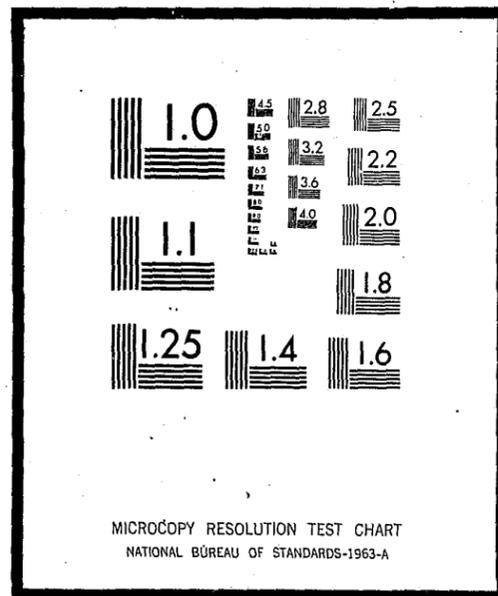


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(CA) The  
MARIN COUNTY POLICE DIVERSION PROJECT  
Evaluation of the First Project Year

September, 1974

OCJP Project #1490

Marin County  
Criminal Justice Planning Agency

Room #180, Hall of Justice  
Marin County Civic Center  
San Rafael, California  
94903

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Evaluation

MARIN COUNTY POLICE DIVERSION PROJECT

The following is an evaluation of the first year of operation of the Marin County Police Diversion Project, funded in the amount of \$61,240 from CCCJ (currently OCJP) monies made available under the Omnibus Crime Control and Safe Streets Act of 1968. The first project year began July 1, 1973, and ran through June 30, 1974.

The project is designed to train juvenile officers from the 12 law enforcement jurisdictions in Marin County in the skills and techniques of juvenile diversion--including counseling, referrals to community youth-serving agencies, and finding other alternatives to the juvenile justice system for youths who come into contact with law enforcement due to non-criminal situations (beyond parental control and other "601" offenses) and for minor offenses, on the philosophy that many juvenile offenses and contacts with the police are symptomatic of family, personal and other problems within the lives of the juveniles. The program is also based upon the notion that diversion from the juvenile justice system will drastically reduce the probabilities that those juveniles will continue to display delinquent behavior or continue to penetrate into that system.

Project Objectives

The first-year project proposal contains three sets of objectives: "Project Objectives"; "Statistical Objectives"; and "Program Objectives". "Project" objectives are intended to be "overall broad goals, while "Program" objectives are non-statistical accomplishments hoped for during the first project year. While some of the items in these two categories tend to overlap, they seem to cover the entire spectrum of expected outcomes of the project and of the first project year. The first year's impact upon these objectives will be evaluated and discussed under the section titled "Impact on Objectives", below.

The "Project Objectives" are as follows:

- (1) To increase the capacity of the participating law enforcement agencies to provide direct services (counseling) to youth.
- (2) To increase the ability of the participating law enforcement agencies to make proper referrals of youths to other community resources, both private and public.
- (3) To develop a Community Resources Advisory-Liaison Group who will make the utilization of the total existing county-wide youth services readily available to the participating law enforcement agencies.
- (4) To strengthen any existing feedback systems from other agencies

to the law enforcement agencies on cases referred from those police departments.

- (5) To develop any feedback systems between the participating law enforcement agencies and the community resources.
- (6) Develop needed youth-serving resources which are not now available.

The project's "Statistical Objectives" are as follows:

- (1) Decrease referrals of juveniles under 18 by the participating law enforcement agencies to the juvenile probation department by 25%.
- (2) Increase the recorded number of referrals of juveniles under 18 by the participating law enforcement agencies to resources within the community that are not part of the juvenile justice system by 50%.
- (3) To induce long-term counseling by the participating law enforcement agencies with youth in need of local supervision in the amount of 8,000 hours during the first year of the program.
- (4) To effect 168 hours of specialized and case review training for each participating law enforcement officer pursuant to increasing capabilities for counseling, referral, crisis intervention and community resource development.
- (5) Maintain a recidivism (referred to Probation) factor of under 25% for those youths involved in this program. Referral to Probation means:
  - (A) Citation (Section 626b, Welfare & Institutions Code)-- Officer prepares written notice to appear before P.O. of county. Officer will then give copy to parent or guardian. Upon their written P.T.A., minor shall be released.
  - (B) Custody (Section 626c, Welfare & Institutions Code)-- Officer takes minor directly to P.O. of county without unnecessary delay (P.O. at Juvenile Hall).

The "Program Objectives" listed in the proposal are:

- (1) Increase the participating law enforcement agencies' capability for interviewing and determining proper disposition of juvenile offenders.
- (2) Increase casework services by law enforcement agencies to other public agencies.

- (3) Increase coordination of the activities of the community resources which offer services to juveniles in trouble.
- (4) Maximize community resources available to provide services to juveniles in trouble.
- (5) Increase the participating law enforcement agencies' ability to provide follow-up services after they have referred youths to other community resources.
- (6) Increase the community's (parent-schools-other community agencies) use of the participating law enforcement agencies as problem-solving organizations.

The project's impact upon these objectives, as well as an evaluation of the objectives themselves, will be discussed below under "Impact on Objectives".

#### Methodology

The implementation methodology outlined in the proposal includes (a) the formation of a Community Agency Advisory-Liaison Group (referred to hereinafter as the "Agency Liaison Group"); (b) training; (c) follow-up training and case review, on a weekly basis; (d) citation of juveniles to juvenile officers rather than Probation; and (e) direct counseling and referrals of juveniles and families by juvenile officers.

As included in the project design, the Agency Liaison Group was to be made up of representatives of community youth-serving agencies, presumably to act as a committee or body, and charged with the development of a simplified referral and feedback system to be used by the juvenile officers. The group was to specify referral procedures to the participating community and county-wide agencies, and develop a two-hour training package for the juvenile officers on the utilization of the system. The group was also to provide weekly follow-up training to the officers in areas of special interest relating to work with juveniles, and was to conduct case-review sessions with the officers. Finally, the group was charged with the responsibility for developing channels by which the officers could receive feedback information from agencies to which youths and families are referred.

The preliminary training, to be completed during the first eight weeks of the project, was to be done in part by the Agency Liaison Group and in part by outside expert consultants. The training was to include agency referral criteria and procedures (10 hours), youth counseling (six hours), family intervention (two hours) and planning for results (two hours), for a total of 20 hours initial training. Following this package, the officers would be ready to perform counseling and referrals of juveniles.

The remainder of the project training was to be conducted by the agency representatives "on an alternating basis, two hours per week of case review and two hours per week of follow-up training", to continue for 37 weeks, four hours per week, for a total of 148 hours. Follow-

up training was interpreted in the operation of the project as training which both follows the initial bloc of training and which includes information and "feedback" on cases referred to community agencies.

