

The National Council of Juvenile and Family Court Judges

JUVENILE SANCTIONS CENTER

Graduated Sanctions for Juvenile Offenders

A Training Curriculum Guide



NATIONAL COUNCIL OF
JUVENILE AND FAMILY COURT JUDGES

JUVENILE SANCTIONS
CENTER



Office of Juvenile Justice and
Delinquency Prevention

National Council of Juvenile and Family Court Judges

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Lesson Plan Overview

Title and Objectives	Time
<p>I. Background And Need For Graduated Sanctions</p> <p>The purposes of this Module are to:</p> <ul style="list-style-type: none"> • Give an Overview of this Curriculum • Provide background and context for the Juvenile Sanctions Center Project • Review activities that have occurred to date • Define key terms • Identify the significance of immediate and intermediate sanctions • Initiate discussion of participant roles in project implementation 	3 hours
<p>II. Leadership And Team-Building</p> <p>The purposes of this Module are to:</p> <ul style="list-style-type: none"> • Build a shared understanding of contemporary leadership dynamics • Establish a climate for shared leadership • Build understanding of and support for Team purpose • Gain commitment to the Juvenile Sanctions Center initiative • Form collaborative Team relationships, and • Finalize Team member roles in project implementation 	2 hours
<p>III. Juvenile Justice System/Community Partnerships</p> <p>The purposes of this Module are to:</p> <ul style="list-style-type: none"> • Review the benefits of juvenile justice system/community collaboration; • Explore the principles and techniques involved in effective non-traditional collaboration; and • Identify the link between system/community collaboration and project success 	3.0 hours

<p>IV. Special Needs Offenders</p> <p>The purposes of this Module are to:</p> <ul style="list-style-type: none"> • Identify the special needs of four offender groups; • Examine the juvenile justice system's efforts to deal with them, and • Suggest future approaches, in keeping with the graduated sanctions philosophy, significant to the establishment of an effective local continuum of sanctions and services. 	<p>2.0 hours</p>
<p>V. Planning For Systems Change</p> <p>The purposes of this Module are to:</p> <ul style="list-style-type: none"> • Prepare the Team to produce its action plan • Familiarize Team members with plan elements and the steps required to complete them • Set out model Graduated Sanctions program elements • Gain participant commitment to a structured decision-making approach and to information management • Prepare the Team to support project evaluation 	<p>6 hours 25 minutes</p>
<p>VI. Implementation Issues And Action Planning</p> <p>The purposes of this Module are to:</p> <ul style="list-style-type: none"> • Prepare participants for program evaluation • Reinforce the Juvenile Sanctions Center's, and Grantor's expectations regarding demonstrable project results • Discuss the Team's role in internal evaluation • Prepare the Team to share project outcomes with other sites (and potential sites) • Produce a useful plan of action • Determine next steps in accessing Technical Assistance through the Juvenile Sanctions Center 	<p>6 hours</p>

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I. Background And Need For Graduated Sanctions

MODULE SUMMARY

<p>PERFORMANCE OBJECTIVES:</p> <ul style="list-style-type: none">• Give an Overview of this Curriculum• Provide background and context for the Juvenile Sanctions Center Project• Set out activities that have occurred to date• Define key terms• Identify the significance of immediate and intermediate sanctions• Initiate discussion of participant roles in project implementation	<p>SUGGESTED TIME:</p> <p>3 hours</p>
<p>SUMMARY:</p> <p>Module 1 provides the newly expanded local Team a shared frame of reference in terms of project background at the national and local levels. It distinguishes the present project from prior OJJDP initiatives, sets out project parameters and expected results, and delineates project milestones leading up to the current training. Lastly, it provides a working knowledge of key terms essential to a shared understanding of Graduated Sanctions.</p>	<p>SUGGESTED ROOM SET UP:</p> <p>Depending on the size of the expanded local Team, half rounds or a “u”-shaped table configuration is preferred to facilitate participants’ interaction with one another, and Trainer interaction with the group. There should be no “observer” chairs or “faculty table” at the back of the room, since everyone is expected to join in discussions with the Team. In addition to the equipment noted above, the Trainer needs a long table at the front of the room, positioned close enough to the Overhead Projector to allow for organization of transparencies and other instructor materials and handouts for the Module. Water and glasses should be provided for both faculty and participants.</p>

<p>SUPPLIES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Overhead projector and transparencies • Markers for Overhead transparencies • Computer with LCD projector and screen • 5 Easels with chart paper and pens in various colors (black, red, blue) • Copy of Program Planning Manual, TA Bulletins #1 and #2 for reference 	<p>PARTICIPANT MATERIALS:</p> <p>Participant Notebook Program Planning Manual</p>
<p>INSTRUCTIONAL METHODS:</p> <p>Mini-Lecture Participant Exercises Brainstorming</p>	<p>COMFORT DETAILS:</p> <p>Either Team Leader or Trainer should make participants aware of housekeeping and other comfort details at the outset, unless the training takes place at a site familiar to all Team members. In any event the following comfort details should be noted:</p> <ul style="list-style-type: none"> • Location of restrooms • Break and refreshment schedule • Meal arrangements/Transportation • Smoking policy
<p>REFERENCES:</p> <p>Program Planning Manual Curriculum Appendix A: Glossary of Terms</p>	

Module I: Background And Need For Graduated Sanctions

A. Introductions, Training Overview And Agenda Review	Time: 1 hour
Introductions Trainer will begin with a self-introduction, and ask the Team Leader to introduce the entire Team by name and affiliation, noting which Team members participated in the Application process, and which ones have been added to the core group.	15 minutes
Icebreaker Next, Trainer will divide the Team into subgroups of 2-4 members, depending on Team size, and conduct an Icebreaker. Subgroups will have 5 minutes to discuss why each member was selected and what contribution s/he expects to bring to the Graduated Sanctions project. Group members will “report” the information to the full team, speaking for one another, rather than for themselves.	15 minutes
Agenda Review Trainer will then begin the substantive training by “walking” participants through the 1-3 day Agenda, articulating the Purpose and Learning Objectives for each relevant Module. Trainer will refer participants to the Day One Agenda in their Workshop materials. ¹	20 minutes
Training Overview/Purpose Trainer will show the introductory Overhead entitled: Curriculum Purpose and Expected Results, saying:	10 minutes Introductory

¹ Agenda, Overheads and Handouts are included in Trainer materials at the end of each Module.

