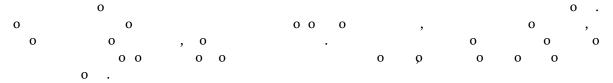


T e Y Fa Tea Mee P cess A Step-By-Step Guide to Implementaion

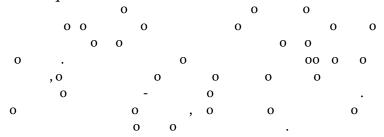
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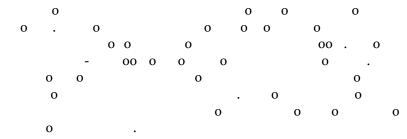
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Identifying the Appropriate Division or Unit for Implementation



Determining When the Unit or Division Will Use the Process



Using the Plan



When considering YFTM implementation, Je erson **County Juvenile Probation** Department in Alabama opted to implement the process in an existing probation unit - the Youth Advocate Program (YAP). The Je erson County YAP employs a strength-based approach for a caseload of approximately six boys between the ages of 12 and 16 without any serious mental health diagnoses. While YAP used a strengthbased approach and the same philosophy of the YFTM, the team had not adopted the YFTM structure. For this reason, the Je erson County director of probation opted to implement YFTM in that probation unit.

Se 3: Pea eYFTM

Bright Agency Sta Understand the YFTM Process

Understand the YFTM Process

Determining Potential YFTM Participants 00 0 o o 0 o 0 0 o o 00 o , 0 0 0 fl o 0 0 0 0 o Preparing the Youth for the YFTM 0 o 0 o , STEP 4: THE YFTMb o 13). o 0 0 o 0 o 0 0 0 0

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S e 4: T e YFTM

Room Setup 0 0 0 0 0 . 0 Ground Rules o o 0 0 o 0 0 00 o . 0 0 0 0 o 0 0 YFTM Flow , o o 00 0 0 0 0 0 o o o o 0 o o o o o o o o 0 o o o . о 00 0 0 0

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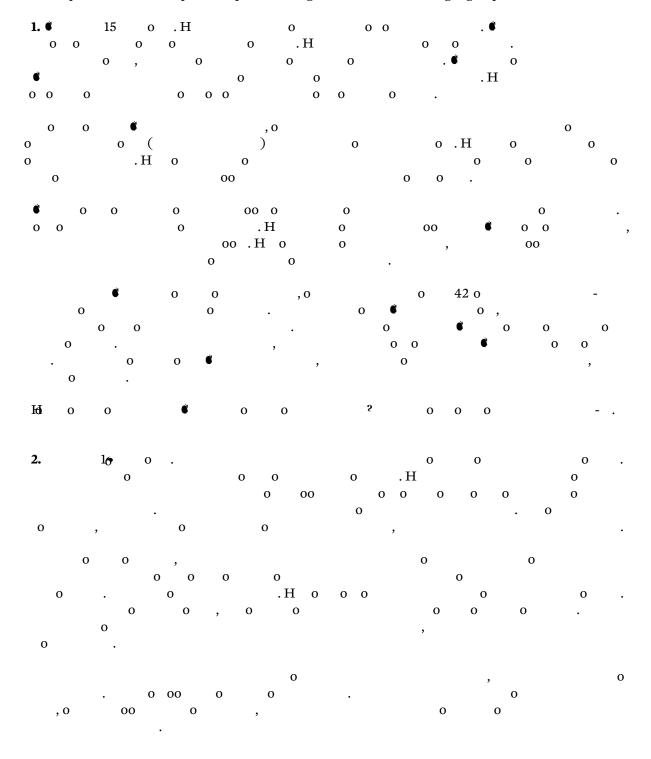
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Step 2: Preparing for the YFTM

Role-Play Exercise for Preparing for YFTM

Split those prepping for the YFTM into groups of two. One person will pla the YFTM participant and the others will pla themselves. Practice e plaining the process to the participant and gaining bu in. Switch places so both people get the chance to practice preparing someone for a YFTM. Discuss techniques and was to e plain the process and gain bu in with the larger group.



Interview Questions Template

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YFTM Explanation Checklist

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Template Report to Facilitator

This should include names and ages of parents/guardians, names and ages of an famil members living in the home, a brief famil histor, divorces, deaths, signi/cant relationships, an domestic violence or abuse, how the outh is perceived b parents and famil, and an other pertinent information. This mainclude how the outh came to be involved with the agenc if it involves the famil.

This should include support people for both the famil and the outh. This ma include coaches, church famil, e tended famil, or others. Describe how these people support the famil (child care, monetaril, etc.)

List and e plain the outh's strengths ou were able to identif during prep work with participants.

00

This includes the name of the school and the outh s grade level. It should also include an dif/culties or strengths in school, how the outh performs in class, an discipline issues, speci/c teachers or administrators the outh has signi/cant relationships with (good or bad). Also include the school names and grade levels of siblings.

This includes a histor of an past charges or ongoing court involvement. It should include the charge and the circumstances (both reported details and details from famil members and other individuals who have contact with the outh that differ from the report). This section is best listed in chronological order.

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This should include an diagnoses and when evaluations were done. It should include close famil members with mental health concerns that affect the outh, such as a sibling with bipolar disorder.

This should include substances the outh uses, as well as an substance abuse treatment programs the outh is or has attended. It should include the dates the outh attended the program.

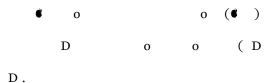
Step 4: The YFTM

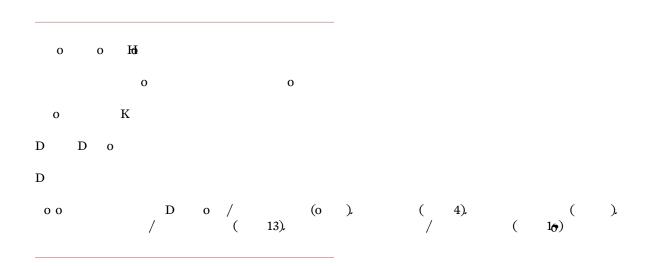
Template strengths, needs, services chart

| Strengths | Needs | Services/Supports |
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The Southern Poverty Law Center would like to give special thanks to the people who contributed to this publication:





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