

SCREENING PROGRAM FOR WILDERNESS THERAPY
AIMED AT PERSONS DEEMED HIGH-RISK
FOR CRIMINAL RECIDIVISM

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By
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DEDICATION

This project is dedicated to all of my believers. Your encouragement and support continues to give me strength to turn this dream into reality. Thank you.

TABLE OF CONTENTS

	PAGE
Dedication	iv
Table of Contents.....	v
List of Footnotes	vii
Abstract	viii
CHAPTER	
I. Introduction.....	9
Problem	9
Population	11
Purpose of the Project	11
Scope of the Project..	12
Significance of the Project.....	12
Theoretical Framework.....	14
Limitations of the Project.....	15
Definition of Terms.....	17
II. Literature Review.....	18
Recidivism.....	18
Current Programs That Address Recidivism.....	21
Wilderness Therapy.....	26
Challenge Course.....	33
Eclectic Treatment Approaches	35
Summary	38
III. Methodology	39
Program Design.....	39
Recruitment	41
Location.....	42
Staff.....	43
Program Outline.....	44
Program Overview.....	45
Logic Model	50
Proposed Budget	52
IV. Intended Result of Project.....	53

Wilderness Therapy Screening Manual	54
V. Recommendations.....	134
Summary	134
Program Evaluation.....	136
Funding	140
References	144
Appendices	
A. Medical Accident/Injury/Illness Report	155
B. Behavioral Assessment.....	156
C. Participation assessment	157
D. The Story of Jumping Mouse.....	158
E. Spotting.....	168
F. Crossing the Line	170
G. WTSP Bibliography	178
H. University of Rhode Island Change Assessment Scale	180
I. Reid-Ware Three-Factor Internal-External Scale	185
J. Referral Face Sheet	190
K. Permission to Use Copyrighted Material	191

LIST OF FOOTNOTES

FOOTNOTES	PAGE
1. Spotting	98
2. Crossing The Line.....	108
3. High V.....	123
4. NOLS Cookery	127
5. Leave-no-trace	128
6. Knots.....	129
7. Bear Bag.....	130

ABSTRACT

There is a strong positive correlation between substance abuse and recidivism (Marlowe, 2003). Statistical data since the 1980's has shown incarceration alone is not cost efficient or effective for this (Evans, Huang, & Hser., 2011; Brodheim, 2010; Butte County District Attorney's Office. 2013; Krebs, Lindquist, Koetse, & Lattimore, 2007; Hepburn, 2005). The demographic makeup of repeat criminals varies across all spectrums. However, California lawmakers have identified a subset of this population that is predictably more likely to recidivate. Current treatments, including social programs boast successful outcomes, except with this population (Evans, et.al., 2011; Mitchell, Wilson., Eggers., & MacKenzie., 2011). This project introduces Wilderness Therapy as a viable option to reduce recidivism among this population. A review of the literature reveals limited data related to use of wilderness therapy with adults. Effective screening of adjudicated adults for wilderness therapy is an essential process. This project focused on creating a handbook that outlines a screening program for adults. Methods for program evaluation are included in order to study effectiveness and outcomes, from screening to post-completion of wilderness therapy.

CHAPTER I

INTRODUCTION

Problem

The criminal justice system is aimed at deterring crime, removing perpetrators, and preventing repeat offenses in the name of public safety (NIJ, 2014). As of 2013, 51% of the federal prison population was incarcerated for substance abuse related crimes (Carson, 2014). Sixty to 80 percent of incarcerated individuals committed their crime while under the influence of psychotropic drugs (Marlowe, 2003). This data indicates that substance abuse is a major factor in crime that needs to be addressed.

For the purpose of this project, recidivism is defined as being re-incarcerated after release from incarceration. The California Department of Corrections and Rehabilitation (CDCR) reports 75.3% of felons released from prison are rearrested within three years (2014). Sixty-one percent of those arrests result in return to prison (CDCR, 2014). The Bureau of Justice Statistics found that 68% of returning prisoners in thirty states were charged with new crimes (Cooper, et. al., 2014). While statistics show crime has dropped over 44% since 1983, incarcerations have almost doubled (Subramanian, Delaney, Roberts, Fishman, & McGarry, 2015). This indicates that our justice system is failing to address its goals.

According to the LAO (Legislative Analysts Office, 2014), the annual cost of incarceration in California is about \$55,000 per offender. This does not

include the costs of social issues, criminal court proceedings, attorney's fees, damages to property/ victim, or the impact on local child welfare system and law enforcement. It is estimated that 292,000 California children have an incarcerated parent and 564,000 have a parent on probation/parole (Simmons, 2002). There are approximately 749 people on some form of criminal supervision in Butte County (Butte County District Attorney's Office, 2013; Brodheim, 2010; Caudill, et. al., 2012). Calculations based on federal recidivism rates indicate 344 probation/parolees of Butte County will return to custody within a year (CDCR, 2014). Less than a 4% reduction (13 people) in recidivism would save the county over .6 million dollars per year, just in cost of incarceration.

Wilderness Therapy (WT), also known as Outdoor Behavioral Therapy (OBT), is a non-conventional approach to recidivism that is being overlooked by the justice system for adults. Research on WT is overwhelmingly focused on delinquent teenagers; adults are mostly overlooked in WT research (Bettmann & Jaspersen, 2007). This researcher found no WT studies targeted at adult criminal offenders. The literature does not identify a reason for excluding adult offenders from WT, or even consider them. The overall lack of programming and research aimed at adjudicated adults, inhibits this population from utilizing WT.

The problem is three-fold: 1) efforts to reduce recidivism for High Risk Offenders (HRO) have lacked effectiveness (Evans et al., 2011), showing a disconnection between the needs of the population and treatment options, 2), it appears HRO have thus far been excluded from Wilderness Therapy, and 3) current

infrastructure lacks the capacity to serve all HRO and requires expansion or alternative program planning that utilizes resources differently (Community Corrections Partnership, 2011); meaning, it is time to do something different.

Population: Offenders at High Risk for Recidivism

A review of California's Prop 36 Drug Court program shows that certain offenders make up 80% of the recidivism rate, but only constitute 25% of the drug court population (Evans, et. al., 2011). These are considered "high-risk" offenders (HRO). They tend to be younger upon entering treatment (age < 34), younger at first offense (age < 19), have a minimum of five convictions in five years prior to entering drug court, and are more likely (>47 %) to have a mental health diagnosis before program assessment (Evans, et.al., 2011). Other common characteristics of high-risk offenders include minority status, low education levels, and history of poverty (Beck & Harrison, 2006; Montoya, 2009). Substance abusers as a whole tend to have high levels of impulsivity and difficulty with self-regulation (Bartzokis, 2005). For unknown reasons this population is not responding to services provided through established programs. Once released to county supervision, HRO have tendency to avoid, discontinue, or be terminated from social/treatment services (Evans, Li, & Hser, 2008, Evans, et.al, 2011),

Purpose of the Project

The ultimate purpose of this project is to reduce recidivism by increasing the options for treatment of people thus far unresponsive to available methods. Specifically, this project aims to provide a pathway to WT for people who are

categorized as non-violent, non-serious, non-sexual (NON) offenders that meet the criteria for HRO. WT has yet to be tested as a treatment method for adult criminal offenders. Further, this project focuses on developing a screening program which will provide means of assessing adult offenders for suitability to WT. The intended outcome is for screened candidates to enter WT with understanding that it is an experimental case study; entry, progress, and outcome information will be studied for future program development. Opportunity for participation in screening will be offered to probation/parolees supervised in Butte County, California.

Scope of the Project

This project targets people who are categorized as non-violent, non-serious, non-sexual offenders that meet criteria for high-risk of recidivism. A screening program for WT will be developed based on expert guidance and careful review of the literature. Screening program elements will be defined and outlined in a manual for use during implementation. This includes screening tools specifically designed for use during the program.

Significance of the Project

WT has been used as treatment (for behavioral and substance abuse issues) with adolescents since the 1940's with positive results (Natural, 2007); up to 12% increase in positive behavioral changes of participants above non-participants (Hans, 2000). Qualitative studies of youth WT programs show vast improvements in areas of self-efficacy, internalized locus of control, and motivation for positive change

(Bettmann, et. al., 2013; Russel, 2007). Meta-analysis of ten studies has warranted continued research and programming (Van Hoven, 2014).

HRO share characteristics with the adjudicated youth that populate much of WT research. The majority of youth participants, up to 84%, enter WT with substance abuse issues (Bettmann, et. al., 2013; Russel, 2007). Most adolescents admitted to WT are involuntary participants with comorbid diagnosis and rate high on psychological/ social/ behavioral severity assessments (Bettmann, et. al., 2013; Russel, 2007; Magle-Haberek, Tucker, & Gass, 2012; Hoag, Massey, & Roberts, 2014). Similarities to high-risk offenders include first offense prior to age 18, multiple failed attempts at treatment, a history of recurrent delinquent/criminal activity, and low internal motivation to stop negative behaviors (Bettmann, et. al., 2013; Evans, et.al., 2011; Ferguson, 2009; Mitchell et. al., 2011; Russel, 2007).

Studies on some adults who participate in WT show greater improvements over outcomes experienced by youth (Hattie et al., 1997; Bennett, Cardone, & Jarczyk, 1998); this appears related to maturity and voluntary status (Conrad & Hedin, 1981). Considering the limited findings on adult outcomes and characteristics shared with delinquent youth, it is probable WT will be effective with high-risk adult offenders as well. Even if results show only slight reduction in recidivism, the savings to society and tax dollars would be vast. This would reduce the financial burden of an overflowing criminal justice system, from local police to federal prisons. Money saved could then be reinvested back into improvement of social/intrapersonal conditions that perpetuate crime (Montoya, 2009).

In order to begin study on WT as a viable treatment method for criminal offenders there must be an active route to WT programs. A screening process is needed to determine if eligible high-risk offenders are suitable for WT. The screening program resulting from this research is intended as a precursor to participation in a WT program.

Theoretical Framework

Variations of Cognitive Behavioral Therapy are frequently used to treat substance abuse (SAMHSA, 2015). This is the approach of many mandated treatment programs in Butte County (Butte County, 2013; Office of Offender Services, 2016). The methods involve classroom-style group counseling, informational handouts, assignments, and efforts to direct change within an allotted time determined by research. These evidence-based practices are effective for many people (Evans, et.al, 2011; Mitchell, et.al, 2011). For others, including HRO, this may be too restrictive an environment for meaningful growth resulting in long-term change.

Humanistic-Existential and Postmodern therapeutic approaches fall under the umbrella of Generalist-Eclectic Theory (Coady & Lehmann, 2008). They acknowledge individuals' unique perceptions allowing greater self-determination. They put great emphasis on genuineness, transparency, and mutual respect in the client-helper relationship (Coady & Lehmann, 2008). These client-centered approaches are woven into WT and challenge course ideology, which is based on Experiential Learning. Socrates, Aristotle, and Plato philosophized that in order to

truly learn, one must do something linked to a lesson that motivates action (Priest & Gass, 2005). For example, to learn trust one must do something that requires risk and have success; humility would be taught in the failures. Pragmatists added that a lesson has no intrinsic value unless it can be applied in real world settings (James, 2010). WT utilizes experiential ideology and generalist-eclectic therapeutic approaches to catalyze change in each individual; it is a journey through self-determination, metaphor, and narrative re/deconstruction. This approach has been effective for other populations by increasing internal locus of control, increasing motivation for change, reducing impulsivity, and increasing self-efficacy (Hans, 2000; Hobbs, 2011; Natural, 2007; Russel, 2007); all areas of concern for HRO not affectively addressed by current services. If HRO had opportunity to address these issues in the environment of WT, they may be more apt to enter and complete programming. Statistically, entering and completing behavioral health/substance abuse treatment programs results in decreased recidivism (Evans, et.al, 2011; Mitchell, et.al, 2011).

Limitations of the Project

A novice researcher enrolled in full time study at California State University of Chico created this research and screening process. To this researcher's knowledge, a program of this type has never been developed or implemented with the project population. The sample population accessed for implementation may not be representative of the whole target population due to the volunteer nature of this program; participants may already have increased motivation for change influencing

their behaviors during the screening process. This unintentional bias towards already motivated people may affect the external validity of the study. The penal aspect of this program could affect the reliability of assessment data; participant fear of repercussions, beliefs, and thoughts about the court system they are involved in may provoke dishonesty in journals/assessments. Much of the data gathered on participant readiness will be obtained through researcher observation. Despite measures taken to reduce bias, the opportunity for researcher bias still exists.

Another limitation of this project is procurement of a suitable location for implementation of the screening program. There is also a need to locate WT programs willing and capable of leading this population on expedition. There are programs located in Northern California and facilitators who have expressed interest in both aspects. These may be contracted once funding requirements/limits are established. Another option would be to contract skilled professionals, obtain permits, and create a WT program specifically for HRO.

This researcher is aware of concerns regarding program liability, participant/staff safety, possibility of participants leaving without permission, and the lack of research regarding WT with this population. It has been noted that current research on WT and challenge course participation focuses primarily on the benefits of such programming. This positive bias undermines the current literature by failing to include participant dissatisfaction. Every attempt will be made during the course of this project to address these concerns.

Definition of Terms

NON: Non-violent, non-serious, non-sexual crimes.

HRO: High-risk offenders are people who fit demographic make-up, considered highest risk for criminal recidivism (<35 years old, five incarcerations within five years, first incarceration prior to 18 years old).

WT: Behavioral health therapy conducted while on continuous expedition in a wilderness setting, carried out by MS/Ph.D. level clinicians and escorted by skilled outdoor leaders.

Challenge course: A pre-constructed outdoor setting designed with obstacles that are stabilized between trees or large poles rooted deeply in the ground. Activities are carried out 4-40 feet above ground, requiring use of human spotters, climbing harnesses, rope, and other traditional rock climbing tools.

Spotter: One who physically assists another to complete a task safely. This can range from readiness to catch a person to carrying a person. Spotting is used to reduce the risk of injury and/or guide a person through a precise technique.

CHAPTER II

LITERATURE REVIEW

Recidivism

The Bureau of Justice Statistics (BJS) reports that three of four persons released from prison were rearrested within five years (Cooper, Durose, & Synder, 2014). Recidivism in California costs millions of dollars every year simply housing offenders. It costs approximately \$100.00 per day to house an offender in Butte County Jail. The average daily headcount at this facility is 570 inmates, although there are 614 beds (Butte County Grand Jury, 2015). Some quick multiplication indicates that Butte County spends about \$20,805,000 per year on housing inmates in the county jail. The cost of housing offenders, coupled with the rate of recidivism, prompted lawmakers to seek change. In 2011, California Realignment was signed into law as a means of reducing the state's costs of housing offenders caused by recidivism (Community Corrections Partnership, 2011).

Butte County has an overall felony recidivism rate of 62.2% within three years (California Department of Corrections and Rehabilitation, 2012). Due to lack of tracking, the following data is not specific to Butte County. In California, HRO constitute 25% of the eligible drug court population and make up 80% of the recidivism rate (Evans, et. al., 2011). This population has been the focus of discussion with California lawmakers trying to determine cost effectiveness of service provision versus incarceration (Evans et al., 2011). Since realignment, custody of NON-offenders has been transferred to counties with inadequate resources/infrastructure to accommodate them (Community Corrections Partnership, 2011). Established service provisions, such as drug court, have generally been ineffective with HRO (Evans et al., 2011). There is need for new programs to fill in the service gap and improve responsiveness of HRO. Based on its effectiveness with comparable

populations, WT seems a plausible new approach to addressing recidivism with HRO. To this researcher's knowledge, WT has not been studied on adjudicated adults. Given the current political and social environment since realignment, it seems optimum time to study the effectiveness of WT with this group.

Social values have been moving away from punitive action for NON-offenders over the last decade. California citizens believe 2 to 1 that providing rehabilitative services before and after release is the most cost effective option in the long run (Krisberg, Craine, & Marchionna, 2004). Public opinion is mixed about the extent of resources to devote to this cause. There is fear that providing services to probation/parolees will pull resources from other public services. Despite this uncertainty, people are supportive of policies to rehabilitate ex-offenders (Eagleton Institute of Politics Center for Public Interest Polling, Rutgers the State University of New Jersey, n.d.). However, lawmakers have been cautious about heeding public opinion. Budgeting funds towards services for probation/parolees may seem politically damaging when constituents demand accountability for tax dollars (BJA, n.d.).

State efforts to reduce the prison population through Realignment put responsibility for non-non-non offenders solely onto counties (Community Corrections Partnership, 2011). Butte County has approached realignment through program changes that provide "whatever it takes" to help probation/parolees succeed. This has overburdened local resources and infrastructure beyond capacity (Community Corrections Partnership, 2011). It seems imperative to begin looking towards creative ways to fulfill unmet needs and program requirements.

Multiple studies have evaluated the cause of recidivism (Cooper et al., 2014; Montoya, 2009; NIJ, 2014; Subramanian, et.al, 2015). Males and people of color have higher

recidivism rates than their counterparts. There is an inverse correlation between the rate of recidivism and variables such as offender age, educational level, and work experience. There is a positive correlation between recidivism and substance abuse, number of prior arrests, property/drug convictions, and length of incarceration (Cooper et al., 2014; California Department of Corrections and Rehabilitation, 2012; NIJ, 2014; Montoya, 2009; Subramanian, et.al., 2015). California offenders who were incarcerated as juveniles are 20% more likely to recidivate than those without prior involvement in the juvenile justice system (California Department of Corrections and Rehabilitation, 2012). Ethnic/racial minority males under age twenty-five are the highest risk population. African Americans are most affected with an 81% recidivism rate within five years of release (NIJ, 2014). Studies specific to post-release have found that lack of specific resources increase recidivism risk. This includes housing, substance abuse treatment, mental health services, educational opportunities, and employment opportunities (Montoya, 2009; NIJ, 2014). Other important factors include community/social involvement and healthy familial bonds (Hari, 2015). Federal, State, and local infrastructure currently lack ability to support probation/parolees with these needs (Community Corrections Partnership, 2011). In addition, overburdened caseloads, mistrust, and punitive policies prevent supervising officers from developing positive relationships with their charges. Social stigma, minimal support systems, and lack of resources compound a sense of hopelessness (Montoya, 2009). This reinforces an external locus of control that typically leads back to maladaptive behaviors. Locus of control refers to one's belief in their ability to affect their outcomes. Hopelessness and external locus of control are directly related to continuance of maladaptive behaviors (Montoya, 2009; Asberg & Renk, 2014).

Punitive efforts to reduce recidivism have proven minimally effective, if at all. The California criminal justice system continues to be flooded by repeat offenders despite statistical evidence of decreased crime (Subramanian, et.al, 2015). Many prisoners are incarcerated for violations on their original conviction (Jarjoura & Haight, n.d.). Violations include dirty drug tests and other technical charges specific to being under court supervision. Historically, policy focused on punishing offenders for non-compliance with rules, instead of addressing underlying issues; issues include hopelessness, impulsivity, external locus of control, lack of internal motivation, resource barriers, and social/political obstacles previously noted (Montoya, 2009; Asberg & Renk, 2014; Evans, Li, & Hser, 2008). This has perpetuated a system of mistrust between those needing help and those able to provide it. Addressing the internal causes of recidivism would increase public safety by improving the wellness of hurt people. This could save costs to communities by growing responsible, productive citizens who are more likely to model positive behaviors to their children.