The proposal then calls for juveniles who would normally be cited to Probation to be cited to the trained juvenile officers for counseling and/or referral, on the assumption that the officers at this point would have "the capacity to effectively enlist the aid of the resources of the youth-serving agencies in resolving the causal effects of a youth's delinquent tendencies". The proposal states that "if, and only if, there are no community resources to treat (this) youth, the youth will be cited to the Probation Department", on the assumption that the trained officers will have greater abilities to make proper referrals to that department.

The direct counseling and referrals by the juvenile officers was assumed to necessitate the utilization of off-duty time by the officers, since most departments in Marin do not have full-time juvenile officers or juvenile bureaus. The proposal calls for reimbursement of the juvenile officers, from grant funds, for this off-duty time at the rate of \$5 per hour. The narrative states that "While this will not reimburse the officer at his usual overtime rate, it will provide some compensation for his time".

Finally, the project design states that appropriate financial and statistical records will be kept, and that in order for an officer to be eligible for off-duty compensation, he must participate in the initial training and the weekly training throughout the first project year.

#### Activities Analysis and Evaluation

##### Training

It was decided by the Project Director prior to the project start date that the initial training package should be expanded to 40 hours rather than 20 hours, and that the training should be performed by consultants with expertise in training law enforcement and expertise in the area of juvenile diversion. This decision was made because it was felt by law enforcement and by the county Criminal Justice Planning Agency that the officers should receive a strong, solid footing in the area of diversion prior to engaging in counseling and referrals of juveniles. Another reason for this decision was the assumption that at least some of the officers, while having a strong interest in juvenile work and in the concept of diversion, would not have had any extensive experience in the field of working with juveniles.

An organization known as Law Enforcement Training and Research Associates (LETRA) was contacted about the possibilities of performing the diversion training. This group was in the process of providing training to the San Francisco Police Department's "Project Diversion", designed to train officers in handling family disputes without violence or arrests, and had previously trained the entire Richmond (Ca.) Police Department in the

mechanics and techniques of juvenile diversion. It was agreed that LETRA would offer a 40-hour diversion course for 20 officers in Marin County. Since the course was already POST-certified through the Richmond Police Department, the Marin proponent was able to offer the course as 100 per cent POST-reimbursable. Through an arrangement between LETRA and California State University at San Francisco, the course was able to offer three hours of upper-division credit in psychology to the participating officers at a cost of only \$9 per credit.

In preparation for the training, the Criminal Justice Planning Agency, with assistance from LETRA, developed a community resource manual which included all community and county agencies providing services to people in need. The manual is not limited to juvenile services, but includes psychiatric and counseling, alcohol problems, drug abuse, medical and dental, pregnancy-related problems, youth aid, draft counseling, legal aid, emergency housing and food, vocational help, social services, suicide prevention, assistance for special populations and community recreation. The manual is designed for law enforcement, is only three inches by five inches, and is in loose-leaf form so additions and updates can be easily made. The manual has been distributed to all law enforcement officers in the county, and specific use of the manual was included in the juvenile diversion training.

Officers were selected to participate in the program on a voluntary basis. The Project Coordinator and the Project Director informed police departments that officers with experience and specific interest in working with juveniles were desired for the project, rather than having the chiefs of police assign officers to training at random. This process seems to have produced a group of officers who are strongly dedicated to working effectively with juveniles and to keeping youths out of the criminal justice system. The success of the project over the first year is in no small part due to the cooperation and enthusiasm of the officers involved in the project, as well as their abilities to "sell" diversion concepts and practices to their individual departments.

Prior to the LETRA training program, the officers received a briefing from the intake staff from Juvenile Hall to discuss procedures at the hall, criteria for referral to Probation, likelihood of different kinds of cases having petitions filed, etc. The session lasted two hours and was well received by the officers and the intake staff.

Immediately following the LETRA training, the officers received similar briefings from four other county-wide agencies with youth components or which include juveniles as a target group. These agencies include Community Mental Health Services, the Department of Social Services, the county Department of Health, and the Marin County school district. These briefings will be discussed below.

The LETRA training began as scheduled on September 4, 1973, and ran through September 14. The 40-hour course included sections on juvenile law in California; Marin County juvenile legal issues; brief interviewing; mediation of family disputes involving juveniles; making referrals to community agencies; child abuse; drugs, narcotics and drug abuse; police in the schools; and behavioral approaches to child rear-

ing. A complete evaluation of this training course, including a summary of officers' reactions to the course, is attached to this document.

As mentioned in the first quarterly report, some difficulties developed between the Marin Criminal Justice Planning Agency and the LETRA organization concerning a misunderstanding over time commitments for training in another project. This misunderstanding did not concern the training for the diversion project. However, the situation resulted in an early conclusion to the LETRA training in Marin County, causing cancellation of the final diversion class, scheduled for September 17. The material for this course was handed out to the participating officers and was discussed in some detail, so very little was actually missed by the officers enrolled in the course. The September 17 class was held as scheduled and chaired by the project coordinator (this session is also discussed in the attached evaluation).

The LETRA training was received very positively and enthusiastically by the officers, as indicated by class-by-class evaluation sheets and by the response to the training in the classroom. Upon examination of the status of the juvenile officers by the officers themselves and by the project coordinator, however, it was apparent that the LETRA training course lacked in a number of areas which are necessary in this type of diversion project. First, the training did not contain any material or practice in one-to-one counseling skills, a necessity in a project where officers are expected to perform counseling skills. Second, the training focused on short-term treatment and solutions to family disputes and "415 PC" situations to which officers are asked to respond and which involve juveniles, rather than an over-all introduction to the concept and practice of diversion.

With these needs still to be met, then, the project coordinator and the officers developed a training plan for the remainder of the project year which would meet the needs of the officers, allowing them to develop the skills necessary to be effective in their jobs as diversion workers. A copy of this plan is attached to this report. According to the plan, three critical areas of training to be addressed included one-to-one counseling, family counseling and "planning for results"--the development of a process by which officers could plan casework and evaluate their work on an on-going basis, either individually or through "staffing" particular cases between two or more juvenile officers.

In response to this plan, much of the second project quarter was spent in searching for qualified trainers who would be able to provide training in the specific areas outlined in the training plan. A number of experts in the field of family therapy, brief therapy, counseling, youth work and other areas were interviewed and asked for outlines of training they would be able to provide. The coordinator, in the search for these individuals, emphasized that those selected must be aware of the role of law enforcement and should have some experience relating to and, preferably, training police officers. A number of potential trainers who were undoubtedly qualified in their fields were screened out due to a lack of experience in dealing with law enforcement.

Finally, an additional 40-hour course entitled "Short Term and Crisis Counseling" was developed for presentation to the officers later in the project year. This course, along with additional follow-up training and weekly training meetings, will be discussed in subsequent sections of this report.

