Staff	Costs of professional staff (non-sworn)	
	Costs of support staff	\$ -
	<b>Total costs of project staff</b>	<b>\$ -</b>
Expenses	Police - Programme	
	Police - District	\$ -
	Other expenses	
	<b>Total expenses</b>	<b>\$ -</b>
	<b>Total costs/expenses</b>	<b>\$ -</b>
OTHER		
Unpaid hours	Number of hours	
	Estimated cost	
Sworn staff	Number of hours	
	Estimated cost	
Donated goods	Estimated value	\$ -

## **APPENDIX 5: CATEGORISATION OF SERIOUSNESS OF OFFENCES**

### **Minimum Seriousness**

Theft (under \$100)	<i>(All thefts unless otherwise stated)</i>
Theft of a bike (under \$100)	<i>(All bike thefts unless otherwise stated)</i>
Shoplifting (under \$100)	<i>(All shoplifting unless otherwise stated)</i>
Receiving (under \$100)	<i>(All receiving unless otherwise stated)</i>
Fraud (under \$100)	<i>(All fraud unless otherwise stated)</i>
Burglary/Attempted burglary (where no damage or goods taken)	
Interfering with a car/gets into stolen motor vehicle	
Property Damage/Wilful damage (under \$100)	<i>(All damage unless otherwise stated)</i>
Property Abuse (eg trespass) (under \$100)	<i>(All abuse unless otherwise stated)</i>
Cannabis possession	
Offensive Language	
Drinking in public	
Disorderly	
Administrative offences	
Minimum traffic offences (excludes EBA, careless and reckless driving)	
Threatening behaviour	
Harassment	

### **Minimum/Medium Seriousness**

Burglary (where goods taken/damage less than \$100)	
Resisting Police/MOT officers	
Minor/Common assault	<i>(All assaults unless otherwise stated)</i>
Party to assault	

### **Medium Seriousness**

Theft of goods (\$100 - \$1,000)	
Burglary (\$100 - \$1,000)	<i>(All burglaries unless otherwise stated)</i>
Unlawful taking of a vehicle/conversion (\$100 - \$1,000)	<i>(All car thefts unless otherwise stated)</i>
Property damage/abuse (eg arson) (\$100 - \$1,000)	<i>(All arson unless otherwise stated)</i>
Driving with excess alcohol	
Wounding with intent	
Assault with a weapon	
Minor assault causing injury	
Cannabis cultivation	
Obscene phone calls	
Possession of a weapon	
Careless/reckless driving	

### **Medium/Maximum Seriousness**

Burglary / car conversion (\$1,000 +)	
Dangerous driving	
Robbery/Aggravate Robbery (with no injury)	<i>(All robberies unless otherwise stated)</i>

### **Maximum Seriousness**

Murder
Attempted murder
Manslaughter
Robbery/Aggravated Robbery (with injury)
Serious assault
Rape/Indecent Assault
Driving resulting in injury

## APPENDIX 6: ORIGINAL AND REVISED NEEDS SCORES

Original items assessing need (n=57) <sup>1</sup>		Sub-scale
1.	<i>Can manage own feelings</i>	EB
2.	<i>Usually behaves ok</i>	EB
3.	<i>Happy at school</i>	EDC
4.	<i>Does well at school</i>	EDC
5.	<i>Take part in different activities</i>	EDC
6.	<i>Learn special skills, interest</i>	EDC
7.	<i>Usually is healthy and well</i>	H
8.	<i>Knows family background</i>	ID
9.	<i>Feels ok about himself</i>	ID
10.	<i>Feels good about his/her own cultural back</i>	ID
11.	<i>Knows about his cultural background</i>	ID
12.	<i>Interested in learning more about cultural</i>	ID
13.	<i>Like by adults/young people</i>	R
14.	<i>Has friends of own age</i>	R
15.	<i>Can communicate easily with others</i>	R
16.	<i>Behaviour is acceptable to other young people &amp; adult</i>	R
17.	<i>Feel close to parent/caregiver</i>	R
18.	<i>Growing/developing well</i>	H
19.	Feels sad a lot	EB
20.	Sometimes wishes he/she were dead	EB
21.	Gets frightened	EB
22.	Hurts him/herself on purpose	EB
23.	Often worries or is anxious	EB
24.	Had mood swings	EB
25.	Doesn't sleep well	EB
26.	Finds it hard to control anger	EB
27.	Bullies others	EB
28.	Sometimes steals things	EB
29.	Uses alcohol/drugs/glue	EB
30.	Destructive at school and at home	EB
31.	Is in trouble with the Police	EB
32.	Often gets into trouble	EB
33.	Finds it hard to pay attention	EDC
34.	Makes excuses to avoid going to school	EDC
35.	Wags school	EDC
36.	Not interested in learning	EDC
37.	Not interested in eating	H
38.	Feels that he/she doesn't belong	ID
39.	Finds it hard to get on in the family	ID
40.	Runs away from home	ID
41.	Is bullied by other young people	R
42.	Often gets into trouble at home	R
43.	Finds it hard to mix with young people	R
44.	Tells lies/can't be trusted	R
45.	Finds it hard to trust people	R
46.	Doesn't consider other people's feelings	S

<sup>1</sup> Positive items are italicized.

