

**ARIZONA SUPREME COURT
ADMINISTRATIVE OFFICE OF THE COURTS
JUVENILE JUSTICE SERVICES DIVISION
Contract Year 2009-2010
SERVICE SPECIFICATION
INTERPERSONAL SKILLS BUILDING
Service Code 199**

SERVICE DEFINITION:

This service focuses on developing the social skills required for an individual to effectively deal with specific types of issues and interact in a positive way with others. The basic skills model begins with an individual's goals, progresses to how these goals should be translated into appropriate and effective social behaviors, and concludes with the impact of the behavior on the social environment. Types of social skills targeted for development may include, but are not limited to, problem solving, decision-making, communication skills, conflict resolution and social resistance skills. This service directly targets the client but may involve supportive individuals (family, teachers and pro-social adult) to encourage practicing and reinforcement of the new skills in a natural environment.

The contractor shall ensure low risk youth are not combined with medium and high risk youth in a group setting. The delinquency risk level is determined by the JOLTS/iCIS risk tool which is administered by the probation officer. Delinquency risk populations must be segregated as follows: Youth scoring low risk (0 to 0.50) and youth scoring medium/high risk (0.51 to 1.0).

STANDARDS/LICENSURE REQUIREMENTS:

This service does not require an agency or individual to hold a specific license. The applicant must be able to adequately demonstrate to the Administrative Office of the Courts: education, training and experience relevant to the program and skill level required for effective program delivery.

UNITS OF SERVICE:

The service may be proposed by the hour, class or program depending upon its format and intended delivery structure.

SERVICE GOAL:

To provide youth education and training on interpersonal skill building that will assist in changing the mental processes and interpersonal behavioral strategies that led them to engage in problem behaviors including violence, delinquency, risky sexual activity and drug use. Service goals are targeted at reducing problem anti-social behavior while promoting caring and cooperative behavior through the development of positive pro-social skills.

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SERVICE TASKS:

1. Confer with the probation officer, family and client to determine risk and protective factors present in the juvenile's life. Provider is required to document this effort.
2. Deliver the material in a manner which is conducive to learning by the intended target audience. Service provision must include the following instructional techniques: instruction, modeling of behavior, discussion, role-playing, feedback and reinforcement.
3. Document class attendance, level of participation and comprehension of material within 24 hours of service delivery.
4. Conduct pre and post-tests which evaluate client comprehension and attainment of written service objectives. Summarize and submit test score data to the AOC each fiscal year (7/1 through 6/30). AOC must receive data by July 31.
5. Prepare and submit report in accordance with contract requirements.
6. Document observations of the progress each youth demonstrates from the experience of interpersonal skill building and confer with the probation officer and clients' family about progress.
7. Provider must have youths' original signature on a dated attendance form for each day of service provided. The attendance documentation must be maintained for the entire length of the contract.
8. Provider is required to submit the service/program curriculum with service specification. Service/program curriculum must identify the use of instructional techniques required in service task #2.
9. Upon request provider may be required to submit an itemized service budget and clearly document all relevant budget assumptions.

