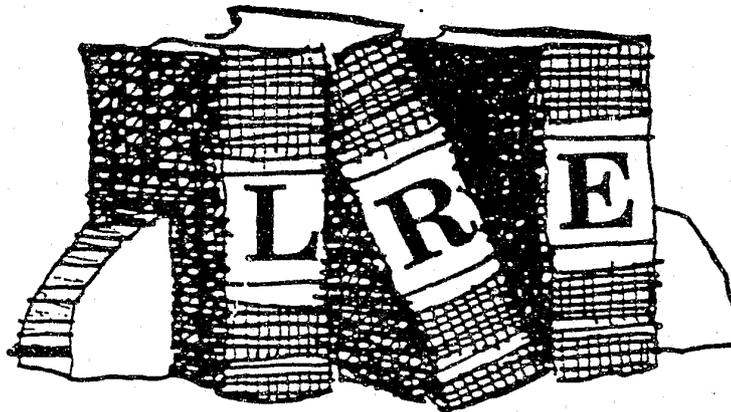




LAW-RELATED EDUCATION
FOR
JUVENILE JUSTICE SETTINGS



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LRE National Training and Dissemination Program

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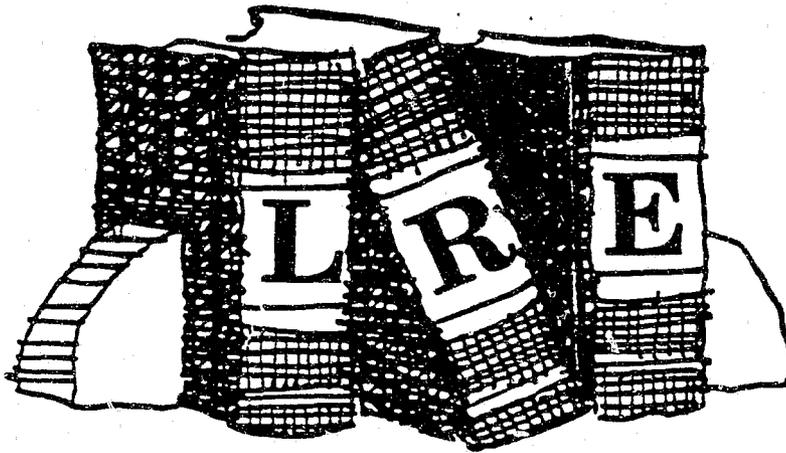
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LAW-RELATED EDUCATION

FOR

JUVENILE JUSTICE SETTINGS



National Training and Dissemination Program

Law-Related Education
for
Juvenile Justice Settings

**The LRE/JJ Manual is intended to assist
juvenile justice practitioners in the implementation
of Law-Related Education Programs**

Developed by

***The Juvenile Justice Steering Committee of
the LRE National Training and Dissemination Program***

1993

COOPERATING NATIONAL LRE PROJECTS

American Bar Association
Special Committee on Youth Education for Citizenship (ABA/YEFC)

Center for Civic Education/Law in a Free Society Project (CCE/LFS)

Constitutional Rights Foundation (CRF)

National Institute for Citizen Education in the Law (NICEL)

Phi Alpha Delta Public Service Center (PAD)

Social Science Education Consortium (SSEC)

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INTRODUCTION

In 1978, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) awarded grants to five national LRE organizations (listed on title page) to develop and disseminate law-related education curricula and programs for public and private schools. The coordinated group is called the LRE National Training and Dissemination Program (LRE NTDP).

From 1981 to 1983 the programs and curricula of these organizations were evaluated to determine their effectiveness in reducing delinquent behavior. The evaluators, the Center for Action Research and the Social Science Education Consortium, determined that when properly implemented, these programs not only increased knowledge about law and the legal system, but improved attitudes toward authority and reduced delinquent behavior.

For the remainder of the 1980's OJJDP supported widespread dissemination of these delinquency prevention programs to schools at the elementary and secondary levels throughout the country. In 1990, the Office launched a new initiative, taking the tested LRE curricula and programs into juvenile justice settings.

The LRE in Juvenile Justice Settings Initiative (JJI) was established to develop awareness and receptivity for LRE among juvenile justice practitioners. A steering committee composed of representatives for each of the five grantees and four national Juvenile Justice organizations was formed. The first project was a national awareness conference in Kansas City, Missouri. Subsequently, juvenile justice agencies wishing to establish pilot programs were awarded seed money and technical assistance from the national LRE organizations (NTDP) and the JJI steering committee. The first 16 pilot programs are listed in Section VII of this manual.

These 16 pilot programs provided the sites for LRE program development and a learning environment for LRE staff and agency staff. All of the sites established LRE programs that continue to this day. They include a variety of programs and formats, each meeting the need of the specific agency. The Initiative hosted another national conference in San Antonio in 1992. Since then, many other LRE programs have been developed and are still being developed throughout the country using the experience and information gained from the Initiative.

This manual has been developed to assist agencies interested in developing an LRE program. Its purpose is to help juvenile justice practitioners and others to better understand what law-related education is and how to design and implement a high quality law-related education program.

Undoubtedly the main lesson learned over the past several years is that there is not a single model or prescription for establishing an LRE program in juvenile justice settings. The variety of programs and the differing conditions of implementation

make this impossible. This manual attempts to provide theories, recommendations, materials, strategies, and resources which can be adapted to the unique needs of each program. Technical assistance and training are available from the agencies and programs included in the manual.

Suggestions for use of this manual and planning an LRE program:

- Look for help. Utilize your state LRE network, the national LRE organizations, and existing LRE/JJ programs for help with training, program planning and technical assistance. (Sections VI and VII)
- Seek administrative support for your program. Administrators can be invaluable in securing human and financial resources. Administrators are attracted to LRE because it is cost effective, can help fulfill state educational requirements, and foster good community relations. Administrative support is especially important in juvenile justice facilities or programs because of security and confidentiality considerations. In addition, in some cases the educational and line staff are administered by different agencies. Administrative support from both agencies is important. In some cases there is a mind set that perceives LRE as "dangerous" -- that LRE will turn the students into little jailhouse lawyers or even that LRE is too much fun to be appropriate for what they seem to think should be an essentially punitive experience. Administrators help overcome these views and an administrator who clearly understands the goals and objectives of LRE can change these misperceptions. (Section VII)
- Programs that are implemented from the top down are not as successful as programs with administrative support and staff input and involvement. Staff who will be implementing the programs should be involved in program planning in the initial stages. (Section III)
- Clearly stated outcomes should determine the structure and content of your program. What do you want students to know, to feel and be able to do as a result of their participation in your program? (Section III)
- In institutional settings and group homes, LRE can be successfully implemented by line staff, counselors and social workers, as well as by the teachers in the facility's educational program. A collaborative effort among these groups models cooperative relationships. The knowledge, skills, and experience of the juvenile justice staff complements the instructional skills of the education staff.

- The Juvenile Justice Initiative found very little difference between LRE curriculum taught in juvenile justice classrooms in institutional or alternative schools settings and LRE taught in public school classrooms. However, the high student transiency rates in juvenile justice settings must be considered when designing or implementing a curriculum.
- Educators and non-educators in juvenile justice settings who were involved in the Juvenile Justice Initiative were very enthusiastic about LRE. Although they have little hard data on which to base their conclusion, almost all of the participants in the LRE/JJ Initiative reported a belief that LRE makes a positive difference in the behavior of their clients. (Section II)
- One of the most important factors in using LRE with juvenile offenders is the use of outside community people. These contacts are directly related to delinquency prevention theory. Since juvenile justice staff often have little experience involving resource persons in their instructional program, they need specific training on how to use these resources effectively. (Section III)

This manual is intended to provide practical assistance. Please feel free to copy, distribute and use it in planning classroom, cottage or diversion programs.

Good Luck!

ACKNOWLEDGMENTS

Development of this initiative and manual was funded under grant #85-JS-CX-0004 from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Program, US Department of Justice. Points of view or opinions in this document are those of the authors and do not necessarily represent the official position or policies of the US Department of Justice.

This project could not have been undertaken without the support and hard work of the Steering Committee who contributed time and effort far beyond the scope of their jobs. Each member of the committee has played a role in the success of the Initiative and the production of this manual. The Coordinating Committee of the the National Training and Dissemination Project was instrumental in assisting and promoting the initiative. Each of these agencies is available to offer support to the juvenile justice field.

The original 16 sites were the backbone of this project and without their cooperation and sincere interest this project would never have succeeded. We thank each of them for their hard work and wish them continued success with their LRE programs. They are also available to help you by sharing their experiences.

The steering committee would like to especially thank Caroline Kulczycki and Jon Wentzel of NICEL and Tami McGee of the National Juvenile Detention Association, and the staffs of all members of the steering committee who assisted with the production of this manual and other publications, coordination for the conferences, meeting arrangements, and clearing house services.

Historical Contexts: Origins of Justice for Juveniles

The following was excerpted with permission from the *Fundamental Skills Training for Juvenile Probation Officers* a manual published by the National Center for Juvenile Justice.

Sixteenth Century Europe

The concept of "child" so familiar to those of us living in the 20th century was not recognized in 16th century Europe. High infant mortality rates, among other reasons, caused infants to be considered almost non-entities. Children became entities when they could contribute to the economic good of the family or village. Once assimilated into the economic infrastructure of culture, there was no time for "childhood." No action was taken on relatively undeveloped moral, emotional, or cognitive abilities.

Because there was no distinction between a child and an adult, young offenders were treated the same as older offenders--very harshly.

The French educational and religious reform movements of the 16th century, however, changed the public perception of children from one of "miniature adults" to one of persons whose moral and cognitive capacities were not yet fully developed. However, European criminal justice in the 16th and 17th centuries was geared toward punishment and deterrence. Severe penalties were provided for even trivial offenses. For example, in 17th century England, capital punishment was the penalty for over 200 crimes. Lesser crimes could be punished by burning a hole in the tongue or ear, cutting out the tongue, or losing a hand or leg.

Nineteenth Century

Family depravity was considered to be the root of delinquent behavior. The approach to delinquency was moralistic. Parental failure to raise children with the "proper" values resulted in "hooliganism" and crime. Lack of values, discipline, and respect for authority were the hallmarks of delinquent behavior.

The solution to the problem was to remove the children from depraved environments and place them in asylums and reformatories in an attempt to replicate the functions of the family. This approach spurred the evolution of a system of intervention that included the early house of refuge, rural cottage institutions, the concept of probation (Augustus, 1847), and ultimately to the invention of the juvenile court (Cook County, Illinois, 1899). The original intent of the juvenile court was to replace the family in the wake of parental failure.

The right of the state to intervene in the life of a child differently from the way it intervenes in the life of an adult was predicated on the concept of *parens patriae* (parent of the country). The juvenile court was empowered to intervene for a wide variety of transgressions from adult crimes to juvenile status offenses. (An offense for which an adult would not be charged, i.e., running away.) The need for legal representation and other rights guaranteed adults was not recognized.

Early Twentieth Century

In the first third of this century, biological and Freudian theories became the predominant approach to juvenile delinquency. The biological school position was that in most cases criminals are predetermined or at least predisposed toward criminal behavior by inherent biological factors. Early biological theorists believed that certain physical characteristics--the shape of the head, hand, body type, or chemical imbalances--were associated with a predisposition toward delinquent behavior.

The biological theories had a profound effect on the juvenile court and the official response to delinquent behavior: courts valued IQ test results; delinquency "screens" were used to test, isolate, and "treat" juveniles with delinquent potential; sterilization was used to prevent procreation of new generations of the "feble-minded" or "inferior" children.

Most of the personality-development theories of delinquency are based on Freud's construct of the personality as having three structural components--the id, the ego, and the superego. Psychoanalytic theory places great emphasis on early childhood as the critical period in personality formation. Parents are viewed as crucial factors in personality formation, and conduct disorders and neuroses are regarded as reflections of the effects of inadequate parenting.

The response to delinquency from the biological and Freudian perspective is to address a problem within the individual rather than the external environment. Once the "illness" is discovered, it can be "treated" in some manner to make the young person "healthy" again. The biological and Freudian schools of thought gave birth to a wide variety of treatment intervention, many are still in use today.

Mid-Twentieth Century

From the 1930s to the 1960s a variety of theorists insisted that delinquency could not be understood without attention to a host of extrafamilial factors. Delinquency must be viewed as an understandable response to conditions of poverty, discrimination, inequality, and social demoralization. Peer groups and youth subcultures encouraged delinquency because they made sense, either as a means of gaining status or pursuing success.

Much of the early sociological research on delinquency focused on the environment within which individuals act, and on the factors in social organization and social processes that youth develop to adapt to the environment. Research focused on environmental factors such as low income ghettos, poor housing, high population density, widely heterogeneous population areas, cultural conflicts, urbanization, unemployment, poverty, broken families and political disenfranchisement.

The appropriate response to delinquency under this model was to address social (external) causes of delinquent behavior as well as personal (internal) causative factors. The result was an increased emphasis on education programs, recreation programs, housing, family counseling, park development, economic development, and similar initiatives addressing social environmental aspects of delinquency causation.

Recent History

Juvenile justice in the 1960s, 1970s, and 1980s has been characterized by a series of dramatic changes that have altered the juvenile probation officer's job dramatically.

In the 1960s, the juvenile court came under attack by outsiders for failing to meet its promises. It was argued that the juvenile court offered juvenile youths the worst of both worlds--procedural inequities and harsh treatment. During the 1960s civil libertarians found powerful allies on the Supreme Court and the causes of procedural due process were applied to both the criminal justice system and the juvenile justice system. In a series of decisions regarding the juvenile court process, the Supreme Court denounced the informality of juvenile court proceedings and demanded that juvenile courts consider a defendant's rights, due process, and constitutional safeguards in the finding of facts.

In the 1970s, Congress created the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to oversee the provisions of the Juvenile Justice and Delinquent Prevention Act which included deinstitutionalization of status offenders and non-offenders, separation of incarcerated adults from juveniles, delinquency prevention, development of community-based alternatives, and improvements in the juvenile justice system.

The swinging pendulum of social thought in the late 1960s and early 1970s toward a liberal perspective resulted in a substantial de-emphasis of procedures and activities related to concerns for offender accountability, community protection, and an emphasis on decriminalization, deinstitutionalization, and diversion from the justice system.

However, by the 1980s criticism that the system was soft on crime and a growing perception that serious crime was on the rise led to a swing of the pendulum to law and order and harsher penalties. This swing led to reforms that permitted automatic waiver/transfer to criminal court jurisdiction and mandatory sentencing.

As we enter the 1990s, it appears that the pendulum may be finding an equilibrium point between the two philosophical extremes. There appears to be more interest in taking a balanced approach to juvenile justice that attempts to account for community protection, individual accountability and competency development/treatment in the context of individualized assessment classification.

Philosophical Pendulum in Juvenile Justice

The following was adapted with permission from the *Fundamental Skills Training for Juvenile Probation Officers* a manual published by the National Center for Juvenile Justice.

The history of the juvenile justice system is defined in large part by the dynamic tension between a "humanitarian" philosophy stressing efforts to help the offender and a "control" philosophy that stresses efforts to punish the offender. This basic dichotomy between "helping" vs. "control" has been present in all areas throughout the history of the juvenile justice system and has played a major role in determining the practice of this system.

Assumptions associated with a "treatment" orientation

- ◆ diminished responsibility of childhood
- ◆ societal/familial failure
- ◆ delinquency can be "cured"
- ◆ due process issues de-emphasized

Assumptions associated with a "just desserts" orientation

- ◆ even children are personally accountable for their behavior
- ◆ inherent evil of man
- ◆ delinquent behavior cannot be cured
- ◆ due process becomes more important

A strong philosophical orientation, one way or the other, will affect the traditional goals of the juvenile justice system in terms of punishment, rehabilitation, deterrence and incarceration. In turn, specific goals will affect operational procedures within juvenile justice agencies. For example, an agency with orientation towards "control" and "incapacitation" will emphasize procedures having to do with "community protection," "offender accountability," and "public safety" while de-emphasizing procedures having to do with "treatment," "providing services," "individualized assessment," and "skill development."

The dynamic tension between a "humanitarian" approach to juvenile justice and a "punitive" approach has shaped the face of the juvenile justice system since its

inception. Some recent examples of this impact on the administration of justice on a grand scale include:

- ◆ **The Four D's of juvenile justice reform in the late 1960s: Decriminalization, Due Process, Deinstitutionalization, and Diversion.** This major, federally motivated reform movement was a response to objections of the long established pattern of committing vast numbers of delinquent youth to secure correctional facilities under the rubric of "the best interest of the child."
- ◆ **The "get tough" movement in the late 1970s and early 1980s.** This shift was predicated largely on the widely held and publicly popular assumption that juvenile crime had reached epidemic proportions and that the juvenile justice system was too lenient in its dealings with youthful offenders.
- ◆ **The late 1980s and early 1990s.** It appears that the pendulum is beginning to swing toward the middle, possibly reflecting a widespread perception of the apparent failure of some of the "get tough" strategies while remaining cautious about the efficacy of "treating" serious juvenile offenders.

These philosophical shifts also affect the juvenile justice system at an operational level:

- ◆ **Conflicting philosophical orientations across jurisdictions.** Different jurisdictions may, and very often will, operate on substantially different philosophical foundations. This is certainly the case in many states where it is possible to identify several discrete approaches to juvenile justice.
- ◆ **Conflicting philosophical orientations across component parts of the juvenile justice system within the same jurisdiction.** There may be many differences in philosophical orientations among law enforcement, department of social services/welfare, probation, corrections, aftercare and treatment.
- ◆ **Individual agencies within the same jurisdiction may have multiple philosophical orientations represented in them.** For example, judges are rarely of similar philosophical orientation. Supervisors in different divisions are often working from different philosophical agendas.
- ◆ **Individuals within juvenile justice agencies are likely to differ in their philosophical orientations.** For example, whether 16-year-old armed robbers are considered the same as 13-year-old habitual truants depends on a personal view of justice.

The Four Rs

Since its inception, the juvenile justice system has endured a succession of major paradigmatic shifts and the organizational schizophrenia that occurs when a number of different paradigms are in operation (either officially or unofficially) in a given agency. Included among the primary paradigms that have shaped the administration of juvenile justice for the last century are the following models employed by Dr. Vincent O'Leary in his classic survey of juvenile justice philosophy and characteristic methods of dealing with youthful offenders.

1. Rehabilitation

This paradigm stresses the individual over the community. Its fits nicely with a medical model where the youth's dysfunctional behavior can be compared to a sickness to be healed. The therapist is the ideal staff member and therapeutic treatment is the favored approach. Probation officers follow the ideology of psychotherapy and attempt to foster self-understanding and self-acceptance on the part of the offenders. Legal interventions, including due process rights, are not considered in high regard but rather, according to this view, muddle the clinical picture and inhibit treatment.

2. Reintegration

Under this paradigm both the offender and the community are emphasized. This model relies on an interaction between the offender and the community. The onus is not necessarily on the offender to change in isolation, sometimes the community must change as well. The preferred treatment is by informal means. Probation officers are, ideally, located in the neighborhoods where the youths live and work. They try to intervene in the community as well as in the life of the offender. Openness, cooperation, and positive interaction are the hallmarks of this model. Due process and other legal rights are not considered incompatible with efforts to change behavior.

3. Restraint

This paradigm is characterized by minimal concern for the offender and the community. The assumption made in this model is that people change only if they want to, therefore, there is no need to worry excessively about changing behaviors. Instead, the emphasis is on observation, control, and the efficient implementation of the terms of probation. Due process and other legal rights are not emphasized because they do not lend themselves to an efficient routine.

4. Reform

The reform model is based on changing behavior by molding individual behavior through external interventions. This model places the emphasis on the community and minimizes emphasis on the individual offender. The official goal in this model is to ensure that the offender does not cause the community any more inconvenience, loss of resources, or harm. The offender's conduct is expected to be more than generally conforming, not only should he/she become more law abiding, but he/she should become a better citizen, student, son, daughter, employee. Offenders have few "rights" in this model; privileges are granted based on the ability of the offender to conform to prescribed behavior. Juvenile court staff are expected to be "firm but fair." Probation and judicial authorities under this model are ideally representatives of the dominant values and attitudes in the community.

All persons entering the juvenile justice field do so with a set of values and beliefs that will shape their approach to their job. They may be "child savers," or they may be "law enforcers," or they may be somewhere in between. Similarly, each department has its own identity or approach to the administration of juvenile justice. The operational philosophy of a given juvenile justice setting will depend on many factors including the following:

- ◆ the views of the presiding juvenile court judge--or conflicts among juvenile court judges
- ◆ the severity of the problems facing the community
- ◆ the level of education and training of the staff
- ◆ the resources available
- ◆ the particular characteristics of the juvenile code

Depending on how these and other factors interact, the primary goal of juvenile probation in a given jurisdiction could range from an emphasis on public safety and victim reparation to promoting the interest of the individual youth and rehabilitation.

The National Center for Juvenile Justice recommends that probation departments consider the converging interest of the juvenile offender, the victim, and the community in all aspects of the juvenile justice process. To better understand this "Balanced Approach," consider for a moment the traditional habitual conflicts inherent in juvenile justice policy or practice.

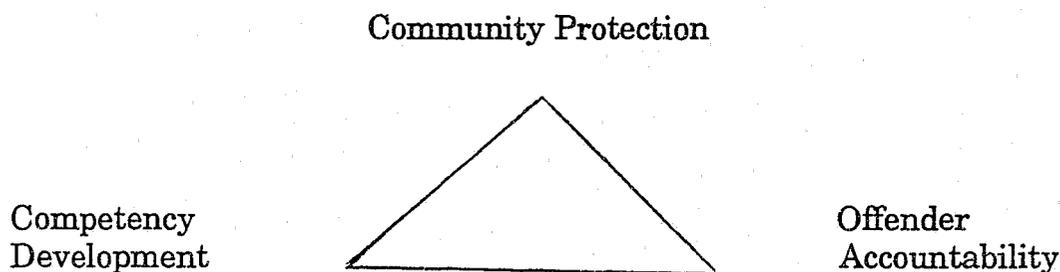
Traditional conflict

- Rehabilitation vs. Punishment • Treatment vs. Control
- Community vs. Offender • Public Safety vs. Youth Development

Historically, juvenile court practitioners have taken an adversarial approach to resolving the traditional conflicts between the different approaches. The adversarial approach has caused a policy pendulum swing between the various approaches with "just desserts" at one end of the policy continuum and "treatment" on the other.

Ultimately, the logical consequences of constantly changing approaches to juvenile justice include environmental turbulence, inconsistencies in the administration of justice, confused and confusing legislation, professional disillusionment and burnout. The "Balanced Approach" recognizes that an equilibrium exists in the swing of the pendulum between two extremes.

"Probation must endeavor to not only protect the public and hold the juvenile accountable, it must also attempt to meet his needs. The values of community protection, offender accountability, and individual competency are firmly grounded in the founding precepts that shaped the emerging juvenile court movement." (The Balanced Approach to Juvenile Probation Practice, by Dennis Maloney, Dennis Romig, and Troy Armstrong, 1988)



The Balanced Approach

These principles of the Balanced Approach--are not revolutionary by any stretch of the imagination. What is different about the Balanced Approach is the attempt to avoid the traditional pugnacious conflict between these legitimate philosophical extremes. Instead, the Balanced Approach considers the possible relevance of each of these core values in shaping programmatic responses to be applied on an individual basis.

1. Community Protection

Unquestionably, the singularly most important goal of the juvenile justice system is the protection of the public from crime.

2. Offender Accountability

Accountability is rooted in the justice theme that the system must respond to illegal behavior in such a way that the offender is made aware of and responsible for the loss, damage, or injury perpetrated upon the victim.

3. Competency Development

Rehabilitation is a traditional, and often cited, goal of the juvenile court and probation movement. Its preeminence derives from a body of assumptions about youths being incompletely developed persons still in need of guidance and nurturance.

Although the Balanced Approach diagram represents the three principles at three corners of a triangle, with all sides equal, the Balanced Approach does not require that resources must be extended equally for all three areas in each case. In fact, a fundamental characteristic of the Balanced Approach is the notion that each youth, his/her social environment, background, particular talents and deficiencies and problem behaviors all need to be examined on an individual basis to assure the appropriate steps are taken.

The "balance" in the Balanced Approach, then, is not an exact balance between community protection, accountability, and individual competency. Instead, it refers to a balance of these three principles relative to the individual needs of the youth. Of course, this balance must also occur within the context of the personal paradigm of the juvenile justice staff and agency.

WHAT IS LAW-RELATED EDUCATION?

SECTION I

WHAT IS LRE?

Law-Related Education (LRE) is a unique blending of content and strategy: students learn substantive information about law, the legal system, and their rights and responsibilities through strategies that promote cooperative learning, critical thinking, and positive interaction between young people and adults.

KNOWLEDGE

- ▶ legal literacy focusing on civil, criminal and constitutional themes
- ▶ practical information
- ▶ concepts underlying our constitutional democracy

LRE emphasizes high-level reasoning and reinforces basic cognitive and affective skills through provocative, high-interest lessons and activities.

SKILLS

- ▶ critical thinking
- ▶ decision making
- ▶ problem solving
- ▶ communication
- ▶ ability to cooperate
- ▶ ability to make reasoned judgments

LRE empowers youth to become effective, law-abiding citizens by promoting civic responsibility and community participation. It increases young people's self-esteem and promotes a more favorable attitude toward adults by increasing contact between youth and community resource people. LRE engages young people in activities that require authentic skills that are transferable to real-life situations.

PARTICIPATION AND ACTION

- ▶ mentoring
- ▶ mock trials
- ▶ community service projects
- ▶ police ride-along
- ▶ peer mediation
- ▶ interactive teaching strategies

LRE can be used in school, counseling, probation, or institutional settings for students of all abilities. It can be used by teachers, counselors, staff, or any other persons who come in contact with young people.

FLEXIBILITY

- ▶ K-12 students
- ▶ gifted, regular and special education classes
- ▶ traditional and non-traditional school settings
- ▶ community diversion programs

LRE demystifies the law by going beyond the who, what, when, and where, and teaching young people the WHY. LRE enables students to view the law as something that is not remote, impersonal, or connected only to punishment. Through interactive teaching strategies, LRE students discover that the American legal system can work to their benefit.

DEMYSTIFYING THE LAW

- ▶ fair and balanced study of controversial issues
- ▶ relevant and topical lessons
- ▶ rationale for laws and rules

WHY USE LRE IN JUVENILE JUSTICE SETTINGS?