<p>By the end of this (one-to-three day) Curriculum, you will have in hand an Action Plan for the next several months. Your Team will need to decide who is responsible for what activities, and how you will address any obstacles to project implementation.</p> <p>The Juvenile Sanctions Center will provide you the information resources and technical assistance necessary to support your efforts, but it is your commitment to the project goals, and to one another in this endeavor, that will make the critical difference. The Office of Juvenile Justice and Delinquency Prevention stands behind the Juvenile Sanctions Center in its expectation of demonstrable results within the time available. You were selected as a Demonstration Site because of your willingness and ability to meet this challenge.</p> <p>Next, Trainer will show Overhead #1-Module 1: “Graduated Sanctions”</p>	<p>Overhead: Curriculum Purpose and Expected Results</p> <p>Overhead #1: Graduated Sanctions</p>
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B. Project Background	Time: 1 hour
<p>Trainer will offer a compressed, or “mini” lecture to establish background and note areas of project emphasis. Trainer will begin by saying:</p> <p>In order to provide a context for the current Graduated Sanctions initiative, it is useful to glance back over the last decade to 1993, when the Office of Juvenile Justice and Delinquency Prevention (OJJDP) launched its Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders.</p> <p>The Comprehensive Strategy employed both training and technical assistance. It promoted the use of graduated</p>	

<p>sanctions for serious and violent juvenile offenders, system-wide, from the point of diversion to institutional aftercare.</p> <p>Trainer will show Overhead #2-Module I: “Overview” and continue by saying:</p> <p>In 2001, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) launched the current, more focused Graduated Sanctions initiative, and funded the National Council of Juvenile and Family Court Judges’ Juvenile Sanctions Center (JSC) to target training, and technical assistance to a minimum of ten demonstration sites across the country.</p> <p>The primary goal of the present multi-year initiative is to promote broader implementation of graduated sanctions systems for male and female juvenile offenders requiring <i>immediate or intermediate</i> sanctions at the “front end” of the juvenile justice system. Project parameters stop short of commitment to state training schools and institutional aftercare.</p>	<p>Overhead #2: Overview</p>
<p>Trainer will explain:</p> <p>The imperative for narrowing the Graduated Sanctions focus arose with the recognition that only a limited number of jurisdictions were able to fully implement the original model. Most acknowledge continuing gaps in programs, or in process.</p> <p>Programmatically, gaps tend to be broadest at the front end of the system, where court/community collaboration is required to launch and sustain early intervention programs.</p> <p>In terms of process, gaps tend to occur in structured decision-making and in the establishment of management information systems that allow for “impact” (or “results-based”) evaluation.</p>	

<p>Trainer will tie background information to the present Juvenile Sanctions Center Project by summarizing:</p> <p>In terms of those <u>program</u> gaps noted above, the Juvenile Sanctions Center Project expects the court to lead the juvenile justice system to collaborate with the community in establishing a network of diversion and dispositional options to support the successful implementation of graduated sanctions at the intake, pre-and post-dispositional levels.</p> <p>In terms of <u>process</u> gaps, the Juvenile Sanctions Center will stress the importance of objective, structured decision-making and impact evaluation to the success of any graduated sanctions program begun or enhanced under the current grant initiative. Data to support program evaluation are to be derived from a Management Information System (MIS).</p>	
<p>Trainer will conclude:</p> <p>The Juvenile Sanctions Center provides training and technical assistance. It does not provide direct funding, but rather promotes redirection of existing funding through juvenile justice system/community partnerships.</p>	
<p>Trainer will show Overhead #3-Module I: "JSC Project Partners"</p> <p>Trainer will say:</p> <p>Now that we have discussed the background and unique purpose of this Graduated Sanctions effort, we will introduce the Juvenile Sanctions Center's parent organization and Project Partners. The Center operates under the authority of the National Council of Juvenile and Family Court Judges, the grantee. The Council is joined in this project by three prominent Partners: the National Council on Crime and Delinquency (NCCD), the National Center for Juvenile Justice (NCJJ) - the research arm of</p>	<p>Overhead #3: JSC Project Partners</p>

<p>the NCJFCJ, and the Developmental Services Group (DSG).</p>	
<p>Trainer will show Overhead #4-Module I: “Background”, and say:</p> <p>The Juvenile Sanctions Center opened its doors on 11-1-01, and immediately began project planning with its three Project Partners and a multi-disciplinary Advisory Committee. In January 2002, the Juvenile Sanctions Center initiated recruitment of participants to a series of four Regional Training Workshops. The purpose of these Workshops was to encourage applications to become one of 10 project Demonstration Sites. The national response was strong: over 320 individuals, and 94 teams produced a total of 64 applications by 6-1-02.</p>	<p>Overhead #4: Background</p>
<p>Trainer will show Overhead #5-Module I: “Regional Training”, and say:</p> <p>The initial recruitment effort was successful in part because of the juvenile justice system’s broad confidence in the potential of graduated sanctions at the immediate and intermediate levels, and in part because of the thoroughness of the recruitment effort. The four Regional Training Workshops were held within a period of 5 weeks (March-April, 2002) in: Washington, D.C., Reno, NV, Orlando, FL, and Houston, TX.</p>	<p>Overhead #5: Regional Training</p>
<p>Focus Of Regional Training Trainer will review the content and purpose of the four Regional Training Workshops by saying:</p> <p>In terms of content, the curriculum-based Regional Workshops provided training in:</p> <ul style="list-style-type: none"> • Graduated Sanctions (theory and justification) • Programmatic examples of “preferred practices” at the “immediate” and “intermediate” sanctioning 	

<p>levels</p> <ul style="list-style-type: none"> • Programming for Special Needs populations (as defined by the JSC), and • Accessing grant-related resources for training and technical assistance through the Juvenile Sanctions Center <p>Each Workshop provided participating Teams opportunity to develop a preliminary needs assessment to accompany their respective applications for consideration as Demonstration Sites.</p>	
<p>Application Trainer will briefly review the application process in which core Team members participated by saying:</p> <p>In each case, applications (with preliminary needs assessments) were to be submitted to the Juvenile Sanctions Center within 30 days of Regional Training Workshop participation. The Center reserved the right to request supplemental information from specific applicants, and to make pre-selection site visits to validate preliminary needs assessments and to ascertain applicant readiness for project implementation.</p>	
<p>Graduated Sanctions Theory And Rationale Trainer will say:</p> <p>As discussed in Session I of each Regional Training Workshop (“Need for Graduated Sanctions”), the implementation of a system of graduated sanctions provides a framework for fair, consistent and appropriate decision-making at the local level, and requires an array of programmatic responses to deal with each youth’s risk and need factors.</p>	

<p>Trainer will continue:</p> <p>Graduated Sanctions are not intended as a system of graduated “punishments”(Cockerel), but rather as a sequence of responses to curb delinquent behavior at the lowest appropriate level of intervention. By so doing, Graduated Sanctions (particularly at the immediate and intermediate levels) have the potential to reduce the costs of inappropriate detention and incarceration, and to stimulate the development of system-community partnerships and shared resources.</p>	
<p>Trainer will conclude:</p> <p>Such partnerships promote increased community responsibility for its own youth, and participation in shared decision making and local policy development.</p>	

C. FOCUS ON IMMEDIATE AND INTERMEDIATE SANCTIONS	Time: 20 minutes
<p>Trainer will facilitate a full group discussion of the meaning of “immediate” and “intermediate” sanctions, noting responses on chart paper. Responses should include:</p> <ol style="list-style-type: none"> 1. Immediate Sanctions <ul style="list-style-type: none"> • Diversion • Informal processing • Referral to other disciplines (Health, Mental Health, Social Services, the faith-based community) • Referral to community-based services (individual or family group counseling, victim impact panels, victim-offender mediation, mentoring, peer/teen court, restitution, community service) • Interventions that address “dynamic”(changeable) risk factors: peers, authority issues, substance abuse, interpersonal relationships, and attitude/beliefs supportive of criminal behavior 2. Intermediate Sanctions 	Chart paper