Current Programs That Address Recidivism

Approximately 100 felons participate in Butte County's Drug Court (Butte County District Attorney's Office, 2013). Up to 200 people participate in Butte County's Prop 36 Drug Court program (Brodheim, 2010). Butte County's Post-release Custody Program (PCS) accommodates up to 449 individuals (Community Corrections Partnership, 2011) and estimates more than 75% of those require substance abuse treatment (Caudill, et. al., 2012). These programs route drug addicted, NON-offenders into community treatment programs instead of incarceration (Mitchell, et. al., 2011; Butte County Board of Supervisors, 2011; Community

Corrections Partnership, 2011). Sentencing of drug court participants is often delayed until completion of the treatment program. At which time, convictions can be reduced or dismissed (Mitchell et al., 2011). PCS participants are served through a combination of community programs to maximize opportunity for individual success. PCS services include drug treatment, mental health services, job skills training, housing assistance, and county resources based on individual needs (Caudill, et. al., 2012; Community Corrections Partnership, 2011). Instead of incarcerating a person for non-compliance, supervision officers attempt to connect them with resources needed to succeed. Officers are instructed to keep people out of jail/prison via a “whatever it takes” paradigm (Community Corrections Partnership, 2011).

California drug court programs typically last a year with three treatment phases that gradually decrease in intensity (Mitchell, et. al., 2011). This often consists of intensive outpatient group/individual counseling in conjunction with regular drug testing, close supervision by probation/parole, and frequent appearance at court status hearings (Mitchell, et. al., 2011). Status hearings are integral to drug court programs and provide the arena for positive reinforcement of compliance. Individuals participating in county realignment programs may be ordered to attend more frequent outpatient treatment, or residential drug treatment, for non-compliance. A judge may also choose to incarcerate a person for non-compliance (Caudill, et. al., 2012; Evans, et. al., 2011; Mitchell, et. al., 2011).

Meta-analysis of drug court effectiveness shows clear decrease in recidivism rates of participants over those released to supervision alone (Wilson, Mitchell, &

MacKenzie, 2006). Further, reduction in recidivism rates positively correlates with the duration of program participation (Evans, et.al, 2011; Mitchell, et.al, 2011). Despite these findings, only about half of drug court participants complete the program (Mitchell, et.al, 2011). Although a 2011 report suggests recidivism is reduced by more than 50% three years post program completion, most studies simply measure recidivism for the duration of program participation (Mitchell, et. al.). This project will focus on drug court participants and other NON-offenders in Butte County that show repeated non-compliance, meeting criteria for high-risk recidivists.

Barriers to Existing Programs

Substance abuse issues strongly correlate to criminal recidivism. Existing programs attempt to address substance abuse through on-demand outpatient/inpatient treatment (Hser et al., 2007). Still, many people fail to enter programs once eligibility has been determined. They have been labeled high-risk because of their higher risk of new/repeat crimes. Characteristics that prevent people from entering and completing drug treatment include low motivation for treatment and greater criminal severity (Evans, Li, & Hser, 2008). The unlawful activities of this population are similar to those who complete treatment. However, the frequency of activities is higher and they are younger at first arrest (Evans, Li, & Hser, 2008). The research for this project indicates that HRO needs are not being met by current approaches.

Funding is another barrier to service provision. The Butte County drug courts are at capacity with their current enrollment. Due to insufficient “treatment and supervision resources”, one court is capped at a hundred individuals despite

indication of need for five-hundred (Butte County District Attorney's Office, 2013). Drug courts have already overburdened available treatment services in California. This is due to contracts insuring treatment priority for participants (Hser et al., 2007). Since passing of the 2011 Public Safety Realignment Act, the influx of PCS participants to county treatment services has further saturated the system. The budget did not account for the full recidivism costs associated with this population (Community Corrections Partnership, 2011). The County simply does not have the resources and bed space to accommodate the service need (Butte County Board of Supervisors, 2105). Separate interviews of three people recently absconding from probation/parole indicate lengthy periods of no contact by supervising officers (August & September 2015). The consensus amongst these individuals is that supervision officers must prioritize their time for people committing new crimes. One person was directly told by an officer during negotiations to turn himself in, "you are the least of my worries". It appears that probation/parolees who fail to check in are being ignored because of insufficient county resources; more specifically, there is not enough bed space.

Existing Assets/Resources

While inadequate funding overall has already been noted as a barrier to services, there is funding that can be redirected. Butte County receives approximately \$2,735,905 in state Realignment funding for nine months of direct program services (Community Corrections Partnership, 2011). These services include housing, incarceration, substance abuse treatment, and supervision. Inmates sent to WT would

free up bed space for offenders that are more serious and still utilize existing funds. This would reduce the impact on community resources, drug courts, behavioral health, and substance abuse treatment centers. People who would otherwise be burdening local resources would be living outdoors; first during a ten-day screening program, followed by a WT expedition for two months. WT builds on strengths of realignment protocol by offering another option for addressing recidivism. The nature of the program decreases stress on the local infrastructure by accessing wildlife environments for treatment purposes.

California is home to expansive state and federal wildlife areas to explore. The Northern California section of the Pacific Crest Trail has approximately 500 miles of wilderness trails between Lake Tahoe and the Oregon Border (Pacific Crest Trail Association, 2014). There are more than 17,000 square miles of wilderness in Northern California to consider for wilderness therapy locations (Total Escape, 2015). Many of these areas have campgrounds that could potentially host a temporary challenge course for screening (Pacific Crest Trail Association, 2014; Total Escape, 2015). There are also local agencies that already have prefabricated challenge courses. These include Odyssey Teams in Paradise, California (Odyssey Team, Inc., 2014), California State University, Chico Kinesiology dept. (Chico State Inside, 2006), and Richardson Springs in Chico, California in association with Odyssey Teams (Odyssey Team, Inc, n.d.).

Through a combination of research, experience, interaction, and professional observation, this writer has identified strengths of the target population; they include

problem recognition and desire for personal control of one's own life. Some HRO may only recognize the problem from the perspective of persecution; that they are being punished for values that conflict with the law. Others may recognize their maladaptive behaviors/thought processes as detrimental to healthy living. These varying levels of problem recognition coincide with literature on the self-perceptions of young adult repeat offenders (Shapland & Bottom, 2011). The existence of problem recognition can help build a foundation for change. The need for self-control and control over one's environment is a strong character trait of criminogenic thinking (Mandracchia, Gonzalez, Patterson, & Smith, 2015). This is evident in the rebellious nature of HRO; they continue to resist authority and social norms despite severe negative consequences. There is a sense of stubborn resistance to and dissatisfaction with "they" and "the system" viewed as oppressive entities. This struggle to maintain control of one's life, however dysfunctional, shows hope, motivation, and tenacity. These strengths can be useful tools for growth if applied towards healthy modes of controlling one's life.

Wilderness Therapy

For the purpose of this project, WT refers to expedition into a natural setting that includes therapeutic interventions that take place far removed from society. Participants on expedition are accompanied by a team of professionals that includes a) at least one (MS or Ph.D.) behavioral health provider b) a medical professional and c) multiple wilderness leaders/guides (Russell, 2003). Many people find their inner peace and spiritual connection in natural settings (USA GOV, 2011); the wilderness

is often a catalyst for reflection (Ferguson, 2009). Activities include living outdoors, backpacking, constructing shelter, primitive fire making, and meal preparation. People learn the skills associated with their daily living and traveling in a group as they progress into the wilderness (Bettmann, et. al., 2013; Russel, 2007; Ferguson, 2009). Most days are spent traveling from campsite to new campsites; this is coordinated with individual and group therapy (Russell, 2003). Therapeutic providers live among and guide participants on their journey to increased “self-efficacy and personal autonomy through task accomplishment (Russel, 2007).” Leaders share the living conditions of the participants, such as eating, sleeping, and enduring the same physical strain (Russel, 2003). Decisions made by individuals and the group result in immediate and natural consequences (Bettmann, et. al., 2013; Russel, 2007). Time spent in between challenges provides ample opportunity for reflection. At day’s end, tired, accomplished, and humbled, the outdoors provides a backdrop to share individual and group processing (Ferguson, 2009).

The underlying principle of WT is that certain people learn better if the lesson is experiential (Long, Lindenmeier, & Robertson, 2003). Experiential learning is "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience (Kolb, 1984, p. 41).” Active participation is required for the process of experiential learning to be effective in WT. Participation can range from strategizing to implementation (Long, Lindenmeier, & Robertson, 2003). A person’s level of

participation is a matter of choice and develops over time. Actively participating in every aspect of the activity from problem solving to fulfillment inherently places control with the individuals. Plans are made in consideration of each person's willingness to participate. As the group masters achievements, the whole group proceeds to the next step following feedback/discussion. This progression allows individuals to build up confidence and competence throughout the experience (Hans, 2000).

The overall theme is to work through risks and purposefully relate the experiences back to real life (Gillis, 1991). Risk taking is an inherent part of any adventure, including WT. Risk includes social, emotional, and physical dangers that are subjective to individual perception/ability (Hans, 2000). Challenges and obstacles presented are sufficiently risky to foster personal growth and reflection. Many discover humility once engulfed by caves, trees, rivers, canyons, and the like. Solitude in nature provides a calmness that is lost in the modern world (Ferguson, 2009). Survival without the aid of modern comforts brings about a certain amount of heroism in itself. The addition of human powered travel via water/rope provides evidence of skill. Climbing and carefully picking over rocks or trees to propel one forward plainly demonstrates care and finesse. The physical strength and agility powering all of these activities, despite weariness and pain, shows perseverance. Courage is built with every successful movement to continue forward despite the setbacks (Ferguson, 2009).

WT creates shared experiences involving metaphor surrounding real and perceived risks (Hans, 2000). The process improves intrapersonal, social, and life skills hindered during development, with emphasis on self-efficacy and self-control (Natural, 2007; Russel, 2007). This encompasses the shift from external to internal locus of control: an individual's belief in ability to affect their experience through behavioral choices (Hans, 2000). Metaphor is used throughout each day to help participants conceptualize how their expedition experiences apply to life in the real world (Gillis, 1991). Given the heavy reliance on metaphor and conceptualization, it seems people who understand these processes may benefit most.

Eclectic treatment approaches are used within wilderness environments and carried out by licensed mental health professionals (Bettmann, et. al., 2013; Russel, 2007). Treatment strategies include meditation, Native American spiritual practices, 12-step groups, journaling, psychotherapy, cognitive behavioral therapy groups, and psycho-educational groups. Participants are removed from modern and cultural interferences during this time, forcing clients to “focus on treatment, daily life, and the present moment (Bettmann, et al., 2013; Russel, 2007). Group processing of the shared experiences, risks, triumphs, and failures is an integral part of each day (Gillis, 1991). Individual and group therapy sessions take place multiple times per day, as scheduled and as needed (Ferguson, 2009). The optimum number of group participants for WT is 7-15 people (Priest & Gass, 2005; Walsh & Golins, 1976). This creates a group size “large enough for diversity and conflict, and yet small enough to avoid cliques and enables conflict resolution (Walsh & Golins,

1976).” Persons going into WT therapy must be aware that the program is not a camping vacation; real intrapersonal and interpersonal therapeutic processes will be implemented on a daily basis. Introduction to these processes would likely help participants understand what to expect during WT.

This method of treatment is unique in at least four factors: “a) wilderness is healing in itself, b) task accomplishment promotes self-efficacy and internalized locus of control, c) the shared wilderness expedition setting restructures the therapeutic relationship, and d) creates an intensified therapeutic group relationship (Harper, Russell, Cooley, & Cupples, 2007)”. A meta-analysis of WT programs showed greatest behavioral health improvements by programs using continuous expedition versus those using a base camp. The same study reports that behavioral health continued to improve between program exit and 12-month follow up (Russell, 2003). Partial replication of WT processes can be done in brief adventure settings through Challenge Course programs.

Recommendations for WT Participation and Supporting Information

I. Physical Health

The physical nature of WT requires that participants are capable of carrying up to 1/3 of their body weight (maximum 60 lbs.) on their back for long periods on rough terrain. This pack weight is a high-end recommended weight limit for backpacking according to the National Park Service (Backpackers Guide, 2008; Natural Resource Report NPS/KLMN/NRR,

2012). Medical clearance must show participants are healthy enough to endure strenuous long-term exercise and periods of emotional stress.

II. Anger Management/Violent Tendencies

Due to the secluded environment of WT, it is imperative that participants are non-violent. This is for safety of staff as well as participants. Despite lacking a violent criminal history, this does not guarantee parolees/probationers are non-violent. Whether incarcerated in prison or jail inmates are subjected to a culture of violence (Carpizo, 2014). These cultural normatives dictate how prisoners interact; inmates police each other's behaviors and determine accepted repercussions within sub-groups. This is often carried out by threat or use of physical violence (Carpizo, 2014). Research shows that being indoctrinated into prison culture does not mean one will carry this culture to the outside world (Sage, n.d.). WT candidates from this population should be carefully screened for violent tendencies. They should also be informed that WT has a zero tolerance policy toward violent behaviors.

III. Willingness to participate

Choice is a key component of any adventure program (Gillis & Speelman, 2008). The literature indicates that participants find more meaning in challenges when they feel responsible for their own participation (McKenzie, 2000). WT programs require individual and group decision-making, goal setting, and strategic planning intrinsic to living on expedition.

Willingness to participate in daily tasks and activities on some level is crucial to individual and group functioning (Long, Lindenmeir, & Robertson, 2003; Russel, 2007). If one person chooses to ignore personal/group needs on expedition, all members are affected (Ferguson, 2009; Russel, 2007). Involuntarily commitment to WT has proved inconsequential in the youth programs (Bettmann, et. al., 2013; Ferguson, 2009); however, this researcher concurs with literature regarding “challenge by choice” (Gillis & Speelman, 2008; McKenzie, 2000). Selecting WT participants willing to participate in therapeutic adventure programming may reduce poor group functioning on expedition.

IV. Ability to conceptualize and use of metaphor

WT is experiential learning and provides opportunities to transfer wilderness experiences to everyday life (Gillis, 1991). There is literature that indicates certain people learn better when outdoors and struggle in other learning environments (Hayes, 2009). It is likely those who fit this description would benefit most from WT. Experiential Learning Theory (ELT) describes the modes of understanding experience as concrete (doing) and abstract conceptualization (expanding applications of experience) (Kolb, 1984). Possessing cognitive agility in abstract conceptualization and applying metaphor may also have positive correlation to individual WT outcomes.

Challenge Course

Challenge Courses are outdoor obstacle courses created with low and high rope exercises (Hans, 2000). These courses are designed to maximize the experience while minimizing danger. Programming is sequential so that relationships, cooperation, and trust are built from the ground up (Jelalian, Mehlenbeck, Lloyd-Richardson, Birmaher, & Wing, 2006; Wolfe & Samdahl, 2005). Ground activities are non-competitive team building exercises focused on problem solving and teamwork. During and after the activity participants are given time to reflect on feelings related to the experience (Long, Lindenmeier, & Robertson, 2003). This opens the door for communication about feelings on a safe level. As activities progress, they require more strategy and increasing levels of interdependence (Wolfe & Samdahl, 2005). Sharing turns to what is and is not working for the group. This often includes discussion on feelings about leadership, trust, and being heard by their peers (Long, Lindenmeier, & Robertson, 2003). The trust, cooperation, and relationships developed on the ground level set the stage for low rope activities.

During the low ropes phase, strategy develops into maximizing teamwork and interdependence (Wolfe & Samdahl, 2005). Activities are accomplished at levels close to the ground with preconstructed equipment. During this stage, members must rely on their peers for physical safety, spotting/lifting each other for task accomplishment (Wolfe & Samdahl, 2005). The tasks become well defined, simply requiring participants to determine individual roles. People participate at the edge of

their own comfort, testing and learning to trust their own abilities, becoming familiar with risk on a safe level (Long, Lindenmeier, & Robertson, 2003).

The last phase of a challenge course occurs 20-40 feet above the ground and requires use of safety gear/techniques. The course itself is preconstructed using natural resources or poles anchored into the ground (Wolfe & Samdahl, 2005). By the time harnesses and real heights are introduced members have discovered each other's strengths and weaknesses. Relationships have formed. Trust and acceptance of individual differences has been established (Gillis & Speelman, 2008; Wolfe & Samdahl, 2005). High ropes activities require individuals to trust others for physical and emotional safety. The goal at this stage is empowerment to overcome physical and emotional conflict inherent to the challenges (Wolfe & Samdahl, 2005). One's level of participation is completely by choice, however enthusiastically encouraged (Gillis & Speelman, 2008). Subsequent reflection focuses on accomplishments and individual strengths; closing with acknowledgement of personal growth and the transference of those skills to everyday life (Gillis & Speelman, 2008).

Challenge courses have been used in addition to a variety of clinical evidence based practices to enhance outcomes (Wolf & Mehl, 2011). This model of treatment has shown great improvement for short-term treatment outcomes. However, minimal significance remains at 12 to 24-month follow-up (Clem, Smith, & Richards, 2012; Wolf & Mehl, 2011). Alternatively, follow-up studies for WT show continued or sustained improvement of past participants. The reason to continue on to WT instead of limiting the program with the challenge course is based on previous outcomes.

Eclectic Treatment Approaches

Meditation is aimed at strengthening one's spiritual/religious/intrapersonal connection; others seek to reduce physical/mental/emotional tension (Luskin, 2004; Perez-De-Albeniz & Holmes, 2000). Behavioral practices of meditation involve "relaxation, concentration, altered state of awareness, suspension of logical thought processes, and maintenance of self-observing attitude (Perez-De-Albeniz & Holmes, 2000, p. 49)." Techniques for meditation include focusing on perceptions, experiences, preselected object(s), and/or shifting between these states. Physical techniques for meditation range in body positioning, breathing, and movement (Perez-De-Albeniz & Holmes, 2000).

Native American Spiritual/Cultural Practices can be incorporated into therapeutic settings (Winkelman, 2003; Morgan & Freeman, 2009). Unless practiced in solitude, these are carried out in a group circle where all are equal in the human experience (Morgan & Freeman, 2009). Smudging with sage or sweet grass is a cleansing ceremony where one *washes* the body in the smoke of the herb. A bundle or loose bunch of the herb is ignited, and then blown out, leaving the embers to smoke (Morgan & Freeman, 2009). Individuals then waft the smoke all over their bodies, washing away negativity and heavy feelings. This is often done as an opening/ closing to other ceremonies. However, smudging can be done whenever one feels impressed to cleanse the spirit (Morgan & Freeman, 2009).

Drumming with singing/chanting has been shown to improve therapeutic outcomes for a wide range of physical and psychological maladies. It is specifically

beneficial when incorporated into substance abuse treatment (Winkelman, 2003). It works by “inducing relaxation and enhancing theta-wave production and brain-wave synchronization... alleviating self-centeredness, isolation, and alienation, creating a sense of connectedness with self and others (Winkelman, 2003, p. 1).”

Talking Circle is a traditional Native American format for group discussion (Wolf & Rickard, 2003; Wilber, Wilber, Garret, & Yuhas, 2001). The circle represents the interconnectedness of all people and all things, past and present (Wilber, Wilber, Garret, & Yuhas, 2001). The activity takes place in a circle group using an object deemed important by the facilitator to guide discussion: this object is known as the “talking” object. The object is often a feather, stick, or rock with some ceremonial or historical significance bestowed by Native American culture or the facilitator (Wilber, Wilber, Garret, & Yuhas, 2001). Talking Circles enhance discussion by promoting mutual respect, active listening, self-exploration, and an overall healing atmosphere (Wolf & Rickard, 2003).