SECTION II

Introduction: LRE and Delinquency Prevention

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) sponsors the implementation of law-related education (LRE) in school settings as a deterrent to juvenile delinquency. LRE is purported to equip youth with the knowledge, skills, and attitudes about the law, legal system and process, and the fundamental principles upon which these are based. The evaluation of LRE in school settings conducted by the Center for Action Research (CAR) and the Social Science Education Consortium (SSEC) suggested that LRE, properly implemented, helped improve student knowledge, skills, and attitudes while reducing students' delinquent behavior (CAR-SSEC, 1983; 1984).

The term "proper implementation" is an important one. The CAR-SSEC evaluation of LRE in school settings suggested the importance of six principles to guide the implementation of high quality LRE (i.e., as a delinquency prevention program). Four of these principles deal with curriculum and instruction (and have implications for training). The other two deal with features of the institutions trying to implement an LRE program. (See next article.)

Through the LRE in Juvenile Justice Settings Initiative, a variety of juvenile justice settings -- including detention, diversion, alternative and community schools, and residential schools and group homes -- implemented LRE programs. Interim evaluations have suggested that LRE positively affects resiliency-to-risk factors of youths found in these settings. The resiliency factors include such important things as self-esteem, coping strategies, communication skills, empathy, and more positive attitudes toward these youths' communities, legal system, and law enforcement personnel.

In 1991-92, the Social Science Education Consortium conducted site visits and interviews with juvenile justice personnel at sites that had recently begun implementing LRE programs. The overwhelming evidence from the site visits and interviews supported the conclusion that LRE makes a positive contribution in those juvenile justice settings which introduces LRE. Among the strong indicators of this conclusions were:

- Students like LRE.
- Students get involved and engaged in the LRE activities.
- Because students are engaged, there is less need for disciplining them.
- Students open up and reveal themselves.
- LRE helps students understand the law and legal system.

- LRE humanizes law-related personnel such as police, judges, and prosecutors.
- LRE lessons help these youth become more empathetic.
- LRE promotes critical thinking and coping skills these youths need to develop to reduce their risk of delinquency.
- LRE's active teaching strategies accommodate wide variation in youth's academic ability.
- LRE helps youths increase their communication skills.
- LRE improves youths' attitudes toward the legal system.

There is an obvious connection between the reported outcomes listed above and the research of risk and resiliency factors. The following articles will provide additional information.

An Evaluation Of Law-Related Education Implications For Teaching

By Mary Jane Turner
1984

Introduction

This article reports on a series of recommendations for improving and/or changing educational practice in order to prevent or reduce deviant behavior among juveniles. The recommendations are derived from a four-year national quantitative and qualitative evaluation of law-related education programs undertaken by the Social Science Education Consortium, Inc., and the Center for Action Research.

The Relationship of Law-Related Education and Prevention of Juvenile Delinquency

There are an array of delinquency prevention theories--control, strain, and labeling--that suggest that there are at least six behavior related factors that must be affected if we are to prevent or reduce delinquency among young people. A seventh powerful factor--association with non-delinquent peers--seems to be indirectly associated with the first six and directly related to the use of several law-related education teaching strategies.

What do these research based theories have to do with those of us who toil in the garden of social studies or youth services? Or stated more simply, is there anything here that recommends itself to our attention? As teachers and other helping professionals, we certainly want students to know something, to be able to do something, and to feel one way or the other about something when they complete our courses of study. Some of us also want to prepare students who are willing to put the cognitive, skill, and affective components of instruction together in order to do something or participate.

If, however, we wish to provide instruction that also will reduce or prevent delinquency, it appears we must expand these traditional objectives to include those that will affect delinquency-producing behavior. First of all, we must want our students to attach to and admire adult positive role models in the society; to become so committed to conventional activities they hesitate to break rules; to be involved and invest time and energy in conventional activities; to believe rules and laws have validity and are important in maintaining an orderly society; and to associate with non-delinquent peers. In addition, we must provide students with greater equality or opportunity for getting good grades and classroom rewards and attach positive rather than negative labels to them.

None of these objectives, of course, are antithetical to achieving traditional educational objectives. On the contrary, there is considerable empirical evidence--and more is being surfaced each day--that objectives of this kind also have a salutary effect on the achievement of the more traditional ones. The question, then, becomes how well can law-related education (LRE) with a particular content focus and set of interactive strategies achieve the objectives that relate to delinquency prevention? We will look both at the strategies and recommended pedagogical techniques and the content.

In a very general sense, law-related education appears to be particularly well suited to favorably affecting all of the behavior-related factors described above. LRE, for example, provides opportunities for building attachment, not only to representatives of the school, but to law enforcement and justice system personnel as well. In terms of commitment, students in the evaluation study reported valuing LRE more highly than most other classes. Because the subject matter connects especially well to the world outside the school and engages students in a potentially significant learning experience, LRE appears to increase involvement in conventional activities. Because it conveys an understanding of the basis and necessity for rules and law, LRE seems to create a foundation for heightened belief in the validity of social rules.

Law-related education strategies are designed in part to offer all students opportunities to participate actively and excel; a consequence is greater equality of opportunity and greater probability of positive labeling. Many of the strategies feature cooperative tasks that appear capable of affecting peer choices directly.

Unfortunately, although evaluation findings support these general propositions; they indicate as well that when law-related instruction does not incorporate several critical features, there may be no measurable effect or even a worsening of students' behavior. This can occur even in classes where students show gains in their knowledge about law. In sum, it is only when certain features-- (1) adequate preparation and use of outside resource persons in the classrooms, (2) provision of sufficient quantity of instruction, (3) judicious selection and balance of illustrative cases, (4) teaching strategies that foster true student interaction and thus affect friendship choices, (5) availability and use by teachers of professional peer support, and (6) involvement of building administration--are incorporated into law-related education programs that we find positive improvements in behavior.

Four of these features are related directly and specifically to classroom implementation. Two others are related to organization of the school. Each of these will be discussed below.

Adequate Preparation and Use of Outside Resource Persons in the Classroom

Evaluation data indicate that appropriate use of visitors in LRE classes is more strongly associated with increased student attachment to teachers and the school and with shifts from delinquent to nondelinquent peer associations than is any other classroom practice or event. These findings cannot be taken to mean that every resource person or every instructional approach will achieve these desirable objectives, however. Classroom observations indicate that in order for resources persons to be effective:

1. visitors should receive advance preparation not only in fitting their content into the course as a whole, but in effective interactive teaching strategies--especially, in techniques for reaching the whole class, not just a few particularly receptive students;
2. topics covered by outside resource persons must be relevant to the rest of the course and properly timed for a good fit with the sequence of material presented;
3. the principal mode of a visitors' in-class activity should be interaction with the students;
4. visitors should present a balanced picture of the part of the system they know, neither claiming infallibility nor unduly emphasizing "horror stories" (see "Selection and Balance" below); and
5. before a visit by an outside resource person, students should receive preparation to maximize their thoughtful participation when the visitor is present (e.g., having each student come in with a list of questions for possible use on the day of the visit).

Provision of Sufficient Quantity and Quality of Instruction

The question of how much LRE instruction is necessary in order to achieve optimal impact in terms of behavior change is still open to speculation. Evaluation findings do suggest that while weekly or biweekly instruction may increase knowledge, it will not change other behaviors. At a minimum there must be at least a semester of instruction or careful integration of LRE content and strategies into year-long courses.

Three aspects related to quality of instruction appear to correlate well with student attachment to teachers and the school, commitment, improvement in behavior, and increases in knowledge gains. These are: (1) checking for practice and understanding, (2) stating objectives and establishing a mental set, and (3) providing appropriate depth and density of coverage.

Effective teachers can be neither perfunctory in checking student progress nor can they ask only a few of the students if they are having problems or have questions. Opportunities for applying knowledge and skills should be incorporated into every lesson.

Teachers typically know what learning outcomes they expect to achieve on any given day. A much less typical behavior is sharing this information with students. Teachers do rather well at giving adequate directions for accomplishing classroom tasks, however.

Unfortunately, while it appears better to inform students of what they are expected to do without letting them understand why, only giving directions has no association with attachment to teachers and a slight negative association with improvements in students' belief in the validity of rules. Thus, it appears that it is necessary to tell students: (1) what they are going to learn, (2) why they are going to learn it, (3) how what they are going to learn fits into the overall topic being presented.

The degree of depth and density, which includes suitable sequencing and pacing, accorded classroom topics is associated with attachment and improved behavior. Covering a law-related topic in depth requires (1) technical knowledge of the law, (2) skills in managing ambiguity and controversy, and (3) skills in organizing difficult material. At the same time, it is necessary for teachers to be aware that too much depth and detail can be confusing, frustrating, and boring for students.

Judicious Selection and Presentation of Illustrative Case Materials

The primary purpose of providing students with a balanced view of the judicial system is to foster among them a belief that laws are necessary and important for maintaining an orderly and predictable society. On the other hand, presenting the system as nightmarish appears to increase cynicism and negativism and reduces the possibility that law will come to be viewed as a positive tool for maintaining social order. On the other hand, when law and law enforcers are depicted as infallible, students not only discount the importance of what is being taught but also tend to doubt the credibility of the instructor.

The issue of balance often arises in connection with a visit from a resource person. Some resource persons, who have not been briefed properly by the teacher, will claim perfection for their part of the system. Others may spend entire class periods recounting horror stories, leaving no time to bring issues to closure by discussing available legal remedies.

The successful presentations of legal cases occur when (1) the topic selected for discussion generates strong initial differences of opinion among students, (2) the teacher and/or visitor, through preparation and rehearsal, comes to class able to anticipate the arguments and counter arguments that students are likely to

voice, (3) are required to back any view they express with reasons, (4) students are encouraged to respond to reasons voiced by other students, (5) the teacher uses probing questions to help individual students recognize and confront inconsistencies in their reasoning, and (6) the teacher enriches the issue-specific discussion with a wider view of the system and the balance that must be struck in it.

Teaching Strategies that Foster True Student Interaction and thus Affect Friendship Choices

Although LRE classroom as a whole using group learning techniques produced slight negative associations with both belief in the validity of social rules and nondelinquent peer relations, it apparently was not the strategy or set of strategies that proved to be ineffective in reaching these dimensions. Rather it appears to be the inherent difficulty with implementing group work effectively.

Some teachers seem to struggle when working with small groups. Many of the exercises observed during evaluation either were preceded by inadequate directions, were unsuitable to the task at hand, or simply consumed inordinate amounts of time. Moreover, few of the observed exercises involved true task interdependence, and none of them involved explicit reward interdependence.

Observers, consequently, have recommended that small group work be used selectively and appropriately, where it will enhance learning, and not simply for its own sake. In addition, strategies other than small group work are built into the LRE curricula and can be employed to achieve active participation and student-to-student interaction. Role playing and preparing for and conducting moot courts, mock trials, legislative hearings are notable examples of activities highly conducive to task and reward interdependence.

Yet another ideal opportunity for fostering student interaction occurs when dealing with controversial issues. Here again is an area in which many teachers feel uncomfortable or inadequate. Some "provide the correct answer." Some raise the level of abstraction of the issue to the point where it is no longer controversial. Few prepare students by developing and enforcing procedural guidelines for rationally analyzing and discussing issues that are controversial or conflicts.

Involvement of Building Administrators

The most effective LRE classes appear to be located in schools where building administrators actively participate in providing classroom resources, facilitating field trips, and dealing with concerns about LRE classes voiced by other teachers or members of the community. Administrators are also important in reducing the gap that can exist between school governance policies and the ideas about justice and procedural due process that may be generated in LRE class.

Informed administrators are aware, as well, of the problem inherent in using LRE classes as "dumping grounds" for troublesome students. If an overall objective is the reduction of delinquency, putting troublemakers together militates against the establishment of positive peer relationships. Thus although administrators are often very busy and often overcommitted, it is advisable to include them in awareness conferences, provide them with descriptive/explanatory documents, and involve them in instructional decisions.

Availability and Use by Teachers of Professional Peer Support

The evidence suggests that teachers who are called upon to be innovative in the midst of others pursuing a more conventional course, are likely to require uncommon levels of support from their peers. This support can be developed by providing training to teams of teachers from the same building, by arranging for classroom visits from a supportive district social studies supervisor or other curriculum administrator, or by scheduling ongoing follow-up sessions with state or local LRE project staff.

When more than one teacher in the same building is trained, opportunities arise for joint lesson planning, cooperative use of visits from resource persons and trips off school grounds, and classroom observation and provision of feedback. A team may also be more likely than a single teacher to be able to generate support for LRE from other teachers and administrators. In addition, the team gives the program more stability; the departure of one teacher via transfer or retirement does not leave a school without a trained LRE instructor.

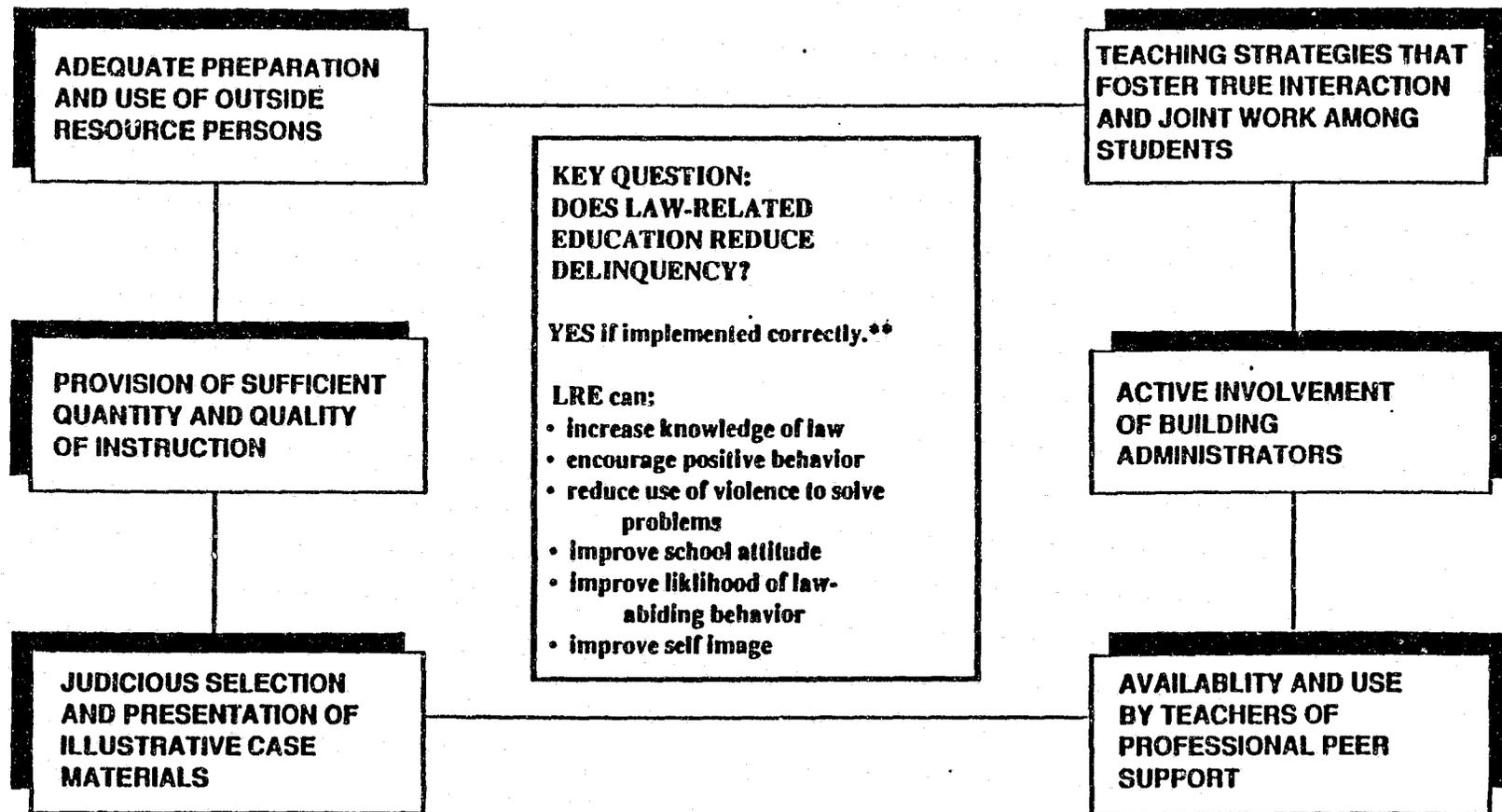
Where teams cannot be developed, however, district wide seminars and social functions for all LRE teachers can provide necessary peer support, reducing feelings of isolation and strengthening teachers' commitments to LRE innovative methods and substance.

Conclusions

In some regard, the evaluation findings support the premise that improved instructional techniques by themselves can go far in achieving delinquency prevention objectives. A math teacher, a science teacher, a business teacher willing to adhere to the foregoing recommendations could well have an impact on students' behavior. Does this mean that instruction about the law is not that important? **NO**

Although good teaching practices contributed to the success of the classes that were assessed, it was also discovered that law-related education as a subject has significant favorable affects **over and above the consequences of superior instruction.** In traditional civics classes used for comparison, there was deliberate use throughout the semester of the same recommended teaching strategies as were used in the law-related education classes taught at the same school. Compared with those in the civic classes, students who received law-related education showed a significant reduction in their rate of delinquent behavior and significant improvement in most of the other outcomes measured.

The Six Essential Components of LRE



Based on a four-year study which concluded that LRE can serve as an effective deterrent to delinquency, the positive impact of LRE extends to students of all ability levels, including those with pre-existing levels of delinquent behaviors ranging from slight to substantial.

The evaluators determined that delinquency increased or decreased in proportion to the presence of these factors. In their absence there was no measurable effect or, in some cases, an increase in delinquent behaviors.

Law-Related Education as a Cognitive Intervention: From Theory to Program Design*

by Dr. Timothy Buzzell
1992

As practitioners in the juvenile justice field explore various uses for law-related education, they may find it useful to draw upon various models and theories which have been developed over the years to explain delinquency. The purpose for doing this is extensively programmatic. Applying theory to the design of juvenile interventions helps us conceptualize what is happening as a result of the intervention. If program administrators want to articulate why LRE might be helpful to youthful offenders, they will want to be familiar with various explanations of delinquent behavior to pinpoint how LRE may be working. The application of theory to practice also provides a framework of evaluating whether or not the intervention is working. This may prove crucial to continuing the life of the intervention as well as securing both political and monetary support for further implementation. There is sound reasoning behind exploring why LRE is effective with delinquents.

There are two theoretical approaches which may prove useful to designing LRE interventions and to evaluating the impact of LRE interventions on youthful offenders. The following discussion highlights the basics of two theories of delinquency. The first is the social development theory (Hawkins & Weis 1985; Hawkins & Lam 1987). This approach argues that a number of factors related to the child's psychology and the child's environment increase the risk for delinquency. The second theory draws from cognitive psychology, emphasizing the recent renewed interest in cognitive explanations for criminal behavior in general (Samenow 1981; Arbuthnot & Gordon 1983; Ross, Fabiano & Fabiano 1985). This approach argues that deficiencies in certain cognitive abilities impede positive social interaction. Both models address what I believe to be the larger concept of social development; teaching offenders how to get along with others.

Social Development and Risk Factors

A number of factors have consistently been shown to be associated with delinquent and anti-social behavior (Hawkins, Lishner, Jenson & Catalano 1987; Kandel, Simcha-Fagan and Davies 1986; Spivack, Rapsher, Cohen & Gross 1978). Recent summaries of this research commonly note twelve risk factors (Bernard 1991):

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1. varieties in the forms and frequent displays of antisocial behaviors at an early age
2. parental and sibling histories of drug abuse and crime
3. poor or inconsistent family management practices
4. family discord and conflict
5. development in socially deprived environments
6. academic failure or poor school performance
7. low commitment to educational pursuits
8. association with delinquent peers
9. alienation and lack of bonding to conventional norms
10. community disorganization
11. failure in making life transitions
12. personality orientations that are anti-social

It is important to note that while these factors have not been shown to be the "causes" of delinquency, each is correlated with delinquent behavior.

By identifying factors which place a child at-risk of anti-social behavior, interventions can be designed to target selected factors and attempt to insulate the child from negative influences. The idea of building resiliency to risk raises a variety of questions for programming as well as future research. The research on risk factors has in fact stimulated a line of inquiry that reflects another perspective on the problem of delinquency. Specifically, research on high-risk behavior has yielded a larger question of, what do we know about children who grow up in high-risk environments yet do not engage in anti-social behavior?

Researchers have identified a variety of "resiliency factors" (Garmezy & Rutter 1983; Werner & Smith 1982; Rutter 1979). Resiliency refers to those factors known to help a child resist what would otherwise be a negative influence typically resulting in anti-social behaviors. Children who are resilient to high risk factors share a number of psychological characteristics, according to a recent summary of the resiliency research presented by Bernard (1991). Resilient children:

1. demonstrate a high level of social competence (good social interaction skills, responsiveness to others, caring and empathy).
2. exercise keen problem-solving capabilities, putting to use abstract and reflexive thinking.
3. display a strong sense of autonomy which is bolstered by enhanced self-esteem, self discipline and impulse control, as well as a sense of purpose and hopefulness for the future.
4. have caring and support from family, school and the community.
5. achieve to meet high expectations set forth by significant others.

6. are subject to consistent, clear and structured expectations about behavior, achievement, and values communicated by positive adult models.
7. are often provided a number of opportunities to participate in decisions that affect their lives as well as the structures around them.

These influences at the individual level and from the environment in which the child lives, are apparently essential to the development of resilient children.

Cognitive Development and Social Interaction

The research on both risk and resiliency includes a number of psychological characteristics. For example, risk factors such as alienation, school failure, or poor interpersonal relationships incorporate a number of characteristics associated with the psychological processes of cognition. Crimineogenic thinking, as opposed to pro-social thinking, is described by Ross and Fabiano (1985) as the result of delays or interruptions in the development of certain dimensions of individual psychology and competencies in human interactions. Delays or interruptions in a number of elements of social competency and human thinking have been identified as common among criminal populations in general:

1. self-control and impulse control
2. cognitive styles which foster empowerment
3. abstract thinking for understanding rules and law
4. conceptual flexibility
5. problem solving (develop alternatives, calculate consequences of actions, cause and effect)
6. consideration for feelings and thoughts of others
7. a sense of right and wrong for the collective good
8. critical reasoning skills

The resiliency framework focuses more specifically on these psychological traits, emphasizing elements such as problem-solving skills, sense of purpose, and empathy. These cognitive aspects highlight psychological factors that could be altered through appropriate interventions.

There are a number of studies which now suggest that cognitive interventions for delinquent and criminal populations may be the most effective interventions available (Garrett 1985; Gordon and Arbuthnot 1988). Gendreau and Ross (1987) find that the cognitive model of rehabilitation consistently demonstrates significant levels of success than when compared to other rehabilitative programs. Based on this literature, a synthesis of the risk, resiliency and cognitive approaches may in fact produce an important conceptual framework for program design across the continuum of care, which includes prevention, intervention, treatment, and aftercare.

Ross (1985), for example, argues that programs designed to improve a number of specific individual cognitive abilities can buffer the individual from these external forces. The "cognitive prophylactics" as he calls them, include cognitive skills which have consequences for social interactions. Drawing upon the summary of resiliency research outlined by Bernard (1991), three parallel categories of cognitive skills can be readily identified:

- social competence - this includes responsiveness to others, conceptual and intellectual flexibility, caring for others, good communication skills and a sense of humor.
- problem solving skills - an ability to apply abstract thinking, engage in reflective thought, and develop alternative solutions in frustrating situations.
- sense of autonomy - develop a positive sense of independence, emerging feelings of efficacy and high self-esteem, control of impulses, planning and goal setting, and a belief in the future.

Consistent with Ross, positive individual degrees of autonomy, problem-solving, and social competence can help the child resist anti-social influences in the environment.

Contrasting this summary of research on cognitive evaluation with the research on resiliency clearly demonstrates that both models help practitioners understand that cognition and resiliency are parallel concepts from a programming perspective. In other words, the resiliency and risk research encourages the design of interventions at the cognitive level. Table 1 (attached) provides an overview of this contrast, pinpointing the cognitive elements at the individual level and highlighting the environmental sources of resiliency and risk. This perspective helps to highlight elements that should be included in program design.

LRE and Social Development: A Planning Matrix

As developed over the past 25 years, law-related education curriculum should prove to be compatible with a number of objectives associated with prevention and intervention for high-risk populations, including delinquents. Admittedly little evidence exists as to the impact of LRE curriculum on student cognitions and behaviors. Yet the framework outlined here may offer a rationale for revisiting research on student understanding of law and the relationship between this understanding and anti-social behavior in general (Hirschi 1969; Tapp and Kohlberg 1977; Akers 1985). At the least, there are grounds to argue that from a program evaluation perspective, the two models described above offer

a conceptual tool for evaluating program impact. The impact can be measured in terms of the content and methodologies associated with law-related education in general.

It would appear that the content and subject matter of law-related education could address a number of aspects of cognitive and social development.

First, law-related education represents a topic of study that is inherently interested in the nature and extent of human conflict and interaction. We expect young people to obey rules and follow the law. Yet, we do not necessarily do a good job of teaching young people what exactly is expected. Law represents rules for interaction, delineating expectations about behavior.

Second, law in many ways represents the achievement of social rationality in modern societies (Cohn & White 1990). The resolution of disputes through the application of legal standards represents not only higher order thinking, but a process for governing and controlling human interactions in large societies.

Third, the study of law goes to issues representative of a higher level of moral and abstract development (Arbuthnot & Faust 1981). Teaching students about normative expressions in society captured in statutes, cases and legal processes from a critical thinking emphasis may foster the intellectual development of the child. Learning the tools of abstraction and confronting the moral and ethical self may prove beneficial to a child who has never addresses ethical or moral concerns. For some children, it may be important to develop first an ability to deal with abstractions about the control of human behavior for purposes of social order, and then second, understand that creation of social order is sometimes mediated by human judgements about these behaviors, which may include moral and ethical criteria.

The teaching methodologies associated with law-related education also appear to have the potential for enhancing cognitive growth and social development. The strategies used in most LRE programs are designed to make students cooperative partners in the learning process. These strategies require students to adopt the perspectives of opposing viewpoints in debates, represent legal standards in mock trials, or apply criteria in decision-making activities focusing on public policy. Curricula which allow students to practice certain social skills and refine cognitive competencies advance the social development of the child.