<ul style="list-style-type: none"> • Intensive supervision • Day treatment • Probation • Electronic Monitoring • House arrest • Alternative schools 	
<p>Trainer will show Overhead #6-Module I: “Immediate and Intermediate Sanctions”, and ask participants to brainstorm examples of immediate and intermediate sanctions. Trainer will capture participant responses on chart paper and compare them to the examples listed on Overhead #7-Module I: “Immediate Sanctions: Interventions”, and Overhead #8-Module I: “Intermediate Sanctions: Interventions”.</p> <p>For these and additional definitions of key terms, Trainer will refer participants to the Glossary of Terms in the Appendix of this Curriculum.</p>	<p>Overhead #6: Immediate and Intermediate Sanctions</p> <p>Chart Paper</p> <p>Overhead #7: Immediate Sanctions: Interventions</p> <p>Overhead #8: Intermediate Sanctions: Interventions</p>

D. Overall Project Goals	Time: 10 minutes
<p>Trainer will show Overhead #9-Module I: “JSC Project Goals” and discuss with the group, saying:</p> <p>In the broadest sense, the Juvenile Sanctions Center seeks to broaden the implementation of Graduated Sanctions nationally by:</p> <ul style="list-style-type: none"> • Improving processes and programs for early offenders in need of immediate or intermediate sanctions • Promoting new partnerships within the public sector and between the juvenile justice system and the community 	<p>Overhead #9: JSC Project Goals</p>

<ul style="list-style-type: none"> • Increasing diversion options for all delinquent offenders, including special needs offenders • Reducing inappropriate detention for all delinquent offenders, especially special needs offenders • Reducing system costs through the use of less restrictive alternatives, while promoting heightened awareness of community safety 	
<p>Trainer will show Overhead #10-Module I: “Special Needs Offenders” and define the term for purposes of this project, indicating that additional populations (including offenders with alcohol and other drug abuse problems) will be discussed in the Program Planning Manual; the companion text to this Curriculum.</p>	<p>Overhead #10: Special Needs Offenders</p>
<p>Trainer will say:</p> <p>For purposes of this project, “special needs offenders” include:</p> <ul style="list-style-type: none"> • Female delinquents • Disproportionately detained or incarcerated minority youth • Youth with mental health and/or learning problems 	
<p>Trainer will show Overhead #11-Module I: “Local Teams”, and emphasize the significance of Judge-led Teams to Project success.</p>	<p>Overhead #11: Local Teams</p>
<p>Trainer will say:</p> <p>Your local Team is so important to the success of this project that, from the outset, participation in Regional Training Workshops, Application to become a Demonstration Site, and participation in this Curriculum were all directed at Teams, rather than individuals.</p>	

<p>Today, your expanded Team is designed to represent key system and community representatives who can change the way we respond to early offenders, while giving continuing consideration to the issues of community safety and victim reparation.</p>	
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E. Pre-Selection Site Visits	Time: 30 minutes
<p>Trainer will show Overhead #12-Module I: “Pre-selection Site Visits” and discuss selection criteria, and the purpose, methodology and results of site visits. Trainer may say:</p> <p>Groundwork</p> <p>To lay the groundwork for juvenile justice system/community partnerships, the Juvenile Sanctions Center required that three-member Teams of potential applicants participate in the Regional Training Workshops. Each Team was to represent a minimum of three local agencies (including the juvenile court) directly involved in youth sanctioning and competency development. The initial Teams were to be expanded to include all local project partners by the time of the Pre-Selection Site Visits (September-October 2002).</p>	<p>Overhead #12: Pre-selection Site Visits</p>
<p>Screening</p> <p>Trainer will continue:</p> <p>An exhaustive process of Application review preceded the 10 Pre-Selection Site Visits. Screening criteria established by the Project Advisory Committee and Project Partners included: Accuracy and relevance of local needs assessment; diversity in population, geographical location and size of jurisdiction; level of need <i>vis a vis</i> availability of resources through the Juvenile Sanctions Center; and perceived ability to demonstrate project results within grant parameters and timeframe. Additionally, applicants were asked to demonstrate local support for juvenile justice system improvement, and willingness to address such systems issues as disproportionate detention/incarceration of special needs offenders (minority youth, female offenders and youth with mental</p>	

health and/or learning issues).	
Purpose Of Site Visits Trainer will say: With respect to purpose, the Pre-selection Site Visits were to: verify (and amplify) the needs articulated in the Preliminary Needs Assessment Surveys, and to ascertain each site's readiness for project implementation.	
Methodology For Site Visits Trainer will continue: In terms of methodology, a minimum of two members of the Juvenile Sanctions Center staff and one NCCD representative participated in each of the 10 Site Visits. The Center's Training Director joined the Project Partners in 3 of them. A Supplemental Questionnaire provided the basis for discussion, and at each site, tours of existing facilities were offered. Such tours provided opportunity to graphically demonstrate existing services and gaps in service, as addressed in each site's Preliminary Needs Assessment.	
Trainer will refer participants to a master copy of the Supplemental Questionnaire in the Appendix of this Curriculum. Trainer will show Overhead #13-Module I: "Local Commitment", and discuss what was required of each site in order to be selected for demonstration purposes.	Overhead #13: Local Commitment
Trainer may say:	

<p>Each prospective Demonstration Site was required to:</p> <ul style="list-style-type: none"> • Expand its original Team to include local decision-makers capable of bringing proposed projects to fruition • Include non-traditional local partners across disciplinary lines, and in both the public and private sectors • Agree to implement designated systems enhancements or improvements without relying on an infusion of external funding • Agree to participate in the Training and Technical Assistance available through the Juvenile Sanctions Center • Agree to achieve project milestones within the parameters and timeframes set out by the Juvenile Sanctions Center 	
<p>Exercise Trainer will segue to Module II: Leadership/Teambuilding, by dividing the Team into the same subgroups as before, and asking each partner to state his/her <i>role</i> in project implementation. Members of each subgroup will be asked to report on one another's roles on returning from the morning break.</p> <p>Allow 10 minutes' discussion and a 15-minute Break. If any participants are unclear about their roles, suggest caucusing with the Team Leader and Trainer during the Break.</p>	<p>10 minutes</p> <p>15 minute break</p>
<p>Trainer will then begin Module II: Leadership/Teambuilding by facilitating a 15-minute feedback session immediately following the Break.</p>	

GRADUATED SANCTIONS

A JUVENILE SANCTIONS CENTER CURRICULUM

1

MODULE I- OVERVIEW

- ❖ MULTI-YEAR PROJECT
- ❖ TRAINING AND TA
- ❖ 10 SITES (ROUND 1)
- ❖ 4 PROJECT PARTNERS
- ❖ FUNDED BY OJJDP
- ❖ AN NCJFCJ/JSC PROJECT