Twelve Step groups began in 1935 beginning with Alcoholics Anonymous; today there are multiple group organizations worldwide addressing a myriad of addictions (Kemp, 2015). This is a peer based recovery model based on twelve steps and twelve traditions outlined in the basic text of the respective groups. The basic premise involves identifying one’s self as a member of the group, sharing of experiences, meeting attendance, mentorship, and having faith in a higher power (Kemp, 2015). Many substance abuse treatment programs utilize components of twelve-step recovery. Integration of twelve step programming and meeting

attendance into substance abuse treatment has been found to improve recovery outcomes (Wells, et al., 2014).

Journaling has been long known as a beneficial therapeutic tool. (Miller, 2014). Traditionally this is promoted as a writing exercise; to ensure access of treatment the WTSP will offer audio journaling. Offering the option to audio journal will allow those with under developed writing skills to participate without assistance. The concept is similar to interactive journaling where an element of intervention is presented and then reflected on later through writing (Miller, 2014). Activities and experiences from each day of the WTSP are intended to provoke self-reflection. At the end of each day participants will respond to specific journal questions that relate to the days theme. Interactive journaling has been shown to enhance individual and group counseling outcomes for adjudicated adults with substance use disorders (Miller, 2014).

Agenda/Goal Setting is the practice of setting specific goals at the outset of group. This produces greater performance than “*do your best* goals, easy goals, or no goals (Bridbord, Jones, & Gerrity, 2004)”. Research on the Elaboration Likelihood Model of attitude change theorizes that thinking about an identified problem increases the likelihood of change. This results from the attitude shift that occurs when purposeful thought is applied to a problem (Bridbord, Jones, & Gerrity, 2004). The idea is to set *realistic* goals addressing client-identified concerns that can be worked on within the *interpersonal* group setting, in the *here-and-now*. Through this process,

group members identify personal responsibility and ask for help/feedback from their peers (Bridbord, Jones, & Gerrity, 2004).

Summary

Criminal recidivism continues to negatively impact society despite social and political measures aimed at deterrence. Current programs seem to be effective for a large portion of probation/parolees; however, those who repeatedly recidivate have proven unaffected by these efforts. This results in inordinate financial and social costs to states, counties, communities, and families. It is apparent that alternative treatments are needed to address this high-risk population. The literature reviewed for this project indicates WT may be an effective approach with high-risk NON-offenders for reducing recidivism. There is minimal research on WT pertaining to adults, and none found regarding adult offenders. Yet, the little research available on adult participants is promising (Hattie et al., 1997; Bennett, Cardone, & Jarczyk, 1998) In order to begin studying the efficacy of WT for this offender population there must be an active route to such programs. Therefore, this project designed a screening program to discover if high-risk NON-offenders are suitable for WT. It will also act as an orientation to various features and approaches characteristic of such programs.

CHAPTER III

METHODOLOGY

Program Design

The nature of wilderness therapy is physically and emotionally strenuous. The environment is far removed from hospitals, law enforcement, and civilization. It is imperative that leaders and participants are generally aware of their strengths/weakness regarding this activity before entering the field. The fixed location of the screening program allows for easier access in case of emergency. The program design provides an environment for safe risk taking and WT orientation. Integrating a challenge course into the screening program allows leaders to observe participant behaviors and overall ability prior to WT commitment. This includes witnessing how participants interact while stressed, function in communal living, and communicate. Willingness to participate during a challenge course is crucial to the experience, as is participation on wilderness expedition. The team in both cases is only as functional as its least functional participant, unless the group learns when/where to pick up the slack.

The Wilderness Therapy Screening Program (WTSP) serves as a screening tool and introduction to various components of WT. It follows the general format of a challenge course mixed with basic backpacking instruction and practice. Backpacking instruction/ orientation includes tent setting, outdoor cooking, safety protocol, and “leave no trace” practices. Other safety components such as awareness and proper use of gear will be incorporated into daily living (i.e., foot care and

hygiene). There will be set times within each day for group therapy and journaling. Therapy will take an eclectic approach with concentration in humanistic-existential and postmodern approaches. The Native American modality of Talking Circle will be practiced daily; smudging and drumming will be explained and available if desired. Journal entries will be topic directed and based on the day's metaphorical concept. In line with WT programming, leaders will join in all outdoor activities with participants.

The variables assessed to determine WT program suitability are based on research and feedback from professionals in the field of outdoor leadership (R. Cross, personal communications, July 2015; T. Blankenship, personal communication, September 10, 2015; Backcountry Guide, 2008; Natural Resource Report NPS/KLMN/NRR, 2012; Carpizo, 2014; Sage, n.d.; Long, Lindenmeir, & Robertson, 2003; Russel, 2007; Bettmann, et. al., 2013; Ferguson, 2009; Gillis & Speelman, 2008; McKenzie, 2000; Gillis, 1991; Kolb, 1984). They will be assessed during the program as follows:

- Physical health assessed by a medical doctor prior to program admittance and observed during screening process. Unknown medical conditions, accidents, injuries, and illness will be recorded on a medical incident report (see appendix A).
- Aggressive/Violent tendencies assessed continually on a daily basis through researcher observation and recorded on an assessment tool developed for this project (see appendix B).

- Willingness to participate assessed continuously on a daily basis through researcher observation and recorded on an assessment tool developed for this project (see appendix C).
- Ability to conceptualize and use metaphor introduced through outdoor experiences assessed through open coding of journals using inductive data analysis

Any serious medical condition that worsens or develops during the screening process and requires medical supervision will be counted against WT suitability. Any use of violence will immediately disqualify a person from WT and result in termination from the screening program. Refusal to participate that worsens or does not improve over the course of the screening program will be counted against WT suitability. Indication of ability to apply concepts and metaphors presented during the screening process will be counted towards WT suitability.

Recruitment

Eligible candidates must be age 19 - 34 years old, with minimum of five convictions within five years, first incarceration under age 19, and currently under review for violation of probation/parole. Congruent with literature on group size, the screening program developed from this research will limit group size to 10 participants per implementation. This allows for a participant to researcher ratio of 2/1 with two floating researchers. The program will be segregated by gender to avoid complications with fraternization between the sexes.

Standing agreements must be made with Butte County Probation/Parole and Butte County Superior Court to access the intended target population. This agreement would outline program details and the responsibilities of researchers, Probation/Parole, and Butte County Superior Court. Court recommendations for screening participation should be submitted as a referral; recommendations must meet all eligibility requirements to participate. Program managers will review referrals to confirm eligibility requirements are met. Eligible candidates will be offered the option of WT screening at a meeting with program managers and their probation officers. Those who accept will be put on a wait list pending medical clearance and the program meeting full enrollment capacity. Those who are unable to attend due to program capacity will be wait-listed until space is available.

Medical clearance to participate in this physically demanding program must be obtained from a medical doctor before admittance. Once given medical clearance participants will attend intake interviews. Intake interviews will be conducted to obtain demographic information including: age, race, marital status, dependents, drug/method of choice, age of first use, attempts to quit, perception of home environment, perceived strengths/challenges, and reason for participation in screening program. All other pretests will be administered at this time too.

Location

The screening program will be implemented at a challenge course location not yet determined. Desired challenge course attributes include high and low ropes capabilities, naturalistic outdoor areas, and space for ground activities. The exact

challenge activities used for screening will depend on the challenge course location and design. The area must also be fit for camping/lodging with access to water.

Water access may include natural running water and availability of water treatment supplies. Bathroom facilities may include temporary portable lavatories. Ideally, this location would be secluded with limited access to major roads/cities. The challenge course location may also be a good starting place for the wilderness expedition.

Transportation to the screening program has not been determined at this time.

Staff

Therapeutic processes must be conducted by qualified providers who have a minimum of one-year full-time behavioral health experience. Ropes challenges >5 ft. above ground will require use of safety harnesses and researchers/facilitators trained in challenge course equipment/safety:

2 Masters level Social Workers trained in challenge course facilitation with current

CPR/First Aide certification. Must also demonstrate

experience/understanding of research.

2 Masters level Social Work students/Certified Alcohol and Drug

Counselors/Bachelors of Social work trained in Team Building facilitation

with current CPR/First Aide certification. Experience with research preferred.

1 Professional Outdoor Leader with a minimum of 10 years field experience and

current Wilderness First Responder certification. Must also demonstrate

experience/understanding of research.

1 Professional Outdoor Leader with a minimum of 4 years field experience and current Wilderness First Responder certification. Experience with research preferred.

3 Volunteers with experience in research, teambuilding, and/or outdoor leadership .Must have current CPR/first aid certification.

Program Outline

The screening program will last for ten consecutive days as outlined in Chapter 4. Specific activities will be defined in the facilitator handbook developed for the screening program. Methods of intervention include:

- 1) Lead participants into exploration of self through screening process and WT focused on increasing awareness of contributing factors to current problems and self-efficacy.
- 2) Facilitate group therapy on a daily basis and individual therapy as needed.
- 3) Accommodate/model healthy conflict resolution.
- 4) Model/encourage problem solving skills and appropriate behaviors,
- 5) Define tasks and assist participants in finding clarity on perceptions, processes, and program elements.
- 6) Maintain safety of participants and staff

WTSP training for social work staff/volunteers will be carried out by setting up and completing the full challenge course themselves. The course setup and implementation will be facilitated by 2 professional outdoor leaders.

General Program Overview

At program start, participants will be introduced to team building challenges at ground level. Activities will focus on removing social barriers, building trust, creating bonds, developing awareness of choice and personal responsibility, and setting the stage for interdependence. Metaphor will be used to connect activities/challenges to common social and behavioral issues determined from intake. Struggles and successes will be acknowledged in the moment, encouraging open communication between members. As the days progress, the distance of activities from the ground will gradually increase to achieve maximum course heights. Aside from the inherent benefits of adventure programming, the intensity and duration of these activities is intended to push participants just beyond their comfort zones. It is anticipated that characteristics being assessed will become apparent through this process.

During the screening process, participants will be introduced to various treatment strategies that may include meditation, Native American spiritual practices, 12-step groups, cognitive behavioral therapy groups, and psychoeducational groups. Every day will be structured to include time for morning meditation/spiritual practices, individual and group goal setting, group processing, recognition of task accomplishment/challenges, relaxation / socialization, and reflective

journaling. There will be no assignments requiring reading/writing skills. Audio recorders will be provided for those who prefer to voice record their journals.

Journal entries will be based on specific questions discussed in some capacity in a group on the day assigned. The following is a list of example questions:

Day 1. Dream Big: What does a safe community look like?

Day 4. If I woke up tomorrow and my biggest life problem was miraculously fixed, how would I know? What clues would I notice telling me a miracle had happened?

Day 5. Who are my life spotters? What kind of life spotter am I?

Day 8. When I leave here I'm going to.....?

The final two days of the screening program will focus heavily on purposeful reflection. Orientation methods may include informational classes, guest speakers, and hands-on skill training. Areas of orientation will cover overview of WT program/environment, behavioral expectations, wilderness safety, gear introduction, and backpacking basics.

Any serious medical condition that worsens or develops during the screening process and requires medical supervision will be counted against WT suitability. Any use of violence is grounds for immediate dismissal from the screening program. Refusal to participate that worsens or does not improve over the course of the screening program will be counted against WT suitability. Indication of ability to apply concepts and metaphors presented during the screening process will be counted towards WT suitability.

Confidentiality/ HIPPA laws apply fully to participants of this study. Researchers will be tasked with keeping daily written notes on participants in their charge. Researcher notes regarding participant behavior will be coded using inductive data analysis for the purpose of research and future program development. Demographic information will be collected at intake to assess outcome differences between subgroups. Other information collected includes the California Department of Corrections identification number, general history, and history of violence. All communications between therapeutic staff and clients, such as progress notes and verbal communications will be confidential except in the case of a) threat of harm to self, b) threat of harm to others, c) report of child/elder abuse. Confidentiality within group settings cannot be guaranteed due to the nature of the experience; however, trust and confidentiality amongst group participants will be strongly encouraged.

The results of this study will be used for research learning purposes and program development. Participants can get a copy of the research results when it is completed by email request. Personally identifying information and progress notes gathered will be destroyed after data is compiled, no more than two years following participation.

There are potential physical dangers inherent in some of the activities associated with this screening project, many associated with physical/emotional exertion. These include but are not limited to physical and/or psychological injury or illness related to uneven ground, activity heights >4 ft. above ground, inclement weather, insect stings, sunburn, equipment failure, acts of Nature, interpersonal

conflict between participants, and more. Staff/volunteer numbers, experience, licensing, and certifying qualifications were determined in effort to minimize these dangers. The physical health requirements of all parties were also prescribed as a safety measure.

Illness/infirmity that prevents program participation may result in medical discharge; this includes fever, vomiting, diarrhea, intolerable pain, and limited mobility. Transportation back to pre-program location will be arranged prior to announcing medical discharge. Minor injuries acquired from regular participation will be treated onsite by WFR/First Aid certified staff/volunteers. Local emergency departments will be contacted in the event of accident or injury resulting in the need for medical care beyond basic first aid. Any injury requiring staff/participant(s) to be transferred out of the program location will be directed to local emergency departments. Emergency contacts, including the department of probation/parole, will be contacted immediately by WTSP staff.

Termination from the program for any reason will be announced after transportation has been arranged from WTSP location. Interpersonal conflicts that arise during the course of the program may result in termination; this includes physical and verbal confrontation. This program will enforce a zero tolerance policy towards physical violence leading to injury. Prior to termination participants will have opportunity to participate in a group council for conflict resolution. The council will be facilitated by licensed behavioral health staff and include all WTSP participants. It has not been determined if correctional personnel will be on site

during the course of this program. Assuming that no correctional officers will be present, local law enforcement will be called in case of emergency; this includes leaving the WTSP site without permission and any harm or threat to one's self/others. Probation/parole agents will be notified immediately once emergency personnel are deemed necessary.

Environmental emergencies such as fire, flooding, and extreme weather will be handled in accordance to the situation. WTSP staff will transport/lead participants away from danger in as soon it is detected. Local emergency personnel will be contacted for further assistance, if needed. An evacuation that requires complete program abandonment will result in all parties returning to their pre-program location. Emergency contacts, including probation/parole agents, will be notified in the event any person(s) is evacuated from the WTSP premises.

Potential benefits of this screening program include team and individual skill development, increased self-control, greater self-awareness, improved sense of self-efficacy, and the satisfaction of being involved in a study that hopes to enhance substance abuse treatment for drug offenders in the future.

Logic Model					
	Inputs	Process	Outputs	Outcomes	Impact
Resources	Service Location (s) Transportation WTSP Handbook Course Materials Outdoor Gear/Food Staff Volunteers BCProbation/ Parole	- Staff training - Intake meetings with pretests - WTSP pilot study - WTP pilot study - Posttests - Follow- up at 6 mos. - Follow- up at 12 mos. - Compile recidivism data - Analyze and compile data for report	- Trained staff - 2 hrs. each intake - 10 days WTSP - 45-60 days WT - 1 hr. each posttest - 1 hr. each follow-up - 20 recidivism reports - Data analysis - Data report	-Development and implementation of both WTSP and WTP for NON-HRO. - Case study report on efficacy of WT with HRO.	-The addition of an alternative program in Butte County for reducing criminal recidivism -Reduced burden on current social/ treatment services -Ability to improve/expand services for HRO based on evidence -Reduced criminal recidivism in Butte County

Population	HRO	<ul style="list-style-type: none"> - Obtain medical clearance - Attend intake, WTSP, WTP, and follow-up meetings 	<ul style="list-style-type: none"> - Document of health - Completed participant data file - Program participation totaling 68 days 	<ul style="list-style-type: none"> - Increased motivation for change and internal locus of control. - Reduced maladaptive behaviors leading to recidivism 	
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Program Budget	Start-up Cost for Program & Research	Projected Annual Operational Cost to repeat program 4x/year
WTSP Service Location	2000	8000
WTSP/research Staff	35000	140000
WTSP Equipment/gear	20000	2000
WTSP Materials	2000	8000
WTSP Food	1800	7200
WTP (20 participants X 60 days)	120000	480000
Transportation (rental/contracted)	600	2400
Misc.	200	800
INSURANCE	1225	4900
Total	182,825	653,300

CHAPTER IV

The following screening program is the intended result of the body of research, experience, and guidance from professionals working in Outdoor Education, Substance Abuse, Mental Health, and Social Work.

**WILDERNESS THERAPY SCREENING
PROGRAM MANUAL
For Adjudicated Adults
With A History of Substance Abuse**



AUTHORS NOTE

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All of the activities described in this manual are standard in the field of Adventure Programming and Team Building. They have been adapted to suit the purposes of this program. Multiple versions of these activities can be found online and in other written manuals. There are reference manuals and websites listed in the bibliography for further information.

DEDICATION

This manual is dedicated to the still suffering addict and to all those comrades committed to the service of substance abuse recovery.



"You're braver than you believe, and stronger than you seem, and smarter than you think." –A.A. Milne

Preface

Wilderness Therapy is an option for treatment of substance abuse and other social/behavioral issues. It has been introduced for adult offenders in effort to reduce criminal recidivism linked to substance abuse. This manual was designed to ensure maximum safety, involvement, and positive growth of participants on their path to wilderness therapy.

The daily schedule and activities are meant as a guide to achieve each day's goals. At no time is this schedule meant to overpower the healing process: if a natural learning/healing opportunity presents itself in the course of an activity, leaders are expected to facilitate this process to the best of their ability. The experience should be logged for future reference, including missed, additional, or adapted activities.



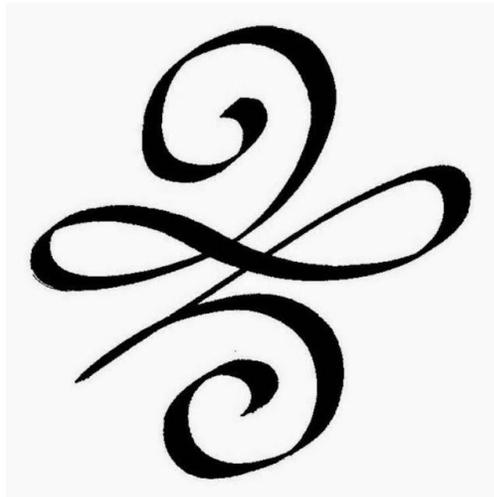
Mission

The mission of this program is to prepare adjudicated adults for the healing experience of Wilderness Therapy. This will be accomplished through intra and interpersonal challenges, group therapy, and purposeful reflection.



Purpose

The purpose of this program is to screen and prepare adjudicated adults for continuance into wilderness therapy. Areas screened include aggression, willingness to participate, and understanding/application of metaphor. It will also provide ability to observe and verify medical opinion of adequate physical health to embark on a 45-60 day backpacking trip. The program incorporates basic survival skills and therapeutic experiences into each day as orientation to wilderness therapy.



Program Goals

The ultimate goal of this program is to reduce recidivism of adjudicated adults through the experience of Wilderness Therapy.

ZERO TOLERANCE POLICY

This program has a zero tolerance policy in regards to

VIOLENCE

INTIMIDATION

WEAPONS

DRUG POSSESSION

DRUG USE

CONSENSUAL AND NONCONSENSUAL SEX

LEAVING PROGRAM PERIMETER WITHOUT PERMISSION

THEFT

PROPERTY DESTRUCTION

Violation of any/all of the above is grounds for immediate termination from the program. Each case will be mediated and action will be determined through evaluation by peers and facilitators in large group process. Transportation will be arranged prior to notice of termination. An incident report will be made whether or not a person is terminated; this may affect eligibility for continuance on to wilderness therapy.