Prior research has in fact indicated that cooperative learning strategies may be the single most effective approach for reducing high-risk behaviors such as drug and alcohol use (Tobler 1986; Bangert-Drowns 1988). Hawkins & Lam (1987) found that cooperative learning techniques are well suited for managing student behaviors in the classroom, including high-risk students. Similarly, Slavin, Karweit and Madden (1989) suggest that cooperative learning engages all students

in pro-social behaviors, allowing students to essentially practice and refine the social skills needed for normative behavior. The classroom is where citizenship skills and social skills in general are learned. These skills are developed in methodologies that are especially significant to building resiliency to risk within a child.

Pinpointing the way in which LRE curriculum may be useful to cognitive and social development would require a more specific linkage of curriculum or lesson objectives with specific cognitive factors noted in the research reviewed earlier. The specific linkages are the subject of future design projects. An example at this point, however, may provide guidance to these future projects. The example below portrays in a lesson-by-lesson format how selected law-related activities can be used to target aspects of cognitive development in three domains: social competence, autonomy, and problem solving. The purpose of this example is to help envision the specific ways in which a lesson can assist in cognitive development. For example, students participating in a mock trial are provided learning opportunities to develop critical thinking by studying issues through the case study method. The mock trial also fosters communication skills, emphasizing the importance of stating arguments for and against different outcomes, all achieved through application of certain rules and procedures associated with a trial. In these and other ways, LRE offers an opportunity to further cognitive development among high-risk youth as well as children in general.

Cognitive Domains

<i>Lessons</i>	SOCIAL COMPETENCE					PROBLEM SOLVING		AUTONOMY				
	responsiveness	flexibility	empathy	communications	sense of humor	abstract thinking	alternative solutions	sense of indep.	esteem & efficacy	self-discipline	impulse control	belief in future
World of Rules	X		X	X		X	X			X		
Interp. of Rules		X				X	X					
Role of Triggers	X			X	X	X	X	X		X	X	
Police Patrol	X	X	X	X	X		X		X	X	X	X
What Is Authority	X		X	X		X		X		X		
Gerry Gault			X	X		X	X		X			X

Conclusion

The purpose of this discussion was to inform the practitioner of two theories of delinquency. These theories are useful in the design of interventions. This discussion suggests how law-related education can be used to target risk and resiliency factors or the cognitive skills of youthful offenders. As the juvenile justice field adopts LRE programs in a range of settings, data will need to be collected to test the utility of these theoretical applications. Does LRE in fact mediate the impact of selected risk factors? Does LRE build resiliency? Does LRE improve the social interaction skills of the delinquent child? Questions like these can only be answered as a result of extensive evaluation. The experiences of the juvenile justice practitioner will inform future designs of LRE interventions. As practitioners begin to experiment with LRE interventions, they may find it useful to use these two conceptual frameworks, or they might identify others which hold greater explanatory power. Experience and innovation will tell and must be encouraged in this ever changing and demanding field.

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Table 1.

Resiliency to Risk: Protective Factors by Level of Intervention

Individual		Family	School	Community
Cognitive Domain	Resiliency Domain	Protective Factors	Protective Factors	Protective Factors
Self Control	} Autonomy	Caring and Support (bonding to at least one parent)	Caring and Support (teacher gives support; importance of peers)	Caring and Support (social networks)
Cognitive Style				
Values				
Ego Centricity				
Conceptual Rigidity	} Social Competence	High Expectations (support achievement; structure, rules, discipline)	High Expectations (emphasis on achievement and means to achieve)	High Expectations (norms that youth are important or valued; messages from adults)
Interpersonal Problem Solving				
Concrete vs. Abstract Thinking	} Problem Solving	Encouraging Participation and Involvement (respect child's autonomy: opportunity to talk)	Student Participation and Involvement (engaging classrooms; students given responsibility)	Opportunities for Participation (civic participation)
Critical Reasoning				
	Sense of Purpose			

LAW-RELATED EDUCATION AS AN INTERVENTION FOR BUILDING RESISTANCE TO HIGH-RISK FACTORS

RISK FACTORS:

LRE AS AN INTERVENTION:

OUTCOME:

Anti-social behavior

Low commitment to learning or education

Poor academic performance

Lack of bonding and alienation

Low self-esteem

Family history of substance abuse

Negative peer influence

Anti-social attitudes

LRE CONTENT:

Legal knowledge using real-life situations and normative decisions, including policy

LRE METHODS:

Cooperative learning strategies using community resource people: small group, roleplaying, dilemmas, simulations, mock trial, decision-making, etc.

Understand rationale for legal system

Perceive fairness of system

Observe society's interest in and willingness to assist

Interact with community resources

Interest and involvement with curriculum

Opportunities to demonstrate competency

ATTACHMENT

COMMITMENT

BONDING

SELF-ESTEEM

Resistance to anti-social attitudes and behavior

Risk, Resiliency and Law-Related Education

A work in progress by Norma Wright
1993

What is "At Risk?"

Youth-at-risk has become a quintessential buzz word. You can pick any educational; publication and find a different definition. The lack of clarity reminds one of the time Supreme Court Justice Potter Stewart was asked to define obscenity. He replied, "I can't define it, but I know it when I see it." In much the same way, we all know who the youth-at-risk are. They are the young people who fall through the cracks--unless we provide some safety nets. They're not necessarily the overtly aggressive, stereotypical juvenile delinquents. They're also the quiet, withdrawn, passive kids. Nor are they limited to one geographical area or socio-economic or ethnic group. They are presently in every classroom in every school.

For purposes, of this paper, a working definition of at-risk youth is those whom a combination of interrelated biological, psychological and social factors subjects them to a relatively greater likelihood for development of delinquency, substance abuse and other related anti-social and self destructive behaviors.

The premise of risk-focused prevention programs is that if we want to prevent behavior before it happens, we have to know what the factors are that increase the risk of that behavior and address and reduce those factors.

Risk Factor Research

The factors which place young people at risk are so complex, interrelated and overlapping with little evidence to support a hierarchy that there are probably dozens of ways to look at them. Following is a list of ten factors related to youth-at-risk about which the research is clear and consistent:

- ▶ Alienation and lack of bonding to family, school and community
- ▶ Early, frequent anti-social behavior
- ▶ Family history of high-risk behavior
- ▶ Poor family management practices
- ▶ Family conflict
- ▶ Economic and social deprivation
- ▶ School failure

- ▶ Low commitment to education
- ▶ Community disorganization
- ▶ Association with delinquent peers

Alienation and lack of bonding

Bonding is the feeling of being connected to others. The flip side of bonding is alienation. A lack of a sense of belonging is one of the most powerful correlates of high risk behaviors. Young people who have no stake in conventional society have little to lose in breaking its rules. They may seek and find their sense of belonging and fulfill their need for recognition with delinquent peer groups or deviant subcultures. Lack of meaningful involvement in school activities and decision-making large depersonalized school environments; and student perceptions of irrelevant content and inflexible programming alienate students and discourage feelings of responsibility and respect for school property and personnel.

Early, frequent anti-social behavior

Early, frequent anti-social behavior in school predicts later delinquency and substance abuser and often predicts academic failure. (Hawkins 1992) Aggressive, depressive and delinquent behaviors are disruptive to the learning process. Studies of adolescent delinquents show that they demonstrated childhood behavior typical or hyperactive children. Research has shown a link between attention deficits behavior (excessive motor activity, impulsivity and easy distractibility not necessarily linked to an attention deficit disorder) and delinquency. ("Factors Related to Youth-at-Risk," Santa Clara County Office of Education, 1987)

Family history of high-risk behavior

An analysis of the research conducted by David Hawkins, researcher at the University of Washington, confirmed that "if children are born or raised in a family with a history of alcoholism, they are at increased risk for substance abuse themselves. If children are born or raised in a family with a history of criminal activity, their risk for juvenile delinquency increases." (Hawkins, 1992)

Some children are adversely affected even before birth as victims of their parents' use of toxic substances and/or lack of parental care. Most researchers agree that a mother's drug use will have an effect on her children's intellectual, physical and emotional development. While some of these children may function or appear to function normally, others may require sensitive, informed intervention by schools and other agencies. ("A Place to Start," Santa Clara County Office of Education, 1990)

Poor family management practices

Poor family management practices, including a lack of clear expectations for behavior, failure of parents to monitor their children (knowing where they are and who they're with) and excessively severe or inconsistent punishment increase the risk of substance abuse, delinquency, teen pregnancy and school drop-out. (Hawkins, 1992) Parents who model ineffective methods of solving family problems are unlikely to foster the development of effective interpersonal problem-solving strategies in their children. Disciplinary methods with a preponderance of external controls, in effect, do the thinking for the child. Individual reared in an environment with excessive controls are not likely to develop a self-perception that they can influence their environment to believe that what happens to them depends on how they behave. (Ross and Ross, 1989) Schools can provide essential support to families by offering parent education and facilitating access to social services. Schools can also validate the efficacy of family members by involving them in school decision-making and governance.

Family conflict

It is within the family context that one first learns, or fails to learn, the values, rules, attitudes and skills necessary for functioning in society and acquires, or fails to acquire, abuse or neglect rather than love and support. Others are raised in homes where violence is commonplace.

While being raised by a single parent appears to increase the risk for children of teenagers. Hawkins concluded that family conflict seems to be more predictive of delinquency than family structure. An intact family characterized by a lot of conflict is no better, and possibly worse, than any other family in which conflict is commonplace. He noted, "It is so much single or two parents as it is the quality of family management going on." (Hawkins and Weis, 1985)

Economic and social deprivation

Children who live in a poor, deteriorating neighborhood where the community perceives little hope for the future are more likely to develop problems with delinquency, teen pregnancy and to drop out of school. (Hawkins 1992) Troubled families are often the product of troubled social conditions. The apparent relationship between poverty and being at risk involve three major themes: poor family resources, undersupported institutions serving these populations; and discrimination, both in the schools and the larger society. Gary Wehlage, associate director of the National Center on Effective Secondary Schools at the University of Wisconsin, noted that the children of poor people often experience the least congruence among homes, neighborhoods and schools. It is often assumed, however, that the social skills and knowledge necessary for students to succeed in school have been learned at home or in previous schooling. Very often this is not the case. (Wehlage et al, 1989) Well intentioned educators have tended to label poor children as disadvantaged, low achievers in need of remediation.

These children often spend their school careers living "down" to the expectations implied by the labels and receiving an education that demands little of them.

School failure

Numerous studies indicate a relationship between what goes on at school and anti-social or self-destructive behaviors. School performance and low academic achievement are very strong predictors of truancy, dropping out and delinquency as well as common antecedents of substance abuse. Students labeled "academic failures" or more or less permanently placed in remedial and non-college tracks, become increasingly dissatisfied and alienated from school. The High School and Beyond survey (1982) found that many students reported having dropped out because they saw no connection between the school curriculum and their future. Instructional delivery that is inappropriate with emphasis on lectures and testing, rather than on interaction and field experiences, adds to the students' disinterest. The U.S. Department of Education publication, Dealing with Dropouts, reported the major reason cited by young people for dropping out was "there was nobody there who cared."

Low commitment to education

Numerous research studies have found that a low degree of commitment or bonding to education in general and the school in particular are related to anti-social behavior and delinquency. Low commitment to school means the child has ceased to see the role of student as a viable one. Often this risk factor is associated with academic failure. (Hawkins, 1992)

Community disorganization

More substance abuse and delinquency occur in disorganized communities where people have little attachment to the neighborhood, where the rates of vandalism and crime are high and where there is low surveillance of public places. This condition is distinct from income. It can be found in neighborhoods at any socio-economic level. (Hawkins, 1992) Community expectations are related to risk through cultural norms and role models. It appears that there are neighborhoods whose norms include an acceptance of or at least a tolerance for certain forms of anti-social behaviors that place young people growing up in those communities at greater risk. David Hawkins has also concluded that availability of drugs and alcohol in some communities is associated with increased risk of substance abuse. (1992)

Association with delinquent peers

Children who associate with peers who engage in a problem behavior, be it delinquency, substance abuse, sexual activity or dropping out of school are much more likely to engage in the same behaviors. Even when children come from well-managed families and do not experience other risk factors, just spending time with

friends who engage in problem behaviors greatly increase that child's risk. however, children that experience fewer risks are less likely to associate with delinquent peers. (Hawkins 1992)

The presence of the risk factors outlined above does not guarantee that a young person will engage in delinquency, substance abuse or other anti-social behaviors. These factors do represent an increased probability that these behaviors will occur. The more risk factors present, the higher the risk.

Risk assessment is not an exact science. Although some interesting consistencies are evident in the research in this area, some discrepancies are also apparent. It is important to note also that many risk factors are correlative, not predictive. Nevertheless, millions of dollars continued to be phoned into prevention efforts based on them. Funding agencies for many school prevention programs require applicants to specifically address risk factors. For example, The California Department of Education has provided moneys for the Drug, Alcohol and Tobacco Education (DATE) program. This statewide funding provides some of the largest sums available for prevention and intervention in the United State. The DATE application for funds states: "Extensive research on risk factors offers a clear direction for prevention programs." The application proceeds to identify 36 different risk factors, which the department considers to be indicators of youth at risk or high risk. (Brown and Horowitz, 1993, pp. 14-15) It would be hard to find any adolescent who has not experienced at least one of these factors at some time in his or her life.

Resiliency Research

Although risk factor research and theories have contributed significantly to our understanding of prevention and intervention efforts, it does not explain why large number of people "succeed" in life under even the most adverse circumstances.

Resiliency research focuses on the question: what do we know about children who grow up in high-risk environment, or who display high-risk attitudes and behaviors, yet do not engage in anti-social behaviors? (Buzzell, 1992)

"Resiliency can be defined as the capacity to spring back, rebound, successfully adapt in the face of adversity and develop social competence despite exposure to severe stress."

Marilyn Colby Rivkin and Mary Hoopman, *Moving beyond Risk to Resiliency*, 1991

"The whole rationale for the study of resilience is the idea that children and families who are successful despite adversity...are the keys to how success occurs in disadvantage.

Ann S. Masten, Associate Director, Institute of Child Development at the University of Minnesota, *Education Week*, June 9, 1993

"It's a from just thinking about kids as being at risk to really looking at them as having the capacity to be successful."

Marilyn Colby Rivkin, Health Educator, Minneapolis Public Schools, *Education Week*, June 9, 1993

Emmy Werner and her colleagues on the island of Kauai, Hawaii were among the first to explore the nature of resiliency displayed by children who faced significant challenges. They studied 700 children born on Kauai in 1955. Tracking their lives through their early thirties, Ms. Werner found that of about 200 children who had four or more risk factors in their early lives, about one-third "turned out to be fairly unscratched." She also found that some of those who had early school or social problems had "recovered" and were faring as well as the resilient and non-risk groups. (*Education Week*, June 9, 1993)

The Kauai study found that by age ten, the resilient girls displayed autonomy and independence and the boys demonstrated the attributes of caring and nurturance. During adolescence, all the resilient children were "responsible" oriented toward achievement, and possessed an internalized complement of values which they used in their lives. (Werner and Smith, 1982)

Tim Buzzell, Director of the Iowa Center for Law and Civic Education, has noted that the research on both risk and resiliency include a number of psychological characteristics. For example, risk factors such as alienation, school failure or poor interpersonal relationships incorporate a number of characteristics associated with the processes of cognition. Concentrating on the cognitive dynamics of the individual suggests that intervention focus on reasoning styles or any number of cognitive variable. (Buzzell, 1992)

As Dr. Buzzell points out, the research on cognition and resiliency is consistent with findings from evaluations of corrections programs. An important challenge to the prevailing belief that "nothing works" in rehabilitating youthful offenders is the work of Robert Ross and his colleagues at the University of Ottawa. After a careful review of studies published between 1973 and 1987, Ross found that some programs were highly successful and that the common characteristic of every successful program was the inclusion of some technique which could be expected to have an impact on the offenders's thinking. "They included some technique which could increase his reasoning skills, teach him to stop and think before acting,

increase his problem solving skills, help him to develop alternative interpretations of social rules and obligations, and help him to comprehend the thoughts and feelings of other people." (Ross., 1990)

Ross' review of the literature concluded that many offenders have developmental delays in acquiring the cognitive skills necessary for social competence. Following are some of Dr. Ross' findings as reported in *Educational Horizons*, Summer 1989:

Many delinquents fail to stop and think before they act. When they get an idea or desire, they immediately respond without stopping to consider whether they should act or not. Many also fail to think after they act--they do not reflect back on their behavior and its consequence. Therefore, even when they experience punishment, they do not learn to modify their behavior. They do not think, they act. They do not reason, they respond.

Many are externally oriented. They believe that what happens to them depends on fate, chance or luck. They believe that they are powerless, that they cannot control what happens to them, that they are controlled by other people and circumstances. Such thinking makes them feel that there is no point in trying to succeed.

Many are very concrete in thinking. The lack of abstract reasoning makes it difficult for them to understand their world and the reasons for rules and laws. Socially they may also have major problems because abstract reasoning is required for social understanding.

For many, thinking is inflexible, narrow, rigid, intolerant of ambiguity and dogmatic.

Many anti-social individuals cannot calculate the consequences of their behavior on other people, and they do not or cannot consider alternative solutions to such problems. They do not understand the cause and effect relationship between their behavior and people's reactions to them. Almost totally egocentric, they fail to recognize that other people may think or feel differently than they do. Not all delinquents have such cognitive deficits, but a considerable number do. These cognitive deficits are deficits in the kind of reasoning necessary for social competence not deficits in intelligence as measured by I.Q. test. Many offenders have high I.Q.'s but are sadly lacking in social skills.

The acquisition of these cognitive skills is very strongly influenced by environmental factors. For example, the effect of poverty severely restricts the individual's cognitive development. For people living in poverty, long-term planning and abstract reasoning may be luxuries

or even harmful indulgences. Survival in the slums may require simple pragmatism rather than abstract ideological thinking. Impulsiveness and physical aggression, not reasoning and contemplation, may be what living in such circumstances require.

Based on his studies, Dr. Ross developed a cognitive model of delinquency prevention. "Most delinquents stop their illegal behavior shortly after it begins. Most researchers know that, and most researchers do not know why. The cognitive model is based, not on an explanation of delinquency, but on an explanation of rehabilitation." (Ross 1989)

Based on his review of current research, Tim Buzzell notes, "Children who are resilient to tendencies toward high risk behavior share a number of psychological characteristics." He has identified the following characteristics:

- ▶ high level of social competence that includes skills such as good communications, responsiveness to others in their environment, caring and empathy;
- ▶ keen problem-solving capabilities, putting to use abstract and reflexive thinking;
- ▶ strong sense of autonomy, which is bolstered by an enhanced self-esteem, self-discipline and impulse control; and
- ▶ sense of purpose and hopefulness for the future.

These characteristics are consistent with other research on resiliency to risk.

Bonnie Bernard at the Western Regional Center for Drug-Free Schools and Communities has categorized the attributes which can be influenced positively to help kids resist anti-social influences as follows:

- ▶ **social competence**
 - ▶ responsive to others
 - ▶ conceptual and intellectual flexibility
 - ▶ caring for others
 - ▶ good communication skills
 - ▶ sense of humor
- ▶ **problem-solving skills**
 - ▶ ability to apply abstract thinking (understanding rules and laws)
 - ▶ engage in reflective thought

- ▶ develop alternative solutions in frustrating situation (calculate consequences of actions, cause and effect)
- ▶ critical reasoning skills
- ▶ **sense of autonomy**
 - ▶ positive sense of independence
 - ▶ emerging feelings of efficacy
 - ▶ high self-esteem
 - ▶ impulse control
 - ▶ planning and goal setting
 - ▶ belief in future (things will work out and a sense that they understand why things happen)

Protective Factor Research

Protective factors are not merely the opposite of risk factors. Rather, they represent a separate group of factors, defined independently of risk-factors research. In *The Invulnerable Child*, E. J. Anthony uses the following often quoted analogy to clarify, risk, resilience and protective factors:

"...three dolls made of glass, plastic, and steel and exposed to the same risk, the blow of a hammer. The first doll breaks down completely, the second shows a dent that carries permanently, and the third doll gives out a fine metallic sound. Of course, the outcomes for the three dolls would be different if their environments were to buffer the blows from the hammer by interposing some type of umbrella' between the external attack and the recipient." (1987 pp 10-11)

In this analogy, the buffer or umbrella represents the protective factors. Michael Rutter, (1985) defines protective factors as "influences that modify, ameliorate, or alter a person's response to some environmental hazard that predisposes to a maladaptive outcome."

Tim Buzzell has identified the following environmental protective factors:

- ▶ caring and support from family, school, and the community
- ▶ formation of interpersonal bonds with parent, teacher or other adult
- ▶ consistent, clear and structured expectations about behavior, achievement, and values
- ▶ opportunities to participate in decisions that affect them

We can do little to change some of the individual characteristics that serve as protective service buffers in the lives of some children. Some, like gender and temperament, are biologically determined. Shyness or sociability and intelligence also have a biological base. These are the characteristics an individual brings into the world. In contrast, bonding is a protective factor that can be changed. David Hawkins outlines three conditions necessary for the development of strong bonds: opportunities, skills, and recognition.

Opportunities

Children must be provided with opportunities to contribute to their community, their school, their family. If children have few opportunities for active involvement, they may become bored. The task is to provide children with meaningful, challenging, developmentally appropriate opportunities that help them feel responsible and significant. (Hawkins, 1992) Hawkins and other researchers have demonstrated that instructional methods emphasizing practice classroom management, interactive teaching, and cooperative learning improved bonding to school and reduced misbehavior. (Hawkins, et al, 1988) Children reared in improvised environments may not receive adequate role-taking opportunities. Therefore, they may be delayed in their development of social reasoning and rigid in their views of others. (Ross and Ross, 1989) "Several cross-cultural studies have clearly indicated that youth participation in socially and/or economically useful tasks is associated with heightened self-esteem, enhanced moral development, increased political activism, and the ability to create and maintain complex social relationships." (Ruth Kuth-Schai, *Educational Forum*, Winter 1988)

Skills

Children must be taught the skills necessary to effectively take advantage of the opportunities they are provided. If children do not have the skills necessary to be successful, they experience frustration and failure. Skills that have shown the ability to protect children include good cognitive skills such as problem solving, good interpersonal communications skills and the ability to ask for support.

Recognition

Families, teacher and members of the community who acknowledge the legitimacy and value of youth participation reinforce important messages about efficacy and personal empowerment. Children must be recognized and acknowledge for their efforts. Recognition gives children the incentive to continue to contribute. Teachers who reinforce students' progress and parents who recognize their children's efforts contribute to bonding. (Hawkins, 1992)

The LRE connection

"For schools to build resiliency, students must participate in learning and governance, understand the level of expectations in not only their courses but from the total institution as well, and find a caring and supportive environment." (Buzzell, 1992) LRE is not a panacea for the complex problems that often begin within the family and are exacerbated by the social conditions in which some children are raised. However, LRE content and strategies are especially well-suited to ameliorating the effects of those factors. The chart found in Appendix E shows how LRE addresses some common risk factors and promotes the bonding which helps young people resist anti-social pressures.

Opportunities

"When one has no stake in the way things are, when one's needs or opinions are provided no forum, when one sees oneself as the object of unilateral actions, it takes no particular wisdom to suggest that one would rather be elsewhere." (Seymour Sarason, *The Predictable Failure of Educational Reform*, 1990) LRE's interactive activities provide an opportunity for all students to participate, to receive recognition for their contributions to the group and to reinforce their ability to participate effectively.

A powerful protective factor is "to structure more opportunities for at-risk youths to connect with adults, according to William Lowe Boyd, professor of education at Pennsylvania State University and a senior research associate with the National Center on Education in the Inner Cities. The emphasis on the use of outside resource persons in LRE lessons provides those opportunities. LRE curriculums promote community participation and provide an understanding of how the system works, thereby enhancing the likelihood that students will be able to participate effectively.

Skills

Opportunities for involvement will be of little value if students lack the skills that will enable them to participate. The resiliency factors in the cognitive domain identified by Ross and others (problem-solving, social competence and autonomy) are explicit objectives of LRE lessons and curriculums. Participation in mock trials, legislative hearings, and other LRE role plays and situations enhances communication skills. Debates, case studies, and conflict resolution activities help students see issues from multi-perspectives, to tolerate ambiguities, to identify alternative solutions to problems and to assess the consequences of various alternatives. The small heterogeneous cooperative learning groups inherent in LRE instruction not only provide opportunities for at-risk students to interact and bond with non-delinquent peers, but increase the chance that they will ask for and accept the support of others.

Recognition

Werner's longitudinal Kauai study (1986) found that strong relationships with any adult, not necessarily a parent, protected children from environmental risks. A recent study conducted by the Institute for Education in Transformation at the Claremont Graduate School collected and analyzed 24,000 pages of data from interviews with students, staff and parents at four representative urban/suburban public elementary and high schools about the problems in schooling. An executive summary of their findings, "Voices from the Inside: A Report on Schooling from Inside the Classroom," noted that the problem most often mentioned was relationships between teachers and students. Where positive things about the school were noted, they usually involved reports of "individual who care, listen, understand, respect others and are honest, open and sensitive." LRE teacher training programs stress the development of these attitudes among students as well as teachers, and encourage educators to value the contributions of all students and to be involved as a learner with their students.

Good LRE instruction is based on the life experiences of students. This practice not only makes the lessons more relevant to the lives of students, but recognizes the value of their experience. LRE also asks students to reflect on, recognize and value what they have learned from each lesson or activity.

The use of outside resource persons in LRE also sends an important message to students that people in their community care about them and are willing to take the time to listen to their ideas.

Conclusion

"The range of human development outcomes is determined by the balance between risk factors, stressful life events and transitions, and protective factors."

Emmy Werner, *Vulnerable But Invincible*, 1982

According to an article by Deborah Cohen, "School Beginning to Glean Lessons from Children Who Defy the Odds," (*Education Week*, June 9, 1993) even those pursuing resilience strategies are troubled about how the theory will be translated. This article quotes Linda Winfield, a visiting professor at the graduate school of education at U.C.L.A. "I'm real cautious of becoming the latest buzz word or fad," Ms. Winfield says. "I don't want people to come away with this notion that now we are asking teachers to teach resilience. People need to understand the difference between something you teach and something you foster."