47.	Gets into fights with other children	EB
48.	Gets into fights	EB
49.	Aggressive	EB
50.	Very restless or fidgety	EB
51.	Often complains of aches and pains	H
52.	Soils or wets him/herself	EB
53.	Displays sexual behaviour or interests abnormal for age	EB
54.	Often seeks attention	R
55.	Unpredictable	EB
56.	Gets into situations where he/she is likely to get hurt	EB
57.	Finds it hard to keep safe	EB

**The needs scores were derived by:**

- 1 All the items on the needs assessment questionnaire were originally scored on a four-point scale from "Very like me" to "Not at all like me". These items were chosen to represent the following categories: health, education, identity, relationships, emotions and behaviour and social skills and impressions. Some of the items were positive and others negative so the first step in scoring was to reverse the scoring on the positive items so that, for all items, the higher scores referred to greater need.
- 2 The items were grouped according to the above sub-scale of emotions and behaviour and social skills and impressions (together), education, health, identity, and relationships.
- 3 The items were averaged across clients and across needs and are presented in Table 1.

## Deriving needs scores

A number of steps were involved in scoring the scales:

- 4 All the items on the needs assessment questionnaire were originally scored on a four-point scale from "Very like me" to "Not at all like me". These items were chosen to represent the following categories: health, education, identity, relationships, emotions and behaviour and social skills and impressions. Some of the items were positive and others negative so the first step in scoring was to reverse the scoring on the positive items so that, for all items, the higher scores referred to greater need..
- 5 Missing values on specific items were replaced by the average value of all items responded to by that individual.
- 6 The frequencies were examined for all items. Items where data was missing for at least 40% of the responses (N=14)) were deleted leaving 44 items relating to health (H = 2 items), education (E = 8 items), identity (I = 8 items), relationships (R = 8 items), emotions and behaviour (EB = 16 items), and social skills and impressions (S-2 items).
- 7 As the elimination of items left two scales (health and social skills and impressions) with only two items, the results on these two items were inspected. The two health items proved to be uncorrelated with each other but both correlated with several EB items so were added to the EB scale (n=18 items). Similarly two Social skills and impressions items were added to the R scale (n=10 items). The revised 44-item scale is set out in the next section of this appendix.
- 8 The scores on the 44 items were then summed to create a total need score for each client.
- 9 In order to test for any change in client needs, the best estimates of need were needed for both before and after. Wherever possible this was obtained by combining the parent and the child score but in cases where one score was absent (eg the parent score), the remaining score (eg the client score) was used. However, because the distributions of parent and child scores were not the exactly the same, we used standardised scores rather than raw scores to calculate the best standard estimate (BSE). The steps in calculation are as follows:
  - i. A standard score was calculated for parents before and clients before;
  - ii. A "standardised score" was calculated for parents and clients after by using the means and standard deviation from the parent and client after data respectively. The relationship of the standardised scores and the original raw scores is described in Appendix 7.
  - iii. This procedure meant that, despite differences in the distributions for parents and clients, it would be possible to combine data or use single scores. Thus the next step was, for both before and after data, to average client and parent scores where both were available or use a single score when that was the only one available.
- 10 The validity of the above procedure depends on the distributions of the unmodified scores of parents and clients being similar both before and after. Graphs showed that the shapes of the distributions were similar before for both parents and clients and that this was also true after. Correlations were  $r = 0.55$  before and  $r = 0.29$  after<sup>2</sup> between child and parent scores. These correlations indicate a reasonable level of agreement between parents and clients, particularly before. These correlations provide a justification for using parents and clients scores as proxies for one another although the correlation of parent and client after is lower than is preferable. Means and standard deviations of the unmodified scores were not always the same indicating the importance of the standardisation procedure described above.
- 11 Change scores were calculated by subtraction of the before score from the after score, for the 141 cases where a BSE was available for both before and after data.

---

<sup>2</sup> The correlation of child and parent entry scores is significant at  $p < 0.001$  and for exit scores at  $p < 0.001$ .

### Revised 44-item scale ordered by sub scales<sup>3</sup>

#### Emotions and behaviours (EB)

1. Feels sad a lot
2. Sometimes wishes he/she were dead
3. Gets frightened
4. Hurts him/herself on purpose
5. Often worries or is anxious
6. Had mood swings
7. Doesn't sleep well
8. Finds it hard to control anger
9. Bullies others
10. Sometimes steals things
11. Uses alcohol/drugs/glue
12. Destructive at school and at home
13. Is in trouble with the Police
14. Often gets into trouble
15. *Can manage own feelings*
16. *Usually behaves OK*

#### Education (EDC)

1. Finds it hard to pay attention
2. Makes excuses to avoid going to school
3. Wags school
4. Not interested in learning
5. *Happy at school*
6. *Does well at school*
7. *Take part in different activities*
8. *Learn special skills, interest*

#### Health (H)

1. Not interested in eating
2. *Usually is healthy and well*

#### Identity (ID)

1. Feels that he/she doesn't belong
2. Finds it hard to get on in the family
3. Runs away from home
4. *Knows family background*
5. *Feels ok about himself*
6. *Feels good about his/her own cultural back*
7. *Knows about his cultural background*
8. *Interested in learning more about cultural*

#### Relationships (R)

1. Is bullied by other young people
2. Often gets into trouble at home
3. Finds it hard to mix with young people
4. Tells lies/can't be trusted
5. Finds it hard to trust people
6. *Like by adults/young people*
7. *Has friends of own age*
8. *Can communicate easily with others*
9. *Behaviour is acceptable to other young people & adult*
10. *Feel Close to parent/caregiver*

<sup>3</sup>

Positive items are italicized.

## APPENDIX 7: RELATIONSHIPS OF RAW SCORES TO BSE SCORES OF NEEDS

### Relationships of Best Standardised Estimates (BSE) and raw scores on needs for children and parents based on a 44-item scale

Combined children and parent's Best Standardized Estimate (BSE)	Children's raw score on needs (44-item scale)	Parent's raw score on needs (44-item scale)
3.00	185.20	194.57
2.00	164.60	171.94
1.00	144.00	149.31
0	123.40 (sd = 20.60)	126.68 (sd = 22.63)
-1.00	102.80	104.05
-2.00	82.20	81.42
-3.00	61.60	58.79

On the basis of the analysis in this report it can be suggested that change is usually most likely when the BSE needs scores is at least  $-1.25$  corresponding to a child and/or parent score of 98. However, other important factors to be considered are gains that are not assessed by the needs the score and the nature of the programme for which the child is being considered.