TABLE OF CONTENTS

	PAGE
Authors Note	55
Preface	57
Mission Statement	58
Zero Tolerance Policy	60
Daily Schedule	64
Getting Acquainted.....	65
Communication & Strategy	66
Relationships & Working Together	67
Working Together & Trust	68
Trust	69
Challenge Yourself	72
Reflection	73
Wrap Up	74
Daily Activities & Meetings	75
Cook Groups and Meal Preparation.....	76
Morning Meditation	76
Agendas/Goals	76
12-Step Meeting	77
Talking Circle	77
Journal	78
Topic Discussion.....	80
Systems, Homeostasis, & People	81
The Story of Jumping Mouse.....	82

TABLE OF CONTENTS

	PAGE
Life Boat	83
Wheel of Life	85
Meditation/Reflection Meeting.....	86
Roots.....	87
Games & Activities.....	88
Introduction Name Toss	89
Line Up	90
All Aboard	92
Icebergs.....	94
Marble Track	95
Treasure Chest	96
Rope Swing Across Swamp.....	98
Asking for Help	100
Spider Web	101
Human Knot	102
The Point of This Game	103
Helium Stick.....	105
Balloon Balance.....	106
Cross the Line.....	108
Talk Behind Your Back	109
Silent Reflection.....	110
Back Pocket Activities	111
Low Ropes.....	112
Mohawk Walk.....	113
Wild Woozy.....	115
The Wall.....	117
High Ropes.....	118

TABLE OF CONTENTS

	PAGE
Climbing and Belaying.....	119
Giants Ladder.....	121
High V.....	123
Wilderness Preparedness	125
Bathroom Etiquette	126
Outdoor Cooking 101	127
Knots Training and Hanging Packs.....	129
Tents	131
Bibliography	133

WTSP Daily Schedule

DAY 1	GETTING ACQUAINTED
9:00 am	Sign-in, lodging, gear/clothing, and cook group assignment. Day bag includes journal, pencils, pocket notebook, schedule, overview of program, map, and information about spiritual medicine table (sage, bear root, stones, cross, etc.). Provision of snacks for later.
9:30	Welcome, brief introduction to staff and program, explanation of meals and morning meditation options.
10:30	Introduction Name Toss game including individual agendas/goals
11:30	Bathroom Etiquette Establishing kitchen norms and gear LUNCH: Outdoor Cooking 101
2:00	Hike out: Education/discussion about ecosystems (rodents, snakes, foxes, etc....) Group discussion about ecological systems, homeostasis, and people Hike Back
4:30	Group check-in (tag by name) on agendas and reflections on day
5:30	Meal preparation DINNER. Clean up. Reminder about morning meditation and breakfast times
7:00	12-Step Meeting, Step 1 Journaling: What does a safe community look like? Group Social Time (games and hand drums provided)
10:00	BED DOWN
10:30	LIGHTS OUT

DAY 2	COMMUNICATION AND STRATEGY
7:30 am	Morning Meditation
8:00	Meal preparation Breakfast and clean up
9:00	Participants set individual agendas/goals for the day Line Up (large group)
11:30	Meal preparation LUNCH and clean up. Provision of snacks for later Hike Out (15 min – strenuous) All Aboard (large group) Icebergs (large group)
3:45	Group check-in on agendas and reflections on day Hike Back
5:30	Meal preparation DINNER. Clean up. Announcements and Morning Reminders
7:00	The Story of Jumping Mouse Process Journaling: What is success and what do I need to succeed? Group Social Time (games and hand drums provided)
10:00	BED DOWN
10:30	LIGHTS OUT

DAY 3	RELATIONSHIPS AND WORKING TOGETHER
7:30 am	Morning Meditation
8:00	Meal preparation Breakfast and clean up
9:00	Participants set individual agendas/goals for the day Marble Track (large group)
11:30	Meal preparation LUNCH and clean up. Provision of snacks for later. Hike Out (15 min – strenuous) Knots Training and Hanging Packs (large group) Treasure Chest
4:00	Group check-in on agendas and reflections on day Hike Back
5:30	Meal preparation DINNER. Clean up. Announcements and Morning Reminders
7:00	Life Boat Activity (small group, large group) Journaling: What do I bring to relationships? Is there anything I can do that would improve my relationships? Group Social Time (games and hand drums provided)
10:00	BED DOWN
10:30	LIGHTS OUT

DAY 4	WORKING TOGETHER AND TRUST
7:30 am	Morning Meditation
8:00	Meal preparation Breakfast and clean up
9:00	Participants set individual agendas/goals for the day Rope Swing Across Swamp (large group)
11:30	Meal preparation LUNCH and clean up. Provision of snacks for later Hike Out (15 min – strenuous) Asking for Help (large group) Erecting Tents: Conventional, Unconventional, and Mixed supports
4:00	Group check-in on agendas and reflections on day Hike Back
5:30	Meal preparation DINNER. Clean up. Announcements and Morning Reminders
7:00	Wheel of Life Process Journaling: If I woke up tomorrow and my biggest life problem was miraculously fixed, how would I know? What clues would I notice telling me a miracle had happened? Group Social Time (games and hand drums provided)
10:00	BED DOWN
10:30	LIGHTS OUT

DAY 5	TRUST
7:30 am	Morning Meditation
8:00	Meal preparation (breakfast and prep lunch) Breakfast and clean up
	Participants set individual agendas/goals for the day Spider Web (large group) Hike Out (<30 min) Intro to climbing gear Climbing & Belaying
12:30 pm	LUNCH on location. Clean up. Talking Circle Climbing & Belaying
4:00	Group check-in on agendas and reflections on day Hike Back
5:30	Meal preparation DINNER. Clean up. Announcements and Morning Reminders
7:00	Meditation/Reflection Meeting Process Journaling: Who are my life spotters? What kind of life spotter am I? Group Social Time (games and hand drums provided)
10:00	BED DOWN
10:30	LIGHTS OUT

DAY 6	TRUST
7:30 am	Morning Meditation
8:00	Meal preparation (breakfast and prep lunch) Breakfast and clean up
9:00	Participants set individual agendas/goals for the day Hike Out (<30 min) Human Knot Mohawk Walk (large group) Wild Woozy (pairs, large group)
12:30 pm	LUNCH on location. Clean up.
1:00	12-Step Meeting, Just For Today
3:00	The Wall (large group)
4:00	Group check-in on agendas and reflections on day Hike Back
5:30	Meal preparation DINNER. Clean up. Announcements and Morning Reminders
7:00	Roots Process Journaling: What are my goals for the future and what strengths do I possess that will help me achieve those goals? Group Social Time (games and hand drums provided)
10:00	BED DOWN
10:30	LIGHTS OUT

DAY 7	TRUST
7:30 am	Morning Meditation
8:00	Meal preparation (breakfast and prep lunch) Breakfast and clean up
9:00	Participants set individual agendas/goals for the day Hike Out (<30 min) The Point of This Game (pairs) Refresh Climbing Safety Giants Ladder (threes, large group)
12:00 pm	LUNCH on Location. Clean up. Group check-in Giants Ladder (threes, large group)
4:00	Group check-in on agendas and reflections on day Hike Back (<30 min)
5:30	Meal preparation DINNER Announcements and Morning Reminders
7:00	Process Group: Fear Journaling: What if anything is holding me back in life? Explain Group Social Time (games and hand drums provided)
10:00	BED DOWN
10:30	LIGHTS OUT

DAY 8	CHALLENGE YOURSELF TO GO FURTHER
7:30 am	Morning Meditation
8:00	Meal preparation Breakfast and clean up
9:30	Participants set individual agendas/goals for the day Helium stick Balloon Balance
11:30	Meal preparation
12:00 pm	LUNCH and clean up. Provision of snacks for later Cross the Line (Large Group) High V (Pairs)
4:00	Group check-in on agendas and reflections on day
5:30	Meal preparation DINNER Announcements and Morning Reminders
7:00	Talking Circle: Closure Journaling: When I leave here I'm going to.....? Group Social Time (games and hand drums provided)
10:00	BED DOWN
10:30	LIGHTS OUT

DAY 9	REFLECTION
7:30 am	Morning Meditation
8:00	Meal preparation Breakfast and prepare sack lunch
	Reminder that tonight is the potluck and cook groups are encouraged to bring their best dishes to share with the group
9:30	Participants set individual agendas/goals for the day Talk Behind Your Back (start)
	Hike out Silent Reflection (start)
	LUNCH on your own.
3:00	Hike Back Silent Reflection (finish)
4:30	Meal Preparation Final Feast Pot Luck Pack and prepare for return home
7:00	Talking Circle: three things that I will carry with me from this experience Journal: open Group Social Time (games and hand drums provided)
10:00	BED DOWN
10:30	LIGHTS OUT

DAY 10 WRAP UP

7:30 am Morning Meditation

8:00 Meal preparation
Breakfast, lunch preparation, and clean up

Finish packing and return gear

10:00 Talk Behind Your Back (finish)

Closing group: Talking Circle – Honoring all, Honoring Self

11:00 Travel Home

Daily Activities/Meetings

Cook Groups and Meal Preparation

All participants and staff are responsible for preparing meals within a cook group. Each cook group consists of 1 staff member and 2-3 participants. Food preparation and clean-up responsibilities are shared by the entire group. All cook groups will be given an equal amount of food to ration for the duration of the program. Unwanted food items may be traded to other groups following Outdoor Cooking 101. Each group should come to consensus about items they want to trade. Trading will take place in a large group circle. Any trading done after the first day must be facilitated by staff members. Coercion will not be tolerated.

Morning Meditation

Participants and staff are encouraged to spend time doing some form of activity that prepares them mentally and spiritually for the day ahead. This may include silent reading, reflection, prayer, solitude, smudging, and/or any other activity that promotes peace of mind and spiritual wellness. Items to facilitate this activity should be readily available for use by all who need them, including bibles, rosaries, meditation/affirmation books, stones, sage, and bear root.

Agendas/Goals

This is a group process whereby individuals are tasked with identifying a specific characteristic within themselves that they want to work on over the course of the day. Examples of characteristics to work on include shyness, talking over people, level of participation, communication, etc... Group members may enlist the help of their peers to identify possible areas to work on. Once an individual has identified

their agenda/goal for the day, specific tasks are created that assist in achieving their desired goals. Tasks may include asking others for their opinion, agreeing to think before responding, genuinely praising others for their strengths, helping others only when asked, volunteering to go first, etc. Agendas, goals, and tasks are unique to individual needs and desires; they should not be prescribed.

12-Step Meeting

The format of this meeting will follow meeting guidelines outlined in chapter two of *Narcotics Anonymous Twelve Steps and Twelve Traditions* (p. 9-11). This is the basic text of Narcotics Anonymous. A staff member familiar with the narcotics anonymous preamble will be the secretary for these meetings. Preamble literature should be read from the basic text by participants who volunteer for that service. The topic discussion meeting will address step one. The meditation meeting will be individuals' reflections on the meditation that coincides with the date in the Narcotics Anonymous book *Just For Today*.

Talking Circle

This activity takes place in large circle group using a talking stick/feather. The facilitator instructs participants about the format and topic before beginning the circle. Sharing should be limited to 3-5 minutes allowing all people the opportunity to speak. The ceremonial nature of this activity denotes that all present honor the spirit of the group and the ancestors of those present by not breaking the circle once made or speaking out of turn. The talking stick/feather is passed around in a clockwise direction. If a person chooses to pass, they may do so by honoring their ancestors with the phrase *All My Relations*, then passing the talking stick/feather to

the next person. The stick/feather may be passed more than once if time permits. Only the person holding the talking stick/feather may speak. This ensures only one participant speaks at a time. No one is expected to have any answers or offer any advice. Sharing should be from the heart about one's own feelings, thoughts, and experience; talking about others is not acceptable. All those not speaking are intended to listen without interruption or distraction.

Journaling

Activities and experiences from each day of the WTSP are intended to provoke self-reflection. At the end of each day, participants will respond to specific journal questions that relate to the day's theme. This is a writing exercise; however, the option for audio journaling will be available for all. The following is list of journal questions for each day.

Day 1. Dream Big: What does a safe community look like?

Day 2. What is success and what do I need to succeed? What are some barriers?

Day 3. What do I bring to relationships? Is there anything I can do that would improve my relationships?

Day 4. If I woke up tomorrow and my biggest life problem was miraculously fixed, how would I know? What clues would I notice telling me a miracle had happened?

Day 5. Who are my life spotters? What kind of life spotter am I?

Journaling (continued)

Day 6. What are my goals for the future and what strengths do I possess that will help me achieve those goals?

Day 7. What if anything is holding me back in life? Explain

Day 8. When I leave here, I am going to.....?

Day 9. Journal: open

Topic Discussion

Systems, Homeostasis, & People

Facilitators are expected to have viewed and discussed the references for this discussion prior to this activity. During the hike that accompanies this discussion, facilitators will introduce the topic of systems ecology, engaging participants to make their own reflections. Examples of ecological systems existing along the hike should be incorporated into discussion wherever possible. This discussion is meant to be open and inclusive, inviting participants to interpret information in relation to their personal experiences.

Systems Ecology refers to the fact that all things function in relation to variables within their environment (Griscom, 2015). In nature, this is obvious when we look at how the removal of any variable affects the whole. A good example is how wolves change rivers (National Geographic, 2015). Systems theory is the belief that people function in relation to variables within their environments; including relationships, culture, laws, resources, etc. Homeostasis refers to how variables within a system work together to maintain consistency, or normalcy. Reflecting on family systems, we often find people's roles remain consistent for long periods. A niche is the specific role a variable has within the system. For example, the caretaker, the breadwinner, the troublemaker, the perfect one, etc. When one of these people stops performing as usual, conflict arises within the system as people attempt to recover homeostasis.

The Story of Jumping Mouse

Participants will have the option to share in the reading or listen to The Story of Jumping Mouse (Stone, n.d.). This is a story about a mouse's journey to find his self. Along the way, he meets others who influence his choices in various ways. Mouse finds in himself compassion, generosity, perseverance, and faith. Once the story is read, facilitators open group reflections relating the story back to thoughts, feelings, and life experiences. The story is a Native American folk tale that has many versions. A non-copyrighted version of the story was adapted for this program. It is printed in Appendix D.

Life Boat

Purpose: Discover how emotions affect the success of our negotiations

Participants: small groups

Materials needed: List of people in a yacht (Ex-convict, Pregnant IV drug user, Pregnant woman, Toddler, Teenage boy, Female Doctor, Male doctor, Shaman, Priest, Minister, Rabbi, Public defender, District attorney, Police officer, Democratic senator, Republican senator, CEO of major corporation, Elderly woman, Elderly man, Therapist, Outdoor survivalist, Preschool teacher)

Instructions: Give the team or teams a list people who are on a yacht. Tell them that the yacht developed a leak and is sinking fast. There is only one lifeboat and it will accommodate only 9 people — not one more can fit and there are no more lifeboats or life jackets.

The group must then come to an agreement as to which of people gets to go in the lifeboat and be saved. However, they must also *list those they save in order of importance* — because if they run out of food and water the “less important people” will have to be dumped overboard.

Give them 6 -10 minutes to work out the problem; long enough to debate but short enough to be pressed for time.

The discussion afterward should be in depth and include everyone on all teams.

Life Boat (cont.)

Follow-up questions:

- What problems did you experience?
- How did you resolve these issues?
- Was it the best way?
- How else could you have resolved your differences?
- Why did these problems occur in the first place?

Then...

- How does this exercise reflect your day-to-day relationships?
- What are the similarities between what you just experienced and real world negotiations?

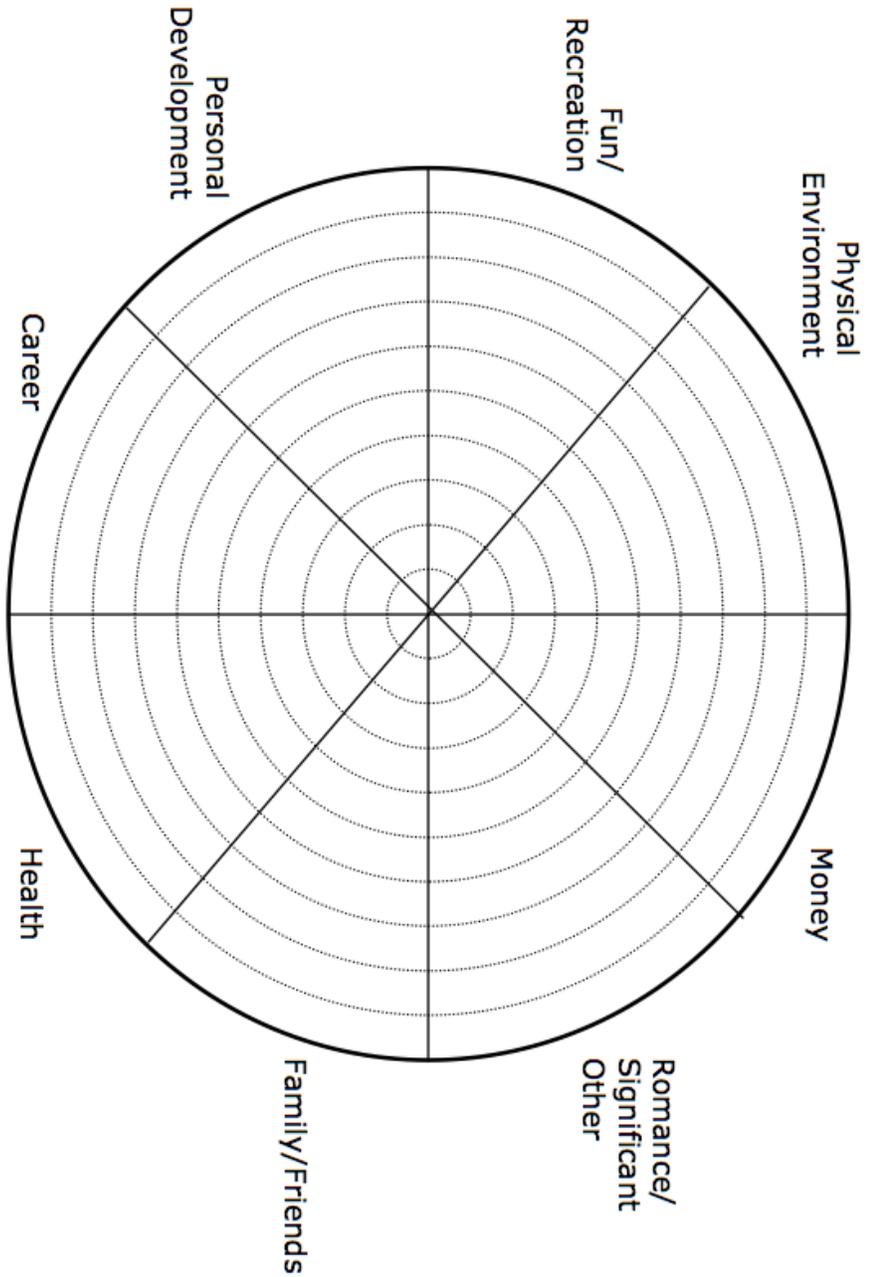
After fully exploring these questions, ask your team — or teams — to reconvene. This time they will list three things they would do differently now that they have had this discussion. *This follow-up exercise is not about the lifeboat or anyone on it* — it is about the process of negotiation.

Desired outcome:

The critical take away here is that negotiation often fails because each participant wants to get his or her way. A better method may be to learn the needs and intents of others first. Understanding fosters a spirit of cooperation and therefore agreement.

Wheel of Life

To be completed referencing time before program entry. Process in large group.