### Weekly Meetings

In order to familiarize the officers with the community-based and county-wide youth-serving resources available for referral, a series of weekly meetings was scheduled following the LETRA training. These agencies which sent representatives to meet with the juvenile officers included (1) the county Community Mental Health Services agency; (2) Rites of Passage, the youth and family component of Marin Open House, a drug-treatment and rehabilitation project serving Marin; (3) the county's Department of Health, focusing on venereal disease prevention and treatment, pregnancy and birth control problems for juveniles; (4) Sunny Hills School, a residential and day-treatment school situation for youths with educational and behavioral problems; (5) the Marin Rape Crisis Center; (6) the county Department of Social Services; (7) the Marin County Y.M.C.A.; and (8) the Marin County school system.

Representatives of these agencies informed the officers of the services available through each, proper methods for making referrals, appropriate and inappropriate referrals and other matters necessary for officers to know in order to make effective referrals. All these meetings were well-attended and well-received by the officers, and they established valuable contacts between the officers and agency personnel which enabled personal communication between the two rather than each having to deal with a bureaucracy or a telephone number.

An actual group of individual representatives, as described in the project proposal and labeled the Agency Liaison Group, was not formally developed due to the relatively small number of resource agencies having relevance for this project and the diversity of services and procedures among them. It was found that individual meetings between the officers and the agency representatives were most effective, since the specialized services or procedures of each agency could be discussed and a procedure for referral of juveniles by police departments could be worked out on an agency-by-agency basis. This proved to be the most comfortable arrangement for the officers and the agency representatives, and has not caused any difficulties due to deviation from the original project design.

While the original project design called for four hours per week--two hours of follow-up training and two hours of case review--the weekly meetings were held for only two hours per week. This was done due to limitations on the officers' time because of departmental manpower requirements as well as limitations on the time of agency representatives. It would seem that, in view of the limited number of resources and the availability of staff for personal contact with the officers that the case review process should logically take place between individual of-

icers and individual agency representatives. This is the approach which was adopted, then, and the meetings with agency representatives and the later follow-up training were limited to two hours per week. The time lost (in terms of the project's commitment to provide 168 hours of training and case review for the officers) was later made up in large part by the family counseling course presented in January, February and March (discussed below). It appears that this program change had the effect of making project participation more convenient for the officers and agency representatives, and served to personalize the referral and feedback processes, thus rendering the change an asset to the program.

Through the project's contact with school personnel (county as well as local school districts), a number of successful programs were able to develop. The county Superintendent of Schools assigned the principal of the Juvenile Court school to be the liaison with the project. This person is also president of the school administrator's association in the county, and thus was valuable for contacts with schools throughout the county. Counseling staff from many different schools were made aware of the program and were informed that they could contact juvenile officers to assist them with special problems. Through Redwood High School, which serves Belvedere, Tiburon, Larkspur and Corte Madera, a program was set up to have the juvenile officers from three of those departments assigned to spend every Friday of the school year at the school to be available to teachers, classes and individual students for counseling, teaching, providing information about law enforcement and other functions. This program was highly successful during the 1973-74 school year and will be continued indefinitely. Project staff and juvenile officers are working to make similar arrangements in other schools. In addition, the project coordinator frequently spoke to classes in other high schools to explain the diversion project and answer questions about juvenile procedures, and has been a guest speaker at a number of classes at College of Marin.

### Counseling and Referrals by Juvenile Officers

Counseling by juvenile officers, as well as referrals to community and county youth-serving agencies, began on October 1, 1973, following the LETRA training and concurrent with the beginning of weekly meetings. An effort was made to establish internal citation systems within the departments which did not already employ this practice (the departments using citation systems prior to the inception of the project were Corte Madera, San Rafael and the Marin County Sheriff's Office).

By the end of the first project year, citation systems were in effect in nine of the 12 police departments in the county. Of the remaining three, the Ross Police Department did not participate at all in the project (either training or other activities); Fairfax sent an officer to the initial training but did not participate in any other activities due to manpower shortages; and Novato, while participating fully in the training and follow-up activities, was not able to establish an internal citation system because of shift problems and organizational problems within the department. Novato is in the process of establishing a juvenile bureau and will be participating in diversion formally during the second project year.

It should be stated here that all departments in the county, based upon statements of the chiefs of police and other personnel, are committed to the concept of diversion and to handling "601" cases and minor offenders informally and on the community level as much as possible. Non-participation in the project only means that the departments did not take advantage of specialized training which was made available through the project.

Information on counseling and referrals done by juvenile officers is provided to the project coordinator on forms designed for retrieval of this information (forms attached). These forms are adequate for keeping track of the youths participating in the project and the numbers of juveniles seen by juvenile officers; however, it is not possible to get a complete count of the juvenile-law enforcement contacts through the use of these forms since, in some departments, the juvenile officers do not see all the juveniles in contact with the department and, as mentioned above, some departments do not have functioning juvenile officer positions. For the complete statistical picture, it was necessary to gather statistics from the departments' monthly Bureau of Criminal Statistics reports on dispositions of juvenile arrests. Recidivism rates (those youths who, once diverted and worked with by the juvenile officer, later are referred to Probation due to further problems which neither the officer nor resource agency personnel are able to correct) are kept track of through juvenile officer reports to the project coordinator.

Those officers who are not assigned full-time to juvenile work and who therefore must perform some counseling and referrals on off-duty time are reimbursed at their regular hourly rate from project funds. This is done on the basis of a consultant services contract between the Criminal Justice Planning Agency and the officer. Hours spent in counseling are verified on the officer's time sheet by a superior officer within the department.

Although the project proposal called for reimbursement of officers at the rate of \$5 per hour, this was subsequently revised to the officer's actual straight-time rate at the request of the chiefs of police and at the request of staff at CCCJ. This policy has worked well, and there have been no abuses or problems with the reimbursements. Officers seem to do counseling work on departmental time as much as possible, and only put in for off-duty reimbursement when absolutely necessary. In addition, five of the departments allow their juvenile officers to perform all necessary counseling and referrals on duty time, thus reducing the necessity for expenditure of project funds for this. There was quite a large surplus of funds at the end of the project year because of this factor, although all counseling was completed and in no case was counseling neglected due to a lack of time.

There was very little turnover in personnel among the juvenile officers' group during the project year. The Fairfax officer who participated in the initial training, as mentioned above, was not permitted to participate in any later project activities; he was scheduled to attend the family counseling course, but then was required to attend the Basid Academy at the same time, thus keeping him from the project again, and he finally resigned from the department shortly after the Academy ended to

take another job. The two officers assigned to the project from Tiburon resigned from the department in January, and were immediately replaced in the project by another officer who was able to participate in the family counseling course. Corte Madera, which began the program with one juvenile officer participating, assigned two additional officers to the project at the start of the family counseling course. The participation of all other departments has remained stable.

#### Continued Training

The second project quarter (October-November-December) was occupied, in addition to weekly meetings with agency representatives, by a search for trainers to accomplish the goals outlined in the training plan developed after the LETRA training. In November, 10 hours of training was provided by Dr. David Schwartz, psychiatrist and consultant to the San Mateo County juvenile hall and to the California Juvenile Officers Training program at Asilomar. Dr. Schwartz worked with the juvenile officers in two sessions around the theme of "challenge behavior" among juveniles and psychological patterns contributing to juvenile deviant and delinquent behavior. This training was very well received and contributed much to the abilities of the officers to work effectively with juveniles.