## APPENDIX 8: PRINCIPAL COMPONENTS ANALYSIS OF NEEDS SCORES

A principal components factor analysis was conducted on the initial needs scores for the 406 young people for whom data was available. The results showed that a three-factor model best accounted for the data. Together, the first three factors accounted for 37% of the variance. The factors were inter-correlated (for factor 1 and 3,  $r=0.31$ ; for factor 2 and 3,  $r=0.25$ ) indicating that, as with the scale scores, there is no simple easy way to categorise the answers clearly. Because of the inter-correlations, an oblique rotation method was chosen<sup>4</sup>. The factor scores on these factors are presented in Table 14. The items that are most likely to define each of the three factors are highlighted.

---

<sup>4</sup> Oblimin with Kaiser normalization as in SPSS 10.

**Factor scores on the first three factors resulting from a principal components analysis of initial needs scores, n=406<sup>5</sup>**

	Factor item	F1	F2	F3
Feels sad a lot	EB	0.73	0.11	-0.27
Sometimes wishes he/she were dead	EB	0.66	0.12	-0.25
Gets frightened	EB	0.64	-0.04	-0.21
Hurts him/herself on purpose	EB	0.62	-0.03	-0.26
Often worries or is anxious	EB	0.62	0.06	-0.16
Had mood swings	EB	0.62	0.21	-0.27
Feels that he/she doesn't belong	ID	0.60	0.28	-0.27
Finds it hard to get on in the family	ID	0.58	0.24	-0.34
Doesn't sleep well	EB	0.55	0.03	-0.18
Is bullied by other young people	R	0.54	0.02	-0.15
Runs away from home	ID	0.53	0.19	-0.46
Finds it hard to control anger	EB	0.53	0.14	-0.41
Not interested in eating	H	0.53	0.02	-0.18
Often gets into trouble at home	R	0.53	0.06	-0.47
Finds it hard to mix with young people	R	0.52	0.05	-0.18
Bullies others	EB	0.51	0.02	-0.45
Tells lies/can't be trusted	R	0.51	0.15	-0.52
Finds it hard to trust people	R	0.46	0.04	-0.32
Sometimes steals things	EB	0.46	0.14	-0.63
Uses alcohol/drugs/glue	EB	0.44	0.04	-0.51
Destructive at school and at home	EB	0.44	0.06	-0.55
Makes excuses to avoid going to school	EDC	0.40	0.15	-0.66
Is in trouble with the Police	EB	0.36	0.16	-0.66
Finds it hard to pay attention	EB	0.34	0.02	-0.42
Often gets into trouble at school or home	EB	0.32	0.04	-0.65
Wags school	EDC	0.31	0.16	-0.73
Not interested in learning	EDC	0.30	0.15	-0.61
Can manage own feelings	EB	0.15	0.50	-0.14
Liked by adults/young people	R	0.12	0.62	-0.12
Has friends own age	R	0.12	0.43	-0.02
Usually behaves OK	EB	0.11	0.55	-0.29
Usually is healthy and well	H	0.07	0.45	-0.12
Can communicate easily with others	R	0.06	0.58	-0.12
Knows family background	ID	0.05	0.60	-0.15
Behaviour is acceptable to other youth and adults	R	0.04	0.54	-0.13
Feel close to parent/caregiver	R	0.04	0.43	0.00
Feels ok about self	ID	0.02	0.58	-0.26
Feels good about own cultural background	ID	-0.02	0.56	-0.14
Knows about own cultural background	ID	-0.05	0.55	-0.17
Happy at school	EDC	-0.07	0.53	-0.56
Interested in learning more about cultural background	ID	-0.08	0.49	-0.19
Does well at school	EDC	-0.15	0.46	-0.58
Take part in different activities	EDC	-0.19	0.52	-0.45
Learn special skills, interest	EDC	-0.21	0.48	-0.47

**LEGEND**

EB = Emotion and Behaviour  
EDC = Education  
R = Relationship

H = Health  
ID = Identity

<sup>5</sup> Factor loadings greater than 0.30 are highlighted.

## **APPENDIX 9: UPDATES FOR EACH POLICE YOUTH AT RISK PROGRAMME (JULY 2000 – MAY 2002)**

### **Mount Roskill Community Approach**

Mount Roskill Community Approach has retained its original programme design which involves working with the entire family, rather than just focussing on the individual young person. A holistic approach is taken and co-ordination and facilitation with other community and government agencies is paramount.

The Mount Roskill Community Approach programme has a complex staffing arrangement with positions of: Programme Director, Programme Manager, Team Leader, Family Monitor (2), Mobile Nurse, Literacy Co-ordinator (part-time) and Literacy Tutors (6 part-time). The Mobile Nurse, Literacy Co-ordinator and Literacy Tutor positions have all been established as a result of expanding services being provided by the programme since July 2000, including a Parent Learning Centre and a Family Literacy Programme.

The Mobile Nurse position is funded through the Ministry of Health for 20 hours a week and includes the provision of a vehicle. The role involves visiting identified families on a weekly basis to address health needs, such as:

- explaining what the medical condition is;
- explaining what the medication is for;
- encouraging the family to administer the medication;
- encouraging preventative health ie cervical smears, mammograms;
- encouraging good nutrition (in conjunction with the Pacific Heartbeat Foundation); and
- providing transportation to the GP if necessary.

The Parent Learning Centre is run by two adult volunteers on a weekly basis. The parents of identified families are collected and transported to a donated venue. The volunteers then run an adult literacy and computer programme.