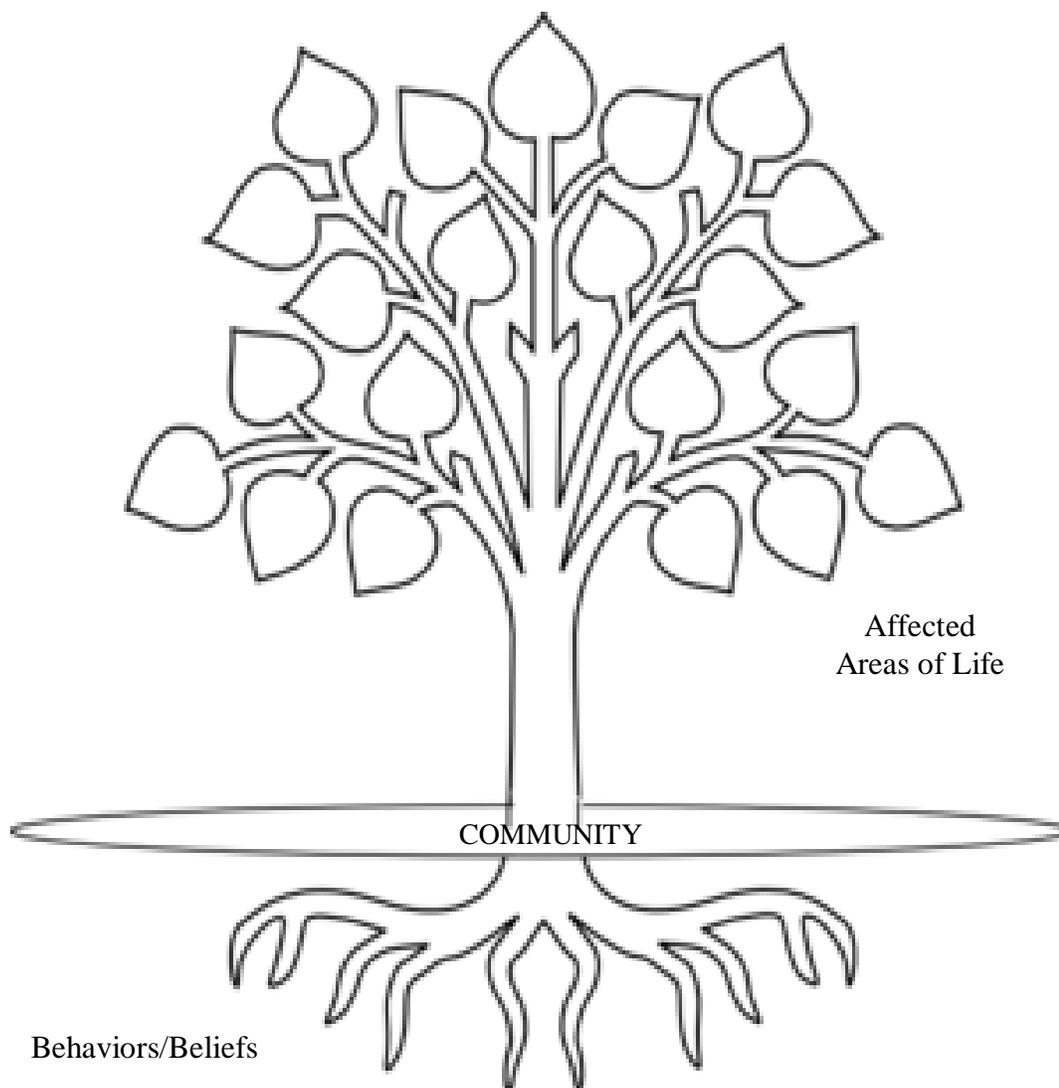
On a scale of 1-10, how fulfilled are you in each of these areas?
What would a fulfilling life look like in each area?

Meditation/Reflection Meeting

This meeting will begin by inviting a volunteer to choose a meditation/ reflection book to read from. The reading may be chosen at random in correlation to the date, or selected by topic. After the reading, participants are informed the meeting is open for reflection and invited to speak out on the reading.

Roots

This is a two-part discussion that **requires pencils, markers, crayons, and the picture (enlarged and printed on both sides of paper)**. For *Part One*, have participants fill in the three areas of the tree with descriptions pertaining to their criminality/addiction. Then have participants flip paper over and do the same thing pertaining to wellness/recovery. *Part Two* is a Talking Circle about reflections on the activity.



Games & Activities

Introduction Name Toss**Time required 45 minutes****Materials needed:** Ball of yarn

The objective is to learn one another's names and goals in an active manner and provide opportunity for reflection and feedback. Staff/volunteers not facilitating or observing are expected to participate.

Instructions:

- 1) Have everyone sit in a circle.
- 2) Instruct participants to
 - a) State your name
 - b) Identify one goal you would like to accomplish in this program
 - c) Wrap a piece of the yarn around your wrist
 - d) Toss the ball to someone else.
 - e) Listen closely to each person and think of ways that you might help that person reach their goal.
- 3) Facilitator begins, wraps yarn around wrist, and then tosses the ball to a participant. As the ball crisscrosses the circle, a web is formed.

Process:

Point out that the group is a unit. A team; our words and actions truly touch one another even though we may see ourselves as separate or different. Our willingness to stay connected makes the web strong like a trampoline and allows us to bounce off ideas without breaking up the group.

Invite discussion about how we can help each other achieve individual goals.

Line Up**Time Required 40 minutes**

Materials needed: None. To increase difficulty may use log or other prop that requires balance

Instructions: Participants are told to line up in alphabetical order. Staff/volunteers not facilitating or observing are expected to participate.

Then line up according to day of birth.

Then line up according to how many books you read in the last year

Discussion: Favorite book/author

Then line up according to age of fondest memory, youngest to oldest.

Discussion: What made this time special?

Then line up according to how much you fear death,

Beginning = not at all and Ending = I think about it all the time

Discussion: What is one thing on your bucket list?

Then line up according to how much you liked this activity,

0 = hated it and 10 = loved it. Be Honest!

Discussion: what made influenced your rating?

Variation: Make this challenge silent to increase difficulty.

Line up (continued)

“Studies show that people become closer when they share emotion and experiences. So, if you guys love this exercise, then I’ve done my job because you’ve become closer over the activity. If you guys hated this exercise, I’ve still done my job because you’ve become closer together over all hating me for making you do it (Andrew Tarvin, 2010)”.

All Aboard**Time required 30 minutes****Materials needed:** 1-2 large tarp(s) or blanket(s)

Instructions: Explain to the *Team* that because the ground is so cold/damp, you have provided a nice cozy blanket/barrier for them to stand on. Staff/volunteers not facilitating or observing are expected to participate.

Spread the blanket/tarp on the ground. Ask the whole group to get on it so that no appendages are touching the ground. Once the Team successfully completes standing on the blanket/tarp, advise them that you've received a report that another group (or some fictitious people in need "down the way") needs half of their blanket to keep their feet warm, too.

Ask them to get off and fold blanket in half. Repeat the above process as many times as possible.

The goal of this challenge is to get a *Team* of twelve to sixteen people on a two-foot square platform without anyone touching the ground. Each person must have both feet off the ground. *Everyone in the Team must remain on the platform for at least 10 seconds.* Participants cannot lay on top of each other, forming a dog pile, as a solution to this activity. **SAFETY:** If a participant loses balance, they are to let go and step back so as not to pull others on top of them.

Variations: Break group into opposing teams.

Require that all communications begin by saying the name of the person you are speaking to.

All aboard (continued)

Process: Reactions, What worked? What didn't work? What did you notice about yourself or your *Team*?

Icebergs**Time required 1 hour****Materials needed:** carpet squares, 20' rope or heavy-duty tape, large outdoor space

Instructions: All *players* are given a carpet square. An area is marked off as the designated island. Players are instructed to place their carpet tiles in random locations on the ground a minimum of 3' apart from each other. Then players must stand on their squares. Staff/volunteers not facilitating or observing are expected to participate.

Storyline: Players are told they are standing on icebergs. They must get to the island (several feet away) before their icebergs melt. The water is shark infested. They are not allowed to step into the water or onto objects floating in water. An Iceberg cannot move if someone is standing on it. *If any player lands both feet into the water an iceberg melts and is removed from the water.*

If asked for clarification: Players can use anything lying in water or on their person to help.

Variations: Remove ability to speak if both feet land in water or at random.

Designate a leader who directs from the island.

All players must make it onto the island.

Process: Reactions to exercise. What was challenging for you? What worked? Did it feel like you worked together as a team?

Marble Track**Time required 1 hour**

Materials needed: 2 buckets/bowls, Marbles, and 12” PVC pipes, Scrabble© tile holders, or paper towel tubes.

Instructions: The task is for the *Team* to transport marbles from one bucket to the other adhering to the following parameters:

1. Each *Team Member* must have a track piece in hand at all times.
2. Marbles must only be transported on the track and should never be touched or manipulated in any way while en route.
3. If a marble is dropped, touched, or manipulated at any time it must begin travel at the starting point. *Take 5 minutes to discuss strategy before trying again.*

Staff/volunteers not facilitating or observing are expected to participate.

Process: Reflections. What worked? What didn't work? Did any team leaders emerge? What are the characteristics of leadership? Observations about communication and participation. What did you learn about your team? About yourself? Did anything surprise during/about this activity?

Treasure Chest**Time required 1.5 hours**

Materials needed: Carpet squares numbered 1-30, paracord, bells, heavy-duty duct tape, ice chest filled with goodies, rope.

Storyline: It is your task to get the treasure from an evil fortress. Your *Team* must make it through the security controls and mechanisms. We only have an hour to complete the task. The watchman does his rounds and checks everything after every hour on the hour.

Station 1: Code breaker

The numbered carpet tiles are spread out around a designated area out of sight from base. The *Team* has time to look at the numbers and think of strategy how they can remember the position of the numbers. The *Team* must now return to base. The squares are all turned over. Only one player is allowed into area at one time. They must find the number 1, the next player the number 2 and so on. Should the *Team* make a mistake, they must start again from the beginning.

Station 2: Laser safety

The *Team* must now make it through the laser security system. This is comprised of paracord strung between trees at different heights, with varying spaces, forming a laser corridor. Bells are connected to paracord sections to alert if the paracord is touched. If the paracord is touched, the player must place one hand in a pocket, which cannot be used from now on. Should a player touch a paracord twice (both hands go in pockets), and then touches the rope a third time, another *Team* member

Treasure Chest (continued):

must put a hand in their pocket. If the same player touches a cord a fourth time, 2 other *Teammates* must put a hand in a pocket and so on.

Station 3: Ground safety

A treasure chest is in the middle of a moat, sectioned off with duct tape, around the treasure chest. The moat cannot be entered. The *Team* must plan a strategy how to steal the treasure only using a rope.

Should the group manage this task, they keep the treasure!

(gold chocolate coins, various candy minis, and cold beverages)

Process: Reflections. What worked? What didn't work? Did any leaders emerge or step back? Observations about leadership, communication, and participation. Would you do anything different if you had to do it again? What did you learn about your team? About yourself? How can you apply what you have learned so far to your life when you leave here?

Rope Swing Across Swamp**Time required 40 minutes**

Materials needed: 9.5-11 mm (single) climbing rope secured to a sturdy tree branch or fixed cable. The rope must be long enough to reach 3' into both side of the swamp. A 10 - 15' area beneath the rope swing marked off with heavy-duty duct tape. 2 large hula-hoops placed 4' apart from each other.

Instructions: Explain spotting techniques (see appendix E)¹. Inform participants that all must make it across the alligator infested swamp. There are two safe places to land (hula-hoops) on the other side. The only way to get across safely is to use the rope hanging from the middle. You can use any items lying about or on your person to retrieve the rope. Staff/volunteers not facilitating or observing are expected to participate.

- Nobody can sacrifice himself or herself to retrieve the rope.
- If somebody falls into the swamp, the whole team must start over.
- The rope cannot be tied to anyone.
- Once across, *with your feet on the ground*, you may not move out of your safety zone.

¹ From Challenge Course Manual (p. 19), By B. Herland and S. Ortiz, 2012, Delavan, Wisconsin: Delavan-Darien School District. Copyright (2002) by Association for Challenge Course Technology. Adapted with permission.

Rope Swing Across Swamp (continued):

If asked for help, the team can be informed that a single knot may be tied into the rope, but once it is tied, it cannot be untied and moved.

Variations: Everyone must be silent to avoid waking the alligators

Everyone must return to the other side because they left their lunch

Process: Reflection. What was most challenging for you? What, if any concerns did you have with this activity? Observations about teamwork. How easy was it to trust yourself and your team? What could you have done different?

Asking for Help**Time required 1.5 hours**

Materials needed: Paracord/rope looped around trees to form a large maze with no beginning/end. Blindfolds!

Instructions: All participants are told that this exercise requires them to be blindfolded and that they will be escorted by facilitators to the maze within view, a short distance away. The object of the activity is for you and your teammates to make it out of the maze. *If at any time you need help, raise your hand and a facilitator will help you.* Participants are then blindfolded and led to the maze; both hands placed on a section of rope/cord at least 10' from other participants and facing various directions.

If a participant raises their hand for help, a facilitator (or previously helped teammate) quietly helps the participant by removing their hands from the maze and escorting them away. Once removed from the maze the participant is told to remain quiet and the blindfold is lifted. The maze continues until all teammates are helped out of the maze.

Process: Reflections. What did you learn about yourself? How does this activity relate to experiences in your daily life?

Spider Web**Time required 1 hour**

Materials needed: Prefabricated web hung between two trees/poles with the top reaching height of about 6'. Clothes pins.

Instructions: Review spotting techniques (see appendix E). Participants are informed that their expedition team has encountered a giant spider that lives above the web. The team must make it *through* the web without alerting her, so as not to be eaten! . Staff/volunteers not facilitating or observing are expected to participate.

- Touching the web will alert the spider forcing team to start over
- Once a hole is used, it cannot be re-used (tag with clothespin).
- Spotters must be on both sides of web when lifting teammates.
- Teammates lifted head first must be facing up.
- At least 2 spotters are required on the opposite side for lifting.
- All teammates not being lifted **MUST** be spotting at all times even if not touching their teammate.

Process: Reflection on touching, trust, body issues, boundaries, and individual control. What worked? What didn't work? Observations on planning and leadership. What made it easy/difficult to trust being lifted?

Human Knot

Time required 30 minutes

Materials needed: None

Instructions: All participants stand in a tight circle and clasp hands with two other people in the group. No one should be holding hands with the person next to them. The task is for the team to unravel the resulting human knot without letting go of hands. Staff/volunteers not facilitating or observing are expected to participate.

Variations: Break the group into two teams and have a timed competition

Require the activity be done in silence

Process: Reflections including touching and boundaries. What worked? What didn't work? Observations about teamwork and communication.

The Point of This Game (Tamblyn & Weiss, 2000) Time required 15 minutes

Materials needed: None

Instructions: Begin by miming that a box is held in your hands. Inform the group that you are holding a box that does not exist and ask, with a serious expression, if they can see it. Look for agreement. Then, ask one “How big is it?” No matter what the answer, say, “That's right. Everyone agree?” [Comedy note: if the participant said the box was either very large or very small, adjust yourself physically to look like someone holding a box of that size.] Inform the group that it is a magic box and in a moment, they will be surprised to find that half of them have just such a box right in front of them. State, “Let's see which of you do.” [Mime tossing the box away, and begin the game]. Staff/volunteers not facilitating or observing are expected to participate.

1. Divide the group into pairs of A's and B's. Person A will hold out the "box" for Person B and say, *"Hello, Partner, tell me what funny things are in this box?"*
2. Person B must immediately reach in and pull out an imaginary object, and name it. THERE ARE NO WRONG ANSWERS, BUT IT MUST BE FUNNY. Person B must keep drawing funny things out of the box one after the other, as quickly as possible until unable to come up with anything else. When this happens, Person B should stop at once, and wait for the rest of the group to quit.

Point of This Game (continued)

3. Once the group is quiet instruct B's to take the box out of Person A's hands and *sweetly say, "Your turn."* Now, Person A pulls witty, hilarious things out of the box, as quickly as possible, until unable to go on. Stop and wait for the group to quiet. Get a drink if desired.
4. Now, Person A again holds out the box to the partner but this time says, *"Hello partner. What boring and unfunny things are in this box?"* Repeat the process with each partner naming items until unable to go on

Process: Reflections. What differences did you notice between when you were trying to be funny, and when you were trying to be unfunny? Which round was easier? What was it like when the pressure was on to be funny? What is it like to be in front of a group with the same internal pressure to be funny or cool? How might this affect your performance? How can others help to lessen the internal pressure to perform?

Helium Stick**Time required 40 minutes****Materials needed:** Tent pole

Instructions: Have participants line up in two rows facing each other, with their palms up and hand to hand. Place the pole across the line of hands telling participant to allow it to rest there. Now have everyone fold all but one finger of each hand in, so they are pointing at each other, while still allowing the stick to rest across their fingers.

Inform participants that the tent pole is filled with helium. Their task is to lower the stick to the ground *without losing contact with any of the fingers*.

Facilitators and teammates must be watchful to make sure all fingers are touching the stick at all times. If any participant loses contact with the stick, STOP THE ACTIVITY. Allow the team to discuss strategy for 1 minute. Then, start over from the beginning. Repeating the process until the task is complete.

Process: Reflection. How well did you cope with this activity, individually and as a team? What ideas were heard/tried? Did everyone feel heard when discussing strategy? What had to happen for the team to succeed? What other situations resemble this process? What did you learn about yourself?

Balloon Balance**Time required 40 minutes****Materials needed:** Tarp, 2-3 balloons per person, permanent markers

Instructions: Lay the folded tarp out on the ground, with large enough area for a person to lay with arms and legs stretched out. Have each person inflate a balloon. Then have them use markers to *write their name* on the balloon. Next, have participants write on the balloon *one thing that they do to support their teammates*. Staff/volunteers not facilitating or observing are expected to participate.

Ask for a volunteer who is willing to take a risk by lying down on the supporting balloons of their teammates. Any risk-takers?

The task is for the team to float their teammate on a bed of their supporting balloons and *hold the position for 15 seconds*. The team can help position their risk-taker on the balloons but *the time does not start until all team members move back from their risk-taker*. Have team members count down the seconds after all have moved back. No team member can touch the balloons once the count starts.

Give the team 5 minutes to strategize and five minutes to float their risk-taker.

Repeat if necessary. Replace popped balloons as needed.

Once the challenge is successful, allow another volunteer to take the risk if time permits.

Balloon Balance (continued)

Process: Reflections. What did you write on your balloon? How did you feel about doing this activity? How did you succeed? Did everyone feel heard when discussing strategy? How does activity apply to other areas of teamwork? To life?

Cross the Line**Time required 1.5 hours**

Materials needed: An imaginary line marked off on the ground as a point of reference. THE FULL PRINTED INSTRUCTIONS (See Appendix F).²

Instructions: Select one facilitator for this activity and three observers. All remaining staff/volunteers should participate in the exercise. The facilitator should carefully read the full instructions before leading the group to a peaceful location. Enlist participants to create an area on the ground that is divided in half by some notable marker.

The facilitator should begin the exercise, adhering to the printed instructions (see Appendix F)

² This activity was adapted from FireStarter Youth Power Curriculum: Participant Guidebook by A. Fletcher, (2002). Olympia, WA: Freechild Project. It originally came from presentations done at Stanford University around 1985 by Isoki Femi and Linda Gonzales csp).

Talk Behind Your Back**Time required 2 days**

Materials needed: Polaroid camera and film, construction paper, clear contact paper, fine tip permanent markers, large flat surface (wall/table), and tape

Instructions: Take pictures of all participants/staff/volunteers and tape each picture to a sheet of construction paper. Tape the sheets of construction paper to the flat surface. Instruct participants that over the course of the day they are to write something positive on each person's picture paper. Give participants 5 minutes to browse the pictures and write anything that comes to mind immediately.