The "Short Term and Crisis Counseling" course was developed with Jean and Fred Payne, therapists who operate family crisis diversion units at Alameda County juvenile hall and Contra Costa County juvenile hall (course outline attached), and was taught by them. The 40-hour course was taught four hours per week for 10 weeks, and covered one-to-one counseling, family counseling, understanding family systems, treating the family crisis, communications theory, goal setting, case monitoring and videotape exercises and role-play. The course began January 8 and lasted through March 12.

The course was well attended by the juvenile officers and produced very high ratings on evaluation sheets by the officers. Participation was enthusiastic, and all participants acknowledged that the course met a real need in developing skills for the officers to use in their counseling sessions. In addition to the training material, a lengthy videotape was produced of three practice sessions involving two juvenile officers each in a simulated counseling session with a family with juvenile problems. This tape shows each session in its entirety, as well as critique and assistance from the instructors during the course of the sessions. The tape will be extremely valuable in training additional officers during the second year of the project.

The Paynes will be used to perform a portion of the training of officers during the second project year.

Following the 40-hour family counseling course, the project continued weekly meetings of the juvenile officers, now focusing on resource people to provide short training sessions on specific topics identified by the officers as areas where they need additional knowledge. The topics covered were as follows:

--The staff of Rites of Passage conducted another session on youths with family problems, "acting out" and behavior which is symptomatic of crises and psychological problems which a youth may be experiencing. The session focused on juveniles' relationships with authority figures--parents, teachers, police, etc.

--Officer Elliott Blackstone of the San Francisco Police Department briefed the officers on problems they may run into working with juveniles who may be homosexuals or who may have any number of problems with sexuality (Officer Blackstone is the SFPD liaison with the gay community in San Francisco).

--Sylvia Borstein, a child psychologist in Marin County, worked with officers on theories of causes of delinquent behavior among middle-class adolescents, and conducted several case reviews of individual cases presented by the officers.

--The deputy district attorney assigned to the Juvenile Court briefed the officers on preparation of cases which are referred to the Court and the information needed by the D.A.'s office to handle contested hearings and other matters in court. This session also covered sealing of juvenile records and other matters relating to the Court.

--The detective from the San Anselmo Police Department briefed the officers on special problems which may arise in investigations of matters involving juveniles.

--Judge Jack Blaine, judge of the Juvenile Court, met with the officers to discuss the whole range of alternatives and placements which the Court has available to it in dealing with youths who end up failing attempts at diversion and are referred to the Court.

--The officers met to view the Attorney General's film on child abuse and investigations of possible child abuse and "battered child" situations.

In addition to these topics, the officers met three times to work out the formulation of a Marin County Police Activities League (PAL). The juvenile officers group officially affiliated with the statewide PAL and are currently in the process of incorporating a county-wide PAL chapter.

A number of weekly meetings were also spent in planning for the second project year and in evaluating the progress of the project during the first year.

All the above training sessions were very well received and acknowledged to be of high value to the officers in their work with juveniles. Of all the sessions, the information on sexuality problems and the meeting with Judge Blaine brought the highest response from the officers in terms of interest and value in their jobs.

Development of New Resources

As enumerated in the project's quarterly reports, the project coordinator and several of the juvenile officers have been actively involved in assisting new programs and agencies with proposed new youth-serving components. A major problem in the area of referrals for juvenile officers has been the lack of sufficient numbers of diverse resource programs to which juveniles with special problems may be referred. Thus a major concern of the program has been the identification of these service area gaps and the assisting of new programs to become funded or to develop their services.

The project has been involved with the formation of a Youth Service Bureau within the Novato Police Department (pending funding); a staffing grant for Sunny Hills School for work with delinquent youths; work with Youth Advocates, Inc., in development of a Youth Service System in Marin County (funded); assistance for the Marin Rape Crisis Center in developing working relationships with police and in producing a training videotape for patrol officers in dealing with rape victims; help for the Family Crisis Center, an agency working with co-alcoholics and co-addicts, in developing working relationships with police departments; work with the Juvenile Delinquency Prevention Commission in developing ideas for prevention and diversion programs; and the development of a proposal for a residence house program to be operated by the Probation Department for youths who require time to become re-integrated into their families without becoming wards of the court (pending consideration for funding).

It appears that there will be a number of new youth resources available to juvenile officers during the second project year due in part to the efforts of the project coordinator and the Criminal Justice Planning Agency in working to develop these new programs. This work is one of the project's objectives, and certainly appears to have been met.

In addition, the project coordinator and the program itself has maintained contact with dozens of community agencies and has sought to coordinate project activities and interests with those of the community agencies'. These organizations include schools, private and public service agencies and statewide organizations concerned with juveniles.

Impact on Objectives

Statistical Objectives

Data has been compiled on the dispositions of juvenile offenses and contacts with law enforcement since the completion of the initial phase of training in the project--October 1, 1973. The data gathered for this period--considered the period in which the project would have actual impact rather than using statistics from the entire project year--has been compared with the same months one year previous to the implementation of the project--October 1, 1972 through June 30, 1973.

The data for the project and the pre-project periods is as follows:

MARIN COUNTY JUVENILE ARREST DISPOSITIONS\*

Pre-Project Period -- 10/1/72 thru 6/30/73

Month	Handled w/i Dept.	Outside Agencies	Probation	Totals
October 1972	199	24	170	393
November 1972	192	21	134	347
December 1972	190	20	103	313
January 1973	180	23	131	334
February 1973	178	13	138	329
March 1973	171	19	163	353
April 1973	187	27	107	321
May 1973	190	24	156	370
June 1973	181	6	144	331
Totals	1,668	177	1,246	3,091
% of Totals	53%	6%	41%	100%

Project Period -- 10/1/73 thru 6/30/74

Month	Handled w/i Dept.	Outside Agencies	Probation	Totals
October 1973	203	15	137	355
November 1973	199	10	170	379
December 1973	300	18	130	448
January 1974	210	40	130	380
February 1974	209	55	105	369
March 1974	255	81	146	482
April 1974	253	26	184	463
May 1974	326	37	256	619
June 1974	226	44	128	398
Totals	2,181	326	1,386	3,893
% of Totals	56%	9%	35%	100%

\*Source: Bureau of Criminal Statistics Crime Reports  
Totals do not include data from Fairfax Police Department or Ross Police Department, neither of which have actively participated in the Diversion Project

As can be seen from the tables above, there has been a 26% increase in over-all juvenile contacts with law enforcement (3,091 in the pre-project period, increased to 3,893 during the project period), a factor over which the project and the juvenile officers have no control.