2

JSC PROJECT PARTNERS



- NCCD
- NCJJ
- DSG

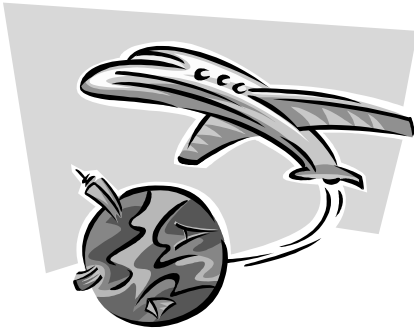
3

BACKGROUND

- START DATE 11-1-01
- PLANNING AND RECRUITMENT
- REGIONAL TRAINING SESSIONS
- NATIONAL RESPONSE
- 320 PARTICIPANTS
- 64 TEAM-APPLICANTS

4

REGIONAL TRAINING



- NORTHEAST (D.C.)
- WEST (RENO)
- SOUTHEAST (ORLANDO)
- MIDWEST (HOUSTON)

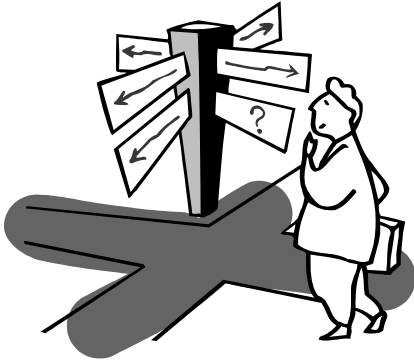
5

JSC PROJECT FOCUS

IMMEDIATE AND
INTERMEDIATE
SANCTIONS FOR
EARLY OFFENDERS

6

IMMEDIATE SANCTIONS



- APPLIED AT INTAKE
- USING COMMUNITY SUPERVISION AND SERVICES
- REDUCING INAPPROPRIATE DETENTION

7

INTERMEDIATE SANCTIONS

- APPLIED PRE-COURT
- MORE RESTRICTIVE THAN IMMEDIATE SANCTIONS
- APPLIED POST-COURT
- INCLUDE INTENSIVE SUPERVISION
- EXCLUDE COMMITMENT TO SECURE INSTITUTION

8

JSC PROJECT GOALS

- FOCUS ON EARLY OFFENDERS IN GRADUATED SANCTIONS CONTINUUM
- PROMOTE COURT-COMMUNITY PARTNERSHIPS
- INCREASE DIVERSION OPTIONS
- REDUCE INAPPROPRIATE DETENTION
- REDUCE DETENTION OF SPECIAL NEEDS OFFENDERS
- REDUCE SYSTEM COSTS

9

SPECIAL NEEDS OFFENDERS



- FEMALE DELINQUENTS
- MINORITY YOUTH
- YOUTH WITH MENTAL HEALTH PROBLEMS
- YOUTH WITH LEARNING PROBLEMS

10

LOCAL TEAMS

- REGIONAL TRAINING FOR TEAMS
- TEAM APPLICANTS
- JUDICIAL LEADERSHIP OF TEAMS
- COURT/JJ SYSTEM-COMMUNITY REPRESENTATION ON TEAMS

11

PRE-SELECTION SITE VISITS



- CONDUCTED BY PROJECT PARTNERS, CONSULTANTS TO DETERMINE:
 - READINESS
 - COMMITMENT TO PROJECT GOALS
 - COMMUNITY INVOLVEMENT

12

LOCAL COMMITMENT

- IDENTIFY SERVICE GAPS
- GALVANIZE LOCAL SUPPORT
- SHARE EXISTING RESOURCES
- PARTICIPATE IN JSC TRAINING AND TA
- APPLY PROJECT GUIDELINES
- USE PROJECT RESOURCES
- COMPLY WITH TIMELINE



13

II. Leadership And Team-Building

MODULE SUMMARY

PERFORMANCE OBJECTIVES:

At the completion of this Module, Team members will be able to:

- Articulate their respective roles in project implementation
- Finalize Team protocols for decision-making and action planning
- Identify preferred methods of leadership, using the Greenleaf and other models
- Identify and demonstrate the elements of good teamwork
- List local factors that may facilitate or impede project implementation
- Develop Team and individual approaches to addressing impediments
- Recognize the relationship between innovation and risk

SUGGESTED TIME:

2 hours

<p>SUMMARY: In order to successfully carry out program commitments at each Demonstration Site, Team leadership must be confirmed, and ultimately shared by all Team members. Contemporary leadership theory calls for a team of equals, whose nominal “leader” functions in a supportive and developmental capacity, assuring that colleagues have the tools and resources necessary to success. The Team’s Action Plan must be the product of every Team member’s best thinking. Project goals and methods to achieve them must be jointly decided; obstacles and supports identified, and alternative approaches agreed to at the outset. Team members must be strongly committed to achieving objectives within project timeframes and parameters. This Curriculum Module focuses on leadership development and team-building to accomplish these ends.</p>	<p>SUGGESTED ROOM SET UP: No change in room set up from Module 1, except that; as chart paper is generated by the group, it should be posted in chronological order on the walls, and should remain visible throughout the (one- to three-day) training, if space permits. Water for Trainer and participants should be refreshed.</p>
<p>SUPPLIES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Overhead projector and transparencies (pens) • Chart paper and 3 easels, markers and tape (or self-adhesive chart paper) 	<p>PARTICIPANT MATERIALS:</p> <ul style="list-style-type: none"> • Participant Notebooks and notepaper • Pens • Copies of Handouts
<p>INSTRUCTIONAL METHODS: Mini-lecture Participant Exercises Role Play Small Group Discussion</p>	<p>COMFORT DETAILS: Information regarding the lunch break should be reiterated at the end of the session, and should include specified time to reconvene for the afternoon.</p>
<p>REFERENCES: Program Planning Manual</p>	

II. Leadership And Team-Building

A. Exercise On Team Member Roles, Concluded From Module I	Time: 15 minutes
Trainer will open Module II by debriefing the Exercise on participant roles, joining with the Team Leader in clarifying any remaining questions. The only caveat is that each Team member's role must be substantive.	

B. Introduction: Module II	Time: 5 minutes
<p>Trainer will display Overhead #1- Module II: "Objectives", saying:</p> <p>You have just clarified your respective roles for the first phase of local project implementation. By the end of Module II, you will be able to apply the best contemporary leadership practices, and will begin to function as a Team. You will be working and making decisions together, anticipating any potential problems that may arise during the next 6 months. During the next two hours, you will:</p> <ul style="list-style-type: none"> • Finalize decision-making protocols for the Team • Identify and apply such leadership models as "Servant/Leadership", and "Balanced and Restorative Justice" • Demonstrate good teamwork • Identify and address potential problems in project implementation, and • Be prepared to accommodate some risk in making innovative decisions 	Overhead #1: Objectives