At the end of the day, facilitators collect all of the papers and write something positive on each. Completed picture papers are then sealed with contact paper.

On the following day, picture papers are handed out to their owners to look at.

Process: Reflections and sharing. What was it like to do this activity? Any surprises?

Silent Reflection**Time required 7 hours**

Materials needed: Journals, note pad, pencils, snacks and lunch, water bottles, time devices, toiletries.

Instructions: Participants are led from the base location to a large landscape where visibility is clear and perimeters are easily identified. A sitting area is chosen for introduction of the activity. All are reminded that this is the last full day of the program and they will be going home in the morning. Facilitators inform the group that they will spend the next several hours on their own. During this time, no one is to communicate with another human being. The time should be spent in complete silence. The purpose of this activity is reflection.

Perimeters are clearly defined for the group and participants are instructed they can go anywhere within the perimeter that they wish. Lunch will be eaten alone. All are encouraged to journal, draw, write, and reflect on their experiences. The time devices will alert participants when it is time to return to the sitting area. The trip back to the base location is included in this activity and silence is still required.

Staff/volunteers will be randomly assigned to perimeter locations, however they are not to communicate with participants during this time, nor interrupt participant activities unless there is a clear safety concern.

Upon return to base location, talking will be allowed but is not mandatory.

Participants are dispersed to begin potluck preparations.

Back Pocket Activities**Time required varies****Materials:** None**Instructions:** Occasionally, participants may complete a task sooner than expected.

Facilitators should all be prepared with various activity ideas that can be implemented in case of extra time. These activities do not have to accomplish a specific purpose outside of team building and group cohesion. Processing of back pocket activities should be minimal and focus on reflections about the process.

Resources for various team-building exercises can be found online and in the bibliography section of this manual (see Appendix G). Facilitators are encouraged to locate and practice team-building activities that match their personal style and energy.

Low Ropes

Mohawk Walk**Time required 1 hour**

Materials needed: Three 15' foot cables affixed taught between posts/trees in a zigzag pattern, approximately 2' above the ground. In the absence of a fixed setup, slacklines may be used. One teddy bear tied loosely at eye level to middle post/tree with parachute cord.

Instructions: Inform the team that the teddy bear is being held captive across a deep ravine by a dragon that plans to eat him. The dragon lives in the ravine but is currently out flying (pointing in the opposite direction) and who knows how hungry she is. She usually flies for about 30 minutes. There is only way to save the bear, and the team. They must walk across the lines above the ravine, retrieve the bear, and get the whole group to safety on the other side. The whole group has to make it across the ravine in order to complete the mission and survive. Give the team 5 minutes to strategize. Staff/volunteers not facilitating or observing are expected to participate.

CAUTION: If a person feels like they are going to fall, THEY SHOULD LET GO and step to the ground so as not to injure themselves or their teammates.

All team members have four lives. If a person falls, that person has to start over from the beginning.

Variation: If a person falls off the line, the whole team must start over. Give the whole team 2 minutes to strategize between each attempt.

Process: Reflections. What was challenging about this activity? What had to happen for the team to succeed? If you lost all your lives, what was it like to see your teammates succeed without you? If you had to leave your teammates behind, what was it like? How might this activity resemble situations in real life? How would you have preferred to manage the issue of fallen teammates? Pros and cons of doing it different?

Wild Woozy**Time required 1 hour**

Materials needed: Two 35' foot cables affixed taught between posts/trees in a V about 8' apart at its widest section and approximately 2' above the ground. In the absence of fixed cables, slacklines may be used.

Instructions: Inform the team that the bridge has collapsed leaving just the cables. In order to make it safely across they must pair up and trust their partners to help them balance to cross using the bridge cables. The technique for this is to use your weight to counter balance against your teammate. The pair must start by balancing one person on each cable, facing each other (use post/tree to start). Once balanced, agree to start. Then carefully lean into each other, palm to palm. Once you have your balance, check with you partner if it is ok to start. When the pair is ready, they can begin making their way across. Repeat the exercise until all participants have made it across the bridge. Staff/volunteers not facilitating or observing are expected to participate.

CAUTION: Two spotters should be standing in the center of the V, one in front and one behind the pair, ready to support the pair stepping down. There should also be a spotter behind each person in case of falling backward. If a person feels like they are going to fall, they should call out FALLING and attempt to step forward to the ground.

If the pair decides to step forward, they should agree to do so at the same time with the support of their spotters and each other, and then step forward.

Process: Reflections. What was challenging about this activity? What had to happen for you to succeed? How were your expectations different from your experience? How might this activity resemble situations in real life? What would you have done different? Pros and cons of doing it different?

The Wall**Time required 1 hour**

Materials needed: A prefabricated 10' -14' smooth wall constructed with a ladder and a platform large enough to hold four people on the opposite side.

Intructions: This activity requires participants to assist each other over the wall without the use of any other materials. All participants must go over the wall in order to complete the task. Staff/volunteers not facilitating or observing are expected to participate.

Facilitator should stress the importance of real and perceived **SAFETY FIRST**. As participants are being helped over the wall, helpers should be listening and conscious of that persons safety needs. At any time, a participant may yell **HALT**, at which time the helpers are to stop what they are doing and find out what their teammate needs.

Spotters should gather around the helpers in a half circle, at least two people deep. Once four people are on the platform, one should step down and join the spotters.

Lifters **DO NOT** place your entire rib cage over the wall when lifting. No ones' head should ever be below their waist during this activity.

Processing: Reflections. What was challenging about this activity? What had to happen for you to succeed? How were your expectations different from your experience? How might this activity resemble situations in real life? What would you have done different? Pros and cons of doing it different?

High Ropes

Climbing and Belaying**Time required 3 hours**

Materials needed: Natural/Prefabricated climbing wall with a top anchor of 30' – 40', anchors, and colored tape for wall set up, tarp, nine climbing harnesses, six belay devices, eighteen locking carabiners, three 60m lengths of 10 mm – 11 mm single rope for climbing, six helmets, climbing shoes, chalk, and three chalk bags. Knot practice ropes.

Instructions: While the rest of the group is being introduced to gear, 2 qualified staff/volunteers fit three top anchors with rope.

Lay out all gear on tarp. Educate participants on every piece of gear using another facilitator to demonstrate purpose, proper use, common mistakes, and potential repercussions; this includes demonstration on how to tie a Double Figure 8 knot. Have all participants practice tying the Double Figure 8 a few times.

After wall is set for climbing and DOUBLE CHECKED by a qualified staff member, lead participants to wall for demonstration of basic climbing techniques, course identification, belaying, and safety commands.

- **Climber: "ON BELAY?"**
- **Belayer: "BELAY ON."**
- **Climber: "CLIMBING."**
- **Belayer: "CLIMB ON." or "CLIMB AWAY."**
- **Climber: "FALLING!"**

Climbing and Belaying (continued)

Have six participant volunteers suit up in harnesses, shoes, and helmets, then attach to rope; three climbers and three belayers. Suit up three climbers/belayers in waiting.

Have all participants do safety checks on suited individuals. **DOUBLE CHECK.**

Encourage climbers to climb using set courses or choosing their own. Anyone not climbing/belaying should be watching and encouraging their teammates.

QUALIFIED STAFF/VOLUNTEERS WILL DO BACK UP BELAY FOR ALL BELAYERS.

Climbing and Belaying (continued)

Rotate climbers and belayers on periodically or on request, ensuring all have participated in both activities.

Process: Reflections. What was challenging about this activity? How were your expectations different from your experience? Describe some feelings about this.

Which position did you like most; climbing or belying? Why? What would you have done different? What strengths did you see in your teammates? How might this activity resemble situations in real life?

Two qualified staff/volunteers deconstruct climbing area and put away gear during while others facilitate processing.

Giants Ladder**Time required 2 hours**

Materials needed: Prefabricated Giants Ladder (also known as Jacobs Ladder) challenge course pre-set up with rope (three 60m lengths of 10mm – 11mm single rope) and pulleys for three climbers, tarp, nine climbing harnesses, six belay devices, eighteen locking carabiners, six helmets.

Instructions: Review climbing safety and commands. Lay out all equipment on tarp. Divide participants into teams of three. Staff/volunteers fill in as needed. Suit up three volunteer participants, three participants in waiting, and three belayers.

DOUBLE CHECK.

Remind everyone that, if you are on the ground your job is encouragement and cheerleading.

QUALIFIED STAFF/VOLUNTEERS WILL DO BACK UP BELAY FOR ALL BELAYERS.

The task is for each team to work together and make it to the top rung of the giant's ladder. Rotate teams upon task completion, ensuring all have participated in both activities.

Process: Reflections. What was challenging about this activity? How were your expectations different from your experience? Describe some feelings about this. What are some difference between communication on day one of this program and now? What changed? During this program, have you done anything that you did not think you could do before doing it? How might this activity resemble situations in real life? How might this experience help you in other areas of life?

High V**Time required 2 hours**

Materials needed: Prefabricated High V (also known as Wild Woozy II) pre-set up with rope (two 60m lengths of 10mm – 11mm single rope) and pulleys for two climbers, tarp, nine body harnesses, six belay devices, eighteen locking carabiners, six helmets.

Instructions: Review climbing safety and commands. Lay out all equipment on tarp. Divide participants into different pairs than last pair-up. Staff/volunteers fill in as needed. **SAFETY NOTE:** ropes are attached to the back of *body harnesses* for this activity. Suit up two volunteer participants, two participants in waiting, and two belayers. **DOUBLE CHECK.**

QUALIFIED STAFF/VOLUNTEERS WILL DO BACK UP BELAY FOR ALL BELAYERS.

Highlight for the team how far they have come over the last week, individually, and as a team, based on their own observations from earlier challenges. “**AT THIS TIME I CHALLENGE EVERYONE TO GO ON STEP FURTHER.** No one will be forced to go any further than they are willing, but you are all challenged to go one step further than you think you can. Just one step.”

Inform participants that this activity is much like the one they did the other day, it is just bigger.

⁷ The High V is typically executed 40’ above ground with the widest area approximately 15’ across.

High V (continued)

Start by balancing one person on each cable, facing each other. Once balanced, lean into each other, palm to palm and check with your partner if it is ok to start. When both are ready, begin making your way across.

Remind everyone that, if you are on the ground your job is encouragement and cheerleading.

If a person feels like they are going to fall, they should call out FALLING and let go.

Repeat the exercise until all participants have made it ONE STEP FURTHER THAN THEY THOUGHT THEY COULD GO.

Process: Reflections. What was challenging about this activity? What had to happen for you to go as far as you did? How were your expectations different from your experience? Describe some feelings about this. What did you learn about yourself? How might this activity resemble situations in real life? How might this experience help you in other areas of life?

Wilderness Preparedness

Bathroom Etiquette**Time required 20 minutes**

Materials needed: Duct tape, plus (*1 each per person*) small stuff sacks, trowels, gallon size zip lock freezer bags, Nalgene water bottles, travel size: baby wipes, toilet paper rolls, hand sanitizer, and liquid camp soap. Feminine hygiene products (as needed).

Instructions: All present receive a bathroom stuff sack with the listed items inside. Each person is directed to remove the freezer bags from the stuff sacks and use the duct tape to line the entire outside of the bag. Inform everyone that while outside of camp, these bags are intended to pack out ALL used toiletries.

Facilitators educate and demonstrate proper disposal of human waste when outdoors, using the pictures and guidelines printed in *Allen & Mike's Really Cool Backpackin' Book* (O'Bannon & Allen, 2001, pp. 93-101).

Outdoor Cooking 101**Time required 1.5 hours**

Materials needed: *NOLS Cookery Field Edition* (NOLS, 2010)⁴ (1 per cook group), stoves and accessories, lighters, kitchen utensils, cookware, cleaning supplies, and all ingredients for one recipe per cook group,

Instructions: All participants will be divided into cook groups of 3-4. Each cook group will include one Head Chef; this is a staff/volunteer responsible for the lighter, kitchen knife, and stove maintenance. The Chef is also a point of reference for cooks with questions. **Cook groups will remain constant throughout the program.**

In a large group, participants are introduced to all their kitchen supplies and food. Education will be provided on basic outdoor cooking techniques and kitchen safety using the cookbook for reference where applicable.

⁴ The *NOLS Cookery Field Edition* (NOLS, 2010).cookbook provides basic outdoor cooking instruction, recipes, and leave-no-trace guidelines. It is also compact, durable, and water resistant. Other outdoor cookbooks are available in print and may be substituted if necessary.

Outdoor Cooking 101 (continued)

Each cook group will be assigned a different recipe to cook with the Head Chef's direction. **This is intended as a hands-on learning experience**, requiring participants to work together. The Head Chef is to guide and answer questions.

Clean up: Leave-no-trace techniques/etiquette will be taught and adhered to throughout the program (NOLS, 2010; O'Bannon & Allen, 2001; Leavenotrace.org, 2012).⁵

⁵ Leave-no-trace is the practice of leaving a natural area looking as if you were never there. More information can be found at <http://www.fs.usda.gov/detail/psicc/about-forest/districts/?cid=stelprdb5090480>. .

Knots Training and Hanging Packs**Time required 1 hour**

Materials needed: 3' lengths of rope for knot practice (1 per participant), participant daypacks, 30' -75' length of rope (at least 5 mm), 2-3 carabiners, large tree with a sturdy limb at least 4' away from the trunk and 10' above the ground, or a sturdy cross beam at least 10' above the ground.

Instructions: Facilitators will demonstrate the skills while participants are actively practicing them. Following the initial demonstration, all participants will have time to practice each skill before ending the activity. Facilitator help and feedback will be available upon request.

Inform participants that asking for help or clarification is welcomed by facilitators. Nobody is expected to master these skills over the next hour.

KNOTS: Clove Hitch, Taughtline Hitch, and a Bowline Knot ⁶. Participants will keep practice ropes for remainder of program.

⁶ Illustrated instructions for these and other knots can be found online at http://www.learnmorsecode.com/Useful_Knots.pdf. The website also includes basic terms, specific knot information, and a list of other resources for learning to tie knots.

Knots Training and Hanging Packs (continued)

HANGING PACKS: There are various ways to hang a bear bag.⁷ The most important elements are to make sure your bag is suspended at least 10' above the ground and at least 4' away from all branches or potential climbing areas (O'Bannon & Allen, 2001; wehikedit.com, n.d.; Leavenotrace.org, 2012). The limb or crossbeam used to hang the pack should not be strong enough to hold the weight of the bear (Wehikedit.com, n.d.). The kitchen and food bag should be within view, and 100' – 300' away from sleeping areas (Leavenotrace.org, 2012; O'Bannon & Allen, 2001).

Facilitators will demonstrate a single method depending on the resources available.

Variation: Have participants hang packs in pairs to accommodate time

⁷ The best-illustrated resource this writer found for hanging a bear bag is online at [http://www. wehikedit.com/pct-bear-bag-hang.html](http://www.wehikedit.com/pct-bear-bag-hang.html).

Tents**Time required 1.2 hours**

Materials needed: Shelter tarps, parachute cord, carabiners, and poles, posts/wooded area, tent stakes. Each facilitator should have a knife, lighter for dressing cord.

Instructions: In a large group, the lead facilitator introduces all materials. With the help of other facilitators, the lead facilitator demonstrates how to rig up a tarp for shelter using the following methods (*inform all that actual tent set-up would be determined by the situation and there are multiple ways to rig a tent*).

CONVENTIONAL supplies: carabiners (optional), posts/trees, tent stakes, and cord.

UNCONVENTIONAL supplies: carabiners (optional), cord, poles, and/or available anchors in the area.

Participants and facilitators break into mixed groups and each group is supplied with a tarp, cord, poles, and carabiners. Each group is assigned an area suited to varying conventional and unconventional options for anchoring. The task of each group is to rig a tent using the materials available. Facilitator help and guidance will be available upon request.

Tents (continued)

Inform participants that asking for help or clarification is welcomed by facilitators. Nobody is expected to master these skills over the next hour.

Once tents are finished facilitators and participants will assess each tent for durability, weather resistance, and functionality. Constructive feedback should come from a strengths approach, with information about how to improve. Participants will be able to make adjustments during feedback and ask further questions if desired.

During deconstruction, facilitators educate about proper care and storage of supplies.

Bibliography

(See Appendix G)

CHAPTER V

RECOMMENDATIONS

Summary

The ultimate goal of this project is to reduce recidivism of high-risk adult offenders on probation/parole in Butte County through implementation of Wilderness Therapy. This treatment method has yet to be tested with adult criminal offenders. Thus, a screening program is needed to provide means of assessing adult offenders for suitability to WT. There are two long-term objectives: 1) reduce instances of arrest by 50% annually for all participants, and 2) reduce annual number of people incarcerated by 25% of participants. These objectives will be measured by probation/parole recidivism reports on participants at six-months and one-year post WT program (WTP) completion.

Short-Term Objectives

1. Increase participants' motivation for change as measured by URICA assessment pre and posttest. (See Appendix H)
2. Increase participants' internal locus of control as measured by Reid-Ware Three-Factor Internal-External Scale pre and posttest. (See Appendix I)

Process Objectives

1. Within 1 month of funding, complete hiring for WTSP.
2. Within 2 months of funding, begin set-up of WTSP challenge course location.

3. Within 3 months of funding, complete staff training for WTSP.
4. Within 3 months of funding, locate/create a wilderness therapy program for HRO.
5. Screen 20 people (10 women & 10 men) for wilderness therapy within 9 months of fund allocation.
6. Enter at least 80% of HRO into wilderness therapy within 10 months of fund allocation. Screened candidates will enter WT with understanding that it is an experimental case study; entry, progress, and outcome information will be studied for effectiveness and future program development.

Service Tasks

- 1) Staff medical clearance and training.
- 2) Obtain referral list from Butte County Office of Probation/Parole.
- 3) Prescreen referrals and submit request for medical clearance on appropriate candidates.
- 4) Intake meetings.
 - a. Pretest assessments.
 - b. Collect demographic information and participant history.
- 5) Screening program implementation..
- 6) Enter successfully screened HRO into WT lasting 60 days.
- 7) Posttest assessments upon exit from WT, follow-up at 6 months and 1 year post program exit.

- 8) Compile data on efficacy of WT for HRO and report findings.

Program Evaluation

This project is the first component of an exploratory case study to determine if WT is an effective intervention for HRO. WTSP staff hired as researchers/facilitators will carry out coding, data analysis, and evaluation. WTSP staff responsible for gathering data and compiling the case study report will carry out the program evaluation. Evaluation questions will be answered by careful review of data collected during study and at follow-ups. Cost effectiveness will be reviewed at such time that the county releases actual costs of recidivism for the timeline of the study.

Program Evaluation Questions

- 1) Were all staff required credentials met and verified prior to program start?
- 2) Were intakes and assessments all carried out in person by trained social workers?
- 3) What locations did the program take place?
 - a. List facilities and natural resources on site?
- 4) Did the WTSP pilot study follow the WTSP handbook and schedule of tasks?
 - a. If not, what components were left out or adapted and how?
- 5) How long did participants wait between intake, WTSP, and WT?
 - a. Were any behavioral health services provided during wait? If so, list services and duration?
- 6) Was WT and WTSP carried out by the same staff/volunteers?

