

YOUTH PERSONAL DEVELOPMENT PROGRAMS

807. Mr P. Papalia to the Minister for Corrective Services

In regard to responses to part 1(a) of Question on Notice No. 498 submitted 10 March 2009:

- (1) What do Youth Personal Development Programs contain?
- (2) What does regular review of the program with regard to effectiveness and to ensure content is in accordance with the latest academic research mean?
- (3) How do you ensure content is in accordance with latest academic research and to what research (country/jurisdiction and author) is the Minister referring?
- (4) Is this assessed by departmental guidance, departmental hierarchy, individuals at the detention centres, psychologists, Juvenile Corrections Officers, external consultants or other individuals?
- (5) Who are the indigenous experts by whom programs are ratified?
- (6) Is it possible to obtain a copy of the 'Aboriginal Impact Framework' referred to in answer to part 2 of Question on Notice No. 498?

Mr C.C. PORTER replied:

- (1) Youth Personal Development Programmes involve several aspects of a youth's development, including: education, increasing employability skills, recreation, communication skills, relationships, health and hygiene, and budgeting. The Young Offender Personal Development Programme (YOPDP) has two streams: Getting Out and Staying Out; and Prepared for Life. These streams cover the following areas: Motivation, Stress Management, Relapse Prevention, Anger Management, Sadness and Loss, Victims of Crime, Problem Solving, Refusal Skills and Building Friendships.
- (2) Regular review of the program with regard to effectiveness means that the value of the program to the individual is assessed via their feedback, through peer and professional supervision and by using validated scales if part of that program. Where validated scales are utilised, the scale instrument is administered prior to participation in the program and again after the program is completed.

Ensuring content is in accordance with the latest academic research means that the content of the course is regularly updated in line with evidence based information.
- (3) Through the various stages of the program development process. For example, at the initial stage of the program development process, literature and research is accessed and analysed; features/characteristics identified from the literature/research with potential for use either directly or in a modified form in terms of the purpose of the program and the unique needs of youth in WA are incorporated into the development of the content scope and detail of the program; and throughout the development process consultation is undertaken to ensure that the alternative ideas based on evidence are considered, utilised/adapted and incorporated into the published program content.

The research (country/jurisdiction and author) being referred to include:

Nature of Research	Country / Jurisdiction	Author
Sexual Offending/ Sex Education	Australia / WA	Allen, A., Allen, M. M., Marshall, P. & Kraszlan, K. (2002)
USA / Academic	Ashcraft, C. (2003)	
Australia / QLD	Calley, N. G. (2007)	
Australia / NSW	Daversa, M.T., & Knight, R.A. (2007)	
Australia / ACT	Bravehearts Inc.	
Australia	Nisbet, I., Rombouts, S., & Smallbone, S. (2005)	
	Biles, D. (2005)	
	Boyd, C. (2006)	

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New Zealand	Chung, D., O'Leary, P.J., & Hand, T. (2006)	
Australia/New Zealand	Flanagan, K. (2003) Grant, A. (2000) Lambie, I. (2007) Purvis, M., & Ward, T. (2006)	
Domestic Violence	England / Academic	Bowen, E. & Gilchrist, E.(2004).

- (4) Yes. All new programs are ratified and analysed in a number of ways including senior staff participation, supervision, peer review, indigenous consultation, program committee meeting and feedback surveys from individuals who completed the programs.
- (5) Various Indigenous staff and professionals external to the department, such as psychologists, are consulted about programs throughout their development.
- (6) Yes