C. Leadership Trends	Time: 10 minutes
<p>Next Trainer will give a mini-lecture on leadership trends and their relevance to Graduated Sanctions.</p>	
<p>Trainer will say:</p> <p>Now that the expanded Team has a shared understanding of the background and purpose of this Graduated Sanctions Center project, and of each Team member’s role in project implementation, we will briefly explore the trends that shape what is considered “preferred leadership practice”, and provide team-building opportunities for you, to prepare for the planning and implementation phases of the program.</p>	
<p>NCJFCJ Leadership</p> <p>Trainer will say:</p> <p>In terms of leadership models, the National Council of Juvenile and Family Court Judges has been on the <i>leading edge</i> since its inception in 1937. It has generated or supported hundreds of initiatives for delinquent and dependent children and has provided an internationally recognized forum for continuing education and for improving the nation’s courts. Likewise, the Council’s Project Partners: NCCD, NCJJ, and DSG are all national leaders, whose contributions are described in the Resources chapter of your Program Planning Manual. Their leadership is characterized by thoughtful research of contemporary issues; promotion of best practices, and continuous support of local jurisdictions in improving the nation’s juvenile courts.</p>	

<p>Trainer will display Overhead #2-Module II: “Leadership Practice”, saying:</p> <p>In terms of Leadership practice, the Project Partners endorse Balanced and Restorative Justice, Structured Decision Making, Graduated Sanctions, Interdisciplinary Collaboration, Court/Community Partnership and Cultural Competence. The unifying theme is the “Balanced Approach”: giving equal weight to offender accountability, community protection and victim restoration.²</p>	<p>Overhead #2: Leadership Practice</p>
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D. Leadership Theory	Time: 20 minutes
Trainer will give a mini-lecture on leadership, applying examples to the present project.	
<p>Trainer will say:</p> <p>Balanced and Restorative Justice calls on decision-makers to take into account all relevant perspectives before determining a course of action. The “balanced” decision advances the interest of and assures the fairest possible outcome for all parties.</p>	

² In order to achieve “balance”, an objective decision-making process is recommended, to assure that both the youthful offender’s risk factors and developmental needs are taken into account, and that an offense-appropriate action is taken (or a referral made) that promotes community safety.

The Servant/Leadership Theory (Greenleaf)³ adds that the best leadership is shared, and the leader “serves” his/her colleagues by assuring that they have the tools, resources and support to do their work well. The leader is ego-less in this process, committed to the Team’s success. The process has been called: “Leading through empowerment”.	
These two theories, considered together, support the notion of shared leadership, committed to the well being of the whole organization, and those it serves. Carver applies the concept specifically to the chairperson of the board (or in this case, the judge as Team Leader).⁴	
These leadership characteristics (serving others, causing staff to grow and develop, promoting autonomy, nurturing and supporting, modeling unselfishness, being generous with praise) cut across disciplinary lines and across the public and private sectors. They apply both to your Team, and to the organizations and groups working with you to achieve your project goals.	
Since adult learners internalize leadership skills best when they engage in a process of self-discovery, we will provide ample opportunity for you to practice them during this training session.	

³ Robert K. Greenleaf, d. 1990, former director of management research and education at A.T.&T. Consultant to the Harvard Business School and Ford Foundation. Author of numerous books and essays on the concept of servant/leadership. The Robert K. Greenleaf Center for Servant-Leadership is in Indianapolis, Indiana.

⁴ John Carver, developer of the “Policy Governance Model”, international consultant and bestselling author (Boards that Make a Difference, 1990); The Chairperson’s Role as Servant-Leader to the Board, 1997.

E. Characteristics Of Leaders And Teams	Time: 1 hour
<p>Trainer will say:</p> <p>Each of us already functions in some sort of leadership capacity, each in our own professional or personal context. And each of us learned, either consciously or unconsciously, how to become a leader from someone else. The best leaders are not born, but trained!</p> <p>The next exercise provides brief opportunity for you to revisit your sources and re-explore your leadership models; applying them to this Graduated Sanctions project initiative.</p>	
<p>Exercise:</p> <p>Trainer will have participants reflect on an individual who has provided exemplary leadership to the juvenile justice system, related disciplines, or the community. The individual need not be someone the participant knows directly. Ask participants to jot down 3-5 characteristics that define the person as a leader. Take responses “popcorn” style and note them on chart paper, filling in any gaps.</p>	<p>10 minutes</p> <p>Chart paper</p>
<p>Answers should include:</p> <ul style="list-style-type: none"> • Takes risks • Anticipates problems • Is courageous/ innovative • Finds ways to get the job done • Supports colleagues and staff • Is willing to share resources • Listens • Shares power throughout the organization/community • Gets staff the resources and tools they need • Acknowledges and thanks others for their good work • Expects excellence • Welcomes many perspectives 	

<ul style="list-style-type: none"> Provides challenge and support 	
<p>Exercise:</p> <p>Next, Trainer will ask participants to discuss and come to consensus on the major characteristics of Teams, and formulate a list of 8-10 examples. Trainer will ask participants to call out one characteristic, round robin, without repeating others' ideas, until a complete list has been formed. Trainer will chart them and fill in any blanks.</p>	<p>10 minutes</p> <p>Chart paper</p>
<p>Answers should include:</p> <ul style="list-style-type: none"> Formulate and support a common goal Listen to one another with open minds Employ consensus decision-making Support the group as a whole Critique process, but not one another Show tenacity in pursuing project goals Consider multiple perspectives Have clarity regarding individual roles Are inclusive of others in seeking project support Are creative in overcoming barriers to implementation Initiate mid-course corrections, as needed Embrace project goals, methods and evaluation 	
<p>Trainer will fill in any gaps and display Overhead #3-Module II: "Team Characteristics"; then transition to the next exercise.</p>	<p>Overhead #3: Team Characteristics</p>
<p>Exercise:</p> <p>Trainer will then give Team members 5 minutes to determine their internal protocols for decision-making. A reporter will be designated to announce the Team's ground rules. If the Team is practicing shared leadership, the reporter will be someone other than the team Leader.</p>	<p>10 minutes</p>

<p>Trainer will debrief the Exercise, posting the protocols, and asking:</p> <p>What relevance does this Exercise have to your initiation of a new or expanded Graduated Sanctions effort in your jurisdiction?</p>	
<p>Answers should include:</p> <ul style="list-style-type: none"> • We have many decisions to make • We have agreed that each Team member's perspective is worthy of consideration • We will need to share leadership of this project in order to get the community involved • Although we represent different disciplines, each of our opinions is critical • Team members at various levels in their respective organizations will function as a team of equals in this project • We do/do not know each other well, but we need to operate from a foundation of mutual respect • We need to agree on "how" we will work together • We need to define our expectations of one another • We need to be prepared to handle any internal issues that may arise for the Team 	
<p>Exercise:</p> <p>Finally, Trainer will challenge groups to exemplify leadership characteristics, and use protocols as a framework for all future discussions.</p>	

E. Leadership Challenges	Time: 25 minutes
<p>Trainer will call on the Team to identify leadership challenges they must be prepared to meet, and the behaviors teams embrace and avoid when challenged.</p>	