- 7) Did therapeutic interventions introduced during WTSP continue into WT?.
- 8) If an outside WT program was used, what was the program design, general daily schedule, and staff credentials.
- 9) How many times per day did therapeutic interventions take place with BSW/MSW level providers while on expedition?
- 10) Did recidivism data provided on each participant encompass five years before and one year after program participation?
- 11) How was data analysis conducted and by whom?
- 12) How many referrals entered the program?
 - a. Demographic information (age, race, economic background, # of incarcerations in past five years, lifetime # of treatment episodes, age of first incarceration, age of first treatment episode).
 - b. How many were excluded and why?
- 13) How many participants completed the WTSP?
 - a. Demographic information.
 - b. Demographic information on those who did not complete the WTSP.
 - i. Reason for discharge.
 - ii. Number of days completed
- 14) How many participants continued on to WT after WTSP?
 - a. Demographic information.

- b. Demographic information on those who did not continue on to WT.
 - i. Reason for not entering WT?
- 15) How many participants completed WT?
- a. Demographic information.
 - b. Demographic information on those who did not complete the WT.
 - i. Reason for discharge.
 - ii. Number of days completed.
- 16) Did analysis of pre and posttests show significant improvements in participant motivation for change and locus of control?
- 17) Was recidivism decreased among participants at one year follow-up
- a. Recidivism measured by # of arrests/incarcerations per individual after completing just WTSP.
 - b. Recidivism measured by # of participants arrested/incarcerated after completing just WTSP.
 - c. Recidivism measured by # of arrests/incarcerations per individual after completing WT.
 - d. Recidivism measured by # of participants arrested/incarcerated after completing WT.
 - e. Recidivism measured by # of arrests/incarcerations per individual after unsuccessful discharge from WTSP/WT.

- f. Recidivism measured by # of participants arrested/incarcerated after unsuccessful discharge from WTSP/WT.

18) Did the program in its entirety result in less cost per participant than the county budget predicted for the timeline of the study? What was the difference in recidivism costs between participants and non-participants fitting criteria for HRO.

Data Collection

Logging of staff and volunteer credentials/experience will be done upon employment to project. All staff/volunteer WTSP training hours will be recorded. Behavioral health staff, beginning at intake and continuing throughout WTSP, will collect participants' information. Follow-up data will be collected by behavioral health staff at face-to-face interviews at completion of WT, six-months post WT, and one-year post WT. Butte County Office of Probation and Parole (BCOP) will provide incarceration records and recidivism data. Face sheets (See Appendix J) will be provided to BCOP to be completed and returned for each referral. The face sheets will list California Department of Corrections (CDC) number, age, race, sex, number of incarcerations within five years, number of arrest in past year, and mental health diagnosis/status. Recidivism and arrest data following program exit will be provided by BCOP at six-months and one-year post WT via updated face sheets. Medical clearance to participate in this physically demanding program must be obtained from a medical doctor; this must be returned to the WTSP director before intake.

Data collection during WTSP will be done on a daily basis. Four rotating staff members will be responsible for observing and recording participation scores on participants each day. Observation assignments will be three specific participants per observer. Participants will be randomly assigned on each day of programming. Journals will be randomly assigned for content analysis in the same manner, separately from observation assignments. Journals will be coded based on grounded theory to determine participants' ability to conceptualize and use metaphor. Researcher bias will be minimized by researcher triangulation; observed and recorded data will be collected for individual participants by multiple researchers at different times. Intra and interpersonal data on each participant will be coded and analyzed each day of WTSP by a different assigned researcher. Determination of WT suitability will be the result of collaborative data analysis at program end.

Funding

As mentioned before, California has allotted money to each of the counties for reducing recidivism. The most likely source of ongoing funding would come from that money. It is already designated to this population for substance abuse and mental health treatment. Other possible sources of funding include research grants from various relevant stakeholders. The following are possible grant opportunities (with/without adjustments to participant criteria):

- PA-15-099
Reductions in Illicit Drug Use and Functional Outcomes (R21/R33)
Department of Health and Human Services, National Institutes of Health
Retrieved from [http://www.grants.gov/search-grants.html?fundingCategories%3DO%7COther%20\(see%20text%20field%20entitled%20%22Explanation%20of%20Other%20Category%20of%20Funding%20Activity%22%20for%20clarification\)](http://www.grants.gov/search-grants.html?fundingCategories%3DO%7COther%20(see%20text%20field%20entitled%20%22Explanation%20of%20Other%20Category%20of%20Funding%20Activity%22%20for%20clarification))
- NIJ-2016-4321
NIJ FY 16 Graduate Research Fellowship Program in the Social and Behavioral Sciences
Department of Justice, National Institute of Justice
Retrieved from <http://www.grants.gov/searchgrants.html?fundingCategories%3DLJL%7CLaw%2C%20Justice%20and%20Legal%20Services>
- PA-13-078
Behavioral & Integrative Treatment Development Program (R34)
Department of Health and Human Services, National Institutes of Health
Retrieved from [http://www.grants.gov/search-grants.html?fundingCategories%3DO%7COther%20\(see%20text%20field%20entitled%20%22Explanation%20of%20Other%20Category%20of%20Funding%20Activity%22%20for%20clarification\)](http://www.grants.gov/search-grants.html?fundingCategories%3DO%7COther%20(see%20text%20field%20entitled%20%22Explanation%20of%20Other%20Category%20of%20Funding%20Activity%22%20for%20clarification))

- PA-15-082

Drug Abuse Prevention Intervention Research (R01)

Department of Health and Human Services, National Institutes of Health

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- RFA-DA-15-007

Avenir Award Program for Research on Substance Abuse and HIV/AIDS

(DP2)

Department of Health and Human Services, National Institutes of Health

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[grants.html?fundingCategories%3DO%7](http://www.grants.gov/search-grants.html?fundingCategories%3DO%7COther%20(see%20text%20field%20entitled%20%22Explanation%20of%20Other%20Category%20of%20Funding%20Activity%22%20for%20clarification))

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[on\)](http://www.grants.gov/search-grants.html?fundingCategories%3DO%7COther%20(see%20text%20field%20entitled%20%22Explanation%20of%20Other%20Category%20of%20Funding%20Activity%22%20for%20clarification))

- PA-15-177

Pilot and Feasibility Studies in Preparation for Drug and Alcohol Abuse
Prevention Trials (R34)

Department of Health and Human Services, National Institutes of Health

Retrieved from [http://www.grants.gov/search-](http://www.grants.gov/search-grants.html?fundingCategories%3DO%7C)

[grants.html?fundingCategories%3DO%7C](http://www.grants.gov/search-grants.html?fundingCategories%3DO%7C)

Other%20(see%20text%20field%20entitled%20%22Explanation%20of%20O
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APPENDIX A

Medical Accident/Injury/Illness Report

Participant Name:

Date/Time:

(circle one: ACCIDENT INJURY ILLNESS)

Problem/Event description:

Action Taken:

Was Emergency Medical Care Required: Y N If yes where transported?

Was Police Response Required: Y N

Probation/Parole Officer contacted:

Time of call: _____

Person completing report:

APPENDIX B

Behavioral Assessment			
	Intimidation	Threat	Violence
Aggression			
W= witnessed	W	W	W
E= experienced	E	E	E
R= reported	R	R	R
Description of events:			Date/Time:
Client Name:			

Researcher Initials _____

APPENDIX C

Participation Assessment

Participation Assessment											
Actively participates & includes others	5	-	-	-	-	-	-	-	-	-	
Actively participates and interacts with others	4	-	-	-	-	-	-	-	-	-	
Actively participates	3	-	-	-	-	-	-	-	-	-	
Participates with little direction	2	-	-	-	-	-	-	-	-	-	
Participates if told with constant direction	1	-	-	-	-	-	-	-	-	-	
Refuses to participate verbally/behaviorally	0	-	-	-	-	-	-	-	-	-	
RTP	<input type="checkbox"/> V	<input type="checkbox"/>									
RTP= refuse to participate V= verbal B= behavioral	<input type="checkbox"/> B	<input type="checkbox"/>									
		1	2	3	4	5	6	7	8	9	10
		<i>Days in Program</i>									
Client Name: _____											
Researcher Initials: _____											

5

APPENDIX D

The Story of Jumping Mouse

by Hyemeyohsts Storm

Once there was a mouse. He was a busy mouse, searching everywhere, touching his whiskers to the grass, and looking. He was busy as all mice are; busy with mice things, but once in a while he would hear an odd sound. He would lift his head, squinting hard to see, his whiskers wiggling in the air, and he would wonder. One day he scurried up to a fellow mouse and asked him, "do you hear a roaring in your ears, my brother?"

"No, no," answered the other mouse, not lifting his busy nose from the ground. "I hear nothing. I am busy now. Talk to me later."

He asked another mouse the same question and the mouse looked at him strangely. "Are you foolish in your head? What sound?" he asked and slipped into a hole in a fallen cottonwood tree.

The little mouse shrugged his whiskers and busied himself again, determined to forget the whole matter. But there was that roaring again. It was faint, very faint, but it was there! One day, he decided to investigate the sound just a little. Leaving the other busy mice, he scurried a little way away and listened again. There it was! He was listening hard when suddenly, someone said, "hello."

"Hello little brother," the voice said, and mouse almost jumped right out of his skin. He arched his back and tail and was about to run. "Hello," again said the voice.

"It is I, Brother Raccoon." And sure enough, it was! "What are you doing here all by yourself, little Brother?" asked the Raccoon.

Mouse blushed, and put his nose almost to the ground. "I hear a roaring in my ears and I am investigating it," he answered timidly.

"A roaring in your ears?" replied Raccoon as he sat down with him. "What you hear, Little Brother is the river."

"The river?" Mouse asked curiously. "What is a river?"

"Walk with me and I will show you the river," Raccoon said.

Little Mouse was terribly afraid, but he was determined to find out once and for all about the roaring. "I can return to my work," he thought, "after this thing is settled, and possibly this thing may aid me in all my busy examining and collecting. And my brothers all said it was nothing. I will show them. I will ask raccoon to return with me and I will have proof."

"All right Raccoon, My Brother," said Mouse. "Lead on to the river. I will walk with you."

Little Mouse walked with Raccoon. His little heart was pounding in his breast. Raccoon was taking him upon strange paths and Little Mouse smelled the scent of many things that had gone by his way. Many times, he became so frightened he almost turned back. Finally, they came to the river! It was huge and breathtaking, deep and clear in places and murky in others. Little Mouse was unable to see across it because it was so great. It Roared. Sang. Cried. And Thundered, on its course. Little Mouse saw great and little pieces of the world carried along on its surface.

"It is powerful!" little Mouse said, fumbling for words.

"It is a Great Thing," answered the Raccoon, "But here, let me introduce you to a friend." In a smoother, shallower place was a lily pad, bright, and green. Sitting upon it was a frog; almost as green as the pad it sat on. The frog's white belly stood out clearly.

"Hello, little Brother," said Frog. "Welcome to The River."

"I must leave you now," cut in Raccoon, "but do not fear, little brother, for Frog will care for you now." And Raccoon left, looking along the river bank for food that he might wash and eat.

Little Mouse approached the water and looked into it. He saw a frightened mouse reflected there. "Who are you?" Little Mouse asked the reflection. "Are you not afraid of being that far out into The Great River?"

"No", answered Frog, "I am not afraid. I have been given the gift from birth to live both above and within the river. When Winter Man comes and freezes this medicine, I cannot be seen. But all the while Thunderbird flies, I am here. To visit me, one must come when the world is green. I, My Brother, am the Keeper Of The Water."

"Amazing!" little Mouse said at last, again fumbling for words.

"Would you like to have some Medicine Power?" Frog asked."

"Medicine Power? Me?" asked little Mouse. "Yes, yes! If it is possible."

"Then crouch as low as you can, and then jump as high as you are able! You will have your medicine!" Frog said.

Little Mouse did as he was instructed. He crouched as low as he could and jumped. And when he did, his eyes saw The Sacred Mountains. Little Mouse could hardly believe his eyes. But there they were! But then he fell back to earth, and he landed in the river! Little Mouse became frightened and scrambled back to the bank. He was wet and frightened nearly to death. "You have tricked me!" Little Mouse Screamed at Frog.

"Wait," said Frog. "You are not harmed. Do not let your fear and anger blind you. What did you see?"

"I," Mouse stammered, "I saw The Sacred Mountains!"

"And you have a New Name!" Frog said. "It is Jumping Mouse."

"Thank you. Thank you," Jumping Mouse said, and thanked him again. "I want to return to my people and tell them of this thing that has happened to me."

"Go. Go then," Frog, said. "Return to your people. It is easy to find them. Keep the sound of The Medicine River to the back of your head. Go opposite to the sound and you will find your brother mice."

Jumping Mouse returned to the world of the mice. But he found disappointment. No one would listen to him. And because he was wet, and had no way of explaining it because there had been no rain, many of the other mice were afraid of him. They believed he had been spat from the mouth of another animal that had tried to eat him. And they all knew that if he had not been food for the one who wanted him, then he must also be poison for them.

Jumping Mouse lived again among his people, but he could not forget his vision of the sacred mountains. The memory burned in the mind and heart of Jumping Mouse, and one day he went to the edge of the place of mice and looked out onto the prairie. He looked up for eagles. The sky was full of many spots, each one an eagle. But he was determined to go to The Sacred Mountains. He gathered all of his courage and ran just as fast as he could onto the prairie. His little heart pounded with excitement and fear. He ran until he came to a stand of sage. He was resting and trying to catch his breath when he saw an old mouse. The patch of sage Old Mouse lived in was a haven for mice. Seeds and many things to be busy with. "Hello," said Old Mouse. "Welcome."

Jumping Mouse was amazed. Such a place and such a mouse. "You are truly a great mouse." Jumping Mouse said with all the respect that he could find. "this is truly a wonderful place. And the eagles cannot see you here, either," Jumping Mouse said.

"Yes," said Old Mouse, "and one can see all the beings of the prairie here: the buffalo, antelope, rabbit, and coyote. One can see them all from here and know their names."

"That is marvelous," Jumping Mouse said. "Can you also see The River and The Great Mountains?"

"Yes and no," Old Mouse said with conviction. "I know The Great River, but I am afraid that The Great Mountains are only a myth. Forget your passion to see

them and stay here with me. There is everything you want here, and it is a good place to be."

"How can he say such a thing?" Thought Jumping Mouse. "The medicine of The Sacred Mountains is nothing one can forget."

"Thank you very much for the meal you have shared with me, Old Mouse, and also for sharing your Great Home," Jumping Mouse said. "But I must seek the mountains."

"You are a foolish mouse to leave; there is danger on the prairie! Just look up there!" Old Mouse said, with even more conviction. "See all those spots! They are Eagles, and they will catch you!" It was hard for Jumping Mouse to leave, but he gathered his determination and ran hard again. The ground was rough, but he arched his tail and ran with all his might. He could feel the shadows of the spots upon his back as he ran. All those Spots! Finally, he ran into a stand of chokecherries. Jumping Mouse could hardly believe his eyes. It was cool there and very spacious. There was water, cherries, and seeds to eat, grasses to gather for nests, holes to be explored, and many, many other busy things to do, and there were a great many things to gather.

He was investigating his new domain when he heard very heavy breathing. He quickly investigated the sound and discovered its source. It was a great mound of hair with black horns. It was a great buffalo. Jumping Mouse could hardly believe the greatness of the being he saw lying there before him. He was so large that

Jumping Mouse could have crawled into one of his Great Horns. "Such a magnificent being," Thought Jumping Mouse, and he crept closer.

"Hello, My Brother," said Buffalo. "Thank you for visiting me."

"Hello Great Being," said Jumping Mouse. "Why are you lying here?"

"I am Sick and I am Dying" the Buffalo said. "And my medicine has told me that only The Eye of a Mouse can heal me. But little Brother, there is no such thing as A Mouse."

Jumping Mouse was shocked. "One of my eyes!" he thought. "One of my tiny eyes." He scurried back into the stand of chokecherries. But the breathing came harder and slower. "He will die." Thought Jumping Mouse. "If I do not give him my eye. He is too great a being to let die." He went back to where Buffalo lay and spoke. "I am a mouse," he said with a shaky voice. "And you, My Brother, are a great being. I cannot let you die. I have two eyes, so you may have one of them." The minute he said it, Jumping Mouse's eye flew out of his head and the buffalo was made whole. Buffalo jumped to his feet, shaking Jumping Mouse's whole world.

"Thank you, My Little Brother," said the Buffalo. "I know of your quest for the Sacred Mountains and of your Visit to the River. You have given me life so that I may give-away to the people. I will be your brother forever. Run under my belly and I will take you right to the foot of the Sacred Mountains, and you need not fear the spots. The eagles cannot see you while you run under me. All they will see will be the back of a buffalo. I am of the prairie and I will fall on you if I try to go up the mountains."

Little Mouse ran under the buffalo, secure and hidden from the spots, but with only one eye it was frightening. Buffalo's great hooves shook the whole world each time he took a step. Finally, they came to a place and Buffalo Stopped. "This is where I must leave you, Little Brother," said Buffalo.

"Thank you very much," said Jumping Mouse. "But you know, it was very frightening running under you with only one eye. I was constantly in fear of your great earth-shaking hooves."

"Your fear was for nothing," said Buffalo, "for my way of walking is the sun dance way, and I always know where my hooves will fall. I now must return to the prairie, My Brother, you can always find me there."

Jumping Mouse immediately began to investigate his new surroundings. There were even more things here than in the other places, busier things, and abundance of seeds and other things mice like. In his investigation of these things, suddenly he ran upon Gray Wolf who was sitting there doing absolutely nothing.

"Hello, Brother Wolf," Jumping Mouse said.

The wolf's ears came alert and his eyes shone. "Wolf! Wolf! Yes, that is what I am, I am a wolf!" Then his mind dimmed again and it was not long before he sat quietly again, completely without memory as to who he was. Each time Jumping Mouse reminded him who he was, he became excited with the news, but soon would forget again.

"Such a great being," thought Jumping Mouse, "but he has no memory."

Jumping Mouse went to the center of his new place and was quiet. He listened for a

very long time to the beating of his heart. Then suddenly he made up his mind. He scurried back to where the wolf sat and he spoke. "Brother Wolf," Jumping Mouse said.

"Wolf! Wolf," said the Wolf...

"Please, Brother Wolf," said Jumping Mouse, "please listen to me. I know what will heal you. It is one of my eyes. And I want to give it to you. You are a greater being than I. I am only a mouse. Please take it." When Jumping Mouse stopped speaking his eye flew out of his head and the wolf was made whole.

Tears fell down the cheeks of the wolf, but his little brother could not see them, for now he was blind. "You are a great brother," said Wolf, "for now I have my memory. Now you are blind. I am the guide into the Sacred Mountains. I will take you there. There is a Great Medicine Lake there; the most beautiful lake in the world. All of the world is reflected there. The People, the lodges of The People, and all the beings of the prairies and skies."

"Please take me there," Jumping Mouse said. Wolf guided him through the pines to the Medicine Lake. Jumping Mouse drank the water from the lake. Wolf described the beauty to him.

I must leave you here," said Wolf, "For I must return so that I may guide others, but I will remain with you as long as you like."

"Thank you, My Brother," said Jumping Mouse. "But although I am frightened to be alone, I know you must go so that you may show others the way to this place." Jumping Mouse sat there trembling in fear. It was no use running, for he

was blind, but he knew an eagle would find him here. He felt a shadow on his back and heard the sound that eagles make. He braced himself for the shock. And the eagle hit! Jumping Mouse went to Sleep.

Then he woke up. The surprise of being alive was great, but now he could see! Everything was blurry, but the colors were beautiful. "I can see! I can see!" said Jumping Mouse, again and again.