The Family Literacy Programme is one in which a tutor works with a family on literacy skills in their own home, outside of school hours. It can be adapted to cater for all ethnic groups. The lessons are developed by the Programme Co-ordinator and are tailored to the literacy needs of the participating families. Structured lessons include individual reading and homework support. All lessons focus on strengthening the oral language, reading and written language skills of the participating families. A parent/caregiver must be present during all tuition sessions. Families receive two 1.5 hour visits per week over twenty weeks (two school terms).

Tutors are paid workers and are carefully selected members of the community. They are responsible for the programme delivery. In addition they receive 1.5 hours of training per week from the Co-ordinator. This includes debriefing, evaluation of prior lessons, lesson preparation and professional development.

The introduction of a qualified Senior Social Worker (occupying the Team Leader position) has had a major impact on the programme. Weekly case management meetings are run by the Team Leader to promote accountability and progression with identified families.

Mount Roskill Community Approach are now in a position to expand their geographical boundaries to provide services for young persons and their families in the Western areas of Auckland City District, including Balmoral, Ponsonby and Avondale. Referrals will be taken from Youth Aid Sections in these areas.

## **Te Taurikura**

Te Taurikura continues to operate in a very similar way to during the evaluation period, with both the Oho Ake and E Tipu e Rea programmes continuously evolving. Additional components have been added since the conclusion of the evaluation period, and others continue to be developed.

Community service supervision is one added initiative of Te Taurikura that was developed to address young offenders who are required to do diversionary community work due to a family group conference recommendation and/or court orders. Named Mauri Ora!, this initiative allows the programme an additional opportunity to influence young people in a positive way. Support is given to assist youth in accomplishing their goals and completing their community service. The satisfaction and fulfilment gained from this is what the term Mauri Ora! refers to. This initiative arose from the limited support previously existing for these youth, resulting in community work sentences either not at all, or only partially undertaken, consequently leading to harsher sentences. The programme's role in providing support and guidance in setting out a plan for completing this community work, as well as lending accountability for completing the plan was initially informal. However, as youth courts have recognised the value of this role, Judges have begun to formalise this involvement by including the programme in sentencing requirements.

A Drivers License Programme in association with LTSA is now offered for both youth involved with the programme and their parents and wider whānau. The intention of the programme is to assist whānau in appreciating the responsibility and privilege they are accepting when driving a car. It encourages them to set good examples for their youth by attaining the suitable drivers license to avoid traffic fines and equip them with the necessary skills. Often, those on this programme have been out of the country for a long period or have literacy or learning difficulties that have rendered gaining their license problematic.

The programme is currently in the process of drafting a mentoring programme in consultation with Okaihau College, a local school serving intermediate and high school students, based on the BBBSA programme. This aspect proposes to match senior students in a mentoring relationship with young people on the Te Taurikura programme in a bid to provide the youth with a positive peer relationship. The programme aims to offer this initiative from July 2002.

A new employee took the part-time Administrator position in February of 2001 which had been vacant for the previous six months. This role was made a full-time position in September 2001 and the responsibilities were broadened from solely maintaining client records on the database, to also planning the programme and ensuring that objectives are met, and is involved in supervising camps that the programme offers. A Kaikohe local, this employee has completed a computer science course and prior to joining the programme had provided a relief and teacher aid capacity in local primary schools.

The Programme Co-ordinator has recently left the programme (May 2002) for a Police position in the South Island. At the time of writing, this role had not yet been filled.

## **Mangere Youth at Risk Programme**

As stated earlier, the Māngere programme has perhaps undergone the greatest amount of change since the conclusion of the evaluation period of all the 14 original programmes. This is due to a complete change in staff and the extensive revision of the structure of the programme.

The current Project Manager began with the programme in early 2001 when the programme was suffering due to having only one Youth Worker. A lack of Programme Manager at this time, and the transitional nature of the Māngere Police Station management meant that the Māngere Youth at Risk Project was close to falling over completely. The understaffing had meant that community networks had been left to dwindle, that records had not been able to be kept up to date, and that even the central focus of the programme – the youth and their families – had been neglected to some extent.

Of New Zealand Māori descent, the new Project Manager brought seven years work experience as a New Zealand Police Officer, predominantly working as a Community Constable, as well as a Diploma of Police Studies to the position, and began to rebuild the programme. His vision was to reconstruct the programme based on the Mount Roskill Community Approach model as was originally intended. Objectives of the programme were restated to refocus the programme and were set as the following:

- To identify those key young persons and their families who are “at risk of offending” and who have a wide sphere of influence within the community;
  - To adopt a holistic approach to reduce recidivist offenders;
  - To develop community strategies to help “stabilise” young people and their families at risk of offending;
  - To identify and co-ordinate the appropriate services to achieve specific goals for individual youth and their families;
  - To improve the education, employment, peer group, cultural, community and health outcomes of youth at risk, including their whole family; and
- (objectives provided by Project Manager, Genesis Youth Project).

The criteria for eligibility for the programme was altered substantially to become more in line with the Mount Roskill programme. While the upper age bracket remained at 16 years of age, no lower age bracket was set. The focus of the programme shifted from youth who display risk factors that are considered to predispose to offending, to youth who have already committed several offences and have participated in one or more family group conferences as a result. A close relationship has now been rebuilt with the Māngere Youth Aid Section, and referrals are now only received from this source. Whereas during the evaluation period family support was not required, under the revised criteria this became essential, and as such, consent forms were introduced for use by programme staff.

With the new criteria and objectives determined, the Project Manager revised the client list and formally exited those clients no longer meeting the criteria. This equated to the exiting of about three families, who had not had recent contact with the programme. The Project Manager began to extensively rebuild the community networks that had perished, and publicised the programme in it's new and improved guise.