Trainer will divide the group into dyads or triads to form a list, and allow 5 minutes for discussion. Trainer will then record responses on one of three flip charts: the first marked: “Challenges”; the second: “Embrace”, and the third: “Avoid”.	5 minutes
<p>“Challenge” answers may include:</p> <ul style="list-style-type: none"> • Setting realistic goals • Functioning as a “Team of Leaders” • Establishing collaboration and interdependence with other disciplines and community-based agencies and groups • Producing results within tight time frames • Getting everyone to share information/resources 	
<p>“Embrace” answers may include:</p> <ul style="list-style-type: none"> • Making joint decisions • Respecting the individuals and organizations in the community • Meeting regularly, but for a purpose • Respecting everyone’s time equally • Listening to everyone’s ideas fully • Supporting group decisions, once made 	
<p>“Avoid” answers may include:</p> <ul style="list-style-type: none"> • Filibustering in the group • Dismissing the input of lower-ranking team members, and individuals and community groups lacking in “clout” • Making independent decisions • Interacting with the media without involving the Team • Announcing decisions prematurely • Failing to enthusiastically support group goals 	
Trainer will fill in any gaps, displaying Overhead #4-Module II: “Embrace and Avoid”.	Overhead #4: Embrace and Avoid

Next, Trainer will anticipate the afternoon break, and transition to Module 3 by saying:

We have just engaged in a brief review of applicable leadership theory and practice. We have explored the dynamics of team functioning, and provided opportunity for you to apply your learning in a series of activities that set the stage for your action planning efforts in the last segment of this training curriculum.

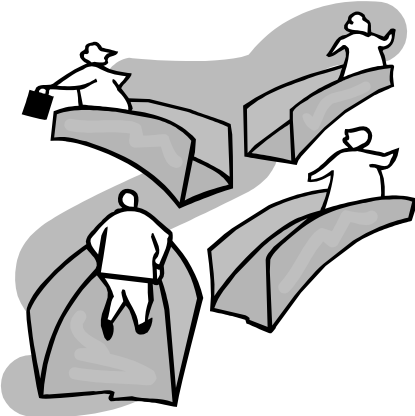
After the Break, we will discuss the need for juvenile justice system/community collaboration in implementing immediate and intermediate sanctions.

MODULE 2: OBJECTIVES



- KNOW LEADERSHIP THEORY
- COMMIT TO SHARED LEADERSHIP
- WORK AS A TEAM OF LEADERS
- IDENTIFY OBSTACLES

LEADERSHIP PRACTICE



- **BARJ**
- **SDM**
- **GS**
- **MULTIPLE DISCIPLINES**
- **CT/COMMUNITY**
- **CULTURAL COMPETENCE**

TEAM CHARACTERISTICS

- **SHARED GOALS**
- **OPEN MINDS**
- **CONSENSUS**
- **SUPPORT GROUP**
- **TENACITY**
- **MANY PERSPECTIVES**
- **INCLUSIVE**
- **CLEAR ON ROLE**



BEHAVIORS TEAMS EMBRACE AND AVOID

- | | |
|------------------------------|---|
| ■ JOINT DECISIONS | ■ FILIBUSTERING |
| ■ RESPECT | ■ PULLING RANK |
| ■ PURPOSEFUL MEETINGS | ■ ANNOUNCING DECISIONS INDEPENDENTLY |
| ■ ACTIVE LISTENING | ■ INTERRUPTING |
| ■ FOLLOW-THRU | ■ LATENESS |
| | ■ IMPATIENCE |

EXERCISE: BEHAVIORS TEAMS AVOID

MODULE 2

Juvenile Sanctions Center Curriculum

Instructions:

You will have 3-5 minutes to form dyads and identify 8-10 behaviors that the Team should avoid if it is to successfully implement the local Graduated Sanctions projects supported by the Juvenile Sanctions Center. One partner will record. Faculty will “roam” to assist, as needed.

After 5 minutes, each dyad will create a brief scenario, demonstrating one of the characteristics you have identified. You will have an additional 3-5 minutes.

Each dyad, or pair will have 1-2 minutes for presentation. Faculty will call for a different theme in each demonstration.

When the demonstrations have been completed, Trainer will debrief the exercise with the full Team, recording themes on chart paper and filling in any blanks.

EXERCISE: BEHAVIORS TEAMS AVOID
(Alternative)
MODULE 2
Juvenile Sanctions Center Curriculum

FACULTY DEMONSTRATION:

Trainer will choose a volunteer from the Team to demonstrate behaviors teams avoid. Each will have a copy of the following scenario. Trainer should involve the volunteer in debriefing the exercise.

SCENARIO

Stage directions: Trainer and volunteer come to front of room together, greeting the group warmly, showing victory signs, bowing to each other and to other Team members.

Trainer: Well, _____, I did it...or rather WE did it!

We got the Superintendent of Public Instruction to buy into this Project!

Volunteer: Actually, I was the one who got us through the door. The Superintendent and I are longtime personal friends. In fact, we went to High School together!

Trainer: (Interrupting) What _____ means is that I was born just across the state line, in _____, so I don't pack the same political clout as you "locals".

Volunteer: Let's get on with the meeting, here! We have a report to give and some decisions to make.

Trainer: (Standing in front of Volunteer and speaking directly to the Team):

Allrighty, then, my colleague here will make his/her report on the meeting with the Superintendent, and I'll let you know what steps I think we should take next.

Volunteer: (Surprised; stepping out from behind Trainer): But I thought YOU were going to prepare the report, and I was going to guide Group discussion! My notes are all about next steps!

Trainer: Well if you and the Superintendent are such good friends, you ought to be able to "wing it"!

Volunteer: (Very frustrated) Okay, everyone, who wants to hear a spontaneous debriefing, and who would like to just move to the fun part of the meeting, which is where _____ tells us what to do next?

Trainer: (Interrupting) I'm afraid we're about out of time for this meeting! Same time and place again next week?

Trainer will invite the Volunteer to join in the debriefing of this Exercise, demonstrating respect, acknowledging good sportsmanship, and tacitly shifting to behaviors teams embrace, rather than avoid.

Trainer will flipchart responses, taken "popcorn" style. Answers should include:

BEHAVIORS TEAMS AVOID

- Upstaging (seizing the "spotlight")
- Competing for leadership role
- Pulling rank
- Functioning as "historian"
- Using sarcasm
- Changing plans
- Coming unprepared
- Failing to clarify each person's role
- Trying to manipulate the group
- Allowing the stronger personalities, or most prominent group member to make

decisions for the Team

- Misusing the Team's time
- Failing to plan for and make progress at every meeting
- Meeting without clear purpose

EXERCISE: BEHAVIORS TEAMS EMBRACE

MODULE 2

Juvenile Sanctions Center Curriculum

Instructions:

You have just reflected on, identified and demonstrated behaviors the Team will avoid as it implements its local Graduated Sanctions projects. The next challenge is to identify, agree on and practice those behaviors that the best teams embrace in order to achieve their goals.

Choose a different partner from your last. If the group is uneven in number, there will be one triad. Take 3-5 minutes to identify the full range of behaviors essential to Team success. One partner will serve as recorder (writing all ideas legibly on chart paper); the other as reporter.

Faculty will “roam” and interject ideas or respond to questions, as needed.

After 5 minutes, Trainer will facilitate full team discussion, recording themes and filling in gaps.

You will have opportunity to practice behaviors teams embrace during the Action Planning segment of this Curriculum.