There is no quick fix, no magic wand, to solve the problems that face young people in our society. But it can be done. It will require time, patience and resources and the concerted efforts of families, schools and communities working together to change beliefs, attitudes and practices. LRE clearly can play an important role in that effort and in fostering resilience to risk among the students in our classrooms and communities.

HOW TO DESIGN AN LRE CURRICULUM AND PROGRAM

SECTION III

Designing a Curriculum

Program Goals and Objectives

1. The first and most important step in planning a curriculum is to establish clear, measurable goals and objectives for your LRE program.

What is it that you want students to **know**, to **feel** and to be able to **do** when they have completed the program?

How will you and the students know whether or not they have achieved those objectives?

2. The curriculum framework and selection of materials should be based on and tested against your program objectives.
3. Following are some goals that participants in the LRE/JJ Initiative have found useful. They are only offered as suggestions that you may wish to adopt or adapt.

As a result of this LRE program, (as compared with similar students in non-LRE groups or with the student's own prior levels of skills, attitudes and knowledge) LRE students will:

- A. Engage in fewer anti-social behaviors (during program and after).
- B. Demonstrate a higher degree of social competence, problem solving ability and autonomy. (Specific skills would be identified in objectives.)
- C. Demonstrate a more positive attitude toward their families, their communities and the legal/political system and its representatives.
- D. Demonstrate a higher degree of understanding of the concepts taught.

Selecting Curriculum Materials

All of the NTDP LRE curriculum materials provide opportunities for the use of outside community resource people and include a wide variety of interactive instructional strategies. While each of the NTDP project lessons are designed to reflect a balanced content perspective, you will want to insure that your overall curriculum provides a balance in terms of both content and strategies. Pages 130 - 135 provide a more detailed description of each project's approach and special emphasis. In selecting lessons, you will want to consider the unique characteristics of your program and students.

1. Characteristics of Setting

The length of stay of your clients, who will provide instruction and the number and frequency of the instructional periods will affect whether you will want, or be able, to design a sequential program or rely on stand-alone lessons. Following is a checklist of important considerations related to setting:

A. Residential

Where will LRE be offered?

- In classrooms?
- In residences?
- In both classrooms and residences?
- As a special class or program?
- Integrated into existing curricula?

Who will provide the LRE instruction?

- Classroom teachers?
- Counselors or other line staff?
- Both?

How often will programs be offered?

- Daily for a semester?
- Twice a week for 12 weeks?

How long will each class or session be?

B. Non-Residential

Where will LRE be offered?

In alternative school classrooms?
As a special class or program?
In a special community diversion program?
Integrated into existing curricula?

Who will provide LRE instruction?

Classroom teachers?
Other agency staff (i.e. probation)?
Community volunteers?

How often will program be offered?

Daily for a semester?
Twice a week for six weeks?
Once a week for twelve weeks?

How long will each class or session be?

2. Characteristics of Students

The unique characteristics of your clients will determine which materials or combinations of materials are most relevant and appropriate to your clients' needs. Following is a checklist of some of the important characteristics of students:

Gender

Age/Maturity

Reading Levels

Average length of stay

Ethnicity

Urban, suburban or rural background

Program Goals & Objectives

Setting goals and objectives means deciding what you want the long-range and short-range results of your program to be.

Goal: A statement, usually general and abstract, of a desired result.

Objectives/Outcomes: Specific, operationalized statements detailing the desired accomplishments of a program.

I. Characteristics of useful objectives:

- Uses action oriented verbs such as explain, indentify, describe.
- States a single purpose.
- States a single end product or outcome.
- Is measurable.
- States an important outcome, is not trivial.
- Communicates your intent to others exactly as you understand it.

II. Assumptions/Knowledge: Underlying a statement of objectives are some assumptions about or knowledge of the following:

- Existing conditions: An understanding of the current situations.
- Values: An understanding of what someone believes "ought to be".
- An hypothesis about causes: An understanding of what caused the current condition.

III. Questions to ask about:

A. Program Objectives:

- Are the objectives measurable?

- Do the objectives provide standards the program can use to evaluate its effectiveness?
- Are the standards or criteria for achieving the objectives stated?
- Can you observe or collect information that will tell you the extent to which the objective has been met?
- Do the objectives contain words with ambiguous meaning?

B. Current Conditions:

- Have you planned a program that will achieve the objectives?
- Do you have the resources available to accomplish the objectives?
- Can the current staff successfully accomplish the objectives?
- Are there materials available to help you achieve the objectives?
- Are the objectives consistent with organizational mission, rules, customs, practices and structure?
- Are any objectives in conflict with other program objectives?

C. The Process:

- Have the appropriate people participated in creating the objectives?
- Have the appropriate people approved or "brought into" the objectives?
- Have the appropriate approvals and permissions and procedures been accomplished?

Effective Use of Outside Resource Persons

Research has shown that youth conform to society's norms through bonds established at school, at home, and in the community. This takes place when youth have interactive experiences with caring adults in ways that have relevance to the youth. The need for such sustained interaction is underscored by research indicating that the average time a youth talks to an adult in a positive manner is less than 10 minutes a day. Through carefully structured, interactive lessons the students in your LRE program can be provided needed positive experiences with adults. Youth assess their own chance of success in society partially by the number of adults they know who have achieved legitimate success. Socially approved avenues for achieving success do not typically appear to be equally open to juvenile justice system youth. However, proper use of community resource persons in your program can begin to open these avenues.

To ensure that you begin to build positive community support with the use of resource people, you must be sure that the experience in your LRE class/session is a positive one for both students and the resource person. Without proper training and preparation, resource persons may be unable to empower the audience they intend to help. Typically ineffective presentations are those which are overly technical, focus on purely legal solutions and are delivered by straight lecture. The effectiveness of presentations can be substantially increased with a refocusing of objectives, proper planning, and a small amount of training in how to use a variety of styles which generate greater student participation.

When planning your lesson to include a resource person, ask yourself what the lesson objectives are, what community information is needed, and where you can find the person to meet these needs. Once the person best suited to enhance your lesson is identified, you may want to use the guidelines on using resource persons that follow.

Guidelines For Using Resource Persons

The involvement of appropriate outside resource persons in specific lessons can greatly enhance, enrich and extend student understanding of the concepts covered. Outside resource persons can be used to:

- * make the lessons come alive by sharing their first-hand experiences
- * answer student questions about the lesson
- * provide technical assistance in implementing activities such as mock trials and moot courts
- * serve as positive adult role models

To make the involvement of an outside resource person as meaningful and valuable as possible requires careful planning. Attention should be given to the following considerations:

1. Topics covered by outside resource persons should be relevant to the lesson and scheduled to fit appropriately within the sequence of lesson activities.
2. The principal mode of the outside resource person's presentation should be interaction with the students rather than lecture.
3. Visitors should present a balanced picture of the topic, including a variety of perspectives.
4. Outside resource persons should receive advance preparation not only in matching the content of their presentation to the lesson objectives, but in effective strategies for reaching the whole class, not just a few especially receptive students.
5. Before a visit by an outside resource person, students should be prepared to maximize their thoughtful participation when the visitor is present.

Making Arrangements

1. Contact resource person.

2. When calling a resource person:
 - A. Introduce yourself and give a brief summary of the class , what you are studying, why you want them to participate, and what follow-up activities are planned.
 - B. Let the resource person know:
 - 1) Date and time you would like them to participate.
 - 2) Length of class period.
 - 3) Age and approximate grade level (i.e., junior high, senior high) of students.
 - 4) Lesson objectives, topics you will cover or questions you want answered (send a copy of lesson plan and/or activity sheet).
 - 5) How you expect them to participate (e.g., mock trial or moot court).
 - 6) Location of school, parking, and where they should report.
 - 7) Any security concerns
 - C. Find out from resource person:
 - 1) Do they need any audio/visual equipment?
 - 2) Will they be alone?
 - 3) Will they bring handouts?
 - 4) Is there anything students should know before the visit?
3. Date Requested:
 - A. When selecting dates, allow adequate time for the resource person to plan his or her schedule (two or three weeks in advance is desirable).
 - B. Make sure the dates and times selected do not conflict with other school programs and that any required facilities or equipment will be available.

- C. Since a guest resource person sets aside time from his or her own schedule, a visit should not be postponed unless absolutely necessary. Sometimes, however, the resource person may have to postpone a visit.

4. Confirmation

To avoid confusion over details or the possibility that the resource person might forget arrangements, put them in writing. Send a letter to the resource person, thanking him or her and clearly spelling out your telephone arrangements. Send a copy to the principal and any other appropriate school staff.

Preparing for the outside resource person's visit

1. Acquaint the class with the resource person's name and some basic information about him or her.
2. Call or send a reminder to the resource person a day or two in advance of the visit to be sure they are coming.
3. Before the day of the visit, have the class prepare thoughtful questions to ask the resource person.
4. Students can be assigned certain readings before the visit.

Arrival of resource person and class activity

1. Resource persons should be instructed to go to the office upon arriving at the school. If the guest reports directly to your classroom, immediately inform the office that he or she has arrived.
2. Arrange for students to greet the guest in the office and escort him or her to the place of the lesson.
3. A proper introduction of the guest is extremely important. A brief statement concerning the guest's background and expertise helps to prepare the students for the experience and makes the guest aware of the importance placed on his or her visit. A student may make the introduction using information provided by the guest prior to the presentation.
4. The teacher should be in attendance during the entire presentation. The resource person is not responsible for class management. It is equally

important that the teacher participate in the lesson. This models community and adult cooperation. The teacher's presence and participation verifies the importance of the visitor.

5. Frequently, the guest has another commitment to keep. It is best to end the presentation within the time scheduled unless the resource person clearly indicates otherwise. Some resource people will offer to meet with the students who may still have questions after class.
6. Most resource persons are not trained teachers. It is sometimes necessary for the teacher to give directions to the guest by using appropriate questions or other clues to help the resource person to more effectively communicate the information desired.
7. Allow sufficient time for summary and to thank the guest.

Debrief the Visit

1. What were the major points made by the resource person?
2. How did the class react to the visitor and the issues presented?
3. Do they believe the use of the resource person helped them learn about the topic?
4. Ask students if the resource person had any particular biases.
5. If a resource person is an advocate of a particular point of view, it is important to bring out the other side in the debriefing discussion.

Follow-up

1. Thank you letters from students and/or teachers really please guest resource persons, help improve student writing skills and encourage resource persons to respond to similar requests.
2. A thank you letter to the resource person's supervisor/board will be appreciated by both and will help encourage future visits.
3. Consider inviting resource persons with different points of view on the same topic.

Ideas for Using Resource Persons

- A. **Interactive Strategies.** Have resource person participate in a lesson activity related to his or her job or area of expertise. Keep the lesson relevant to the students' lives and avoid jargon.
- B. **Questions and Answer.** Have resource person respond to a series of student questions organized during a particular unit of study.
- C. **Interview.** Have students interview resource persons as if they were reporters at a press conference. Students can write up an interview for school newspaper.
- D. **Role Play.** Have resource people participate in a role play with students and/or debrief the role play. (e.g., have police officers play roles of juvenile and adult offenders and students play roles of police officers).
- E. **Mock Trial or Moot Court.** Have resource people help prepare for, enact, and debrief the activity. Lawyers can play roles of judges, attorney, or witnesses.
- F. **Moderator.** Have resource person serve as moderator for panel or debate.
- G. **Simulation.** Have resource people participate in and/or debrief a simulation of a legislative hearing, town meeting, etc.
- H. **Debrief a film.** Have resource person react to and lead discussion of law-related films.
- I. **Case Study.** Have resource person discuss several cases, either landmark decisions or cases pending before courts. Have resource person use the case study method by eliciting facts, issues, arguments and decisions.
- J. **Field Trip.** Have resource person accompany students on a field trip to a courthouse, detention facility, etc. and answer questions arising from the experience.
- L. **Hotline.** Consider establishing a "hotline" relationship between attorneys and a class or school. In addition to occasional visits, have attorneys be available by phone on regular basis to answer student and teacher questions.

Suggestions for the Resource Person

Youth that are involved in an LRE class are doing so not only to reinforce important academic skills, but also to gain information and develop attitudes which will help them to become economically independent, law-abiding members of our community. It is important that these students see positive adult models in various roles in the community, especially the legal community. You are the local resource person who will represent the segment of the community being studied.

For Your Presentation:

- a. Make references to what happens in the real world, especially situations which relate to young people.
- b. Be enthusiastic and lively, keep eye contact and use humor.
- c. Be objective about the legal system, and point out its strong points but admit its flaws, and also point out how it might be improved.
- d. Be certain that both sides of controversial issues are brought out either by the students, yourself or the teacher.
- e. Frequently ask students if they have questions about what's been covered (but don't let tangents or long personal fact patterns take too much time). Admit when you don't know an answer and state you'll get the answer back to them.
- f. Personalize the topic by mentioning things that happened to you and by asking the students if they or their families have had personal experiences with the topic.
- g. Involve the teacher and if possible, co-teach the class. Though you may lead the class, the teacher can and should make introductions and state objectives for the class, raise clarifying questions or issues which have been neglected, help focus a rambling discussion, step in if problems occur, participate in a roleplay, etc.
- h. Assume the students know nothing about your subject area, though they often know a great deal from personal experiences. Build on what students do know.
- i. Do not forget or be late; these students have often experienced disappointment, and need to learn that adults are dependable.

- j. Expect the youth to be excited about your visit.
- k. Know that your involvement and/or presentation to the youth can leave lasting impressions. You should attempt to make it as positive an experience as possible. Each contact in a child's life helps that youth formulate future decisions.
- l. Do not lecture

STRATEGIES

SECTION IV

STRATEGIES

The following pages provide guidelines for implementing instructional strategies that have been found to be effective in teaching LRE. The methods stress the development of critical thinking and decision-making skills.

These guidelines are flexible. Based upon the needs, skills, and interests of a particular group of students, modifications may be made.

Strategies included are:

- Brainstorming
- Questioning Strategies
- Small group work
- Case study
- Controversial Issues
- Mock trial
- Moot court
- Pro se court
- Mediation
- Legislative hearings
- Legislative debate
- Town meeting
- Role play and Simulations

Brainstorming

Purpose

Brainstorming is a well-known, widely used problem solving tool. It encourages participants to use their imaginations and be creative. It helps elicit numerous solutions to any given problem, e.g. What shall we name this product? What should I do in this situation? How can we overcome this obstacle?

Rules For Brainstorming

1. No evaluation of any kind is allowed in a "thinking-up" session. If you judge and evaluate ideas as they are thought up, people tend to become more concerned with defending their ideas than with thinking up new and better ones. Evaluation must be ruled out.
2. Everyone is encouraged to think up as many ideas as possible. It is easier to tame down a wild idea than to pep up a bland idea. In fact, if wild ideas are not forthcoming in a brainstorming session, it is usually evident that the individual participants are censoring their own ideas. They are thinking twice before they put out an idea for fear that they may come up with a silly one and sound foolish.
3. Quantity is encouraged. Quantity eventually breeds quality. When a great number of ideas come pouring out in rapid succession, evaluation is generally ruled out. People are free to give their imaginations wide range and good ideas result.
4. Everyone is encouraged to build upon or modify the ideas of others. Combining or modifying previously suggested ideas often leads to new ideas that are superior to those that sparked them.

Steps For Effective Brainstorming

1. Seat the participants informally.
2. Provide a flipchart pad or blackboard for recording ideas.
3. State the problem to be addressed.
4. State the Rules of the Technique:
 - a. No evaluation of ideas -- no judgment as to worth
 - b. Free wheeling thinking -- the more, the better
 - c. The more ideas the better -- strive for quantity
 - d. Hitchhike -- build upon the ideas of others (combine, modify, etc.)
5. Ask for ideas and record them as fast as they come. Do not edit.
6. When a sheet of chart paper is filled, hang it on the wall with masking tape.
7. Encourage new ideas by adding your own.
8. Discourage derisive laughter or comments or ridicule of anyone's ideas.
9. Continue as long as the ideas keep coming.
10. At conclusion, discuss and evaluate.

Questioning Strategies

The use of questions is an important part of an LRE lesson. The effective use of questions is critical in involving students in the learning process.

The effective use of questions requires careful planning, for they are more than words ending with a question mark. While some questions may be useful to see how much knowledge students have, the major goal is to affect student attitudes leading to responsible decisions. Therefore, you will want to use questions that will lead students to analysis of situations and synthesis of concepts, enabling them to transfer the learning from this program on a lifelong basis.

Types of Questions

There are at least six types of questions. Following is a brief description of six levels of questions and examples of each.

1. Knowledge is the remembering of previously learned material. These questions involve recall of specific facts. All that is required is remembering appropriate information.

Example: What is the difference between trial courts and appellate courts?

2. Comprehension is the ability to grasp the meaning of material. This may be shown by translating material from one form to another, and by interpreting material.

Examples: What does the case history mean? Summarize the main ideas of today's lesson.

3. Application is the ability to use learned material in new situations. Application includes using rules, concepts or principles from one situation and applying them to another.

Examples: Which consequences in today's activity could happen to you? What options will you have when you are in the same situation in the future? If you were the main character in the role play situation, what would you have done?

4. Analysis is the ability to break down material into its component parts so it can be more easily understood. This may include identifying the parts of the decision-making process in a situation, analysis of the relationship between parts, and recognizing the decision-making principles in generating appropriate alternatives.

Examples: What are the alternatives to driving after a party during which you have consumed alcohol? What are the risks involved and their consequences?

5. Synthesis is the ability to put parts together to form a new whole. The major emphasis is on creating new patterns of behavior.

Examples: How should juvenile offenders be handled differently than adults?

6. Evaluation is the ability to judge the value of material for a given purpose. These may be criteria you have generated to make responsible decisions. This is the highest level of questioning because evaluation includes the skills required in all the others. This level requires students to make judgments and support those judgments with sound reasoning.

Examples: Should there be a jury in a juvenile court? Why should we have (not have) the death penalty?

Suggestions for Active Participation

It is possible to structure questions so that students listen to and respond to each other and not just the teacher.

Following are some suggestions that encourage students' active participation.

1. Pose a question and ask the students to discuss the answer with a partner.
2. Ask students to generate questions of their own, on material just presented in class.
3. Ask students to signal by showing thumbs up (at chest level), if they agree with a statement; thumbs down, if they disagree. If not sure, put thumbs to the side.
4. Pause at least seven seconds after asking a question to allow students time to think.
5. Ask students to expand on their responses if they provide short or fragmentary answers.
6. Call on more than one student per question.
7. Encourage students to react to other students' responses.

8. Avoid imposing your own judgment on students' responses to open questions. "Open" implies a wide variety of responses may be acceptable.
9. Call on non-volunteers as well as volunteers. Let students know that you plan to do this.
10. Ask questions that call for clarification, elaboration, justification (evidence), etc.

Small Group Work

1. Objectives of small group work

As a result of effective small group work, students will:

- a. Learn the targeted subject matter of the lesson.
- b. Learn to complete assigned tasks.
- c. Be prepared to participate in activities that involve the total group.
- d. Acquire appropriate social skills.
- e. Learn to work autonomously in a group with minimal teacher assistance.
- f. Learn to resolve differences among themselves using democratic methods.

2. Moving from teacher-centered to student-centered learning. The following considerations are from *Children and Their World: Teaching Elementary Social Studies* by David A. Welton and John T. Mellan.

- a. Start group work slowly. Assign a few students (2-3) to be part of a small group with a special assignment, while the rest of the class continues to operate as a whole. The whole group should know what they are to do while each small group member has a specific assignment. While the rest of the class is working on regular assignments, you can monitor the progress of the small group. Such small group assignments may be:
 - a mini-research project
 - a game
 - a simulation
 - a roleplay situation
 - develop opinion/agreement

Repeat the process until every student has an opportunity to work in a small group. Be sure to provide extra assistance to those students who have trouble functioning in small groups.

- b. Think carefully about how you will group students. Will you let the students choose those with whom they want to work? Will you assign groups? Most experts recommend a combination of pupil-choice and teacher-choice. Before launching small group activities for the entire class, you might ask each student to writing the names of 3 or more students with whom he or she would most like to work. You could use this information in structuring the groups. (See sections below on Group Size and Assigning Students to Groups)
- c. Help students become conscious of their group process skills. We cannot expect them to work well in groups without help. One way is to let them examine their own and others' behavior in groups by assigning "process observers" to monitor the groups' progress on the assigned task. The report of the process observers provides the group members with an opportunity to focus how they handled an issue. (See section on Process Observers)

3. Group size

- a. The following comments on group size are adapted from *Revised Circles of Learning* by Johnson and Johnson.
 - As the size of the group increases (not more than five), the range of ability, expertise, skills and number of minds available for acquiring information increases. Also more willing hands and talents are available to do the tasks and the likelihood of having someone who has special knowledge that will be helpful to the group task is greater.
 - The larger the group, however, the more skillful group members must be responsible for ensuring that everyone has an opportunity to speak, help coordinate group actions, help the group reach consensus, and keep all members on task. Very few students have the collaborative skills necessary for effective group functioning. Therefore, the skills must be carefully taught.
 - The materials available or the specific nature of the task may dictate group size

- The shorter the period of time available, the smaller the learning group should be. If only a brief period of time is

available for the lesson, smaller groups will be more effective because they take less time to get organized, they usually operate faster and they enable more "air time" per member.

- b. The following comments on group size are from *Children and Their World: Teaching Elementary Social Studies* by Welton and Mellan.

- Groups of two: High exchange of information and a tendency to avoid disagreement are just two features of pairs. Dyads are also often characterized by high-tension and emotion and a high potential for deadlock and instability. There is usually high differentiation of role, with one person serving as active initiator, while the other plays the passive controller with a veto. These properties reflect the delicate balance involved in a paired situation. In case of disagreement, there is no other support within the group for either participant. As in a marriage, mutual tolerance is essential for survival.
- Groups of three. Triads tend to be characterized by the power of the majority over the minority of one. Usually the two stronger individuals will dominate the weakest member. However, triads are the most stable group structure with occasional shifting coalitions.
- Groups of odd or even numbers. More disagreement is prevalent in groups with even numbers of members than in those with odd numbers of members. This is due to the formation of subgroups of equal size resulting in deadlock.
- Groups of five. The most satisfying learning group size seems to be five. There is ease of movement within the group. The 2:3 division provides minority members with support. It is large enough for stimulation, yet small enough for participation and personal recognition.

4. **Assigning student to groups.** The Johnson and Johnson book, *Revised Circles of Learning*, suggests that teachers/instructors consider the following questions when assigning students to groups:

- a. Should students be placed in learning groups of homogenous or heterogeneous ability? There are times when homogeneous ability groups may be used to master specific skills or to achieve certain instructional objectives. Generally, however, it is recommended that teachers maximize the heterogeneity of learning groups by placing high, medium and low achieving students within the same group. More creative thinking, more frequent giving and receiving of explanations and greater perspective-taking in discussion seems to occur in heterogeneous groups.
- b. Should non-task-oriented students be placed in learning groups with task-oriented peers or be separated? To keep non-academically-oriented student on task, it often helps to place them in a learning group with task-oriented peers.
- c. How do teachers assign students to learning groups? In order to build constructive relationships between male and female students and students from different cultural backgrounds, it is recommended that each group include gender and cultural heterogeneity.
- d. Should students select group members or should the teacher assign students to learning groups? Having students select their own group is often not effective. Student-selected groups are frequently homogeneous with high-achieving students selecting other high-achievers, males selecting males and members of different cultural groups selecting group members from similar backgrounds. There is often less on-task behavior in student-selected than in teacher-selected groups.

A useful modification of the "select your own group" method is to have students list the students with whom they would like to work and place them in a learning group with one person they chose and other students selected by the teacher.

There are many useful ways teachers may assign students to learning groups. Some examples are:

- Ask students to list three peers with whom they would like work. Identify the isolated students who are not chosen by any other classmates and build a group of skillful and supportive students around the isolates.
 - Randomly assign students by having them count off. Place the one's together, the two's together and so forth. If groups of three are desired in a class of thirty, you would have the students count off by tens.
- e. How long should the group stay together? There is no formula or simple answer to this question. Some teachers keep learning groups together for an entire year or semester. Other teachers change group membership often. The Johnsons' advice is to allow groups to remain stable long enough for them to be successful.

Breaking up groups that are having trouble functioning effectively is often counterproductive as the students do not learn the skills they need to resolve problems in collaboration.

There is merit in having students work with everyone in their class during a semester or school year.

5. **Process Observers.** The following information is adapted from the Welton and Mellan book, *Children and Their World: Teaching Elementary Social Studies*.

The role of the process observer is to note the general sequence of "events" as the group tackles its task and to identify how group members deal with the common problems they are likely to encounter. From time to time, the process observers may report their observations to the group. When reporting to the group, observers should present their observations as descriptively and non-judgmentally as possible. Their reports need not be a blow-by-blow account nor a long speech. Instead, their observations should focus on a few of the most important events that the group may wish to consider.

Example:

A process observer might say, "Every time you seemed to have reached a decision on doing something, Len would suggest one or

two reasons why you would have difficulty doing it. This seemed to upset everybody and you all would return to the original problem again. Did you notice, Len, that nobody seemed to question your reasons? They just seemed to accept them at face value."

The process observer is **not**:

- a participating member of the group
- a spy, a judge or a self-proclaimed psychologist
- a manipulator or fabricator
- an all-knowing leader or expert
- a mediator or referee

The process observer is:

- someone who observes factors that influence the function of the group
- a source of feedback to the group

6. **Common problems.** Typical problems that groups face and that teachers and process observers should look for include:

- a. **Terminology.** Terms such as democracy, justice, etc. often mean different things to different people. Do the group members clarify their own terminology? Do all members use the same words in the same way? What happens when someone tries to clarify terminology?
- b. **Respect for the rights and opinions of others to be heard.** Does everyone in the group get a fair hearing?
- c. **Willingness to compromise and to cooperate.** Are there members of the group whose minds are made up and who will "lose" if they change their position and "win" if their position becomes accepted?
- d. **Support of others.** Do the members of the group support other individuals with positions similar to theirs? Or, do they let others go out on a limb and fight the same battle without support?
- e. **Willingness to listen.** Does it appear that the members of the group are more interested in talking than in listening to

what others have to say? Are their responses intended to clarify what the previous speaker has said?

- f. **Conflict.** When it appears that one or more people have different positions and these positions conflict, does the group avoid dealing with the conflict? Do they tend to operate as if they agree? Do they bring the issues on which they disagree out into the open for discussion?