Due to this increase in juvenile crime and contacts with law enforcement, it became impossible to literally meet Statistical Objective #1: "To decrease referrals of juveniles under 18 to the Probation Department and the Juvenile Court by 25%". To interpret this objective according to the letter, it would be necessary to reduce the absolute numbers of referrals to Probation during the project period to 75% of the total referrals during the pre-project period. Obviously, this was impossible considering the increase in juvenile police contacts over which the project had no control. In view of this factor, then, it was determined by the project director and the project coordinator that the objective must be re-stated to read: "To reduce the percentage of all juvenile police contacts which are referred to the Probation Department and the Juvenile Court". This has been accomplished by the project, as can be seen from the above tables. During the pre-project period, 41% of all juvenile contacts were referred to Probation; during the project period, we can see the level of referrals to Probation holding at approximately the same absolute numbers while over-all contacts with the police is increased 26%--therefore achieving a six per cent reduction in the percentage referred to Probation to 35%.

Referrals to community agencies and other resources, while not particularly high during either report period, increased from 6% of all contacts during the pre-project period to 9% of all contacts during the project period. Statistical Objective #2 calls for an "increase (in) the recorded number of law enforcement referrals of juveniles under 18 to community-based resource agencies by 50 per cent". This objective has been clearly met, since the numbers of referrals during the project period (326, up from 177 during the pre-project period) reflect an 84% increase in referrals. The low absolute numbers of referrals is the result of the small number of resource agencies providing real counseling and rehabilitative services to juveniles and their families in Marin County. The project coordinator and the juvenile officers are confident that this will continue to increase during the second project year due to the influx of new resources being developed at the present time.

The decrease in percentage of referrals to Probation which is not picked up in the increase in community resource referrals is, naturally, picked up under the category of "Handled Within Department". While more youths are being handled exclusively by the police departments in "601" and minor offense situations where there does not appear to be severe family or other problems, it is clear from the project experience that large numbers of such youths are now handled and counseled by the trained juvenile officers rather than "reprimanded and released" by the patrol officer on the street.

Statistical Objective #3 calls for "long term counseling by participating law enforcement agencies with youths in need of local supervision in the amount of 8,000 hours during the first year of the project". This figure was arrived at through an expectation that 20 officers would participate in the project and would spend approximately 400 hours counseling. The actual number of participating officers is 13. The actual number of hours, both on-duty and off-duty, spent by juvenile officers in citation hearings and counseling sessions related to project activity was 2,545 hours dur-

ing the first project year. It was assumed by project staff at the outset that the enrollment in the project would include approximately 10 juvenile officers and 10 training officers, all of whom would perform counseling and referrals following the initial training and all of whom would continue to participate in follow-up training. In reality, very few training officers were able to arrange time to participate in the initial training due to other demands on their time, and none were available for counseling or attending weekly meetings after the introductory 40-hour course. It is the conclusion of this evaluation that the project objectives, statistical and otherwise, were adequately met while expending slightly more than one-fourth of the projected 8,000 counseling hours.

Statistical Objective #4--"To effect 168 hours of specialized and case-review training for each participating law enforcement officer for the purpose of increasing his/her capabilities for counseling, referral, crisis intervention and community resource development"--was only partially met. The officers participating in the project received 132 hours of training, including the 40-hour LETRA course, the 40-hour family counseling course, and the various weekly meetings and training sessions held throughout the project year. It is felt that the amount of training and the scope of the material offered to the juvenile officers certainly increased their capabilities for counseling and referral, crisis intervention and community resource development to the point that the central tasks of the project were accomplished easily. More hours spent in training would have been a drain on the time of the officers and their departments in view of the fact that most have other duties to perform in addition to juvenile work.

Statistical Objective #5 calls for the maintenance of "a recidivism (referred to Probation) rate of below 25% for youths involved in the project". For the purposes of the project, recidivism was defined as the number of youths who, after first being involved in either counseling by the juvenile officer, or referral to resource agencies, or both, eventually become involved in a situation or situations which indicate that none of the services are taking affect, must be referred to the Probation Department for more intensive supervision or services based upon the decision of the juvenile officer. This objective has been easily met, as can be seen from the table below:

RECIDIVISM RATES--MARIN POLICE DIVERSION PROJECT

October 1, 1973--June 30, 1974

Belvedere	--	3
Corte Madera	--	4
Larkspur	--	10
Mill Valley	--	3
Novato	--	15
San Anselmo	--	16
San Rafael	--	20
Sausalito	--	1
Tiburon	--	1
Sheriff's Office	--	1

The incidences of recidivism, which are reported by the juvenile officers to the project coordinator, represent a rate of only 3% of the total number of cases "Handled Within Departments" and referred to "Outside Agencies", which came to a total of 2,507 cases.

Project Objectives

Objectives #1 and #2 under this category--to increase the capacity of participating law enforcement agencies to perform direct counseling and to make referrals--have obviously been achieved. Verification of this can be made through an examination of the hours and quality of training offered to participating officers, and by the achievement of the important statistical objectives outlined above.

Objective #3--the development of a Community Resources Advisory-Liaison Group to assist in referrals and follow-up training--was not specifically accomplished in terms of the formation of a formal "group", although officers were afforded extensive contact with agency personnel and the channels for referral and feedback were established and kept open. The reasons for avoiding the formation of an actual group are discussed under the activities analysis (p. 7).

Objectives #4 and #5--the strengthening of existing feedback systems and the creation of new systems between juvenile officers and youth-serving agencies--was accomplished successfully through officers' contacts with agency representatives as outlined in the activities analysis (p. 7).

Objective #6, calling for the development of needed youth-serving resources which are not now available--has been successfully met, as discussed under "Development of New Resources", (p. 12).

Program Objectives

All objectives under this category, with the partial exception of #5, have been met. These objectives call for an increase in police departments' capabilities for dealing with juvenile offenders, increase in casework services, increase in coordination of community resources, maximization of community resources and an increase in the community's use of the police departments as problem-solving agencies. Objective #5 calls for an "increase in the participating law enforcement agencies' ability to provide follow-up services after they have referred youths to other community resources". The training and the weekly sessions have not stressed this point, and it is the feeling of the project director and the project coordinator--as well as the juvenile officers--that once a referral is made the officer should have no reason to continue involvement in the case except at the request of the youth, the request of the agency representative or in the case of re-arrest. The purpose of officers making referrals is the recognition of the fact that police officers have neither the time nor the desire to be therapists or long-term treatment providers, and therefore should make every effort to arrange for services outside the police department on a community level.

Overall Evaluation

It appears that the first year of the Marin County Police Diversion Project is an important success, both in terms of the achievement of the objectives specified in the project design and in terms of the creation of a viable diversion system within the police departments in Marin County which serves to keep at least a portion of the juvenile contacts with law enforcement from penetrating further into the juvenile justice system and from becoming re-involved with that system.

That the program is a success can be seen from examination of not only the program statistics--which are favorable and which indicate that the project has had significant impact--but of the content of the training, the quality of instruction, the cooperation of personnel from non-law enforcement youth-serving agencies, and, most of all, from the attitude and enthusiasm of the juvenile officers themselves.