In June 2001 the Youth Worker who had manned the programme alone prior to the arrival of the Project Manager, left the programme making way for a new staff member. The new Youth Worker employed is a Samoan female, bringing a different ethnic background to the programme as well as a degree in Social Work and three years of experience working for the Otara and Waitakere CYFS Departments.

A local competition for Māngere youth invited the submission of logo designs to symbolise the new objectives and mission of the programme, from which the ‘Heart of Māngere’ was chosen. The programme was re-launched as the Genesis Youth Project with it's new logo, vision and identity at the beginning of 2002. An additional Youth Worker was employed shortly after. A former Waipareira Trust Wraparound worker for four years, this new employee has a degree in Sociology and was born and raised in Māngere.

A Trust for the programme has also been established with a board of seven trustees (including two lawyers, a physiotherapist, a pastor, a community representative, a superannuitant and a parks field officer). The Trust provides support to the programme, and in particular, is involved in applications for additional funding.

In stark comparison to the lack of supervision that was offered before, the programme now has external supervision on a monthly basis, and weekly internal meetings to discuss progress with clients. In addition, all programme staff are involved in a mutual peer supervision arrangement with the Glen Innes programme and two new programmes developed by New Zealand Police in Ranui and Clendon. As described within the Glen Innes update section, this arrangement brings staff together to discuss common issues, share resources and offer each other support. Regarded as a beneficial forum for all participants, these meetings allow for the sharing of strengths across the different programmes. These meetings have also led to the development of a reward initiative as described earlier, whereby five clients from each programme are invited to attend organised activities during school term holidays. Similar to the holiday activity programme offered by the Turn Your Life Around programme, esteem and skill building activities are undertaken (such as a high rope confidence course) which are sponsored through community organisations and therefore offered at no cost to participating youth. It is envisaged that these activities will be a regular occurrence shared by the four programmes, the first of which was offered in the April 2002 school holiday period.

The process of working with youth takes a very similar form to that utilised during the evaluation period. The Project Manager and assigned Youth Worker meet with referred youth, who meet the programme criteria, and his or her parents. Once the programme has been discussed and consent obtained, a thorough needs assessment is undertaken. This takes place over a longer period than before (approximately one month) and time is spent building a rapport between the Youth Worker, the youth, and the family of the youth. A support plan is developed in conjunction with family members and the Youth Worker advocates on behalf of the family with appropriate agencies.

The following services are now provided by the programme:

	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>
Arranges recreational/leisure activities for clients	✓		
Arranges accommodation for clients/families	✓		
Arranges schooling for clients	✓		
Rewards positive behaviour eg. movies etc		✓	
Arranges mentors for clients			✓
Conducts camps for clients	✓		
Assists with employment for clients/families	✓		
Arranges inclusion in training courses for clients	✓		
Arranges inclusion in parenting courses for parents	✓		
Refers to other agencies	✓		

In addition, the programme makes the following specialist agency referrals:

	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>
Drug and alcohol programmes to parents		✓	
Drug and alcohol programmes to young people	✓		
Psychological treatment to parents	✓		
Psychological treatment to young people	✓		

While the programme has now settled down to operating as originally intended, the Project Manager is in the process of developing a new initiative – Māngere Youth New Direction programme (MYND) – in collaboration with Youth Aid and Stephen Boxer of Proactive Ventures. Clients of Project Genesis and Youth Aid are selected to attend the CYFS funded venture, a pilot programme which was run in July of 2001 at Waiohuru for 15 youth. MYND is a two-week course for approximately 12 of the most serious local offenders aged between 14 and 16, and adopts a quasi-military style. The camp includes counselling, anger management courses, goal setting skill enhancement and team building activities, and is run on a 5:30am to 10:00pm schedule. During the four months following the camp, the youth are monitored by Project Genesis and Youth Aid, while Boxer and another Proactive Ventures employee follow up on any health issues.

Therefore, the programme exists now in a substantially different form from that during the evaluation period. While the evaluation within this document is useful in assessing the programme in its prior form, it is likely that conclusions have limited application to the programme in its current form.

### **Glen Innes Community Approach**

Glen Innes Community Approach continues to operate according to a similar format as was used within the evaluation period. Slight alterations have occurred such as the targeting of clientele, and the programme has undergone a complete turnover in staff. Now staffed by three employees, the programme is made up of a Programme Manager (a Constable who began with the programme in March 2001) and the two Youth Workers that were employed in December of the same year. One employee is a partially qualified Social Worker who is currently completing this qualification, while the second Youth Worker has also recently commenced social work studies. The programme therefore now has the capacity to serve clients from approximately eight to ten families.

The division of targeting both primary and secondary clients no longer exists. As there was no clear criterion for secondary clients, the project began to stray into a community social service role. Towards the end of the evaluation period secondary clients came to make up the bulk of the programme's client base. To move away from this trend, referrals are now only received from Youth Aid Section. The move away from recidivist offenders at the conclusion of the evaluation period (as discussed earlier) was embraced and, as a result, now the programme accepts youth under 17 years of age, who may be as young as ten. While recidivist offenders are still targeted, they are generally less seriously entrenched in a lifestyle of crime due to the younger age, and in addition, they must show potential to change and have the support of at least one parent or caregiver.

While the case management approach is still utilised, this has altered slightly also. Now once a family has been identified as suitable for the programme, contact has been made with the family and interest has been shown, the Programme Co-ordinator visits the youth and his or her family to outline the type of offending future that he or she is heading towards. The family is then left to discuss as a group and encouraged to contact the programme in a few days to confirm their interest in participating. If this is the case, consent forms are completed and a Youth Worker is assigned to the family.