A blurry shape came toward Jumping Mouse. Jumping Mouse squinted hard but the shape remained a blur. "Hello, brother," a voice said. "Do you want some medicine?"

"Some medicine for me?" asked jumping mouse. "Yes! Yes!" "Then crouch down as low as you can," the voice said, "and jump as high as you can." Jumping Mouse did as he was instructed. He crouched as low as he could and jumped! The wind caught him and carried him higher."

"Do not be afraid," the voice called to him. "Hang on to the wind and trust!" Jumping Mouse did. He closed his eyes and hung on to the wind and it carried higher and higher. Jumping Mouse opened his eyes and they were clear, and the higher he went the clearer they became. Jumping Mouse saw his old friend upon a lily pad on the beautiful Medicine Lake. It was Frog.

"You have a new name," Called Frog. "You are now Eagle!"

The END, or perhaps a new beginning (Storm, n.d.)

APPENDIX E

SPOTTING

- The first priority in spotting is to protect the head, neck, and spinal cord. For this reason, it is important to make sure the head is never below the feet.
- Insure that each individual understands the difference between catching and spotting. When breaking a fall, protecting the head and shoulders is the primary focus.
- Explain how to maintain an appropriate position for the activity and to be ready to move at any time. Demonstrate and explain these proper spotting positions and techniques; have group practice positions and techniques.
 - A pro-active stance, ready to support, with feet shoulder width apart, one slightly back of the other one.
 - Knee and elbows slightly bent to absorb the shock, body leaning slightly forward.
 - Head back to avoid flailing arms and hands.
 - Fingers together and slanted slightly back, using palms to catch or support.
 - Take care to avoid poking/jamming fingers into eyes, nose, mouth, etc.
 - Hands constantly ready to go into spotting position (up and out).
 - Mentally alert and concentrating on person to be spotted.
- To anticipate the possibility of a fall, be vigilant in the ready position with hands raised in the ready position.

(See FOOTNOTE 1)

- Stay close to the participant but do not interfere with his/her movements unless assistance is requested. Spotters must focus on the individual they are spotting.
- Be familiar with the events you are facilitating in respect to potential accidents.
- Use specific communication between spotters and participants to begin and end an activity.

Demonstrate and explain this sequence because this verbal exchange ensures readiness from the participant and the spotter(s). While the actual words vary depending upon the activity and the clientele, the check and response system remains consistent. A typical sequence:

Participant/student: "Spotters Ready?"

Group: "Ready"

Participant: "Falling"

Group: "Fall Away!"

Participant: "Spot off"

(See FOOTNOTE 1)

APPENDIX F

Cross the Line**Time required 1.5 hours**

INSTRUCTIONS: This activity should not be conducted carelessly or lightly. Read over the directions closely. The facilitator should stay off to the side to avoid being the center of attention. The facilitator who introduces this activity should maintain this position for the duration of the exercise. The facilitator will read each section out loud with brevity.

Suggestions to Facilitator

- Speak clearly and loudly enough all can hear.
- Don't rush the process.
- Allow several seconds for reflection before asking the next question
- Periodically ask participants to “look who’s with you, and look who is not”

STATEMENT OF PURPOSE

"This is a diverse team and we have spent the last week learning about each other's similarities and differences. In this exercise, we continue by exploring our diversity. Much of our earlier exercises addressed diversity that was obvious. We want to acknowledge and address our differences, but we also want to bring to the surface other similarities and differences that we may not have recognized. This process might prove difficult at first, or a bit awkward. Today we want to break down stereotypes and make it easier to know one another as full human beings."

(See FOOTNOTE 2)

DESCRIPTION OF THE PROCESS

"I would like everyone to gather on one side of the area and face towards its center."

"I will call out specific categories/labels/descriptions. I will ask that all those who fit this description walk to the other side of the line and turn around, facing the rest of the group."

(As an example, the facilitator states, "cross the line if you are facilitating this exercise today," and then walks to the other side of the room, and turns around.)

"After several seconds I will ask you to return to the group."

GUIDELINES

"During this activity we will share some of our experiences and vulnerabilities with one another. This will demand a safe atmosphere. To maintain the safety of our group, we need to follow some critical guidelines."

1. "The first involves LISTENING. This exercise requires absolute silence throughout---no talking, snickering, giggling, etc.
2. "The second guideline is RESPECT. It is crucial that we respect the dignity of each person here. Everything that is shared should remain confidential. Nothing that is said should leave this area."

"I need a nod of the head to show your agreement to keep an atmosphere that is both silent and respectful"

(See FOOTNOTE 2)

3. THERE IS NO PRESSURE to respond to any of the questions. If you have any doubts about sharing some part of yourself, you should feel perfectly comfortable with your decision not to step forward."
4. Each of the categories will have some GRAY AREAS. Define the words as YOU understand them, regardless of how other people use the words

BEGINNING

"Once we begin, please, do not interrupt, or ask any questions. Are there any questions before we start?"

"Okay, let's begin"

"CROSS THE LINE IF YOU WEAR GLASSES OR CONTACT LENSES....

THANK YOU..... YOU MAY RETURN."

- Cross the line if you are not originally from *Butte County*.
- Cross the line if you feel your home is where you currently live.

"REMEMBER there are GRAY AREAS, What matters is what the word "home" means to you.

- Cross the line if you prefer water to soda.
- Cross the line if you prefer vanilla to chocolate
- Cross the line if you have ever been in love
- Cross the line if you have broken off a serious relationship in the last 3 months.
- Cross the line if in the past year, you have been hurt in a relationship

(See FOOTNOTE 2)

- Cross the line if you feel that you have NOT formed a close friendship in this program
- Cross the line if you take pride in your team work
- Cross the line if you consider yourself religious
- Cross the line if you are Christian, Catholic, or Jewish
- Cross the line if you are another religion not previously mentioned
- Cross the line if you are an atheist or agnostic.
- Cross the line if you have ever felt pressured to follow a specific religion
- Cross the line if you are a person of color.
- Cross the line if you know little about your cultural heritage
- Cross the line if you consider your family as working class
- Cross the line if you consider your family as middle class
- Cross the line if you consider your family as upper class
- Cross the line if you have ever felt embarrassed about the economic class of your family

“REMEMBER there is no pressure to step forward if you have doubts about sharing.”

- Cross the line if you wish you had more money
- Cross the line if you come from a family of four or more children
- Cross the line if you are an only child
- Cross the line if you have ever been in foster care
- Cross the line if you left your parents' home before you were eighteen

(See FOOTNOTE 2)

- Cross the line if you have ever taken responsibility for raising a sibling
- Cross the line if you have done something embarrassing as a result of alcohol or drug use.
- Cross the line if you have ever been in a car in which the driver was drunk
- Cross the line if you have low self-esteem
- Cross the line if you would like to lose ten or more pounds
- Cross the line if you have felt alone or unwelcomed
- Cross the line if you have been to college or plan to go to college
- Cross the line if you have not graduated from a high school
- Cross the line if you have had serious thoughts about leaving
- Cross the line if you have lost someone due to a car accident
- Cross the line if you feel physically unattractive
- Cross the line you identify with a political party
- Cross the line you have ever voted in a political election
- Cross the line you ever wanted to vote but could not because of your legal status
- Cross the line if your parents have either divorced, separated, or never married
- Cross the line if at least one of your parents have died
- Cross the line you consider yourself a member of any group
- Cross the line if you feel isolated or disconnected from society
- Cross the line if you feel isolated or disconnected from your family

(See FOOTNOTE 2)

- Cross the line if you have ever been the target of cruelty based on your race, culture, religion, or the color of your skin
- Cross the line if there have been times when you have seriously felt that, if you could choose, you would not choose the ethnicity into which you were born
- Cross the line if you have ever chosen to go hungry so someone else could eat
- Cross the line if you have ever witnessed violence that you wanted to stop, but couldn't
- Cross the line if you or someone you love has a learning disability
- Cross the line if you or someone you love has a medical problem
- Cross the line if you or someone you love has a physical disability
- Cross the line if you have ever taken primary responsibility for the care of an elderly or sick family member
- Cross the line if you have ever been shot at, stabbed, or attacked with a weapon
- Cross the line if you have ever lost someone due to gang violence
- Cross the line if you have ever questioned some part of your sexuality
- Cross the line if you have ever been shamed for some aspect of your sexuality
- Cross the line if you have experienced the effects of alcoholism or drug addiction in your family
- Cross the line if you have had a sexual experience that you regretted

(See FOOTNOTE 2)

- Cross the line if someone you love has died from their alcoholism or addiction
- Cross the line if you or someone you know who has ever been sexually abused
- Cross the line if you have experienced suicidal thoughts at some point in your life
- Cross the line if someone you love has died from suicide
- Cross the line if you have cried at least once this year
- Cross the line if you have cried at least once this year for someone or something other than yourself
- Cross the line if since begging this program, you have laughed at yourself at least once
- Cross the line if you did not previously cross the line at some point when you should have
- Cross the line if you could use a hug right now.

DISCUSSION AFTERWARDS

"At this time, I want to invite everyone to circle up and take a seat for a Talking Circle. Please talk only about how YOU FEEL right now and YOUR experience with the exercise. Also, remember that whatever is said here in the circle stays here. If, after our discussion, you still feel like you need to speak with an individual about something they said, please check that you have positive intent and ask them first if they are open to discussion.

(See FOOTNOTE 2)

THE DISCUSSION WILL FOCUS ON TWO QUESTIONS:

1. "How are you feeling right now?"
2. "Is there anything you want to say about why you crossed or didn't cross at some point during the exercise"

You may explain, share, and tell stories about any of the questions.

CLOSURE

Facilitator should end the discussion by thanking everyone for participating. You may want to describe how this exercise has affected you.

(See FOOTNOTE 2)

APPENDIX G

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APPENDIX H

University of Rhode Island Change Assessment Scale - URICA

INSTRUCTIONS: This questionnaire is to help us improve services. Each statement describes how a person might feel when starting therapy or approaching problems in their lives. Please indicate the extent to which you tend to agree or disagree with each statement. In each case, make your choice in terms of how you feel right now, not what you have felt in the past or would like to feel. For all the statements that refer to your "problem", answer in terms of problems related to your drinking (or illegal drug use). The words "here" and "this place" refer to treatment or the program. Please read the following statements carefully. For each statement, circle the number that best describes how much you agree or disagree with each statement.

You must complete one scale for alcohol use and a separate scale for drug use.

Key: SD = No Strongly Disagree D = No Disagree U = Undecided or Unsure

A = Yes Agree SA = Yes Strongly Agree

Problem:		SD	D	U	A	SA
1.	As far as I'm concerned, I don't have any problems that need changing.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	I think I might be ready for some self-improvement.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	I am doing something about the problems that had been bothering me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

4.	It might be worthwhile to work on my problem.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	I'm not the problem one. It doesn't make much sense for me to be here.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6.	It worries me that I might slip back on a problem I have already changed, so I am here to seek help.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7.	I am finally doing some work on my problem.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8.	I've been thinking that I might want to change something about myself.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9.	I have been successful in working on my problem but I'm not sure I can keep up the effort on my own.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10.	At times, my problem is difficult, but I'm working on it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
11.	Being here is pretty much a waste of time for me because the problem doesn't have to do with me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
12.	I'm hoping this place will help me to better understand myself.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

13.	I guess I have faults, but there's nothing that I really need to change.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
14.	I am really working hard to change.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
15.	I have a problem and I really think I should work at it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
16.	I'm not following through with what I had already changed as well as I had hoped, and I'm here to prevent a relapse of the problem.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
17.	Even though I'm not always successful in changing, I am at least working on my problem.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
18.	I thought once I had resolved my problem I would be free of it, but sometimes I still find myself struggling with it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
19.	I wish I had more ideas on how to solve the problem.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
20.	I have started working on my problems but I would like help.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

21.	Maybe this place will be able to help me.	<input type="checkbox"/>				
		1	2	3	4	5
22.	I may need a boost right now to help me maintain the changes I've already made.	<input type="checkbox"/>				
		1	2	3	4	5
23.	I may be part of the problem, but I don't really think I am.	<input type="checkbox"/>				
		1	2	3	4	5
24.	I hope that someone here will have some good advice for me.	<input type="checkbox"/>				
		1	2	3	4	5
25.	Anyone can talk about changing; I'm actually doing something about it.	<input type="checkbox"/>				
		1	2	3	4	5
26.	All this talk about psychology is boring. Why can't people just forget about their problems?	<input type="checkbox"/>				
		1	2	3	4	5
27.	I'm here to prevent myself from having a relapse of my problem.	<input type="checkbox"/>				
		1	2	3	4	5
28.	It is frustrating, but I feel I might be having a recurrence of a problem I thought I had resolved.	<input type="checkbox"/>				
		1	2	3	4	5
29.	I have worries but so does the next guy. Why spend time thinking about them?	<input type="checkbox"/>				
		1	2	3	4	5

30.	I am actively working on my problem.	<input type="checkbox"/>				
		1	2	3	4	5
31.	I would rather cope with my faults than try to change them.	<input type="checkbox"/>				
		1	2	3	4	5
32.	After all I had done to try to change my problem, every now and again it comes back to haunt me.	<input type="checkbox"/>				
		1	2	3	4	5

APPENDIX I

Reid-Ware Three-Factor Internal-External Scale

David Reid and Edward Ware (1974)

This 45 item scale breaks the Locus of Control construct into three sub-dimensions:

- Social system control (Government, social sway etc., 12 items)
- Fatalism (Luck, chance etc., 12 items)
- Self-control (i.e. ability to control one's own desires and emotions, etc. 8 items)

Self-control items

(A) Even when there was nothing forcing me, I have found that I will sometimes do things I really did not want to do.

(B) I always feel in control of what I am doing.

(A) Sometimes I impulsively do things which at other times I definitely would not let myself do.

(B) I find that I can keep my impulses in control.

(A) When I put my mind to it I can constrain my emotions.

(B) There are moments when I cannot subdue my emotions and keep them in check.

(A) People cannot always hold back their personal desires: they will behave out of impulse.

(B) If they want to, people can always control their immediate wishes, and not let these motives determine their total behavior.

(A) Although sometimes it is difficult, I can always willfully restrain my immediate behavior.

(B) Something I cannot do is have complete mastery over all my behavioral tendencies.

(A) It is possible for me to behave in a manner very different from the way I would want to behave.

(B) It would be very difficult for me to not have mastery over the way I behave.

(A) Self-regulation of one's behavior is always possible.

(B) I frequently find that when certain things happen to me I cannot restrain my reaction.

(A) When I make my mind up, I can always resist temptation and keep control of my behavior.

(B) Even if I try not to submit, I often find I cannot control myself from some of the enticements in life such as over-eating or drinking.

Social system control items

(A) There will always be wars no matter how hard people try to prevent them.

(B) One of the major reasons why we have wars is because people do not take enough interest in politics.

(A) There are institutions in our society that have considerable control over me.

(B) Little in this world controls me, I usually can do what I decide to do.

(A) If I put my mind to it, I could have an important influence on what a politician does in office.

(B) When I look at it carefully, I realize it is impossible for me to have any really important influence over what politicians do.

- (A) As far as the affairs of our country are concerned, most people are the victims of forces they do not control and frequently do not even understand.
- (B) By taking part in political and social events the people can directly control much of the country's affairs.
- (A) I do not know why politicians make the decisions they do.
- (B) It is easy for me to understand why politicians do the things they do.
- (A) With enough effort people can wipe out political corruption.
- (B) It is difficult (or people to have much control over the things politicians do in office.
- (A) By active participation in the appropriate political organizations people can do a lot to keep the cost of living from going higher.
- (B) There is very little people can do to keep the cost of living from going higher.
- (A) In this world I am affected by social forces which I neither control nor understand.
- (B) It is easy for me to avoid and function independently of any social forces that may attempt to have control over me.
- (A) Generally speaking, my behavior is not governed by others.
- (B) My behavior is frequently determined by other influential people.
- (A) People can and should do what they want to do both now and in the future.
- (B) There is no point in people planning their lives too far in advance because other groups of people in our society will invariably upset their plans.
- (A) The average man can have an influence in government decisions.

(B) This world is run by a few people in power and there is not much the little guy can do about it.

(A) Most people do not understand why politicians behave the way they do.

(B) In the long run people are responsible for bad government on a national as well as on a local level.

Fatalism items

(A) For the average citizen becoming a success is a matter of hard work, luck has little or nothing to do with it.

(B) For the average guy getting a good job depends mainly on being in the right place at the right time.

(A) In my case getting what I want has little or nothing to do with luck.

(B) It is not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

(A) In many situations what happens to people seems to be determined by fate.

(B) People do not realize how much they personally determine their own outcomes.

(A) Most people do not realize the extent to which their lives are controlled by accidental happenings.

(B) For any guy, there is no such thing as luck.

(A) With fate the way it is, many times I feel that I have little influence over the things that happen to me.

(B) It is impossible for me to believe that chance or luck plays an important role in my life.

(A) Many times I feel I might just as well decide what to do by flipping a coin.

(B) In most cases I do not depend on luck when I decide to do something.

(A) In the long run people receive the respect and good outcomes they worked for.

(B) Unfortunately, because of misfortune or bad luck, the average guy's worth often passes unrecognized no matter how hard he tries.

(A) What people get out of life is always a function of how much effort they put into it.

(B) Quite often one finds that what happens to people has no relation to what they do, what happens just happens.

(A) There is no such thing as luck, what happens to me is a result of my own behavior.

(B) Sometimes I do not understand how I can have such poor luck.

(A) Many of the unhappy things in people's lives are at least partly due to bad luck.

(B) People's misfortunes result from the mistakes they make.

(A) My getting a good job or promotion in the future will depend a lot on my getting the right turn of fate.

(B) When I get a good job, it is always a direct result of my own ability and/or motivation.

(A) I often realize that despite my best efforts some outcomes seem to happen as if fate planned it that way.

(B) The misfortunes and successes I have had were the direct result of my own behavior

APPENDIX J

WTSP INTAKE FACE SHEET			
<p>PICTURE</p>	<p>NAME: _____</p> <p>AGE: _____</p> <p>GENDER: _____</p> <p>RACE: _____</p> <p>CDC # _____</p>		
<p>ALIASES: _____</p> <p>CUSTODY STATUS/LOCATION: _____</p> <p>_____</p> <p>SUPERVISING OFFICER and contact information: _____</p> <p>_____</p>			
WTSP CRITERIA			
<p>Juvenile History (Approximate AGE of onset)</p> <p>Mental Health Tx: _____</p> <p>Substance Abuse Tx: _____</p> <p>First Arrest: _____</p> <p>First Incarceration: _____</p>	<p>Staff Use <u>Only</u></p>	<p>Adult History</p> <p>Current MH Diagnosis: _____</p> <p>Previous AOD Tx : Y N</p> <p>If yes, # of episodes: # Arrests in past year: # Incarcerations:</p> <ul style="list-style-type: none"> • Past 5yr: _____ • Approx. Lifetime: _____ 	<p>Staff Use <u>Only</u></p>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

APPENDIX K

Permission to Use Copyrighted Material

Christina Harrison charrison11@mail.csuchico.edu Apr 3,2016 to bherland

Hello,

I am in the process of writing my MSW project for California State University, Chico

. It is my desire to duplicate parts of your Challenge Course Manual retrieved from

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BELAYING

DEMANDS AND CALLS

PARTICIPANT CHECKS

CRITICAL TRANSFER CHECK

Please respond if this is permissible.

Thank you,

Christina Harrison

Benjamin Herland Apr 20, 2016 to me

Hi Christina,

Feel free to use it as a resource. Sorry for the delay. I was checking with others.

Ben

(SEE FOOTNOTE 1)