7. **Roles.** The process observer should look for the roles that group members may play during their task. Teachers should discuss and promote the following roles as positive qualities that all group members should endeavor to develop:

- a. **Initiating.** Who suggested new ideas or posed new questions?
- b. **Clarifying.** Who tried to make the meaning of ideas clear?
- c. **Elaborating.** Who tried to expand the concepts being considered?
- d. **Integrating.** Who summarized ideas and helped the group to move along?
- e. **Fact-seeking.** Who asked the questions to bring out the necessary facts? Who was able to eliminate unnecessary details and to focus the group on the facts needed for the task?
- f. **Encouraging.** Who gave encouragement to the other members?
- g. **Appreciating.** Who modified their point of view as a result of what others said?
- h. **Self-discipline.** Who kept their ideas under control and did not talk too much?
- i. **Affirming.** Who supported another member's contributions to the task?

8. Other recommendations for using small groups.

- a. Make sure the students have the knowledge and skills necessary to do the work. If they do not, you will find out in a hurry. They will not stick to the task.
- b. Make the group instructions very clear. It is unlikely that groups will be able to follow more than one or two instructions, even if they are clear ones.
- c. Allow enough time to complete the assigned task in the small group. Think creatively about ways to constructively occupy groups that finish ahead of the others.
- d. Strike a balance between independent and group learning. Use small groups only for tasks calling for cooperation.
- e. Make small group work a norm in your classroom rather than an unusual departure from lecture and whole class discussion.
- f. Think about how your reward and evaluation strategies impact upon the use of small groups. Be able to provide group rewards for group efforts.
- g. Be explicit in dealing with management issues within the groups. If someone must report back to the class on the group's work, be sure there is a process for selecting the reporter.
- h. Be prepared for the noise level which occurs during group learning activities.
- i. Circulate and observe and evaluate what is occurring in the groups. When you stop to visit a group, don't take it over. Think about your role in such a situation before you speak.

Adapted from guidelines prepared by the Center for Civic Education, Calabasas, California.

Small Group Work -- Summary Guidelines

1. Make sure the students have the knowledge and skills necessary to do the work. (If they don't, you'll know in a hurry; they won't stick to the task).
2. Make the instructions to the group very clear. It is unlikely that the group will be able to follow more than one or two instructions (even clear ones!).
3. Allow enough time to complete the assigned task in the small group. Think creatively about ways to occupy groups that finish ahead of other groups.
4. Form groups of from two to five students. Have only two or three students when beginning small group work. Five is probably the optimal upper limit for small group discussion.
5. In striking a balance between independent and cooperative learning, don't force the issue. Use small groups only for tasks calling for cooperative work (i.e., not independent work around a small table).
6. Make small group work a norm in your classroom, not a radical, once-in-a-lifetime departure from "lecture and recite."
7. Think about how your reward/evaluation strategies impact the use of small groups. Be able to provide groups rewards for group efforts.
8. Be explicit in dealing with management issues within the groups. If someone must report back to the class on the group's work, be sure there is a process for selecting the reporter.
9. Be prepared for the increased noise level which occurs during cooperative learning activities.
10. In forming groups, don't stigmatize students. Heterogeneous groups are usually desirable.
11. By all means circulate and observe/evaluate what is occurring in the groups. When you stop to visit a group, don't take it over. Think about your role in such a situation.

Small Group Work -- Introducing the Activity

The first time the class works in groups is crucial. This will set the tone for other group work. Therefore, it is important to follow a few successful practices for this first time.

1. Teacher appoints the groups.
2. Think of the most extroverted students, or the students most likely to conduct a group with confidence. Make them group leaders.
3. Pick the most perceptive or successful students and put one in each of the groups.
4. Pick the least perceptive and put one in each group.
5. Complete the group of not more than three according to your best judgment of compatibility.
6. Meet with group leaders in advance to explain responsibilities.
7. Spend time in class explaining group responsibilities and leader responsibilities.
8. Be certain groups sit in a circle ("eye ball-to-eye ball, knee-to knee".) The group will not function unless each member can see all others.
9. Circulate around to each group during group work to answer questions. Present your observations at end of group work. Make specific mention of a good idea presented in each group.
10. Debrief the process of the small group work activity as well as the content discussed.

Case Study

An integral part of law-related education is the case study method. Case studies require students to analyze problem situations and reach their own conclusions concerning the outcome. Case studies can take many forms: legal cases based on written opinions of courts; hypothetical situations involving some conflict or dilemma; and real-life situations drawn from newspapers, magazines, books, or other sources. While case studies are generally presented in written form, they can also be presented through the use of audiovisual mediums such as a movie or tape recording.

Most of the case studies used in LRE are based on legal cases, but whatever the source of the case it will usually include the following elements: a description of the **FACTS**, a statement of the **ISSUE** or problem posed by the case, a reference to the **ARGUMENTS** or various positions that can be taken on the issue, a **DECISION** or a result on the issue presented and an explanation of the **REASONING** behind the decision.

Purpose: The case study method is an inquiry-oriented technique. It is designed to help students apply legal theory to real-life situations. By not simply providing the legal rule or authority that applies to a particular problem, students are forced to explore their own ideas and conclusions. This process helps arouse student interest and develops students' skills in logic, independent analysis, critical thinking and decision making.

Procedure

1. **Select the case materials:** cases may be real-life or hypothetical, long or short, based on written opinions of a court or derived from an everyday situation.
2. **Review the facts:** the facts of the case serve as the basis for classroom discussion. Therefore, the inquiry process should be started by carefully reviewing and clarifying all of the facts. Students should be asked:
 - What happened in this case?
 - Who are the parties?
 - What facts are important? Unimportant?
 - Is any significant information missing?
3. **Frame the issue:** students should pinpoint and discuss the issues or problems presented by the case. The legal issue is the question of law on which resolution of the case turns. An issue should be posed in the form of

a question. While most cases revolve around a legal issue, students should also consider issues of public policy, ethics, and practical reality. For example, a case study involving abortion might involve the following issues:

- **LEGAL:** Is abortion legal? If so, under what circumstances?
- **PUBLIC POLICY:** Should abortion be legal? Why or why not?
- **ETHICS:** Which value is more important, a woman's right to privacy or a fetus' right to life? Why?
- **PRACTICAL:** What are the options to someone faced with an unwanted pregnancy? Where can someone in this situation go for help or advice?

4. **Discuss the arguments:** once the students have focused on the issues, they should develop and discuss the arguments which can be made for and against each of the various points of view. One issue, clearly stated, should be identified for discussion. If time allows, you may wish to present other issues. When discussing the arguments students should consider questions such as:

- What are the arguments in favor of and against each point of view?
- Which arguments are most persuasive? Least persuasive? Why?
- What might be the consequences of each course of action? To the parties? To society?
- Are there any alternatives?

In discussing the various arguments it is important to foster a climate of acceptance and openness. Students must know that all shades of opinion are welcome and that their ideas will receive a fair hearing and analysis no matter how controversial or touchy the issue. In other words, students should be encouraged to listen to, consider and evaluate all points of view.

5. **Reach a decision:** a decision is the answer to the issue or issues posed by a case. When students are given the decision, as in a court case, they should be asked to evaluate it. Do they agree or disagree with it? What will the decision mean for the parties? For society? In some cases the decision will not be given and students should be asked to reach their own decisions. For example, students might be asked how they would decide a

case and why. After the students have reached their own conclusions, the teacher can tell them the actual result or holding in the case, at which point students can compare their own decision to that of the court.

6. **Variations:** when conducting a case study the teacher may wish to try one of the variations on the case study method. Typical variations include:

- **Giving Students an Entire Case:** (i.e., facts, issues, arguments, decisions and reasoning). This approach focuses on student identification and comprehension of the facts, issue, arguments, and decision and the student evaluation of the decision and court reasoning.
- **Giving Students Unmarked Opinions:** (i.e., facts, issues, arguments, and unmarked judicial opinions). Using this approach students are not told which of the court opinions is the actual holding of the court. Rather, they are asked to select the opinion they agree with and explain why. Later they can be given the actual holding and asked to compare their reasoning and result against that of the court.
- **Giving Student Only the Facts:** Using this approach students are asked to identify and formulate the issues, prepare arguments on each side, develop a decision, and then evaluate their issues, arguments and decision in comparison to the actual holding of the court.

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Case Study -- Five Easy Steps

The case study approach is a law-related education teaching strategy which uses real and hypothetical legal cases and may be used in a variety of ways: In its full-fledged form, it includes the following elements:

1. Identifying the facts of the case;
2. Developing the legal and/or constitutional issues;
3. Formulating arguments for both sides of the issues;
4. Explaining the court's decision and the reasoning of the majority and the dissent; and,
5. Evaluating the courts decision and predicting the impact of the court's decision

There are many different instructional strategies that can be used with these elements. They include individual, small group and whole-class processes.

1. Facts of the Case

Students should read, listen to, or view a description of the facts of the case. One useful and efficient method for insuring that students understand the facts is to put them in pairs and have one student summarize by completely recounting the important facts. The question, "What happened in this case?" is a good prompt for the summarizer.

Another technique involves having students work on the following series of questions:

- What happened in this case?
- Who are the people/organizations/companies involved?
- What are the possible motives which could explain why the people involved acted the way they acted?
- How did the lower courts rule on this case? (Note: obviously this should be only asked if the case is on appellate review).
- Which facts are important?
- Which facts don't you have that you would like?

As a general rule, it is important to check for students' understanding of the facts before they work on the other elements. A quick whole-class discussion of the facts can clear up misunderstandings and reinforce the work the students did in pairs/groups.

2. Constitutional and/or Legal Issues

It is important for students to understand what constitutional and/or legal issues the court must address in the case or it will be difficult for them to understand the implications of the court's decision. Developing constitutional and/or legal issues is often very difficult. In many instances, you may decide to simply tell your students the issue. However, if you want your students to develop the issue themselves, the following series of questions are most useful for constitutional cases which involve state action.

First, they should answer the following questions:

- Who was the actor?
- Who was the recipient of the action?
- What is the action that caused the controversy?
- What is the specific part of the Constitution/statute involved?

For example, in the famous **Tinker** case involving students who wore black armbands to school to protest the nation's involvement in Vietnam, the answers would be:

actor= Des Moines Board of Education

recipients=Tinker students

action=suspended from school for wearing the armbands

part of Constitution=free speech clause of the First Amendment

Once the students have answered these questions, they should develop a question the court must address in the case. This includes all of the components. For example, in **Tinker**, the constitutional issue before the Supreme Court was:

"Did the Board of Education (actor) violate the First Amendment free speech rights (part of Constitution) of the Tinker students (recipient of action) when they suspended them from school for wearing the black armbands (action)?"

3. Formulating Arguments on both Sides of the Issues

One way to begin this step is to have the students identify the values/goals of each side. Rarely is a case strictly about good versus bad. More often, legal cases involve significant conflicts between competing positive values, such as private property rights versus equality.

The Constitutional and/or legal issues that the students develop provides a good starting point for the process of developing arguments. Students can be asked to formulate and evaluate reasons in support of both a "yes" and a "no" answer to the issue question. Any number of standard law-related education interactive strategies, such as moot court simulations, are useful to accomplish this.

Before students learn about the actual court's decision and reasons, it is useful to ask them to predict what they think the court will do and why.

4. Court's Decisions and Reasons

The first thing to focus on here is the court's answer to the constitutional/legal issue(s). For example, in Tinker, the Supreme Court ruled that the students' constitutional rights have been violated by the Des Moines Board of Education. It is also important to discuss the geographical areas that will be affected by the decision. If the case was decided by the United States Supreme Court then it will apply to the entire nation. However, few cases are heard by the Supreme Court and most decisions will affect a smaller area.

By identifying and evaluating the court's reason for their decision, students will be able to compare and contrast those reasons with their own.

5. Evaluating a Decision and Predicting Its Impact

The final step in the case study approach involves reacting, often on a very personal level, to the decision of the court. Especially in cases that are significant and controversial, students both want and need the opportunity to discuss what they think about the decision of the court. Additionally, having students predict the impact of court decisions often necessarily involves discussion of actions by other branches of government. Many court cases can be effectively overturned by a change in a statute or policy.

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Controversial Issues

Handling Controversial Issues In The Classroom

Good civic education often entails presenting and discussing controversial subject matter. The discussion of controversial issues not only excites students, but also teaches decision-making, social participation and conflict management skills.

Despite these educational rewards, teachers are sometimes reluctant to introduce controversy, fearing that students will be unable to rationally discuss emotionally-charged subjects or ambiguous issues. Nevertheless, reasoned debate and controversy are the lifeblood of a democratic society. As educators, we would be doing our students and our nation a disservice if we avoid such issues in our schools.

The following suggestions can help make controversy constructive and educational:

Encourage students to examine and present conflicting views. Be sure all sides of an issue are equally explored. It is incumbent upon the teacher to raise any opposing views students may have missed.

Emphasize the legitimacy of various viewpoints and stress historical antecedents and contemporary parallels. By doing so, students can see how conflicts have been managed or mismanaged in the past.

Present the central issues of the controversy in a tangible form. Make allusions to the problems and dilemmas your students face in their own lives. Help them to identify specific points of agreement and disagreement, places where compromise might be possible, and places where compromise is unlikely to occur.

Keep the students focused on ideas or positions, rather than people.

Emphasize that the outcome or the decision which your students reach is not as important as their ability to reach a reasoned decision and express it in a civil manner. Stress that on many controversial topics, reasonable people might well differ. Indeed, the difficult issues that reach the Supreme Court of the United States are seldom unanimous and often decided on 5 to 4 votes.

Conclude or debrief the activities or discussions, summarizing all of the arguments presented and exploring consequences of any alternatives suggested.

Stress the importance of learning how to discuss, manage, and evaluate controversial issues to reaching compromise or consensus in a free, diverse and pluralistic society.

Before beginning this program in which class discussion and sharing of opinions are critical components, you may wish to establish some ground rules. For example:

When expressing an opinion, always be prepared to justify it.

Politely and respectfully listen to the opinions of others.

R U L E S

1. Every one will get a chance to talk. Only one person will talk at a time.
2. Wait your turn, do not interrupt.
3. Do not argue with people, argue with reasons or ideas
4. You may change your view or opinion. Be prepared to give your reason for changing.
5. Listen to other's reasons and ideas. You will be called on to tell which one you liked best. (Other than yours)

Controversial Issues Strategy For Teaching -- The Continuum

Introduction

Participants are presented with a continuum of possible attitudes or approaches on a controversial issue, and are asked to determine which element of the continuum most approximates their own attitude. Issues that are clearly controversial and characterized by polar positions are suitable for using this method.

The issues should have legitimate opposing viewpoints, such as whether or not equal rights can best be achieved by an amendment or is gun control a good way to stop crime. Issues that are above debate such as the morality of a holocaust or sexual abuse of children are obviously not legitimate.

Objectives

- To consider polar positions of a controversial issue
- To examine alternative positions and their consequences on society as a whole and on individuals

Procedures

1. The activity is initiated by the instructor who describes the issue in enough detail, so that the polar positions are clearly understood. These should be written on the board.
2. Students should be asked to write their position and to list the two most compelling reasons why they believe as they do.
3. While the students are writing their statements, the instructor can draw a continuum line across the chalkboard. When the students are finished writing, the instructor can print along the continuum brief versions of some possible polar positions on the issue. Ask a limited number of students to stand at the position on the continuum where they believe their position on the issue falls. Alternatively, have students exchange papers and represent the position of the other student.
4. These students should be asked to explain or clarify, but not to defend or give reasons for their positions. They should be encouraged to move their position along the continuum as they listen to others clarify their positions. Once this

process ends, the remaining students may be asked whether the participants were lined up correctly according to their understanding of the statements. This may require further clarification of positions.

5. Students now can be asked to state their reasons for positioning themselves as they have. The instructor may wish to post these. Students can respond to questions concerning their reasons, but argumentation should not be allowed.
6. In order to assure that students listen to and consider opposing points of view, all students should be asked to present the arguments that, although contrary to their positions, give them pause, make them think twice, "get under their skin," or are the most persuasive.
7. Finally, student should be required to consider the consequences of alternative policy choices. This involves identifying the existing law or policy on the issue being considered, if it exists. The class can then discuss what impact the polar positions presented on the continuum would have on society as a whole and on individuals.

Mock Trial

A mock trial is a simulation or enactment of a judicial proceeding. Mock trials may be based on historical events, cases of contemporary interest, school situations, or hypothetical fact patterns. The format of a mock trial can be either formal or informal. The format chosen depends on the objectives of the class and the sophistication of the students.

Purpose

Mock trials are designed to provide students with knowledge of the judicial system, legal process and courtroom procedure; to develop student questioning, critical thinking and oratory skills; to demonstrate the roles of various actors in the legal system; and to provide the class with exposure to legal resource persons such as judges, attorneys and law students.

How to Proceed

1. Distribute the mock trial materials to the class: All students should read the entire set of materials including facts of the case, witness statements and any other materials.
2. Assign or select students for the various roles in the mock trial: Depending on the type of trial, students should be selected to play the roles of attorneys, witnesses, jurors, bailiff, court reporter and court observers. For the role of judge, it is often helpful to invite a resource person, such as a law student, attorney or real judge. If this is not possible, the principal, a teacher from another class or even a student may act as a judge.
3. Prepare participants for the actual enactment: Involve the maximum number of students by dividing the class into training groups:
 - Divide the participants (attorneys, witnesses) into a plaintiff's team (a prosecution team in a criminal trial) and a defense team. Each team has the responsibility for preparing for its side of the case.
 - Further divide the participants into task groups. Groups can be assigned to prepare for various tasks in a trial. For example, a civil trial with two witnesses on each side involve the following tasks:

Plaintiff's Team

Opening statement

Direct examination of plaintiff's witness #1

Direct examination of plaintiff's witness #2

Cross-examination of defense witness #1

Cross-examination of defense witness #2

Closing statement

Defense Team

Opening statement

Cross-examination of plaintiff's witness #1

Cross-examination of plaintiff's witness #2

Examination of defense witness #1

Examination of defense witness #2

Closing statement

- If a jury trial is used, students assigned to a jury may use this time to discuss the role of the jury, jury selection procedures in the local community, and the historical development of the jury system.

Simplified Rules of Evidence

In American courtrooms, elaborate rules are used to regulate the admission of evidence. These rules are designed to ensure that both parties receive a fair hearing and to exclude evidence which is irrelevant, untrustworthy, or unduly prejudicial. For purposes of a classroom mock trial, the rules of evidence may be greatly simplified. The following rules are those most commonly applied to a classroom mock trial.

1. **Form of Questions:** Leading questions are permitted during the cross-examination but not during direct examination. A leading question is one that suggests the answer desired by the person asking the question. Direct questions are generally phrased to evoke a narrative answer. Example of a direct question: Mr. Bryant, can you please tell us what happened to you on the night of July 23rd? Example of a leading question: Mr. Hayes, isn't it true that you were drinking on the night of July 23rd?
2. **Witness Opinions:** As a general rule, witnesses may not give their opinions. They should confine their testimony to matters of personal knowledge (i.e., what they did, saw, heard, smelled, etc.) However, certain witnesses who have special knowledge or experience in a

certain field may be qualified as an "expert witness." An expert witness is allowed to express an opinion about his or her area of special expertise.

3. **Hearsay:** Hearsay is an out-of-court statement offered to prove the truth of what is asserted in the statement. For example, suppose a witness says, "I heard that Darryl Bryant has a criminal record." This is hearsay if offered to prove that Darryl Bryant has a criminal record. Such statements as "I was told...", "I heard ...," "I was informed...", are other typical examples of hearsay statements. As a general rule, hearsay is not permitted as evidence in a trial. However, students should know that there are exceptions to the rule against hearsay and that it is sometimes permitted in an actual trial.
4. **Relevancy:** Only relevant testimony and evidence may be presented. Irrelevant evidence is that which has nothing to do with the issues in the case. For example, to ask a witness to an alleged crime if he/she has read any good books lately would obviously disclose facts worthless for a jury or judge to consider.
5. **Introduction of Physical Evidence:** If there is any physical evidence (e.g., documents, photographs, etc.) that either side wishes introduced at trial, this may be done by:
 - Asking the judge for permission to have an item marked for identification (e.g., Your Honor, I ask that this letter be marked for identification as Defendant's Exhibit A.")
 - Showing the item to the other side to give them an opportunity to make any objections.
 - Asking the witness on the stand to identify the item (e.g., "Mr. Kay, I show you what has been marked 'Defendant's Exhibit A.' Could you please tell us what it is?")
 - Moving the item into evidence (e.g., "Your Honor, I offer this letter for admission into evidence.")
6. **Impeachment:** Student testimony should not be allowed to contradict the statements they were given to prepare for the trial. If a witness's testimony contradicts the facts as stated in the statement, the opposing side can impeach the witness on cross-

examination. This means that the opposing side can point out the contradiction and thereby call into question the truthfulness of the witness. To do this the side wishing to impeach the witness should:

- Show the witness statement to the person on the stand.
- Ask, "Is this your sworn statement?"
- Have them read the portion of the statement that contradicts their testimony.
- Point out the contradiction to the court.

7. In classroom situations, the student attorney may object if the other side introduces evidence that can not reasonably be deduced from the fact pattern given.

Steps Of A Criminal Trial

I. Opening Statement

A. Prosecution's statement

1. Facts (What the evidence and testimony will show)
2. What is the law as it relates to the facts
3. Core theory of case (What your side wants to prove.)

B. Defendant's statement

1. Facts (What the evidence and testimony will show)
2. What is the law as it relates to the facts
3. Core theory of case (What your side wants to prove.)

II. Prosecution's Case

A. Prosecution's attorney calls witnesses for his/her side.

1. Direct examination of friendly witnesses by plaintiff
2. Cross examination of prosecution's witnesses by defendant (thus hostile witness as to defendant).

III. Defendant's Case

A. Defendant's attorney calls witnesses for his/her side.

1. Direct examination of friendly witness by defendant.
2. Cross examination of defendant's witnesses by prosecution (thus hostile witness as to prosecution).

IV. Closing argument

A. Prosecution's statement

1. Review testimony and evidence presented during trial.
2. Argue that facts and law support your client's side.
3. What relief should be granted?

B. Defendant's statement

1. Review testimony and evidence presented during trial.
2. Argue that facts and law support your client's side.
3. What relief should be granted?

C. Prosecution's short rebuttal statement

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Moot Court

A moot court is patterned on an appeals court or Supreme Court hearing. The court, composed of a panel of justices, is asked to rule on a lower court's decision. No witnesses are called, nor are the basic facts in a case disputed. Arguments are prepared and presented on the application of a law, the constitutionality of a law, or the fairness of previous court procedures. In many ways, the moot court is like a debate, for each side presents arguments for the consideration of judges. Since moot courts are not concerned with the credibility of witness testimony, they are an effective strategy for focusing student attention on the underlying principles and concepts of justice.

How To Proceed:

1. Select a case (actual or hypothetical) that raises questions relevant to the concept being studied. Curriculum materials developed by the NTDP grantees all contain many fact situations on which to base a moot court. Moot court procedures applied to hypothetical situations can be used to explore almost any issue raised in classroom discussion.
2. Ask the class to identify the issue involved in the case.
3. Select an odd number of students to be the justices of the court.
4. Divide the remaining students into two teams. One team will represent the person or group appealing the lower court decision (the appellant or plaintiff). The other team will represent the defense (the respondent).
5. Each team should meet to prepare arguments for its side of the case. The team should select one or two students to present the arguments.
6. The justices should meet to discuss the issue involved and any questions they feel need to be answered in order to reach a decision. The justices should select one student to serve as chief justice. The chief justice will preside over the hearing. He or she will call for each side to present its case as well as recognize other justices to ask questions.
7. Participants should consider all of the details presented in the fact situation to have been established in a trial court. Teams may not argue that any of these facts are inaccurate.

8. Arguments do not need to be rooted in legal technicalities. Any argument that is persuasive from a philosophical, theoretical, conceptual or practical standpoint can be made. Teams should rely on principles found or implied in the United States Constitution.
9. Seat the justices at the front of the room. The attorneys for each side should sit on opposite sides of the room facing the justices. The other team members should sit behind their respective attorneys.
10. Each side should have five to ten minutes for their initial arguments and five minutes for rebuttal.
11. The chief justice should ask each side to present its arguments in the following order:

Appellant	Initial presentation
Respondent	Initial presentation
Appellant	Rebuttal
Respondent	Rebuttal
12. During and/or after each presentation, the justices can and should actively question the attorney in an effort to clarify the arguments. Attorneys may ask for time to consult with other members of their team before answering questions.
13. After all arguments have been presented, the justices should organize into a circle. The rest of the class can sit around the outside of the circle and listen, but they cannot talk or interrupt the deliberations of the court.
14. In the circle, the justices discuss all of the arguments and make a decision by a majority vote. Each justice should give reasons for his or her decision.
15. Conclude with a class discussion of the decision the proceedings.

If you are using an actual case, you can share the court's decision with the students after the student court has reached a decision. In order to dispel the notion that there is one "right" decision students should be helped to understand the reasoning behind any dissenting opinions along with the reasoning of the majority of the court at the time the decision was made.

Pro se Courts

A Pro se (or do-it-yourself) court allows students to role-play a case with a minimum of participants and simple rules of evidence. The court is a triad consisting of a judge, who will hear the two sides and make the final decision; a plaintiff, who is the person bringing the action before the judge; and the defendant, who is accused of wrong doing. Pro se courts provide students with a simplified look at judicial decision-making. Pro se courts provide an opportunity for all students in a class to be actively involved in the activity.

How to Proceed

1. Invite an attorney or judge to act as a resource person--call the local bar association, particularly the young lawyers association, for volunteers.
2. Select a case. The case should be simple with few issues. For example, a child throwing a baseball through a neighbor's window.
3. Divide the class into three equal groups -- judges, plaintiffs, and defendants.
 - a. Judges should be instructed in "court procedure" and given time to prepare questions.
 - b. The plaintiffs should be given time to prepare their opening statements and arguments.
 - c. The defendants should be given time to prepare their opening statements and defense.
4. Have the judges move to seats around the room. Provide them with a "judge" button, name plaque, or etc.
 - a. Have a plaintiff join each judge.
 - b. Have a defendant join each judge.
 - c. Inform judges that when he/she has a plaintiff and a defendant, he/she may begin "court".
5. Conduct the Pro se court, using the following procedures:

Student Instructions for Pro se Court

1. Opening statements by the participants-- first by the plaintiff and then by the defendant. An appropriate time limit should be imposed on these statements.
2. Plaintiff makes arguments and is questioned by judge.
3. Defendant presents defense and is questioned by judge.
4. Judge makes decision and explains reasons.
5. Once the judges deliver their decisions, ask the resource person to discuss the decision-making process and decisions given. How would his decisions and rationale compare to the decisions given?