The first contact is made with the youth whereby he or she is brought to the programme premises to enable discussion to take place in a more neutral environment than the family home. Small goals are set to begin with, and no time frame is imposed for these to be achieved within. In some cases intervention is only required for a month, however the amount of time differs substantially between families. As families become more self-sufficient, contact with the programme gradually decreases. However the programme has a

policy that a family is not exited from the programme, rather that the family exits the programme. In this way, the onus always lies with the family to maintain a commitment to the programme and remain supportive of the goals developed.

A heavy emphasis is placed on maintaining and developing community networks for all programme staff, and these remain a fundamental basis for the programme. A family will only be considered for intervention by the programme if the service can not be supplied by an alternative agency. Where CYFS is required to remove a youth from a family, the family is then worked with intensively so that a safe environment exists for the youth on his or her return.

A beneficial development of the programme is a peer supervision network that has been established between the Mangere Youth At Risk Project next described within this document, and the Ranui and Clendon programmes that have been developed since the conclusion of the evaluation period. All staff from these four programmes meet fortnightly to discuss common issues, share resources and offer each other support. This is regarded as an important element for all participants and allows for the sharing of strength across the different programmes. This has also led to the development of a reward initiative whereby five clients from each programme are invited to attend organised activities during school term holidays. This initiative is similar to the holiday activities offered by the Turn Your Life Around programme, whereby esteem and skill building activities are undertaken such as high rope confidence courses. While this has been offered for the first time in the April holiday period of 2002, it is envisaged that this will be a regular occurrence shared by the programmes. All activities are sponsored through community organisations and therefore are offered at no cost to participating youth.

The changes that have been made to the programme may therefore be regarded as positive evolution, and the inter-programme supervision and holiday programme can only be seen as another step to interagency communication and co-operation.

### **Taiohi Toa**

The programme continues to operate in a similar fashion as to during the evaluation period, however has continued to undergo a certain amount of evolution. The programme now targets clients within the Hamilton City area rather than the wider Waikato as previously was the case, and the focus has shifted back to low risk offenders rather than the more serious recidivist offenders in order to maximise resources.

The peer supervision that occurred during the evaluation period continues on a weekly basis. In addition, monthly training days on a variety of topics are offered to staff. Meetings with the local Iwi Liaison Officer and local Police Kaumatua also take place on a regular basis whereby training on Tikanga is given.

Since the conclusion of the evaluation period Taiohi Toa has initiated "Positive Choices" which is a school marae based programme run over three days for youth between 12 and 13 years. Guest speakers are invited to speak on a range of subjects that aim to equip participating youth with the skills to cope within the school environment. Topics include conflict resolution, drug and alcohol abuse, and friendship and peer relationships.

A new Project Leader now co-ordinates the programme, having joined the programme in August 2000, shortly after the conclusion of the evaluation period. This new staff member brings 17 years of front line Police experience to the position and has a sporting background which has included coaching and playing various codes in Ireland. This is particularly useful experience for the organisation of outdoor activities for participating youth.



One of the original Family Monitors left in September 2001, but two new Family Monitors who have also joined the programme since the conclusion of the evaluation period fill this gap. The first is a sworn Police Officer with front line experience who joined in late 2001. The second is employed on a 30-hour per week basis, and funding for this position was secured by the Taiohi Toa Trust. Also from a policing background, this staff member is involved with administering the trust as well as case managing families.

### **Te Aranui**

Since the conclusion of the evaluation period the direction of Te Aranui has altered in terms of the delivery of different components of the programme. The wraparound component has become the dominant core of the programme, a reduction having been made in the emphasis in the community development component (for example the Chiefs Rugby and Anchor Magic Netball team are no longer an element of this component). This change has been as a result of reprioritising the focus of the programme to ensure quality delivery of services from the limited resources and funding the programme has.

The primary source of referrals has also adjusted to being intermediate and primary schools in the Greerton area (meaning an adjustment to a younger target age group). However referrals are still accepted from Youth Aid.

As a result of the process and formative evaluations of the programme, Te Aranui is now also in the process of changing from the Police driven programme that it has been to date, to being community driven in partnership with Police and other government agencies. For example, as the processes that the programme utilises have been developed to enable them to be delivered by other groups in the community, the YOTS component is now at a stage where it can be delivered by another community agency (whom Te Aranui is presently liaising with).

Additional aspects of the programme have been developed by the Programme Administrator as follows:

- A Memorandum of Understanding has been written between the programme and Prime Health, which allows families on the programme free doctor appointments for a pilot period (each family is permitted a few per month);
- A Sister, Sister programme targets third form (approximately 13 years of age) females from one local school whereby participants meet weekly over a period of approximately five months to discuss a range of issues and take part in different activities as a peer group;
- An anger management course is being trialled in local schools over two months for between eight and ten students at a time on a one-on-one basis.
- Te Aranui is in the process of developing a homework learning and activity centre which will see it being utilised by the young people to do homework after school, and by their parents during the day to further their skills in a range of areas;
- Due to funding issues the programme no longer employs a Programme Co-ordinator and has only two Family Monitors. The Programme Manager now reports directly to a Sergeant at Greerton who will oversee the day to day running of the programme. This has allowed the Programme Administrator to have a more strategic approach in terms of managing the programme's transition from Police driven to community driven.

## **Timatanga Hou**

Timatanga Hou continues to operate in the same way as described in the programme description. The same two employees staff the programme although the Programme Supervisor continues to undertake section duties in addition to his role with Timatanga Hou, thereby putting a strain on resources.

## **J Team**

Despite the vast commitment outlined above, the J Team programme has continued to grow substantially, particularly in 2002, and has succeeded in not only maintaining the community relationships forged early in the programme's existence, but also in building and enhancing these relationships.