The project has had a high impact upon the police departments themselves, achieved through the work of the juvenile officers within their own departments to "sell" the program and the philosophy of diversion. Their enthusiasm can be seen to have filtered upward within the ranks, and has made "believers" out of many who were skeptical and has brought cooperation from chiefs and other administrators in the form of approval for internal citation systems, on-duty time for counseling and referral, time afforded to work with schools and many other activities which were not in existence prior to the implementation of the project. The project has enabled most of the departments to create a meaningful juvenile officer job within the departments, where before many with that title were merely the ones who could "talk to kids better than anyone else".

Another positive aspect of the first year of the project is the fact that all the objectives and goals of the project were accomplished, along with the many side benefits outlined above, in a program which was brought in considerably under budget. This means that, thanks to the cooperation of the participating departments and juvenile officers, the project was successful for far less money than was anticipated, thus allowing a substantial sum of money to be used for another project within the criminal justice system.

Finally, it is clear that the exposure of the juvenile officers to representatives of community agencies, school personnel and others concerned with youths in the Marin community has greatly increased the police departments' relationships with agencies and the community generally, as well as with those young people, both within and without the juvenile justice system, who have come into contact with them.

OCJP Project #1490

MARIN COUNTY POLICE DIVERSION PROJECT  
Evaluation of the First Project Year

September, 1974

The following reference material is attached to this report:

First-Year Project Implementation Plan

Evaluation of LETRA Training Course

Follow-Up Training Plan

Family Counseling Course Outline

Juvenile Officer Counseling Report

Juvenile Officer Referral Form

July 2, 1973

TO: Bella Aaron

FROM: Jack Harrington

RE: Implementation plan for Police Diversion Project

I have made an extensive review of the Police Diversion Project proposal and, as you know, I have met at length with Barney to discuss his ideas and suggestions for the implementation of the project. As a result of these reviews, I have developed the following plan for the project.

As I view the project, it breaks rather naturally into four phases, several of which will overlap even though the phases themselves are distinct (see attached monthly time/task chart). The four phases include (1) Phase-In and Training; (2) Statistical and Control Development; (3) Production and Refinement; and (4) Evaluation and Transition.

#### Phase-In and Training Period

The Phase-In and Training period will consist of the first 90 days of the project, from July 1 until October 1. During this period, police personnel to be involved in the project will be identified and given initial training; agency representatives will be identified and begin participating with officers; the Community Agency Liaison Group will be formed; and the mechanics of referral criteria, referral process and feedback will be established.

Of primary importance will be the identification of (a) the officers from each jurisdiction who will participate as Youth Service Officers in the project, and (b) the county-wide agencies, as many private agencies as possible, and representatives from each to brief officers and to begin receiving referrals. This will be the first order of business, since it will be important that all participating agencies be aware of the project and begin to include it in their plans for the coming year.

I have already begun contacting people from the primary county-wide agencies--Probation, Mental Health, Public Health, Social Services and the School Department--which will be involved in the project. I hope to be able to meet with representatives of each of these by the end of the week for an initial orientation, in which the representatives will be briefed on the project and will be asked to prepare a one-hour presentation on their agency for the Youth Service Officers. These presentations should include a profile on the type of youth to be referred to each, the criteria for referral, the procedures for referral and a proposal for feeding back follow-up information to the referring officer.

When all Youth Service Officers are selected by the respective departments, I will meet with the group for their initial orientation. The project will be explained in full, including the training to be received, the goals and objectives, the diversion and referral process and the on-going training and feedback process. At this time the initial training meeting(s) between agency representatives and Youth Service Officers will be set up. It is hoped that all this will be accomplished within the first month of the project, depending upon how soon the Youth Service Officers can be selected.

It will be important during this period to meet with the chief of each police jurisdiction involved in the project to ensure that the total scope of the project is under-

#### Police Diversion Project plan--page 2.

stood thoroughly by each chief and that there is a sufficient degree of commitment on their parts to assure the cooperation, paid training time and other factors necessary for project success.

I would like to meet with Jeff Schwartz as soon as possible to discuss the project with him and to work out the details of the training which he will be offering to the Youth Service Officers. As soon as the initial orientation is completed for the Youth Service Officers and agency representatives, the 20-hour intensive training program will begin, including training in referral criteria and procedures (in conjunction, I assume, with the agency representatives), youth counseling, family intervention and "planning for results"--case review, problem solving and follow-up techniques. This training, according to the proposal, will be offered at two and one-half hours per week for eight weeks.

Finally, while all of the above activity is in progress, it will be necessary to form the Community Agency Liaison Group as an active body which will be prepared to continue the on-going training on a weekly basis throughout the first project year. Additional agencies and organizations will be added to the group constantly, and the group will be expected to offer a two-hour weekly session for the officers in the areas of case review, feed-back, and referral procedures.

#### Statistical and Control Development Period

Also during the first three project months, it will be necessary to develop fiscal and time controls for the off-duty pay available for Youth Service Officers, and to develop a system for retrieval of information and data necessary for the evaluation of the first year of the project. In addition, the logistics will need to be worked out for the transmittal of information between agencies and police officers, including referral paperwork and feedback information.

I feel it will be impossible to develop a completely foolproof control system for off-duty Youth Service Officer hours; however, it is possible to exert a large amount of control, through cooperation of the various police departments and a system of verification by supervisors, over the billings. Since most of the off-duty counseling and referral will be done by the officers on their own, away from police headquarters, there is really no way to verify every minute spent. It will be possible, I feel, to require that officers check in with police headquarters periodically during off-duty counseling; furthermore, it will not be difficult to compare the numbers of referrals made by an individual officer and the feedback from those referrals with the number of hours billed to the project.

It is obviously necessary to develop a simplified system for gathering and storing statistics and data relating to the project in order that the final evaluation report may be compiled and supported. This information will relate to and support the goals and quantifiable objectives of the project, the length, nature and effectiveness of police training and resultant counseling, and spin-off benefits and services provided for youths involved in the project. Specific data on the operation of the project will include (1) number of referrals to Probation; (2) number of referrals to county-wide and private agencies; and (3) number of arrests of each youth after initial involvement in the program. Data on training and counseling will include (1) number of hours and type of training for police officers; (2) number of hours of off-duty counseling by police; and (3) percentage and completeness of feedback information

from agencies to officers. Data on spin-off benefits will include (1) number of youths re-enrolled or re-situated in school; (2) number of youths employed through project referrals; and (3) number of new community youth resources developed from responses to project needs.

All of the work required in this period must be completed during the first three months of the project, since all the above information capacity and preparation must be ready to begin operation when the Youth Service Officers begin counseling and making referrals.

#### Production and Refinement Period

At this point, the project will actually begin production--accomplishing the task for which it is designed--that is, counseling and referral of youths with delinquent tendencies by Youth Service Officers.

It will be necessary that additional agencies be recruited to participate in the project and in the Community Agency Liaison Group, and that the referral criteria and procedures for these agencies be incorporated into the on-going training for the Youth Service Officers. Also, it will be necessary to coordinate the on-going weekly training, and to evaluate, refine and change the training sessions in order to meet the needs of the youths, the agencies and the officers as necessary. Specific attention will be given the the referral and feedback process and the effectiveness thereof, since the success of these mechanisms are the crux of the project.