Mediation

In a mediation session an impartial person or agency helps settle controversies or disputes between opposing interests, such as labor and management or litigants in a law suit. Mediators meet with leaders from both sides and attempt to facilitate communications, promote understanding and clarification of issues, and effect an agreement or resolution satisfactory to both parties. The mediator/mediation agency has no authority to force agreements.

This type of role play promotes student understanding of alternative methods of dispute resolution and an understanding that not all disagreements need be settled in a court of law.

How to Proceed

1. Identify a controversy to be submitted to mediation.
2. Organize the mediation session by assigning the following roles
 - a. head mediator and two other mediators
 - b. chairperson and members of one party to the conflict
 - c. chairperson and members of the other party to the conflict
3. Explain to students the purpose of the mediation session and the procedures to be followed.
4. Allow time for the parties to prepare arguments and the mediators to prepare questions.
5. Conduct the mediation session using the following procedures:

Student Instructions

1. Independent meetings of each party to the controversy are held. The head mediator assigns to each group a mediator who will meet with the group to ascertain and clarify the position of the group.
2. The head mediator has the mediators exchange groups to enable each mediator to listen to the position of the opposing group. The mediator will identify points of agreement and suggest changes in the positions of this group that could lead to agreement.

3. After each group has met with both mediators and has heard the position of the opposing group, each group meets independently again without a mediator. The group considers the advice given by the mediators and discusses its position. When members of a group disagree, a decision may be reached by majority vote. The group may talk to each other through a mediator.
4. The head mediator calls for a joint meeting of both parties and the mediators and acts as chair.
5. The head mediator asks each group to state its position and reasoning.
6. If both parties present the same position on an aspect of the conflict, the head mediator declares an agreement and selects another aspect to discuss. If the two parties do not agree, the head mediator may postpone discussion of the issue or may suggest that each group meet independently again, with or without a mediator, to reconsider its position.
7. If no agreement can be reached, the head mediator can adjourn the session.

Steps in a Typical Mediation Session

Step 1. Introduction

The mediator sets the parties at ease and explains the ground rules. The mediator's role is not to make a decision but to help both parties reach a mutual agreement. The mediator explains that he/she will not take sides.

Step 2. Telling the Story

Each party tells what happened. The person bringing the complaint tells her/his side of the story first. No interruptions are allowed. Then the other party explains her/his version of the facts.

Step 3. Identifying Facts and Issues

The mediator attempts to identify agreed upon facts and issues. This is done by listening to each side, summarizing each party's views, and asking if these are the facts and issues as each party understands them.

Step 4. Identifying Alternative Solutions

Everyone thinks of possible solutions to the problem. The mediator makes a list and asks each party to explain her/his feelings about each possible solution.

Step 5. Revising and Discussing Solutions

Based on the expressed feelings of the parties, the mediator revises possible solutions and attempts to identify a solution that both parties can agree to.

Step 6. Reaching Agreement

The mediator helps the parties to reach an agreement that both can live with. The agreement should be written down. The parties should also discuss what will happen if either of them breaks the agreement.

Legislative Hearing

Legislative hearings are held by committees of the United States Congress and other legislative bodies to gather information upon which to base recommendations regarding subjects regulated by law or for which laws are being considered. These hearings are a basic function of legislative branches of government. Role playing a legislative hearing provides participants an opportunity to gain an increased understanding of the purposes and procedures of such hearings as well as the roles and responsibilities of committee members. Participants also gain experience in identifying and clarifying the ideas, interests, and values associated with the subject being discussed by the legislative hearing.

How to Proceed

1. Identify, or help students identify, a topic to be discussed in a legislative hearing. The topic should be related to the concept being studied, e.g., a hearing on government data banks and the right to privacy. You may wish to put the topic in the form of a proposed bill. Staff from the office of local legislators could be of assistance in this task.
2. Contact the local legislature, local groups or local chapters of national organizations that might have a concern in the topic you have chosen to serve as resource people. Ask them if they might have members or staff members who would be interested in serving as resource persons.
3. Assign the following roles:
 - a. **Legislators.** Six legislators is a practical number for a committee but this number may be varied to meet class requirements. One legislator is designated as chairperson.
 - b. **Witnesses.** The number and nature of the witnesses will depend upon the topic being discussed. Witnesses should represent differing point of view including various interests and values.
 - c. **Recorder.** A person selected to keep a record of proceedings and present a review of recommendations.
4. Explain to participants the purpose of the legislative hearing and the procedures to be followed. Prepare a handout of the student instructions to a legislative hearing if needed.

5. Allow time for participants to prepare for the legislative hearing in accordance with their assigned roles.
6. Arrange to use the hearing or committee room of a local legislative body or arrange to have a table for six legislators, a desk for the recorder, and a desk for the witness in the front of your classroom.
7. You might wish to arrange for a gavel and for nameplate with the students' names and their roles.
8. Conduct the legislative hearing using the outlined procedures.
9. Debrief the activity in stages:
 - a. Discuss the facts and arguments presented on the topic.
 - b. Discuss the student views on the activity itself.
 - c. Comments by the resource persons.
 - d. Questions by the students.

Student Instructions for a Legislative Hearing

1. Student legislators may contact local legislators or work with the legislative resource persons to understand their proper role as well as to understand current laws on the topic.
2. Student witnesses may contact local groups or local chapters of national organizations that would have an interest in this topic. You should obtain any background information that will help you in presenting that group's position on the topic, including a proposed bill that contains their views.
3. Student witnesses may wish to discuss similarities in positions with other student witnesses. You might wish to explore the possibilities of supporting a common bill proposal.
4. The committee chairperson calls the legislative hearing to order, announces the purpose of the hearing, and announces the order in which the witnesses will testify.
5. Each witness is called and permitted a set amount of time to present an opening statement, followed by questions from members of the committee.

6. The chairperson is the first to question the witness, followed by each of the other members of the committee. However, a committee member may interrupt to ask a question or make a comment at any time during the proceedings.
7. The following time limits are suggested: from two to five minutes for a witness' opening statement and from five to ten minutes for questions from the chairperson and other committee members.
8. After the witnesses have been heard, the legislators on the committee will review the testimony, discuss the problem, and make recommendations on what their next step(s) will be.

Legislative Debate

Debate is often used productively in the formulation and development of laws. Role playing a legislative debate provides participants an opportunity to increase their understanding of the purpose and value of the power of legislatures to make laws and to debate matters of public policy.

How to Proceed

1. Contact state and national legislators or their staff assistants to help serve as resource persons.
2. Identify, or help students identify, a subject or issue for the legislative debate. The legislative resource persons should be of help in selecting an issue. The issue should be stated in the form of needed legislation.
3. Consider the entire class as the legislative body, with the instructor assuming the role of the presiding officer. Legislators may then be assigned to groups representing various positions in regard to the issue-- women, minorities, liberals, conservatives, farmers, business, Democrats, Republicans, etc.
4. Allow time for each group of legislators to meet independently to elect a chairperson and secretary and to write a proposed bill designed to alleviate problems raised by the issue. As each group completes the writing of its proposed bill, the chairperson reports to the presiding officer and asks that the bill be placed on the agenda. Bills should be placed on the agenda in the order in which they are received. A set amount of time for the presentation of proposed legislation will need to be established.
5. Arrange to use local legislative chamber or use your school's auditorium or multipurpose room.
6. Arrange for the use of a gavel and have nameplates made with the students' name and roles.
7. Conduct the legislative debate using the established procedures.
8. Debrief the activity.

Student Instructions for a Legislative Debate

1. The student legislator groups may wish to discuss any similarities in the proposed bills to see if any groups can unite behind a common proposal.
2. Time limits for the various steps in legislative debates should be decided upon ahead of time. The chairperson shall be empowered to cut off speaking time when the limit has been reached.
3. The presiding officer calls the legislature to order, indicates that all votes will be decided by a simple majority, announces the issue, and opens the debate.
4. The first bill on the agenda is introduced by the group's chairperson or by an individual delegated this responsibility by the chairperson. The group spokesperson stands, addresses the presiding officer, and describes the bill the group has written.
5. After the chairperson or group spokesperson has completed presentation of the bill, he/she may remain standing and recognize two other members of the group who may then make additional comments on the bill.
6. The bill is discussed and debated by the legislature. Representatives from other groups may ask questions, offer criticisms, or suggest needed modifications. The chairperson or spokesperson for the group that developed the bill responds to the questions, criticism, or suggested modifications.
7. Steps #4 -#6 are repeated for each of the other proposed bills.
8. When the discussion and debate on all of the proposed bills are completed, legislators may move:
 - a. that one of the bills be voted upon;
 - b. that the sessions be recessed to enable the groups to consider the bills that have been presented. If the session is recessed, each group meets to decide upon a course of action. A group may decide:
 - 1) to support one of the bills as presented
 - 2) to suggest amendments to one of the bills, or

- 3) to bargain with another group, swapping votes for agreement on the suggested amendments. The chairperson of each group may

choose two representatives to carry out the bargaining, if this is the decision of the group.

When the session is reconvened, the chairperson asks for a motion to vote on one of the bills or a motion to amend one of the bills. If amendments are proposed, they are individually debated and voted upon.

9. After all of the bills have been presented and if none has been passed, each group meets individually to decide upon a course of action. A group may decide to attempt to gather additional support for its bill by:
 - a. convincing individuals from another group to vote in behalf of its bill;
 - b. changing its position and voting as a block or as individuals for one of the other bills; or
 - c. developing a compromise bill worked out with members of the other groups. During this period representatives from different groups may meet in an attempt to work out an agreement.
10. The chairperson of each group presents the amended bills to the presiding officer, who calls for a general session, and the debate procedure is repeated. This process is continued until a bill is passed or the time allotted for the session is up and the legislature is adjourned.
11. Debrief

Town Meeting

A town meeting provides members of a community an opportunity to participate in the decision-making process. A community forum usually considers matters of local concern. A town meeting can serve as a local governing and decision-making body by performing functions similar to those of a representative city council. It can also be advisory in nature, providing elected representatives with the view of citizens.

How to Proceed

1. Identify, or help students identify, a proposition of importance to the entire community that the town meeting will discuss, debate and vote upon.
2. Organize the town meeting by assigning individuals the following roles:
 - a. chairperson
 - b. representative of a group in favor of the proposition
 - c. representative of a group in opposition to the proposition
 - d. community members at large
 - e. elected officials who represent the entire community in the town or city council, state legislature, or other legislative body.
3. Explain to students the purpose of the town meeting and the procedures to be followed.
4. Allow time for students to prepare for the town meeting in accordance with their assigned roles.
5. Arrange for the use of a larger room than the typical classroom.
6. Arrange for local legislators and representatives from local civic improvement association to serve as resource persons or observers.
7. Conduct the town meeting using the procedures set in the "Student Instructions for a Town Meeting" handout.
8. Debrief the activity with the students and with the help of any resource persons.

Adapted from guidelines prepared by the Center for Civic Education, Calabasas, California

Student Instructions for a Town Meeting

1. Meet and discuss with community resource persons and groups that have an interest in the proposition to get their background information and proposals.
2. Time limits for each side's presentation should be agreed upon ahead of time. The chairperson is empowered to cut off debate and discussion when the time limit has been exceeded.
3. The chairperson calls the meeting to order, explains the purpose of the meeting, and describes the rules to be followed during the meeting:
 - a. A person may not speak until he/she is recognized by the chairperson.
 - b. No one may interrupt when a person is speaking.
 - c. All remarks must relate to the proposition being discussed.
 - d. If the speaker wanders from the point, abuses other people, or in any way defeats the purpose of the meeting, the chairperson declares him or her out of order.
4. A representative of the group in favor of the proposition is asked to stand and describe the group's position. After the representative has finished speaking, he/she may ask people brought as witnesses to stand and speak.
5. The chairperson announces that any person in favor of the proposition may stand and speak. They will be recognized in the order in which they stand.
6. A representative of the group opposed to the proposition is asked to stand and describe the group's position. After the representative has finished speaking, he/she may ask people brought as witnesses to stand and speak.
7. The chairperson announces that those people opposed to the proposition will be recognized in the order in which they stand and given an opportunity to speak.
8. After all people on both sides of the proposition have had an opportunity to speak, the chairperson opens the question for additional discussion or debate. During this time any person may stand, be recognized, and present his/her point of view or argue against the point of view of someone else.
9. At the end of this discussion or debate the chairperson calls for a vote on the proposition. The vote is decided by a majority.

Role Playing and Simulations

Role playing: Participants feel like, think like, and/or act like another individual and "act out" a particular problem or situation.

Simulations: Participants react to a specific problem within a structured environment, for example, a moot court or legislative hearing. This hypothetical situation is designed to simulate an actual activity.

Although these two approaches have differing qualities, they are complementary and share the following common characteristics:

- Build upon and further the development of imagination and critical thinking skills
- Promote the expression of attitudes, opinions and values
- Place the student in a particular problem or situation that is often found in the real world
- Foster student ability to develop and consider alternative courses of action
- Require careful planning by the teacher and preparation of the participants
- Require extensive debriefing and in-depth analysis of the experience by the teacher and by the students

In preparing to use these two strategies, the following suggestions might be taken into consideration:

- Initial activities should be simple and become increasingly more complex if role playing is to be more than a drama exercise.
- Do not expect polished performances initially. Give students several opportunities to role play and to simulate historical and contemporary situations. Vary the type of activity.
- There are four essential components to these two strategies:
 - a. Preliminary planning and preparation by the teacher.
 - b. Preparation and training of the students.

- c. Active class involvement in conducting the activity.
 - d. Debriefing with discussion and analysis.
- Because students may be uncomfortable or embarrassed, these activities should be presented in a relaxed, non-threatening atmosphere and the students should realize there may be more than one way to react. Practice will help students to feel more confident in these activities

Tips for Role Playing

- Give students adequate information to play roles convincingly. This will make it easier for the students and ensure they will enjoy the exercise as they learn.
- Make situations and problems realistic, something they might confront often.
- Allow students to "jump right in." Don't spend time on long introductions.
- Allow students to do a role reversal to look at opposing viewpoints and prevent stereotyping students.
- The following questions may be helpful during the debriefing:
 - Was the problem solved? Why? or Why not? How was it solved?
 - What alternative courses of action were available?
 - Is this situation similar to anything that you have personally experienced?

STAFF DEVELOPMENT

Section V

Staff Development

Law Related Education programs are successful with proper implementation. Therefore, sufficient training of staff and teachers who will be involved in the planning, implementation and teaching of LRE is critical.

Training insures that the six principles that are essential to high quality LRE are in place. These principles are described in Section II, Page 28. The four principles which deal with curriculum and instruction have major implications for high quality training.

Training also provides participants with useful information on LRE programs and materials, and helps formulate a plan for classroom implementation. Community persons can also be tied directly into the program by being included in training.

Designing Staff Development

- ◆ Design by objectives: Select a few primary objectives (2-5) and use these as a reference in designing the training content and format.
- ◆ Teaching strategies should include those which require active participation and involvement. Use flip charts and other audio-visual materials. Handouts are almost always appreciated.
- ◆ The practical application of the training should be apparent; ideally, the instructional situation should include time for practicing the skills introduced.
- ◆ Consider the participants as resources. Opportunity should be provided for them to share and utilize each other's experience, knowledge and skills.
- ◆ The format for each presentation should be designed with the size of the group in mind. Larger groups might need to break into smaller ones for group participation.
- ◆ Time-management: It is very difficult to accurately judge the time needed for each of the parts of a workshop. You should consider this problem in advance and be prepared to limit the material you present even though you will want to include everything. You will run a better workshop if you leave ample time for discussion. Quite frequently, trainers rush through their remaining agenda in the last few minutes leaving the participant without closure or an opportunity to reflect on what they have learned.

- ◆ Be prepared: Plan to arrive early enough to allow sufficient time to set up and feel at ease with the training site.
- ◆ Panels or workshops run by more than one leader need to be well-planned so as to avoid unnecessary duplication, role confusion, or voids in content areas.

Managing Staff Development

It is helpful to consider the training experience in three periods -- beginning, middle, and ending.

Beginning Period

- ◆ A comfortable learning environment needs to be established before meaningful learning can take place. U-shaped or semi-circular seating often helps to accomplish this goal.
- ◆ Start on time.
- ◆ Begin the training session with a brief ice-breaker exercise. A very simple and successful one is to ask participants to select a partner whom they do not know and spend 5-7 minutes introducing themselves and their reasons for attending this session.
- ◆ Group introductions should be brief and bear some relationship to the objectives of the workshop.
- ◆ Provide a very brief introduction of yourself and your agency. The participants are generally eager to learn about your techniques, thoughts and innovations.
- ◆ Introduce the objectives for the workshop and ask participants if they have additional learning goals. If they do, let them know if you can accommodate their wishes.
- ◆ Share an outline of the agenda for the training session including break periods.

The Demonstration Lesson

- ◆ Begin with a focuser or introductory activity.

- ◆ Use an interactive lesson.
- ◆ Prepare lead questions.
- ◆ Allow for wait time after you ask for questions or comments.
- ◆ Accept and nurture responses.
- ◆ Manage time and pace -- somewhere between mellow and frantic.
- ◆ Consider asking for feedback at the half-way point.
- ◆ Debrief from the standpoint of the student and the teacher.

Ending Period

- ◆ End on time.
- ◆ Leave time for handouts.
- ◆ Leave time for feedback and evaluation (oral or written).

Model Staff Development Program

The following model is based on experience with the LRE/Juvenile Justice Initiative and is offered as a suggested outline that can be adapted to meet the unique needs of different sites.

This model requires at least 50 hours of training for the primary implementors of the program (those with direct student contact) and includes 14 hours of training for administrators and other institutional or agency staff.

Training Session One (14 hours)

Audience: Administrators, staff and relevant outside resource persons

Day 1: At the end of this session, participants should have a clear understanding of what LRE is and the rationale for using it in their program. Session should include some lesson demonstrations.

Day 2: This session is designed to provide an opportunity for all participants to be involved in planning the implementation of the program.

By the end of the day, participants should have collaboratively developed clear objectives for the program and timelines and staff responsibilities for implementation. Session would also include some lesson demonstrations to highlight student outcomes.

Training Session Two (21 hours)

This session should be conducted over a period of three days, ideally with some time for reflection between the second and third days. At the end of this session, participants should be able to conduct LRE lessons at a beginning level.

Audience: Primary implementors

Day 1 and 2: These sessions should involve participants in demonstrations of the lessons they will be using with the students. The lessons demonstrated should include a variety of interactive strategies. Outside resource persons should be used in at least some of the demonstrations.

Day 3: This session is designed to provide an opportunity for participants to practice what they have been learning. All participants should have an opportunity to conduct all or part of at least one lesson. Again, lesson assignments should include a variety of strategies and the involvement of outside resource persons.

After Day 3 of Training Session Two, participants should begin limited implementation of the program with students.

Training Session Three (7 - 21 hours)

Audience: Primary implementors

Day 1: The first day would bring all of the primary implementors together to share their experiences with the initial implementation. Opportunity should be provided for sharing both successes and concerns.

Additional Days: The subsequent days would include teacher/staff and class observations, coaching and mentoring.

Depending on the needs of each individual, one or two additional mentoring and training days might be necessary.

NETWORKING

SECTION VI

Networking

Networking is the exchange of information, ideas, and support among individuals and groups who share common interests. Program developers and directors network with each other to learn about effective approaches to program content, format, and implementation. In addition, networking helps promote program support by building relationships with the community, funding, program participants, and staff.

Networking helps avoid "reinventing the wheel". Program directors in juvenile justice settings can adapt successful components of other LRE programs in both juvenile justice settings and schools into their own programs. Networking provides opportunities to transcend the isolation which frequently results from dealing with the daily routine, funding concerns, etc., and the frustrations of implementing a new program. Through networking, program directors can develop a support system to serve as a sounding board, brainstorming vehicle, and contacts with others involved in LRE.

Networking can occur among LRE programs within the juvenile justice system and with those in the educational system. Only a few juvenile justice programs throughout the country had used LRE in their education and cottage programs until 1990 when the NTDP began its Juvenile Justice Initiative. The programs on the following pages are among the LRE pioneers in the juvenile justice system. They can provide a wealth of information and guidance about program content, format, implementation and teaching techniques appropriate for high-risk and delinquent youth. Exchanging ideas spreads existing innovations and triggers even more creative approaches. This exchange increases teachers' effectiveness and the likelihood that these youth will have a positive educational experience.

Networking with community resource persons builds support for your program and provides a pool of resource people to work with students. Resource persons can also provide resource materials and help LRE program staff keep current on legal issues.

Administrative Involvement

Administrator support is essential to successful implementation of LRE. Supportive administrators can assist in the introduction of LRE into the curriculum and teaching or cottage schedule; organize opportunities for peer support; reward staff for curriculum or treatment schedule improvements and for seeking opportunities for professional development; and program development and participation. The following rationales can be used to encourage administrators to support LRE in juvenile justice settings.

Rationale for LRE in Juvenile Justice Settings

1. Can prevent, deter, and/or reduce delinquent behavior;
2. Helps youth gain a greater sense of personal and social responsibility which effects their behavior in the program or facility;
3. Involves students in an area of instruction--law--which has relevance in their lives;
4. Uses interactive teaching strategies which appeal to the non-traditional learner;
5. Fosters positive interactions between youth and adult role models and the development of a more favorable attitude towards adults as authority figures;
6. Involves community resource persons:
 - provides a showcase for the program's or facility's activities;
 - provides the community with an opportunity to become involved in the program in a positive way; and,
 - increases public awareness of and support for correctional education.
7. Provides an opportunity for educational and correctional staff to work together, promoting team building, providing students with good role models for cooperation, and strengthening the program as a result of input from different viewpoints;
8. Helps prepare students for citizenship proficiency tests given in some states;

9. Can be integrated into existing academic classes, cottage groups, and community programs such as diversion or probation services;
10. Is a cost-effective program; and,
11. Provides youth with a more balanced view of the law and the legal process.

The following suggestions may help you to encourage and increase administrator involvement and support:

1. Provide administrators with rationales for LRE in juvenile justice settings;
2. Involve administrators in program development;
3. Involve administrators in instructional decisions;
4. Prepare teachers and staff to understand the importance of administrators' roles.
5. Distribute lists of specific ways in which administrators can help teachers and staff;
6. Ask administrators to serve as resource people;
7. Help administrators to network with colleagues in similar programs or facilities; and,
8. Keep administrators informed about programs progress.

Building Community Support

There are two major strategies to involve community persons:

- as a member of an LRE advisory committee or task force, and
- as an outside resource person in an LRE lesson.

Advisory groups or task forces are valuable in providing guidance and resources for any program development. A special LRE advisory committee can help provide political strength, funding, and aid in the institutionalization of the program. Members of such a group should include community and agency leaders as well as appropriate staff.

In an LRE classroom, resource people can effectively explain their job and how it is affected by the law, while noting difficulties they may face in carrying out their duties. Exposure to community people has the dual impact on the students of supplying substantive knowledge and career information and changing stereotyped student attitudes. It also provides the resource person an opportunity to "see" these kids and understand that they are fairly typical young people who need support from the community in order to succeed.

An added bonus to your program is that quite often the task force members and/or resource persons become personally interested, and they or others from their organization will be available for other volunteer activities and agency support. They and the organizations they represent can provide a base of support for your program. This support includes resource people, materials, funds, special activities, field trips, publicity, legislative support, and other volunteer services.

In each state there is an "LRE Coordinator" (See Section VI) who is familiar with resource people and organizations that might be interested in your program. You and the LRE Coordinator can plan ways to cooperate in gaining community support for your LRE program. You may also discover that there are a number of people from your local community who are actively involved in a regular school LRE program and would be interested in expanding their involvement.

Phi Alpha Delta Public Service Center (PAD PSC) has an LRE advisor in many states that works with the state coordinator. The advisor is available to assist with the development of community relationships. PAD PSC also has technical assistance manuals on mobilizing community support.

Introduction To the LRE National Training and Dissemination Program

The LRE NTDP projects (CCE, CRF, NICEL, ABA, PAD), funded by the Office of Juvenile Justice and Delinquency Prevention, provide curricula and a wide variety of lesson materials for LRE programs. All of the curricula address the essential components of LRE related to balance, interactive strategies, and the use of outside resource people. All of the lessons are designed to promote increased knowledge and understanding of the law and the underlying principles of constitutional government. These lessons individually and collectively develop the critical thinking, problem solving, communication and social skills necessary for effective citizenship. Each of the curricula provide a historical perspective that illustrates the changing interpretations of the law and opportunities for students to explore the relevance of the law to their own lives.

Differences in emphasis among NTDP project materials

CCE materials are conceptually organized and designed to be used sequentially. Materials are available for kindergarten through twelfth grade. The *Law in a Free Society* curricula emphasize the development of an analytical framework or set of intellectual tools centered around four concepts--Justice, Authority, Privacy and Responsibility. The *We the People* and *With Liberty and Justice for All* materials concentrate on the historical underpinnings of the Constitution and the Bill of Rights and the continuing discussions related to these documents. Although the materials include Supreme Court cases, they emphasize the legislative process at local, state, and national levels. The conceptual approach of these materials is especially valuable as introductory lessons to larger, related units. However, because of their sequential nature, lessons should be carefully selected if they are to be used individually or in combination with other materials.

CRF materials emphasize experience and the use of outside resource people. Many of the materials are designed to be supplements for American government, U.S. history, or world history courses - to make them come alive for students. *The Streets, the Courts, and the Community* was designed specifically for juvenile justice settings and has ten stand-alone lessons on criminal and civil law, which may be used in any sequence. *We the People: Working Together*, *Criminal Justice*, *Civil Justice*, and *It's Yours: The Bill of Rights* are also particularly appropriate for at-risk youth. Engaging and skill building, *Police Patrol* is a highly effective simulation which helps establish a better understanding between youth and police.