The Programme Co-ordinator who was largely responsible for the development of the programme, and particularly the bonds formed with the community in this early phase, left the programme in August 2001. As such, the employee in the Youth and Family Support Worker position took over the Co-ordinator role and the role's responsibilities. Only recently has a new Youth and Family Support Worker been employed to fill the vacant role, resulting in a six month period in which the programme was staffed by only one employee.

The new Support Worker is currently working with one family, with a view to increase the case-load gradually. Bringing to the role a Bachelor of Arts degree in Social Work from El Paso's University of Texas, this employee was formerly an Assistant at the local Alternative Learning School, and was managing a truancy programme to encourage young people to attend school. This employee is also the Co-ordinator of Sport Wainuiomata, a youth programme designed to promote the value of sport.

The J Team operates as it did during the evaluation period in all ways, with the Support Worker and Co-ordinator having weekly briefing meetings to remain informed about all programme clients. However, the amount of other services in which the programme is involved has increased substantially since the evaluation period with the following additions having been made to the programme in 2002 alone.

**Kohanga Reo:** in partnership with the Wainuiomata Police a kohanga reo service is being offered at the local marae for young children of the community. The aim of the programme is to provide the attending children with a positive relationship with Police from an early age in a bid to prevent later offending.

**The Hoop Club:** the biggest basketball club in New Zealand, the Hoop Club has been established by the new Support Worker. The club is available for all youth in the community and is designed to provide participants with a positive means of expression and an alternative activity to delinquent behaviour. Those from families who can not afford attendance are offered a free scholarship to the club by the J Team programme. The club arranges outings to watch games, and was part of a national regional tournament shortly after its establishment in March 2002.

**Drug and Alcohol Counsellor:** contracted by the J Team, a Drug and Alcohol Counsellor is now provided for all families referred to the programme if appropriate. This position provides a person independent of the Police in which clients can confide their drug and alcohol problems confidentially. The Counsellor is available to the programme each Tuesday and Thursday.

**Housing New Zealand (HNZ) Partnership:** a number of initiatives have been set up collaboratively between the programme and HNZ this year. J Team plays a monitoring and co-ordination role between local families and the government organisation. One initiative

that has arisen as a result of this partnership is the gifting of a house to the programme. The house has been made available to a family who have been left by the parents. An 18 year old sibling has been left to care for the children, and the house thereby provides the group with shelter (as well as food and clothing) making it unnecessary for any of the youth to offend in order to provide. While the family members do not meet the criteria of the programme at this stage the Support Worker monitors the family to ensure that no truancy is taking place. The aim of the initiative is to assist the younger siblings in not entering a delinquent lifestyle, and to provide a base from which to rebuild a 'family unit'.

**Mentoring:** A motivational speaker has been contracted by the programme to speak to local youth at the Alternative Learning Centre, Wainuiomata Intermediate School, and Wainuiomata High School. This contractor mentors for two weeks on a basis of four times a year, and promotes a smoke free, alcohol free, and drug free lifestyle. The themes of the interactions are also to promote the value of individual goal-setting, education and thinking for oneself. The programme has also organised for an All Black to work similarly in between seasonal commitments.

**Operation Checkpoint:** as a direct response to youth road safety, the J Team staff have organised a traffic check-point initiative which will be run biannually by eleven Lower Hutt Police employees (including programme staff) and two community members. The check-point will enforce compliance to license restrictions, vehicle warrant of fitness and registration requirements, and the compulsory wearing of safety belts. The initiative is to address the increasing numbers of local youth driving their own or family vehicles who are often not abiding by traffic laws relating to the above issues.

As a result of it's intensive role in the community, the programme is now respected, promoted and utilised in and by the community as a whole. The programme staff are allowed more input into local schools and their syllabus' and have a knowledge of most youth in the community. The area is considered by local Police to be substantially safer than when the programme started over five years ago. This is undoubtedly partly attributable to the efforts of programme staff, but most likely to be a result of the increased community spirit and co-ordination.

### **Waimakariri Community Youth Worker Project**

The programme continues to operate as it did during the evaluation period. However, due to having been in existence for nearly six years and the small community in which it operates, community support for the programme is at it's strongest yet. Expulsion and suspensions of youth from schools appear to have reduced due to the co-operation of schools, and the Programme Co-ordinators role as a Truancy Officer in the community has only served to strengthen the visible presence of the programme as well as participation in the community in general. This is particularly important for the Rangiora community due to the high transience in population. In this way the Rangiora Waimakariri Community Youth Worker Project appears to embody the community interaction component of the wraparound model.

### **Project Pegasus**

Project Pegasus continues to use a community approach model in working with young people and their families. While referral criteria has remained the same, the types of youth now referred are tending towards a younger age bracket, are more likely to be female than before, and the issues presenting are of a more behavioural nature. Youth Aid referrals are now focusing on young people who are displaying problem behaviours that if not addressed may indicate a risk of more serious offending in the near future. Typically these youth are primary/intermediate school age and have been or are excluded from school.

While the programme itself has not changed, the initiatives in which it has been involved have increased since the conclusion of the evaluation project with various community agencies seeking the programme's input in various interventions. These initiatives are detailed below.

In Sept 2000, shortly after the conclusion of the evaluation period, the CYFS Psychology Service approached Project Pegasus with a view to jointly developing and implementing a high-risk youth offending programme. Designed to work with up to ten of the city's high-risk recidivist offenders (a number of whom came from the Aranui/New Brighton area), the programme used a cognitive behaviour model and relapse prevention approach. It was delivered in seven modules over a period of six months, whereby the group met for six-hour session twice weekly. The central and primary emphasis of the modules is on the concept of the 'behaviour and offence chain'. The goal of the intervention was therefore to assist each participant in identifying the factors responsible for maintaining his or her antisocial or offending behaviour, and the factors that may contribute to a risk of recidivism in the future. Other modules of the programme were aimed at equipping the young person with the appropriate skills required to effectively manage the problem areas in their lives that contribute to their offending behaviour. The programme was very successful and although Project Pegasus is no longer involved it continues its success with CYFS.