III. Juvenile Justice System/Community Partnerships

MODULE SUMMARY

PERFORMANCE OBJECTIVES:

At the completion of this Module, Team participants will be able to:

- Identify those elements essential to effective juvenile justice system/community collaboration
- List existing local programs and services that are relevant to project goals
- Demonstrate foundational understanding of and support for collaboration to achieve best project results
- List potential supports for- and obstacles to collaboration, and identify who will address them
- Apply various techniques for collaborating with local community organizations, agencies and individuals
- Be aware of ethical considerations for the juvenile court judge and other leaders in a community collaboration effort.

SUGGESTED TIME:

3 hours

<p>SUMMARY: In order to show demonstrable progress in the implementation of a system of immediate and intermediate sanctions within project timeframes, local teams must not only function effectively together, but also establish on-going collaborative relationships with non-traditional juvenile court partners, including other disciplines, private providers, the faith community, local policy makers, system users and their families, and the public.</p>	<p>SUGGESTED ROOM SET UP: Same as for Modules I and II</p>
<p>SUPPLIES AND EQUIPMENT:</p> <ul style="list-style-type: none"> • Overhead Projector and screen • Computer with LCD projector • Flipcharts (2-7, depending on size of group), markers and tape • Blank transparencies and pens 	<p>PARTICIPANT MATERIALS:</p> <ul style="list-style-type: none"> • Program Planning Manual • All TA Bulletins published to date • Participant Work Books, Writing paper, pens
<p>INSTRUCTIONAL METHODS:</p> <p>Mini-Lecture</p> <p>Participant Exercises</p> <p>Force-Field Analysis</p>	<p>COMFORT DETAILS: Repeat from Module One, emphasizing start and stop times, breaks and group evening meal arrangements (including transportation), if any.</p>
<p>FACULTY PREPARATION: Review chart paper from Modules 1 and 2, and keep posted on wall in the order in which they were generated, for participant reference. Review relevant chapter(s) on community assessment and planning from Program Planning Manual.</p>	<p>REFERENCES: <u>Juvenile Drug Courts: Strategies in Practice</u>, 2002</p>

III. Juvenile Justice System/Community Partnerships

A. Module III Overview And Learning Objectives	Time: 10 minutes
Trainer will reconvene participants following a Break, and begin Module 3 with an overview of session purpose, content and expected results.	
<p>Trainer will show Overhead #1-Module III: “Learning Objectives”, and discuss them with the group, saying:</p> <p>Of all the Curriculum Modules, Module III: Juvenile Justice System/Community Partnership is arguably the most difficult to operationalize, since its success depends on the Team’s future ability to:</p> <ul style="list-style-type: none"> • Cut across traditional interagency boundaries • Remove barriers to sharing information • Influence policy changes in program intake and management (both inside and outside the juvenile justice system) • Promote the redirection and sharing of local resources to assure the availability of a range of immediate and intermediate sanctions • Gain the commitment of others to the graduated sanctions approach • Identify specific programs that should be included in a local system of graduated sanctions at the immediate and intermediate levels • Promote enthusiasm for reducing juvenile justice system costs while protecting community safety • Maintain the juvenile court’s appropriate role as convener and arbiter. 	Overhead #1: Learning Objectives

<p>By the conclusion of this Module, you will review the dynamics of establishing non-traditional partnerships; identify likely partners and methods for approaching them; and be committed to a collaborative approach to graduated sanctioning in your jurisdiction.</p>	
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B. Forming And Sustaining Partnerships	Time: 1 hour, 45 minutes
<p>Introduction: Trainer will introduce the topic, saying:</p> <p>Immediate and intermediate sanctions, by their very nature, call for collaboration among youth-serving agencies and programs that may not share a tradition of cooperation. In your Preliminary Needs Assessment, you began to identify them, and may already have recruited some of them as Team members. If all are present, you are ready to start planning. If not, we will explore additional methods for identifying them and securing their cooperation with the Team as stakeholders/partners, if not members.</p>	10 minutes
<p>“Refining Service Gaps” Trainer will display Overheads #2-Module III: “Immediate Sanctions”, and #3-Module 3: “Intermediate Sanctions”, setting out examples of immediate and intermediate sanctioning programs and interventions, as introduced in Module I.</p>	<p>25-30 minutes</p> <p>Overhead #2: Immediate Sanctions</p> <p>Overhead #3: Intermediate Sanctions</p>
<p>Trainer will say:</p> <p>To prepare for the next Exercise on refining service gaps and identifying potential community partners to address</p>	

<p>them, we will quickly review the types of sanctions or interventions that are applied in model jurisdictions at the immediate and intermediate levels:</p>	
<p><u>Immediate Sanctions</u></p> <ul style="list-style-type: none"> • Intake conference • Referral to community resources • Day reporting • Home detention • Mediation with victims • Community service • Restitution • Diversion • Deferred probation • Citizen panel • “Specialty Court” (drug court, peer court, etc.) 	
<p><u>Intermediate Sanctions</u></p> <ul style="list-style-type: none"> • Probation supervision • Day treatment • Family services • Mentoring • Alternative education • Electronic monitoring • Probation violation sanction • Community placement 	
<p>Trainer will say:</p> <p>Many of these examples can be decided on and administered by the juvenile justice system, acting alone. For purposes of this Module, however, we will focus on those sanctions that require the involvement of other disciplines, agencies or individuals. This is the multi-</p>	

lateral approach referenced in Chapters 2 and 7 of your Program Planning Manual.	
<p>Exercise: Trainer will say:</p> <p>Take 15 minutes in small discussion groups (of 3-4 members) to review the service (and/or process) gaps you have identified, and determine which gaps exist at the immediate or intermediate sanctioning levels. Select a recorder to write them on chart paper. Then identify which agencies, organizations, groups, or individuals need to collaborate with the juvenile justice system to fill the gaps. When you have completed the process, we will compare and combine lists to develop a master list of prospective collaborators.</p>	<p>30 minutes</p>
<p>Trainer will debrief the exercise with the entire team, creating a master list on chart paper.</p>	<p>15 minutes</p> <p>Chart paper</p>
<p>Force-Field Analysis: Trainer will then initiate force field analysis with the full group by asking:</p> <p>Which of these agencies, organizations, or individuals can be expected to be supportive, and which may resist collaborating with the Team (and why)? What are the “driving” and “restraining” forces that can be expected to support or inhibit your progress toward achieving project goals?</p>	<p>20 minutes</p>
<p>Answers may include:</p> <p>Driving Forces >Political or community pressure for system accountability >Breakthroughs in treatment services</p>	

<p>>Favorable economic climate >Availability of TA</p> <p>Restraining Forces</p> <p>>Community/citizen apathy >Legislative lack of support >Closing of services/service providers >Unfavorable economic climate >History of lack of cooperation among key agencies >Lack of staff training/motivation</p>	
<p>Trainer will annotate the master list with asterisks by those entities that may be reluctant to collaborate, and ask:</p> <p>What benefits might each of these reluctant partners derive from becoming part of this juvenile sanctions initiative?</p>	
<p>Answers may include:</p> <ul style="list-style-type: none"> • A position of shared leadership with the juvenile court and the Team • Public approval for program enhancements to accommodate “special needs” offenders • Public, county and state approval for redirecting existing resources and reducing system costs • Public approval for participating in an effort to balance offender risk and needs with community safety and victim restoration. • Shared responsibility for success (and failures) • Improved eligibility/intake policies and procedures • Streamlined interagency communication • Shared goals in working with youth and families • Availability of Training/Technical Assistance • Reduction in local delinquency rates • Increase in training opportunities for staff 	
Assignments For Team Members	20 minutes