Also during this period, the information retrieval system and the control systems will be implemented and we will begin gathering data on the success of the project. These systems will be constantly monitored in order to evaluate their effectiveness, and refined or changed as necessary.

This period will last from October 1 through the end of the first project year.

#### Evaluation and Transition Period

Beginning with the tenth project month (April 1, 1974), it will be necessary to plan and implement a workshop/retreat for the Youth Service Officers and several members of the Community Agency Liaison Group. The purpose of this workshop will be to plan the implementation of the second project year, including the training of some 160 line officers in the methods, techniques and criteria for counseling and referral of youths with delinquent tendencies. This training will be a major part of the second year and will take a significant amount of preparation in order to be successful. In addition to this planning, a considerable portion of the workshop will be devoted to the identification of problems in the referral, feedback and liaison system and the seeking of solutions to those problems for the second project year.

Finally, this period will be used to prepare the final evaluation report for the first project year and to prepare any data-retrieval modifications or other changes which will be required for the second year.

The work established in the Production and Refinement period, of course, will continue through this final period as the on-going output of the project.

## INTER-OFFICE MEMORANDUM

FROM THE OFFICE OF

MARIN COUNTY CRIMINAL JUSTICE PLANNING DEPARTMENT

TO: Evaluation File

DATE: Sept. 19, 1973

FROM: Jack Harrington

RE: Evaluation of LETRA Training  
Police Diversion Project

The formal diversion training for the police diversion project was begun on Tuesday, September 4, and lasted through Friday, September 14. The course was originally scheduled to run through Monday, September 17, but difficulties and misunderstandings between the office and LETRA, the trainers, led to the cancelation of the final session. However, approximately 95 per cent of the course material was covered in class, and printed material was given out to officers on all course material.

The first day of training dealt with a review of juvenile law in California, and particularly with sections 600, 601 and 602 of the Welfare and Institutions code.

Day II was devoted to juvenile legal issues specific to Marin County. The instructors had visited a number of officials within the Probation Department, the Juvenile Court and other departments relating to juveniles in order to determine the specific juvenile procedures for this county and to compare them to similar procedures in other counties. A video tape was shown which followed a juvenile suspect from time of arrest through final court disposition, including all steps of the juvenile justice system.

Day III was devoted to the beginning of a three-session section on brief interviewing, mediation and referrals. The subject of brief interviewing was covered in a long reading assignment; following detailed discussion of the assignment and the subject matter, a video tape was shown illustrating correct and incorrect brief interviewing procedures and techniques. The instructors then acted out a simulated family crisis / brief interviewing situation. Finally, the class was divided into small groups for practice of brief interviewing skills and techniques.

During Day IV, the class format was much the same as in the brief interviewing session. The concept and theories of mediation were discussed as per the reading assignment; then video tape mediation demonstrations were shown to the class and discussed; finally, the instructors performed a simulated mediation before the class. Following this, the class was again split into three groups for practice sessions.

The training class on Day V (Monday, September 10) completed the three-part section on brief interviewing, mediation and referrals. At this session, the community resource manuals were distributed to the officers and the class focused on the making of referrals and proper use of manuals. Again, video tape, live demonstrations and small group practices were part of the class format.

Day VI was somewhat abbreviated due to a discussion of the misunderstandings between this office and LETRA. Following the discussion, the class was presented with the subject matter on child abuse, which was gone over in lecture form and briefly discussed.

Day VII focused on drugs and narcotics. The officers were given an examination to test their "street knowledge" of drugs and narcotics as well as technical information and statistics on drug abuse. As the tests were graded in class, each question was used as a springboard for further discussion of drugs, including chemistry, economics of drug traffic, affects of various substances, etc. Some forms of anti-drug literature were discussed, particularly with respect to their credibility with young people.

Day VIII included representatives from the county school departments as participants in the training, which focused on "Police in the Schools". Present were Sid Smith, principal of the Juvenile Court schools; Joe Brighenti, of San Rafael High School; and Mr. Heidieger from Miller Creek School. The initial discussion focused on a discussion of police in the schools, Marin County policies and practices concerning police and schools, truancy, police presence on campuses, etc. The class produced a list of suggestions and plans for future involvement of juvenile officers in school programs to be explored and developed further by officers in this project and school officials.

The final session, Day IX, dealt with behavioral approaches to dealing with children and child rearing, including discussions of modification of behavior, learning theory and other child behavior issues.

On Monday, September 17, the class was held as scheduled as a post-training wrap-up and planning session. Topics covered included reimbursement for off-duty time spent by officers counseling youths, weekly briefings with community agency representatives, referral procedures, referral feedback, initial presentations by county-wide agencies, follow up on suggestions for police involvement in school programs, dealing with private community agencies, and suggested update material for the community resource manual. It was established that the on-going weekly training meetings (two hours each) will be held, if possible, on Thursday mornings each week; if this time conflicts with some other activity, then the meetings will be held at a convenient time, preferably later in the week and early in the mornings. The first meeting was set for Thursday, September 27, at 8 a.m. in the squad room.

All training sessions during the course were held from 8 a.m. until 12 noon in the squad room. Coffee was provided by the Sheriff's department from the County Jail kitchen, and the officers chipped in to buy doughnuts each day. Video tape equipment was provided by this office, with the exception of the monitor, which is the property of the Sheriff's department and is larger and clearer than the one available to this office.

Officers' responses to the training, including instructors, quality of instruction, quality of materials, relevance to the job and degree of stimulation of ideas as a result of the training were almost exclusively very high and very positive. Officers were asked to complete a short evaluation form for each lesson; the responses for each lesson generally ran around 85 per cent in the "excellent" and "very good" range, with about 15 per cent in the "good" range--the latter usually including suggestions for change in the course content or process of instruction.

The favorite classes appeared to be those covering brief interviewing, mediation and referrals, since these skills could be utilized by the officers

immediately. Several of the officers in the class reported successful use of brief interviewing and mediation techniques while on the job only a few days after the classes were presented.

The final evaluation narratives by the officers rate the course very highly and express a strong desire for more training of this quality. The criticisms brought forward in the final evaluations suggest more time for small group practice, more use of videotape, and shortened reading assignments on some lessons. The major complaint was that the course was not longer.

The expressions by officers for continued training of this calibre has precipitated the development of a long-range training plan for this project where there was none called for originally. The on-going training for the officers was to have been exclusively the function of meetings with community and county-wide agency representatives on a weekly basis; now, however, it is seen as a top priority that expert, formal consultation and training in the areas of in-depth interviewing, one-to-one youth counseling, family counseling, informal street contacts, youth culture and case planning, to name only a few, be included in the training program for the duration of the project.

It is apparent that the LETRA training has laid a positive groundwork among the officers for participation in the project; moreover, it has brought about a degree of receptiveness to training which will be extremely valuable to the future of the program--providing that the future training is of high quality and is done by instructors with accurate insights into the world of police and law enforcement.