NICEL materials emphasize the practical applications of law. The *Street Law* text (high school level) is divided into seven units. It begins with an introduction to law and the legal system and includes criminal law and juvenile justice, torts, consumer law, family law, housing law, and individual rights and liberties. Other NICEL publications are: *Teens, Crime and the Community* (5-7 grade reading level), *Law in Your life* (low reading/high interest), and *Human Rights for All* (8 - 12 grade level). These texts can be used as instructional units or infused into existing courses. An assortment of lessons from these texts have been adapted for Juvenile Justice settings. There are four juvenile justice manuals consisting of stand alone lessons that are high interest and low readability: *Street Law: Juvenile Court Alternative Program*; *Street Law: Juvenile Corrections Settings*; *Street Law: Group Homes*; *Street Law: Detention*.

ABA/YEFC offers an array of publications providing information and technical assistance to diverse audiences. The publication *Update on Law-Related Education* focuses on timely legal topics. *Student Update* is a special edition written for middle and high school students to complement the annual Law Day issue of *Update*. Also available is the *Update on the Courts*. ABA/YEFC's National LRE Resource Center is a national clearinghouse for information on LRE. The Resource Center provides a wide range of support services for LRE, including information on LRE programs and activities throughout the country. *Juvenile Correction Education: A Review of Current Literature, Juvenile Justice and Public Policy: An Agenda for the 90s*, and the spring/summer issue of *Update* (New Realities, New Challenges for Juvenile Justice), are among the publications available by calling the Resource Center at 312-988-5735.

PAD combines teaching materials with a nationwide network of attorneys and law students. A lesson series of timely topical events is produced each month in which recent news headlines are turned into LRE lessons. Also available is a new set of drug and alcohol abuse prevention materials called *Antidote: Civic Responsibility* that brings students face-to-face with the risks of such abuse and suggests community service as the alternative. The materials have students take on the roles of attorneys, judges, police officers and others. State specific laws for each lesson are available. PAD also offers publications to assist in developing programmatic use of resource people.

SSEC focuses on research, both primary and secondary, that will help LRE project directors, teacher trainers, and teachers develop programs that are effective and workable. SSEC has surveyed participants in an array of LRE activities to provide information on effectiveness of teaching LRE and staff training. SSEC's other activities include curriculum development, teacher training, and evaluation and assessment in all areas of the social studies curriculum.

What Can the NTDP Do For You?

1. Curriculum materials -- Samples of classroom materials for grades K - 12 are available, along with guides for teachers and materials to use in training resource persons.
2. Assistance with staff development -- The partners and their extended staff (state-based trainers experienced in the use of NTDP programs and materials) can provide on-site help in conducting workshops, conferences, and institutes.
3. Assistance with program development -- The NTDP can assist you by:
 - (a) working with you to develop a long-term program plan, including the establishment (or expansion) of an advisory board;
 - (b) helping you write successful agendas for workshops, conferences, or institutes;
 - (c) assisting you in compiling a list of funding sources and drafting proposals;
 - (d) suggesting a public relations strategy and providing model public information releases; and
 - (e) providing model LRE curriculum and/or resource guides.

Our job is to marshal the resources of the entire NTDP to help you. Let us know what we can do!

A fact sheet for each of the national LRE projects in the National Training and Dissemination Program follows:

**AMERICAN BAR ASSOCIATION
SPECIAL COMMITTEE ON
YOUTH EDUCATION FOR CITIZENSHIP**

FACT SHEET

Short Name: ABA, YEFC, or ABA/YEFC

Address: 541 North Fairbanks Court
Chicago, IL 60611-3314
312 - 988-5735
312 - 988-5032 (fax)

Overview: ABA/YEFC supports the development of high quality programs about the law and the legal process throughout the country, and promotes the work of state and local bar leaders, educators, juvenile justice professionals, and others to carry out law-related education programs that meet the needs and interests of their communities. Specific ABA/YEFC activities include sponsoring conferences, managing the National LRE Resource Center, providing training and technical assistance, promoting public awareness of LRE and producing publications.

Primary LRE Publications: These materials include a broadcast-quality LRE Videotape Program; LRE Report, a general update of recent developments in LRE across the country; LRE Project Exchange, a newsletter for LRE project directors emphasizing program development and management concerns; Update on Law-Related Education, a magazine that provides timely information on recent Supreme Court decisions, innovative classroom strategies and substantive articles focusing on important developments in the law; and Technical Assistance Bulletins, single topic bulletins to inform LRE leaders about a variety of topics. Also available from the ABA/YEFC: Juvenile Correction Education: A Review of Current Literature, Juvenile Justice and Public Policy: An Agenda for the 90's.

Primary LRE Programs and Technical Assistance: The ABA/YEFC provides technical assistance and training in various areas including strengthening state organizations; using resource people in LRE programs; increasing school administrator support for LRE; and providing awareness sessions in LRE. In addition, ABA/YEFC offers information, support and training to: increase minority involvement in LRE; prevent substance abuse through the Lawyer/Doctor Team; initiate LRE Teacher Education Programs; and expand LRE in Urban Education Settings. A primary responsibility of the ABA/YEFC is the annual National LRE Leadership Seminar held every January. Information on a broad range of LRE topics and programs is available through the ABA/YEFC National LRE Resource Center.

CENTER FOR CIVIC EDUCATION

FACT SHEET

Short Name: CCE

Address: 5146 Douglas Fir Road
Calabasas, California 91302
818 - 591-9321
800 - 350-4223
818 - 591-9330 (fax)

Overview: The Center develops a broad range of law-related/citizenship education materials. The Law in a Free Society (LFS) program developed by CCE uses a conceptual approach to focus on four law-related concepts which are fundamental to understanding the principles of law and the Constitution. The LFS curriculum and training materials for grades K-12 are designed to develop understanding of our constitutional democracy. LFS emphasizes the use of an analytic framework or sets of intellectual tools that help students to think critically. CCE staff provide training and technical assistance to state projects, school districts, and juvenile justice agencies to implement its programs and curricula.

Primary LRE Publications: Law in a Free Society curricula - Justice, Privacy, Authority, Responsibility, Level I (grades K - 1), Level II (grades 2 - 3), Level III (grades 4 - 5), Level IV (grades 5 - 6), Level V (grades 7 - 9), Level VI (grades 10 - 12); Spanish language materials - Autoridad, Privacidad Personal, Justicia, Responsabilidad, Level I (K - 1), Level II (2 - 3). Drugs in the Schools, Exercises in Participation Series; We the People ..., elementary, middle and high school editions; ... With Liberty and Justice for All, high school edition; *CIVITAS: A Framework for Civic Education*.

Primary LRE Programs and Technical Assistance: Teacher training based on CCE materials; leadership training; elementary teacher pre-service and inservice education; administrative workshops; assistance in developing LRE programs in a variety of juvenile justice settings; technical assistance in program planning.

CONSTITUTIONAL RIGHTS FOUNDATION

FACT SHEET

Short Name: CRF

Addresses: CRF has two offices:

Los Angeles

601 South Kingsley Drive
Los Angeles, CA 90005
213 - 487-5590
213 - 386-0459 (fax)

Chicago

407 South Dearborn, Suite 1700
Chicago, IL 60605
312 - 663-9057
312 - 663-4321 (fax)

Overview: CRF develops LRE materials and programs for schools, youth community centers and juvenile justice settings. Our primary curricular emphasis is on materials for infusion into required middle and high school social studies courses, such as history and government. CRF's staff provide training for teachers, resource persons and administrators.

Primary LRE Publications: The Drug Question, American Album, To Promote the General Welfare: The Purpose of Law, The Crime Question: Rights and Responsibilities, Of Codes and Crowns: The Development of Law, Foundations of Freedom, From the School Newsroom to the Courtroom, Streets, the Courts and the Community (juvenile justice lessons), Civil Justice, Criminal Justice, Criminal Justice in America, It's Yours: The Bill of Rights (English as a Second Language lessons), and Bill of Rights in Action (free quarterly newsletter).

Primary LRE Programs and Technical Assistance: Teacher and resource person training based on CRF materials; leadership training; assistance in initiating Youth Community Service programs; assistance in initiating English as a Second Language LRE programs; assistance in developing LRE programs in juvenile justice settings; assistance in infusing LRE into required social studies courses; training on combining LRE and cooperative learning; technical assistance with program planning.

NATIONAL INSTITUTE FOR CITIZEN EDUCATION IN THE LAW

FACT SHEET

Short Name: NICEL (sometimes called "Street Law", also the title of its high school LRE text).

Address: 711 G Street, S.E.
Washington, D.C. 20003
202-546-6644
202-546-6649 (fax)
202-546-7591 (TT)

Overview: NICEL develops practical LRE programs, supported by curriculum and training materials, primarily for grades 7 - 12, designed to empower youth. NICEL's staff provide training and technical assistance that assists schools and juvenile justice agencies to implement these programs.

Primary LRE Publications: Street Law: A Course in Practical Law (West Publishing Company, 1990), Teens, Crime and the Community (West Publishing Company, 1992), Great Trials in American History (West Publishing Company, 1985), Mock Trial Manual (Social Studies School Service, 1984), Juvenile Justice Lessons (4 volumes), Law School Catalogue, Law School Directors' Manual, We Can Work It Out: Problem Solving Through Mediation, and Law in Your Life.

Primary LRE Programs and Technical Assistance: Teacher and staff training based on NICEL materials; leadership training; assistance in initiating Law School-Based LRE Programs; Technical Assistance in Program Planning; Assistance in Developing LRE Programs in a Variety of Juvenile Justice Settings; Assistance in Replicating MENTOR (the law firm adopt-a-school program) and assistance in developing student mediation programs.

PHI ALPHA DELTA LAW FRATERNITY

INTERNATIONAL PHI ALPHA DELTA PUBLIC SERVICE CENTER

FACT SHEET

Short Name: Phi Alpha Delta or PAD PSC

Address: 1511 K Street, NW
Suite 611
Washington, DC 20005
202-638-2898
202-638-2919 (Fax)

Overview: Establish volunteer national resource base of legal practitioners to help initiate and sustain local LRE services and programs. Create LRE materials for teachers, lawyers, law students, police officers and judges. PAD's staff provides training for attorneys, judges, law students, teachers and LRE program coordinators.

Primary LRE Publications: Mobilizing Community Support for Law-Related Education (NCJRS, 1989), Antidote: Civic Responsibility Drug Avoidance lessons with state law supplements (PAD PSC, 1993), A Bicentennial Guide for Lawyers and Teachers (PAD PSC, 1991), Lawyer-Teacher Partnership Program (PAD PSC, 1986), Lawyer-Law Student Guide for K - 8 Grades (PAD PSC, 1991), Law Enforcement-Education Partnership (PAD PSC, 1991), The Phi Alpha Delta Reporter (PAD PSC, 1993). Lawyer-Law Student Bill of Rights Teaching Guide (PAD PSC, 1991).

Primary LRE Programs and Technical Assistance: Production of LRE training materials for use of resource persons and teachers; leadership training of attorneys, law and pre-law students for participation in LRE projects; training of teachers, juvenile justice professionals, judges, police officers and others for LRE participation; recruiting resource persons at community level to facilitate institutionalization, mobilizing community support for delinquency prevention and effective citizenship education; Special presentations and technical assistance provided in Americans with Disabilities Act, Law and Humanities, running a State LRE Program, Planning an effective agenda and using media to teach LRE.

SOCIAL SCIENCE EDUCATION CONSORTIUM

FACT SHEET

Short Name: SSEC

Address: 3300 Mitchell Lane, Suite 240
Boulder, CO 80301-2296
303-492-8154
303-449-3925 (fax)

Overview: SSEC provides evaluation services for the NTDP, including monitoring all NTDP training and conference activities, conducting special studies and surveys, disseminating reports of those activities, and providing technical assistance in assessment to grantees and state projects. SSEC also conducts evaluation, curriculum development, and teacher training activities in all areas of the social studies/history curriculum.

Primary LRE Publications: Institutionalizing LRE Programs: Eight Case Studies, Social Studies Electives Survey, Trends in Education: A Survey of Selected Periodical Literature, 1985-89, Survey of Participants in Law-Related Education Workshops, Conferences, and Meetings, Law in the Classroom, Teaching About Law and Cultures: Japan, Southeast Asia (Hmong) and Mexico, Individual Rights in International Perspectives, Lessons on the Constitution, and Tolerance for Diversity of Beliefs.

Primary LRE Programs and Technical Assistance: Technical assistance in planning for LRE program evaluation; technical assistance designing instruments for a variety of evaluation purposes, including instruments/rubrics for student assessment; conducting environmental scans and strategic planning; providing teacher training in such areas as culture-focused LRE, tolerance for diversity, the First Amendment, and service learning and civic education.

OJJDP STATE COORDINATORS LIST

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**LAW -RELATED EDUCATION
PROGRAMS
IN
JUVENILE JUSTICE SETTINGS**

SECTION VII

INSTITUTIONAL SCHOOLS

Alabama

Multiple Locations

This site was an NTDP demonstration project. LRE has been implemented at three of Alabama's training schools. Using lessons from the three NTDP curriculum projects, LRE instruction is provided twice a week for one-hour. An important aspect of the program has been the involvement of law students who assist with the lessons, moot courts, and mock trials. At one site, first offenders (boys and girls) participate in boot camp which lasts four to six weeks, depending on their progress through four levels. Using lessons from the three NTDP curriculum projects, LRE is integrated into their four-hour school day.

Training for the institutional school teachers has been provided and supported by the Alabama LRE State Coordinator as part of LRE workshops for regular public school teachers. All of the trainees have benefitted from the exchange of ideas and insights into student behavior that have resulted from these combined training.

The program has enjoyed outstanding administrative support and has recently established a steering committee of educators and line staff to provide guidance and support as LRE expands within the institutional schools.

Contact: Gary Parsons
Department of Youth Services School District
Post Office Box 66
Mount Meigs, AL 36057
205-681-8841

California

Multiple Locations

The California Youth Authority teaches an Impact of Crime on Victims program in its institutions and camps. Depending on the facility's resources, between 35 and 60 hours of class time are spent. Victims' services advocates and provides participate in the program. Mediation skills are taught. All facilities, regardless of security status, have community service projects. They include fighting fires, making items for sale and donating the profits, conducting runs for victims and getting pledges, and making a video on burglary prevention and selling it (this was done by burglary offenders.)

Contact: Kip Lowe
Youth Authority Training Academy
9880 Jackson Road
Sacramento, CA 95827
209-944-6481

Colorado

Multiple Location

Lathrop Youth Camp in Walsenburg, Grand Mesa Training School in Grand Junction, and Lookout Mountain Training School for Boys in Golden uses LRE in their school programs.

Contact: Bob Hunter
Campus Box 580
University of Colorado
Boulder, CO 80309
303-492-6114

Georgia

Atlanta

Working through the Young Lawyers' mock trial program at a minimum security facility, youth with leadership potential were identified. They participated in the program's week-long summer law camp with youth from public high schools. The camp was held at a conference center.

Contact: Philip Newton, State Mock Trial Coordinator
State Bar of Georgia
800 The Hurt Building
50 Hurt Plaza
Atlanta, GA 30303
404-527-8779

Iowa

Eldora

The Eldora State Training School for Boys pioneered LRE. The program is conducted in the living units under the direction of the child care staff. The previous curriculum is being integrated into a program to meet state requirements for education for juvenile offenders. A certification program for LRE trainers has been established. The program has been extensively evaluated by the Iowa Center for LRE.

Contact: Tim Buzzell, Director
Iowa Center for LRE
Drake Law School
Des Moines, IA 50311
515-277-2124

Steve Houston
Superintendent
State Training School
Eldora, IA
515-858-5402

Kansas

Topeka

This site was an NTDP demonstration project. The social studies curriculum includes nine weeks of Street Law, with an emphasis on involving community resource people. Participants have included Juvenile Court judges, state legislators, attorneys, and a representative from the Equal Employment Opportunity Commission. Topics addressed include consumer, juvenile, and adult law, and legal issues of AIDS. The project is establishing a LRE lending library as part of their juvenile justice law library, which is a component of the statewide inter-library loan system.

Contact: Steve Anderson
Youth Center at Topeka
1440 NW 25th Street
Topeka, KS 66618
913-296-7711

Maryland

Baltimore

The Charles H. Hickey School, a maximum security facility has worked with the Center/LRE Program to develop a LRE curriculum, "It's Better to Build a Kid," and has integrated it into their school program.

Contact: Paul Sievert, Training Coordinator
Rebound!, Charles H. Hickey School
2400 Cub Hill Road
Baltimore, MD 21234
410-668-3300

Minnesota

Anoka County

The Anoka County Correction Programs School integrates LRE into its social studies curriculum, which emphasizes the Bill of Rights and individual rights after arrest.

Contact: Gary Heath
Anoka County Correction Programs School
7555 4th Avenue
Lino Lakes, MN 55014
612-786-7350

New York

Multiple Locations

This site was an NTDP demonstration project. Five facilities piloted and implemented LRE in a variety of modalities: school units, residential units, and as a component of an evening recreation program. The system has also integrated LRE into independent living skills curriculum in three settings: Independent Living Skills Program; Reporting Center, where youth living at home report after school and on week-ends for counseling, recreation, and supervision; and Aftercare.

In April staff of the five original sites met to evaluate lessons, strategies, materials and determine future directions. The project provides technical assistance, resources, and support to the different sites, including the Brooklyn District Attorney's Project Legal Lives and the New York City Juvenile Probation staff. The agency's trainers have changed their training methodology to be more interactive. It also publishes a quarterly newsletter about the project which is distributed to the facilities, all resource people, educators, and State Division for Youth administrators.

Contact: Margaret Davis, Assistant Director
New York State Division for Youth
52 Washington Street
Rensselaer, NY 12144
518-473-4474

North Carolina

Multiple Locations

This site was an NTDP demonstration project. LRE has been integrated into social studies strands in five state training schools. It is also being taught in the schools' lock-up units. The mini-law day seminars, held in both settings, has been highly successful. Their format includes mock trials, role-plays, lessons, and extensive use of community resource people. In addition to infusing LRE in the academic program, LRE is being integrated into vocational programs. For example, home economics will include lessons on family law.

Contact: Betty Budd
Juvenile Evaluation Center
741 Old Highway 70
Swannanoa, NC 28778
704-686-5411

Ohio

Scioto Village and Riverview

This site was an NTDP demonstration project. The project, which focuses on learning disabled youth, developed a LRE scope and sequence and course of study which were adopted by the Ohio Department of Education for a half credit elective course. A directory of resource persons available to be used by all the Department of Youth Services schools is being developed. The living units have begun to include LRE activities in their groups. The regular LRE teachers and the Special Education LRE teachers have joined together for sessions with community resource people, studying court cases, and mock trials.

The special education teachers are teaching two LRE classes of ten students. They are using lessons on authority and juvenile law and discussing the current "hot" issue in Ohio--the finger-printing and photographing of juveniles. The regular education teachers are teaching three LRE classes of 40 students. Information about the LRE project is being disseminated to other institutions in the Department of Youth Services system.

Contact: Mark Powell, Curriculum Specialist
Office of Educational Services
Department of Youth Services
51 North High Street
Columbus, OH 43266-0582
614-466-0720

Columbus

The Ohio Center for LRE includes mock trials at a boys' state training school in the state competition.

Contact: Debra Hallock-Phillips
Ohio Center for LRE
P.O. Box 16562
Columbus, OH 43216-0562
614-487-2050

Rhode Island

Providence

The Ocean State Center for Law and Citizenship Education conducts an eight week LRE class at the boys' training school.

Contact: Theresa Watson, Associate Director
Ocean State Center for Law and Citizenship
Education
22 Hayes Street
Providence, RI 02908
401-861-5737

Texas

Multiple Locations

Street Law is incorporated into the training school curricula.

Contact: Rhonda Haynes, LRE Director
State Bar of Texas
Post Office Box 12487
Austin, TX 78711
512-463-1388

Wyoming

Worland

This site was an NTDP demonstration project. The school is reorganizing into an alternative school model. LRE strategies will be integrated throughout the curriculum. The living units continue to have two LRE

lessons a week as part of the daily small group meetings. These are facilitated by an inter-disciplinary team. In addition, cottage parents use LRE activities two to three times weekly during the "structured interaction" time period.

Contact: David Renaud, Superintendent
Wyoming Boys School
Route 2, 15520 Highway 20 South
Worland, WY 82401
307-347-6144

DIVERSION

Arkansas

Jefferson County

In lieu of probation, misdemeanor offenders participate in a 12 week LRE course. They are tracked for a year after they have completed the course.

Contact: Nancy Rogers
Learning Law in Arkansas, Inc.
Box 521
Little Rock, AR 72201
501-372-0571

District of Columbia

The Washington, DC, District Courts, in conjunction with NICEL, developed the Street Law diversion program. Two-hour sessions are conducted for twelve weeks for first offenders, ages 12-16. They deal with basic legal responsibilities, improving decision-making skills. Lesson content includes criminal and family law, juvenile justice issues, mock hearings and trials.

Contact: Jeff Chinn
NICEL
711 G Street, S.E.
Washington, DC 20003
202-546-6644

Georgia

Multiple Locations

The Georgia Juvenile Court System has approximately 30 LRE court diversion programs statewide. The Carl Vinson Institute provides the training and follow-up.

Contact: Ann Blum
Georgia Law Education Diversion Program
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The University of Georgia
Athens, GA 30602
706-549-4082

Idaho

Pocatello

This site was an NTDP demonstration project. The program targets younger offenders ages 12-14. Based on her participation in the ABA's National Leadership Seminar, the coordinator designed posters which ask LRE-related questions and will be used for pre-and post-tests. The six hour Saturday program focuses on rules and alcohol-related issues. High school students assist with teaching the classes and then work together with the youth on community service projects that they themselves have selected. Because of the program's success, the coordinator JoAnne Ries was selected Bannock County Employee of the Year.

Contact: JoAnne Ries, Coordinator
Youth Services Division
Bannock County Sheriff Department
Post Office Box 4666
Pocatello, ID 83205-4666
208-236-7014

Illinois

Grundy County

Youth who are on informal supervision, first time misdemeanor offenders, or are police referrals participate in eight hours of classes. The last class is focused around a video of the local detention facility.

Contact: Mark Hulbert
Probation Department
Grundy County Courthouse
111 Washington
Morris, IL 60450
815-942-9024

Iowa**7th Judicial District Juvenile Court**

A 12 week program is conducted with youth with the following designations: informal adjustments, consent decree (a delinquency filing has been made but with no adjudication), probationers, adjudicated delinquents. LRE lessons include topics such as anger, attitudes and awareness, date rape, sexually transmitted diseased, alcohol and other drug abuse.

Contact: Kay Biscontine, Juvenile Court Officer III
7th Judicial District Juvenile Court Services
428 Western Avenue
Davenport, IA 52801
319-326-8612

Kansas**Multiple Locations**

The Kansas Supreme Court service officers conduct a variety of diversion programs. Four districts conduct a 10 week Street Law program for first time offenders. Another district conducts a modified Street Law program. One district conducts a week-end intervention program for first time DUI offenders which include LRE. One district conducts an intensive one year program for sexual offenders which combines mental health services, supervision, court services, and LRE. One district conducts a four-hour alcohol and other drug intervention program which combines LRE, mental health and court services.

Contact: Kay Farley, Coordinator
Children and Family Programs
Kansas Supreme Court
Kansas Judicial Center
Topeka, KS 66612
913-296-2256

Kentucky**Multiple Locations**

This site was an NTDP demonstration project. The LRE program is under the auspices of the Supreme Court of Kentucky. Five four-day training sessions have been conducted for Court-Designated Workers and community resource persons at 43 of Kentucky's 59 judicial districts: LRE is institutionalized at 34 of the sites. In 1991 254 first or second time offenders participated in the program. The project's first evaluation demonstrated a recidivism rate of 7.9%. The recidivism rate for similar offenders without LRE is 12% in rural areas and 22% in urban centers.

Many of the offenders found their LRE experience so rewarding that they requested an opportunity to become involved in LRE. In at least four sites, a teen court has been developed in which diversion program graduates serve as attorneys and jury members for youth who have been charged with misdemeanors. A juvenile court judge presides and considers the teen jury's recommendations for disposition which include restitution, community service, alcohol and other drug evaluation, and a variety of educational programs, and participation in teen court.

This fall teleconferences will highlight the juvenile justice system for elementary students throughout the state. LRE lesson packets will be mailed to schools prior to the teleconferences.

The project has attracted extensive media attention and enjoys the enthusiastic support of the Chief Justice of the Kentucky Supreme Court who has established a Roundtable of representatives from the education and justice communities to provide advice and assistance to the program. In collaboration with the Cabinet for Human Services, the Kentucky Judiciary and National Juvenile Detention Association staff, plans are underway for a grant proposal that would expand LRE on a continuum from diversion through residential treatment and aftercare.

Contact: Deborah Williamson, LRE Director
Administrative Office of the Courts
100 Millcreek Parkway
Frankfort, KY 40601
502-564-2350

Massachusetts

Boston

The Citizenship Training Group, Inc., a non-profit organization which offers court-involved youth preventive education and evaluation services operates two diversion projects via the YMCA and Girls' Center. The program affirms the rewards of a law-abiding life, gives retraining four days a week for 12 weeks under the supervision of probation officers trained in LRE.

Contact: The Citizenship Training Group, Inc.,
P.O. Box 247
Boston, MA 02118-0247
617-426-1242

New Hampshire

Keene

This site was an NTDP demonstration project. A permanent instructor, who has a teaching background and is a community leader, was hired. The program has expanded to include female offenders. The lessons cover a range of subject matter and culminate in a mock trial with the Juvenile Court Judge presiding and parents serving as the jury.

Contact: Jane Beecher, Juvenile Coordinator
City Hall
Keene, NH 03431-0364
603-357-9810

New York

Syracuse

Project LEGAL operates PLACE (Project Legal's Alternative through Community service and Education) for first offenders referred by the county probation intake department. It is a 12 hour LRE course for 12 to 15 year olds. Part of the course is to go through the juvenile intake process so they will know what happens if they are arrested after they are 16. The community service component is under the auspices of a local volunteer center and the youths' local town governmental agencies.

Contact: James Carroll, Director
Project LEGAL
Syracuse University
316 Lyman Hall
Syracuse, NY 13244
315-443-4720

Ohio

Cleveland

Violence Anonymous is a county-wide diversion program which uses a three-prong approach: a curriculum based on Street Law, community service, and leadership development. Participants are taught and practice conflict resolution skills.