In December 2000 Project Pegasus was asked by Methodist Child and Family services to assist in delivering an 'in schools' programme called 'Warrior Kids' targeting 5 to 13 year olds. The programme teaches anger management and life skills through the use of interactive and team building exercises. The Warrior Kids programme was run in four primary schools in the Aranui/New Brighton area the following year and was very well received by all schools involved.

A Community Trust developed during 2001 has received funding from the Todd Foundation, the Christchurch City Council, local Rotary Club and the Hillary Commission. This Trust has provided access to funding for recreational activities and camps based on Adventure Based Counselling and Life Skills Development. These funds have also provided educational opportunities for excluded youth under the age of 13 years. As a result, Project staff are currently negotiating with local community groups and the Ministry of Education to provide an alternative education programme targeting young people under the age of 14 who have been excluded from school.

With support from Work and Income New Zealand the Trust has also temporarily employed a Youth Worker on a 30 hour per week basis. Provided with weekly supervision and professional development by Project Pegasus staff, the Youth Worker provides after-school activity programs to all youth in the wider community and school holiday camps for youth on the programme and also serves as a support and advocate for programme participant's whānau.

### **Operation New Direction**

Operation New Direction continues to operate in a similar way as described earlier. Some evolution has occurred, and the programme is looking to make further improvements by initiating consultation processes with additional agencies such as a Ngai Tahu consultancy group, and possibly by hiring another Social Worker.

The main difference to actual programme practise is the development of the support plan for the young person. During the evaluation period the Programme Manager/Co-ordinator worked with the young person to develop a support plan and determine individual goals, but

it was found that because the staff member was not working with the youth on the same level as the mentor this was not satisfactory. Now the plans are developed between the young person and his or her mentor. All families are given the opportunity for input, as are the schoolteachers of the young person. The mentoring relationship is still monitored by the Programme Manager/Co-ordinator and monthly supervision is provided whereby the plan is reviewed between the mentor and Programme Manager/Co-ordinator.

The programme has separated from Blue Light Ventures (Dunedin) in the past year, and a new Trust (Operation New Direction Trust) has been created. While the Police District continues to fund the programme and provide both office space and vehicles, the Programme Manager/Co-ordinator is now employed by the Trust. The Trust will manage, oversee and implement further initiatives for the programme as required by the community and young people of Dunedin.

### **One to One**

One to One continues to operate similarly to during the evaluation period, with the most fundamental difference being the employment of an additional staff member in November 2001. Funded through funds raised by the programmes' Trust, the new Case Manager has a case-load of between 25 and 30 youth. The role deals with all aspects of the mentoring process: the recruiting, screening, training, and consequent supervision of an appropriate mentor, and the assessment of the young person, assisting with a suitable support plan for the youth and his or her family, and the general monitoring of the mentoring relationship. This employee brings considerable experience in working with children and women, having spent nine years working at Women's Refuge, and also has a Diploma in Early Childhood Education and is currently part way through a post-graduate Diploma in Children's Issues.

The Programme Co-ordinator continues with his case-load and case manages youth that are referred through the Police Youth Aid Section. As a result, these youth are generally considered to be the most at-risk of One-to-One's clientele. It is anticipated that a Māori Mentoring Programme Case Manager will also have been employed by August 2002. This position is intended to be a half-time position that will focus primarily on Māori offenders. Presently the programme has the capacity to cater for up to 50 mentoring relationships, although this is set to increase with the employment of the Māori Case Manager.

Some subtle differences have been effected since the conclusion of the evaluation period. For example, while the target groups remain the same, the age range has been broadened to include any youth up to the age of 17 years; a weekly case meeting between Youth Aid Section staff and programme staff has been recently introduced; and the training period for mentors was reduced from the previous 30 hours to 15 hours in 2002 (the remaining modules are incorporated into the on-going monthly training session) as it was found that the previous amount was a deterrence to potential mentors. Finally, the programme also officially became BBBS affiliated in 2001.

### **Turn Your Life Around (TYLA)**

Since the conclusion of the evaluation period the graduation procedure for youth on the programme has been adapted. Whereas previously all students from any wing graduated in the May ceremony, the graduation is now only offered to those youth who have achieved their goals and undergone an attitudinal change. Which students should graduate is discussed and agreed with school staff. Should any youth not graduate with their wing, he or she is able to graduate with another wing when appropriate. This amended policy is in

alignment with the programme's general practice of accepting youth on to additional camps only if their behaviour warrants the reward.

A change in staff has also occurred with a different Programme Co-ordinator starting in April 2001. This employee brings to the job over 20 years policing experience, 15 of which were spent as a Youth Aid Officer. An active sportsman and coach and currently the Director of Surflife Saving Northern Region, this staff member firmly believes in the value of outdoor education in the social, emotional, and intellectual development of youth.

The Agency Link Representative also left the job soon after the conclusion of the evaluation period and a replacement, a qualified Social Worker, has only recently been employed by the Trust.

The Pen Pal Co-ordinator position was discontinued shortly after the conclusion of the evaluation period due to this aspect of the programme slowly dwindling due to a lack of suitable pen pals.

The evolution that the programme underwent throughout the duration of the evaluation period has therefore meant only some fine-tuning has taken place since, although a change in Programme Co-ordinator has brought with him renewed enthusiasm and cohesiveness between staff members that has only served to strengthen the programme. Although the only school-based or activity-based model included in the CPU package, TYLA serves as a good example of an alternative to the more common community and mentoring approaches.