## MARIN COUNTY CRIMINAL JUSTICE PLANNING DEPARTMENT

TO: Don Manion

DATE: Sept. 28, 1973

FROM: Jack Harrington

Below is the training plan outline for the Police Diversion Project as developed in the meeting this morning. Jack Gifford and I are in agreement that the needs addressed here will probably cover most of the training requirements of the project. We did not attempt to address scheduling, selection of consultants or other details of the training schedule.

## I. Referrals and Development of a Feedback Process

## A. LETRA training

1. Use of community resource manual
2. Identification of service gaps and deficiencies
3. Updating of community resource manual

## B. Weekly meetings with community and county-wide agencies

1. Development of a feedback process
2. Inter-agency seminars
3. Identification of service needs
4. Institutional change--bringing about changes in services

## C. Matching clients with appropriate agencies and appropriate personnel at those agencies to insure maximum effective services

## II. Family Crisis Counseling

## A. Questions to be answered before training can be developed:

1. Definition of scope of family crisis counseling?
2. Number of hours of training?
3. When will the training take place?
4. Who will do the training?

## B. Referrals of other family members to individual services, such as alcoholic treatment, medical problems, school problems, etc.

## III. Direct One-To-One Counseling

## A. Process for case selection

## B. In-depth interviewing

## C. Development of a case/counseling plan for each client

## D. Counseling techniques

## E. Streetwork

## F. Overview of different approaches to counseling

## G. Special problems

1. Drugs and drug culture
2. Alcohol
3. VD and other health problems
4. Other special problems as needed

Diversion Training Plan--page 2.

## IV. Development of a Monitoring &amp; Evaluation Process for Counseling

## A. Staffing process

1. Initial staffing to include complete background of youth
2. Development of on-going staffing process

## B. Team approach--learning to learn from one another

## C. Use of written records

## V. Training of Other Law Enforcement Personnel

## Questions to be answered:

1. How many personnel to be trained?
2. How many trainers to be utilized?
3. To what extent will additional personnel be trained?
4. When will training take place during 2nd project year?
5. How can we get POST accreditation for this training?
6. What selection process will be used for the trainers?
7. How will trainers become qualified as trainers?

SHORT TERM AND CRISIS COUNSELING

10 Sessions -- Jan 8 through Mar 12

MARIN COUNTY POLICE

Session I  
Jan 8

1. Introduction of Instructors and Material:

Brief review and checkout of LETRA material covering:

Active listening  
Defusing  
Mediation

2. Introductory Exercises:

3. Discussion of the following terms as they relate to course:

Self-Awareness  
Problem identification  
Difference between process and Content  
Individual and family rules, scripts and games  
Objectivity and Facilitation  
Goal Setting  
Contracts  
Closure

Session II  
Jan 15

1. The use of Self as an Intervention Agent: What do we need to know about ourselves first.

Scripts  
Injunctions and Counter Injunctions  
Cultural Scripts -- Biases and Backgrounds  
Individual Scripts  
Family Scripts

2. Individual Scripting Exercises:

A Walk in the Forest  
Introduction of Self as Parent  
Life Script Exercises  
Self-Ranking

COURSE OUTLINE pg 2.

Session III  
Jan 22

1. One-to-one intervention and Counseling.

Verbal and non-verbal communication  
Defense mechanisms -- reading sign language  
Content and Process  
Presenting and Underlying problems  
Direction finding -- Who's in charge  
Identifying and Setting individual goals  
Recap of the "dirty dozen"

2. Exercises:

Contact-Avoidance Exercises  
Brainstorming a Runaway script  
Interviewing in triads

Session IV  
Jan 29

1. WHAT a Family is All About:

Two life scripts getting together and creating more  
Systems theory  
Self-Esteem (Two people who find each other)  
Homeostasis  
Individual, family and community systems  
The self-fulfilling prophecy and how it works

2. Exercises:

Creating a family

1. Family Rules and Injunctions

How are they established?  
What do they mean in terms of interventions?  
Closed systems  
Open Systems

2. Exercises:

Beginning Closed System Games

Session VI  
Feb 12

1. Continued Examination of the Closed System

2. Exercises in Intervention Techniques

Session VII  
Feb 19

1. Identifying the Problem: Presenting vs Underlying

- Opening the session
- Dealing with anxiety
- Red Herrings and what they are for
- Controlling vs Taking over
- Decision Making -- Who's got the power?
- Content and Process reexamined
- Limit-setting, Contracts

2. Continued practice with intervention techniques in Role Play Situations.

Session VIII  
Feb 26

1. Treating the Family Crisis

- Chronic vs Situational Problems
- Reasons behind the Reasons
- How the family perceives the crisis
- Assessing Strengths
- Going for the goodies instead of the baddies
- Content and Process controlled

2. Continued practice exercises

Session IX  
Mar 5

1. Communication Theory

- Clarification of messages
- Slowing down the process
- The Double Bind and what it means
- Testing your gut

2. Active listening reexamined in exercises to clarify communication

Session X  
Mar 12

1. Goal Setting and Closure: One-to-one and Family.

- Finishing the contract for both the instructors and the clients.

2. Exercises: Whatever else has to be done.

SUGGESTED READING LIST

And we would like the course participant to get and read at least one of these if at all possible.

I'M OK -- YOU'RE OK A Practical Guide to Transactional Analysis

Thomas A. Harris, M.D. Harper and Row, Pub. New York, N.Y.

BORN TO WIN: Transactional Analysis with Gestalt Experiments

Muriel James and Dorothy Jungeward: Addison-Wesley Publishing Co. Menlo Park, Cal.

CONJOINT FAMILY THERAPY: Virginia Satir Science and Behavior Books Inc. Palo Alto, Calif.

PEOPLE MAKING: Virginia Satir Science and Behavior Books Inc. Palo Alto, Calif.

MARIN COUNTY POLICE DIVERSION PROJECT

Youth Service Officer Counseling Report

POLICE DEPARTMENT: \_\_\_\_\_ DATE FILED: \_\_\_\_\_

NAME OF YOUTH: \_\_\_\_\_ AGE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ CITY: \_\_\_\_\_

Nature of initial police contact with youth; source of complaint: \_\_\_\_\_

Officer making first contact with youth: \_\_\_\_\_

Was youth: Taken into custody? ( ) Yes ( ) No  
Cited for "delinquent tendencies"? ( ) Yes ( ) No  
Cited to Youth Service Officer? ( ) Yes ( ) No

Action taken by Youth Service Officer:

Personal counseling (subject, outcome): \_\_\_\_\_

Intervention into family or other crisis: \_\_\_\_\_

Referred to: AGENCY \_\_\_\_\_ STAFF MEMBER \_\_\_\_\_

Services you expected when making referral: \_\_\_\_\_

Was this referral: Accepted ( )? Rejected ( )? If rejected, why? \_\_\_\_\_

COMMENTS on resource agency, problems encountered, etc.: \_\_\_\_\_

- White - PCR
- Canary - Referral Agency
- Pink - Police Dept.
- Golden Rod - Juvenile Officer

SIGNED: \_\_\_\_\_  
(Youth Service Officer)

END