Contact: Elizabeth Dreyfuss or Pamela Daiker
Cleveland Marshall College of Law
Cleveland State University
1801 Euclid Avenue
Cleveland, OH 44107
216-687-2352

Rhode Island

Statewide

This site was an NTDP demonstration project. The program's focus is on mediation and conflict resolution for first offenders. It is so popular that youth have brought their friends and parents to the classes. The project is expanding to two additional parts of the state.

Contact: Theresa Watson, Associate Director
Ocean State Center for Law and Citizenship
Education
University of Rhode Island
22 Hayes Street
Providence, RI 02908
401-861-5737

South Carolina

Multiple Locations

The Department of Youth Services conducts 10 week, 20 hour pre-adjudication programs using the Choices curriculum developed by a law professor at the University of South Carolina Law School. It is being used with youth on probation, in state facilities, group homes, and a recreational center serving inner city youth. It also includes a parenting training component. They have conducted an evaluation of the program which is available upon request.

Contact: Walter Waddell, State Program Coordinator
South Carolina Department of Youth Services
P.O. Box 7367
Columbia, SC 29202
803-737-3195

District Directors:

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803-585-5181

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Columbia, SC 29202
803-798-2892

Mike Gannon
Post Office Box 7367
3208 Broad River Road
Columbia, SC 29202
803-737-8971

South Dakota

Sturgis

The Meade county Juvenile Court has a 90 day diversion classification. Youth in this classification have the opportunity to select between the LRE diversion program and community service only. The LRE diversion program includes classes which meet for two hours two nights a week for five weeks and a four to five hour related community service project. The program is expanding to an eight week course.

Contact: Shirley Savage
Box 253
Whitewood, SD 57793
605-269-2109

Tennessee

Madison County

The diversion programs is post-adjudication intervention for first-time minor property offenders (ex. shoplifting). Classes meet one and a half hours for 12 weeks. They include mock trials, tours and lessons based on Street Law. Community attorneys are involved as volunteer teachers.

Contact: Barbara Dooley
Madison County Juvenile Court Services
224 Lexington Avenue
Jackson, TN 38302
901-423-6140

Knox County

The pre-adjudication program is based on the Street Law diversion program. First offenders meet for two hours for 8-10 weeks.

Contact: Kathy Bemis
Knox County Juvenile Court
3323 Division Street
Knoxville, TN 37919
615-637-2010

Virginia

Norfolk

The Street Law Program began in 1987 for pre-adjudicated youth. It has been expanded to include youth who are on probation for the first time. Sessions meet for two hours for eight weeks. An evaluation study was conducted, using a control group. Since 1987 over 600 youth have completed the program. The completion rate is 89%. Youth are tracked for two years after completion. Figures for youth who completed during the first year showed that 25% of the control group and 15% of the Street Law group were convicted of subsequent offenses. Participants are given pre and post tests and complete an anonymous evaluation. Volunteers are used as instructors. Each class has twelve youth and two instructors.

Contact: Susan Inman
Norfolk Juvenile Court
Post Office Box 809
Norfolk, VA 23501
804-683-8311

TEEN COURTS

Alaska

Anchorage

Contact: Sharon Leon, Coordinator
Anchorage Youth Court
P.O. Box 102735
Anchorage, AK 99510
907-274-5986

Arizona

Globe

Contact: John Yanez, Teen Court Coordinator
Gila County Juvenile Probation Department
1400 East Ash Street
Globe, AZ 85501
602-425-3231

Colorado

Denver

Contact: David Chaffee, Teen Court Administrator
Denver Bar Association
1900 Grant Street, Suite 950
Denver, CO 80203
303-860-0115

Florida

Neptune Beach

Contact: Ed Lange, Legal Studies Coordinator
Duncan Fletcher High School
700 Seagate
Neptune Beach, FL 32266
904-249-5635

Tampa

Contact: Robin Jackson
Hillsborough County Teen Court
Leon King High School
6815 North 56th Street
Tampa, FL 33610
813-626-8111

Georgia

Cobb County

Contact: Robin Smith, Court Coordinator
Juvenile Court of Cobb County
1738 County Farm Road, Suite 250
Marietta, GA 30060-4012
404-528-2251

Idaho

Boise

Contact: Judge Charles Hays
Fourth District Court
Boise, ID 83704
208-377-0446

Indiana Elkhart, Gary, Indianapolis, LaPorte, New Albany

Contact: Jim Killen, Executive Director
Indiana Youth Services Association
2611 Waterfront Parkway
East Drive
Indianapolis, IN 46214
317-297-9639

Michigan

Ann Arbor

Contact: Washtenaw County Teen Court
Juvenile Court
2270 Platt Road
Ann Arbor, MI

Charlotte

Contact: Dawn Royston
Director of Court Services
Eaton County Teen Court
1095 Independence Blvd.
Charlotte, MI 48813
517-543-7500 x-247

Monroe

Contact: Judge Joseph Costello, Jr.
Juvenile Division/Probate Court
Teen Jury Program
106 E. First Street
Monroe, MI 48161
313-243-7023

Missouri

Independence and Jefferson City

Contact: Christopher Janku
LRE Field Director
The Missouri Bar
326 Monroe Street
Jefferson City, MO 65102
314-635-4128

Texas

Multiple Locations

Contact: Natalie Rothstein, Coordinator
Teen Court
201 North Grant
Odessa, TX 79762
915-335-3352

DETENTION

Colorado

Denver

Attorneys conduct informal LRE class sessions with youth.

Contact: Judge David Ramirez
County Court Judge
1450 Cherokee
Denver, CO
303-575-3114

Multiple Locations

Project PRINCE (Preparing Instructional Teams to Teach Effective Citizenship Education) has conducted training with intake workers of detention facilities in Colorado. The training consists of 5 days, 40 hours.

Contact: Bob Hunter
Center for Action Research
Bureau of Sociological Research
Campus Box 580
University of Colorado
Boulder, CO 80309
303-492-6114

Illinois

LaSalle County

Weekly LRE lessons are used as part of the detention center's evening group activities program.

Contact: Joanne White, Director
LaSalle County Juvenile Detention
707 Etna Road
Ottawa, IL 61350
815-434-8300

Missouri

St. Louis

Juvenile Responsibility and the Law and drug prevention lessons are integrated into the LRE program, which emphasizes responsibility, drug prevention, and anti-violence. The LRE program is a component of the Drug-Free Schools and Community Program.

Contact: Linda Riekes, Director
Law and Citizenship Education Unit
St. Louis Public Schools
5183 Raymond
St. Louis, MO 65101
314-361-5500

New Jersey

Camden

The detention facility pioneered LRE in detention settings. Their program includes individual student packets, one to two day lessons, and mock trials.

Contact: Sonia DeCencio, Principal
Camden County Youth Center
Lakewood Hospital Complex
Blackwood, NJ 08012
609-757-3467

Utah

Cedar City

This site was a NTDP demonstration project. LRE is the core curriculum for the detention center, which has an excellent rapport with community resource people. Staff have been able to access them on a few minutes notice to moderate discussions and over 89 community people have participated in the program. Project staff have conducted training sessions for the state and at a state youth detention conference.

Contact: Ed Weaver, Program Coordinator
Southwest Utah Youth Correctional Facility
270 East 1600 North
Cedar City, UT 84720
801-586-4880

Salt Lake City

The detention center conducts three LRE classes daily.

Contact: Eric Bergmann
Salt Lake Detention Center
3534 South 700 West
Salt Lake City, UT 84115
801-265-5825

Virginia

Rappahannock

This site was an NTDP demonstration project. The detention facility has been field-testing lessons from a draft detention curriculum from NICEL. They videotape their own mock trials and then show them as part of the unit's recreation program. In August the program sponsored a statewide workshop for detention staff and teachers to promote dissemination of LRE.

Contact: Kristin VanTine
Rappahannock Juvenile Center
400 Bragg Hill Drive
Fredericksburg, VA 22401
703-371-4727

COMBINATION PROGRAMS

California

Santa Clara

This site was an NTDP demonstration project. The project includes four community schools, two schools serving group homes and one residential correctional school. Since the program's inception, approximately 200 students have received LRE instruction. At one of the schools, the youth hold their own court trials for minor infractions occurring at school. A teacher presides over the hearing. Students serve as attorneys, witnesses, court personnel, and jurors. Volunteer attorneys coach the teacher and students. A recent trial was held for a student who had been charged with child abuse for abandoning his "flour baby" -- part of a living skills project.

Three one-day LRE training sessions have been conducted. Police officers and attorneys who serve as community resource people have been trained in LRE strategies. LRE staff from the various sites meet quarterly to share resources, ideas, successes, and concerns as they implement their LRE programs. Six staff members attended LRE in juvenile justice settings national conferences. Three teachers new to the LRE program will be attending the LRE in juvenile justice settings conference in San Antonio.

Contact: David Karell, Principal
South County Community School
100 North Street
San Martin, CA 95046
408-683-4075

San Diego

This site was an NTDP demonstration project. This project includes a day center, community schools, and detention. Two of the project's sites competed against each other at the mock trial competition at the San Diego Courthouse. Youth participated in the "We the People" Bicentennial competition. In April the staff involved in the project met to debrief the project and plan next year's program which may include a mentor program and an expanded Bicentennial competition.

Contact: Richard Strauss
San Diego County Office of Education
Juvenile Court and Community Schools
6401 Linda Vista Road
San Diego, CA 92111
619-234-5726

Kentucky

Lexington

This site was an NTDP demonstration project. The diversion aspect of the project has three components: The first offenders program is divided into two groups. One is for youth age 12. LRE has been integrated into a living skills curriculum called "Early Intervention Means Prevention" which addresses the following topics: rules and responsibility, good school behavior, child abuse, victimization, drugs and alcohol, the friends I choose, and HIV prevention. Parents are asked to attend the orientation and wrap-up party, although they are welcome at all the sessions. The 14-16 year old youth use the same curriculum that has been written on a more difficult level and is called "Responsibility 101." In conjunction with the YWCA, a diversion from detention program keeps youth out of detention. They attend a program four nights a week, with one night devoted to LRE.

The detention school program includes LRE lessons twice a week. The primary community resource person has been a legal aid attorney, who has become very enthusiastic about his involvement with the youth and the different perspective of them he has gained because he now sees them more than during the traditional few minutes he sees them at the time of the court hearing.

Contact: Rebecca Mercier, Director of Development
and Support Services
Department of Social Services
200 East Main Street
Lexington, KY 40507
606-258-3814

Oregon

Portland

The Juvenile Justice Division offers three LRE programs. (1) An adaptation of the Street Law program for gang members is held two hours a week for 12 weeks. 70% of the youth are ages 14-19. A family component involves home visits made to invite the parents to the LRE program. The youth are seen twice a week by probation staff. (2) The detention program teaches LRE for one and a half hour three times a week. (3) The diversion program is adapted from Street Law and targets first and second offenders, ages 12-14. The two-hour sessions are held for 12 weeks.

Contact: Jimmy Johnson
Multnomah County Juvenile Court
1401 NE 68th Street
Portland, OR 97213
503-248-3460

Wisconsin

Eau Claire

This site was an NTDP demonstration project. The project is conducted in detention and a group home. They have taken a multi-media approach to lessons by combining information from film strips, videos, films, newspaper and magazine articles, and plays. Wisconsin law has been incorporated into the lessons which focus on relevant issues of interest to the youth such as date rape, parenthood, and health. Detention has daily LRE lessons. Project staff meets periodically with the Juvenile Court judges to ascertain relevant issues from their perspective. Two social work interns from the University of Wisconsin--Eau Claire have developed an alcohol and education program and pre and post tests for the LRE lessons. A resource library of LRE materials has been established.

Contact: Doug Backus, Project Manager
Circuit Court Children's Division
County Courthouse
Eau Claire, WI 54703
715-839-4737

COMMUNITY-BASED PROGRAMS

Kentucky

Multiple Locations

In a cooperative effort, the Wal-Mart Company and the Supreme Court of Kentucky's Administrative Office of the Courts have developed teams of a law enforcement office, a Wal-Mart manager and loss prevention agent, and a juvenile office. They provide interactive learning sessions regarding shoplifting to 4th-6th grade students.

Contact: Deborah Williamson, LRE Director
Administrative Office of the Courts
100 Millcreek Parkway
Frankfort, KY 40601
502-564-2350

Maryland

Clarksville

The Gateway School, an alternative high school which serves juvenile court youth, has integrated LRE into their social studies curriculum.

Contact: Ken Katzen, Social Studies Teacher
Gateway School
12240 Route 108
Clarksville, MD 21029
410-313-7081

Massachusetts

Boston

The Judicial Youth Corps is a partnership between the Massachusetts Courts and the Boston Public Schools. It combines LRE with a paid summer internship in the courts for inner-city high school students. The program includes (1) weekly education sessions on legal and court-related issues. Interns participate in mock eviction hearings and role plays. They observe court proceedings by sitting next to the judge and other court personnel. (2) Under the supervision of court employees, who provide guidance, on-the-job training, and mentoring, youth prepare daily dockets, respond to phone inquiries, update and file court records. (3) A one-day training about LRE is conducted by a team of judges, court administrators, and educators for high school teachers.

Contact: Nancy Waggner
Massachusetts Supreme Court
Public Information Office
Room 218, Old Court House
Boston, MA 02108
617-725-8524

Worcester

YOU, Inc., is a nonprofit human services organization which includes the Kathleen Burns Preparatory School, a ten month educational program for youth needing special education services and the McGrath Education Center for youth in residential facilities. LRE is integrated into both programs. LRE with special education students was pioneered in this organization.

Contact: Jim Gilmond
 YOU, Inc.
 81 Plantation Street
 Worcester, MA 01604
 508-752-5681

New Mexico

Multiple Locations

The Center has prepared three manuals on mediation to assist juvenile justice staff in the development and implementation of a mediation program, which has three components: (1) conflict resolution curriculum--communications, problem-solving, emotions management, (2) mediation program with training as mediators, and (3) parent-child mediation as preliminary to leaving the institution. Components can be used individually or in combination. There are manuals for each component. Model for the programs is a partnership between community mediation programs and the juvenile facility.

Contact: Melinda Smith
 New Mexico Center for Dispute Resolution
 510 Second Street, NW, Suite 209
 Albuquerque, NM 87102
 505-247-0571

New York

Brooklyn

Project Legal Lives, founded by the District Attorney's Office, works with an alternative high school. Attorneys conduct a weekly Street Law class, bring students to court, and involve judges. The project conducts the same program with the Gateway Job Corps, a residential program that includes homeless youth involved in the juvenile justice system, and Harvey Milk High School, an alternative school for gay and lesbian youth. In this project, the attorneys involved are gay or lesbian.

Contact: Mary Hughes, Director
Project Legal Lives
Kings County District Attorney's Office
Municipal Building
Brooklyn, NY 11201
718-802-2000

Virginia

Virginia Beach

First offenders convicted of all but violent offenses participate in a seven-week Street Law program. Probationers with more serious offenses and aftercare youth participate in a seven-week Teens, Crime, and Community program and complete a community service project.

Contact: Diane Floyd, Probation Supervisor
Virginia Beach Juvenile Court
Princess Ann Executive Park
Virginia Beach, VA 23456
804-427-4361

OTHER LRE/JUVENILE JUSTICE ACTIVITIES

Pennsylvania

Multiple Locations

Temple-LEAP has developed a Pennsylvania-specific juvenile justice manual and teachers' guide. The guide is used in juvenile justice facilities throughout the state, including as a one-week infusion class in institutional schools, a special event program in detention centers, and in preparation for mock trials.

Contact: David Trevaskis, Project Director
Temple-LEAP (Law, Education, and Participation)
Temple University School of Law
1719 N. Broad Street (055-00)
Philadelphia, PA 19122
215-787-8953

Washington

Seattle

In conjunction with the Institute for Citizen Education in the Law, the Council has developed a LRE curriculum and manual for juvenile justice facilities in the state.

Contact: Larry Fehr, Executive Director
Washington Council on Crime & Delinquency
1535 4th Avenue South, Suite C
Seattle, WA 98134
206-461-3421

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Possible Funding For LRE Programs

US Department of Justice
Office of Justice Programs
633 Indiana Ave NW.,
Washington, DC 20531
202-307-5911

1. Office of Juvenile Justice and Delinquency Prevention (OJJDP); Competitive Discretionary Grant Programs. The office of OJJDP publishes a Notice Of Competitive Discretionary Grant Programs. Announcements are available.

Contact: Marilyn Silver
202-307-0751

"New LRE" funds for LRE programs in Juvenile Justice settings are available in this category.

Contact: Robert Lewis
202-307-5940

2. An OJJDP application Kit containing the discretionary program announcements, general application and administrative requirements, and application forms and other supplemental information relevant to the application process can be ordered. Call 1-800-638-8736.
3. State Relations and Assistance Division (SRAP), formerly the OJJDP Formula Grants Division. Section 221 of the Juvenile Justice and Delinquency Prevention Act authorizes grants to states and units of general local governments to assist in planning, establishing, operation, coordination and evaluating juvenile justice projects directly or through grants. In order to be eligible for formula grant funds, states must be in compliance with the Juvenile Justice and Delinquency Prevention Act. States receive the funds on the basis of relative population under the age of 18. No allotment is less than \$225,000. Each state has a State Advisory Board that sets the criteria for awarding these funds in state and approves their distribution. The administrating agency for this program has a Juvenile Justice Specialist to assist in selecting and monitoring programs that receive the funds. To find out who the Advisory Chair person is in your state, please call: 202-467-0864 and tell them you would like to know the name of the state chair from your state of the State Juvenile Justice Advisory Groups.
5. Bureau of Justice Assistance; Drug Control and Systems Improvement Formula Grant under the Control Substances Act provides funds to improve function of criminal justice system. Funds are passed down through local jurisdictions (i.e., Governor's Office, District Attorney's Office) for Law

Enforcement Assistance Programs. Eligibility is determined under 21 purpose areas. LRE fits under 501-B4: providing community programs that assist in/against drug problems. Also special programs in rural jurisdictions. Call 202-514-6278 for your fact sheet and your state contact.

"Weed and Seed" community program development funds are available in communities designated a program area. Local coordinators are in charge of proposals and funding. Contact: Assistant Attorney General

US Department of Education

Office of Elementary and Secondary Education

400 Maryland Ave., SW Room 2059

Washington, DC 20202

202-401-1342

1. Law Related Education Program

The purpose of the program is to provide persons with knowledge and skills pertaining to the law, the legal process, the legal system, and the fundamental principles and values on which these are based. State educational agencies, local educational agencies, and public or nonprofit private agencies organizations and institutions are eligible.

Contact: Alice Ford

2. School Dropout Demonstration Assistance Program

The purpose of the program is to provide federal financial assistance to demonstrate effective programs to reduce the number of children who do not complete their elementary and secondary education. 1) effective programs to identify potential student dropouts and prevent them; 2) effective programs to identify and encourage children who have already dropped out to reenter schools and complete ; 3) effective programs for early intervention designed to identify at-risk students. Local educational agencies, community-based organizations, and educational partnerships are eligible.

Contact: John Segal

Director of School Improvement Programs

202-401-1258

3. Chapter Two

Chapter 2 of Title I of the elementary and Secondary Education Act of 1965 is designed to (1) provide the initial funding to enable state education agencies and local education agencies to implement promising educational program that can be supported by local funds after the programs are demonstrated to be effective, (2) meet the special instructional needs of at risk and high cost students; (3) enhance the quality of teaching and learning trough initiating and expanding effective schools programs.

Allocations are made in July of each year based on a ratio of the school age population. The state education agency distributes the funds. Inquires may be directed to the Chapter 2 program coordinator in the state education agency.

The funds can be used for 7 targeted assistance programs. Ones that relate to LRE/JJ are: programs for at-risk students, programs to improve quality of teaching, innovative programs for school improvements, programs to enhance personal excellence of students; and other innovative projects to enhance the educational program and climate of the school.

4. Drug Free Schools

See Department of Education Federal Register, September 1992 for a full description of all programs under this heading.

A) School Personnel Training Grants Program

The purpose of this program is to provide financial assistance to State educational agencies, local educational agencies, institutions of higher education, or consortia of these organizations to establish, expand or enhance programs and activities for the training of elementary and secondary school teachers and administrators and other elementary and secondary school personnel concerning drug and alcohol abuse education and prevention.

Contact: Ethel F. Jackson or John Mathews
Division of Drug-Free Schools and Communities
202-401-1599

B) Counselor Training Grants Program

The purpose of this program is to award grants to establish, expand or enhance programs and activities for the training of counselors, social workers, psychologists, or nurses who are providing or will provide drug abuse prevention, counseling or referral services in elementary and secondary schools. Funds under this program may not be used for treatment services or for pro-service training.

Contact: Bill Mattocks
Division of Drug Free Schools and Communities
202-401-1258

Dept of Education grants also require approval from a State Single Point Of Contact before submission. This is to comply with the State's process under Executive Order 12372. Call 202-401-3679 for your state contact.

EDUCATION BULLETIN BOARD

There is now an electronic bulletin board with information about grant and contract opportunities at the US Department of Education. The bulletin board is open to public access. 202-260-9950

The Centers for Disease Control

255 East Paces Ferry Road, NE

Room 300

Atlanta, GA 30305

The Center is inviting applications for cooperative agreement projects to develop, implements and evaluate community-based programs to reduce the incidence of interpersonal violent behavior and related injuries and deaths among adolescents and young adults in high-risk communities. The dead line is July 31. Community-based organizations and non-profit organizations with experience working with youth in high-risk communities are eligible.

Contact: Adrienne McCloud for more information at 404-842-6634. Refer to announcement 235.

State Justice Institute

1650 King Street Suite 600

Alexandria, VA 22314

703-684-6100

The Institute is authorized to award grants, cooperative agreements, and contracts to State and local courts, nonprofit organizations, and others for the purpose of improving the administration of justice in the state courts of the United States under the State Justice Institute Act of 1984

Funding is allowable to the following programs (and others):

- Research on alternative means for using judicial and nonjudicial personnel in court decision making activities, implementation of demonstration programs to test innovative approaches, and evaluations of their effectiveness.
- Support for programs to increase court responsiveness to the needs of citizens through citizen education, improvement of court treatments of witnesses, victims, and jurors, etc.
- Testing and evaluating experimental approaches to provide increased citizen access to justice, including processes which reduce the cost of litigating common grievances and alternative techniques and mechanisms for resolving disputes between citizens.
- Education and training programs for judges and other court personnel for the performance of their general duties and for specialized function, and seminars for the dissemination of information on new developments and innovative techniques.

- Call the State Justice Institute for additional information and/or to find out the name of your state contact.

**U.S. Department of Health and Human Services
Administration for Children and Families
330 Independence Ave, SW
Washington, DC 20003**

1. **Independent Living (Title IV-E of the Social Security Act)**
The Independent Living program is one of the components of the Title IV-E Foster Care and Adoption Assistance program. Grant monies are awarded to state welfare agencies to assist youths in making the transition from foster care to living on their own.

The program offers youth such services as:

- counseling and instruction in basic house-keeping, money management, and food and nutrition skills.
- assistance in finishing high school and preparing for college.
- individual and group counseling

Contact: Irene Hammond

2. **Family Violence Prevention and Services Act**
Awards grants to states to assist in preventing family violence and to provide immediate shelter and related assistance (food, child care, etc.) for the victims of family violence and their dependents.

Funds are also used by local programs for family therapy, drug and alcohol abuse prevention, transportation, crisis intervention, special assistance for elderly victims, developing services in rural and underserved areas, and special programs for children of victims.

Contact: Family Violence Prevention and Services Act

3. **Runaway and Homeless Youth Act**
Provides funding for programs designed to address the immediate needs of runaway and homeless youth and their families.
Two programs are aimed at prevention and treatment relating to juvenile gangs and drug abuse.

A) The Drug Abuse Education and Prevention Program supports community efforts to prevent drug use and to provide early intervention services for high-risk youth. Current programs funded include: support peer counseling, parent and youth groups, outreach to rural youth, and aftercare.

- B) The Drug Abuse Education and Prevention Relating to Youth Gangs Program supports drug abuse prevention programs geared towards gang involvement in drug-related activities.

Contact: Carol Beherer
Family, Youth and Services Bureau

4. Transitional Living Program for Homeless Youth
Provides monies to public and nonprofit entities to support the transition of homeless youths ages 16-21 to self-sufficient living arrangements.

Current projects funded under this program provide services such as providing homeless youth with stable, safe living accommodations; education, information, and counseling to prevent, treat, or reduce substance abuse; and developing skills and personal characteristics to live independently.

Contact: Carol Beherer
Family, Youth and Services Bureau

5. Demonstration Grants for the Prevention of Alcohol and other Drug Abuse Among High Risk Youth.

Office of Substance and Abuse Programs (OSAP)
Division of Research Grants, NIH
Westwood Building, Room 240
5333 Westbard Avenue
Bethesda, MD 20892

Programs eligible under this category must be client and not systems oriented and must be focused on strategies directed solely at the prevention of and early intervention against alcohol and other drug use. Grant proposals directed at demonstrating effective treatment and or rehabilitation programs for alcohol and drug abuse are outside the scope.

Any public or nonprofit private entity is eligible to apply for support under the terms of the program announcement.

Examples of strategies/interventions:

- peer tutoring to improve academic performance
- program of parental skill building in communications and discipline
- after school and school associated clubs, sports, games and recreation to improve school bonding
- a program in cultural enrichment
- mentoring involving successful community citizens
- institute training to teachers in cultural sensitivity
- and others

Contact: Office of Substance Abuse Prevention Programs
5600 Fishers Lane, Rockwall II Building, Room 640
Rockville, MD 20857
301-443-3958

Application kits: National Clearinghouse
PO Box 2345
Rockville, MD 20852
1-800-729-6686 or
301-468-2600 local

Other agencies that award educational grants:

1. Environmental Protection Agency (EPA)

401 M Street, SW
Washington, DC 20460
202-260-2090

2. National Endowment for the Humanities (NEH)

1100 Pennsylvania Ave, NW
Washington, DC 20004
202-606-8446

3. State Endowment for the Humanities

Contact your state office.

4. Interest of Lawyers Trust Accounts (IOLTA)

IOLTA funds are made available in each state by state legislation. The funds are usually managed by the State Bar Foundation or State Bar Association. In most cases the funds are for civil support of the poor (pro bono programs). Some State Bar Associations fund LRE programs (ex: Florida, South Carolina, and Arizona). Contact your State Bar for information and contact person.

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