<p>Trainer will say:</p> <p>In order to establish these collaborative relationships, and to sustain them over time, it is essential that a lead person be identified to initiate contact, and that that individual be empowered to make commitments on behalf of the Team.</p> <p>Take 20 minutes to determine, with your Team Leader, who will take the lead with which agencies, and when. In order to comply with the time requirements of this initiative, all partnerships need to be in place by February 1, 2003. When you have made your decisions, have your Recorder post the names and dates beside the designated entity on the Master List.</p>	
<p>Trainer will “roam” during this group discussion, responding to questions and interjecting comments, as needed. When the names have been posted, Trainer will quickly review the entire process, to ensure that there are no remaining gaps.</p>	
<p>Caveats Trainer will summarize by saying:</p> <p>Collaborative relationships can only be formed and sustained under certain conditions. Here are some suggestions to support you in this effort.</p>	<p>10 minutes</p>
<p>Trainer will display Overhead #4-Module III: “Caveats” and discuss the following list:</p> <ul style="list-style-type: none"> • Each potential partner must be a key system stakeholder • Each potential partner must be approached and continuously treated with respect • The Team must seek fuller understanding of the partner’s role, policies, methods, and the context for them 	<p>Overhead #4: Caveats</p>

<ul style="list-style-type: none"> • All partners must play a meaningful role in the implementation of a Graduated Sanctions effort • Without undermining the inherent power of the juvenile court, the Team must be prepared to share power and resources to better serve youth, victims and community • All must show flexibility, where existing policy constraints are concerned • All must be included in planning, budgeting and policy decisions that affect, or might potentially affect them • An inclusive system of on-going communication must be established (e-mail, joint memoranda, meeting agendas circulated in advance, regular meetings, meetings with purpose and tight timeframes) • Ground rules, or protocols must be agreed to by all parties, including: <ul style="list-style-type: none"> ○ How the group will proceed if a key partner is absent ○ Under what circumstances an alternate agency representative may be designated ○ Who will host meetings, and where ○ How to resolve disagreement ○ How and when to evaluate your project, and ○ How to publicize and share successes 	
<p>Trainer will refer participants to the “Advisory Task Force” reference in Chapter 6 of the Program Planning Manual for a detailed description of Team characteristics and expectations.</p>	

C. The Juvenile Court Judge in the Community: Ethical Considerations	Time: 20 minutes
<p>Trainer will say:</p> <p>While the following ethical considerations and guidelines are of interest to the juvenile court judge, most are general enough to be applicable to juvenile probation executives,</p>	

administrators and managers, and to leaders in the partner agencies with whom collaboration is essential to the success of the juvenile Graduated Sanctions project.	
<p>Trainer will display Overhead #5-Module III: “Judicial Leadership” and say:</p> <p>Active judicial leadership is essential to establish those juvenile justice system/community partnerships that assure the availability of a sufficiently broad range of programmatic options for delinquent youth at the immediate and intermediate sanctioning levels.</p>	Overhead #5: Judicial Leadership
<p>Trainer will note:</p> <p>As observed in your Program Planning Manual, the judge is uniquely positioned to:</p> <ul style="list-style-type: none"> • Provide sustained leadership • Exert authority • Convene partners • Marshal resources • Align people and organizations • Influence decisions • Motivate others • Produce change • Challenge the status quo • Transform systems, and • Resolve issues 	
Such judicial leadership must be provided within the parameters of the state’s Canons of Judicial Ethics.	
Such judicial leadership must be provided within the parameters of the state’s Canons of Judicial Ethics.	

<ul style="list-style-type: none"> • Activities must not interfere with the performance of adjudicative responsibilities, and • Activities must not cast doubt on judicial impartiality in deciding cases • Activities must not cast doubt on judicial impartiality with respect to race, gender, religion, national origin, disability or age 	
<p>Such guidelines can be readily applied to probation officers and court officials, who are also held to a higher ethical standard than most members of the community. With respect to administrators:</p> <ul style="list-style-type: none"> • Activities must not interfere with the performance of their administrative responsibilities, and • (In the case of probation officers) Activities must not cast doubt on their impartiality/objectivity in making recommendations to the court for case disposition or referral • Activities must not cast doubt on administrative impartiality with respect to race, gender, religion, national origin, disability or age 	
<p>Trainer will continue:</p> <p>While these guidelines are general, they are directly applicable in this demonstration project, in which project goals specifically include the expansion of community resources and the reduction of detention costs through improved access to community programs for “special needs” offenders.</p>	
<p>Trainer will refer participants to Handout #1-Module 3: “Role of the Juvenile Court Judge as Team Leader in a Community Collaboration Project: Ethical Considerations” (in Participant Notebooks).</p>	<p>Handout #1</p>

<p>Trainer will conclude:</p> <p>Throughout this project, the juvenile court judge, as Team Leader, will maintain the court's traditional role as arbiter in formal cases, and as convener of all project participants.</p>	
<p>D. "Selling" Graduated Sanctions To The Community And To Collaborating Agencies (Optional Segment, if time permits)</p>	<p>Time: 45 minutes</p>
<p>Trainer will say:</p> <p>As noted in your Program Planning Manual, the notion of graduated sanctions has considerable appeal to policy makers, practitioners and the general public. It emphasizes the need to hold juvenile offenders accountable...and promotes the use of progressive sanctions for repeat offenders. At the same time, however, it recognizes the need to couple sanctions with a range of services and treatment interventions to address [the youth's] underlying problems to help prevent his/her return to [or immersion in] the system. While the model recognizes that some youth will require placement in secure institutions, it stresses that the vast majority of juveniles can be safely handled in community-based settings if an appropriate range of immediate and intermediate sanctions are made available.</p>	
<p>Exercise: Trainer will ask participants to plan a brief press release, or an opening statement to a prospective collaborator. Trainer will give Team members 2 minutes to write down as many "selling points" for the Graduated Sanctions program as they can.</p>	

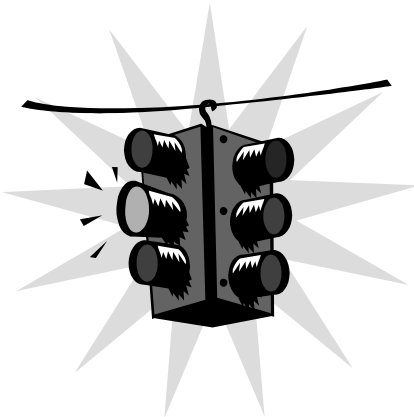
Trainer will debrief the Exercise by calling for ideas “popcorn style”, without repetition, and will list responses on chart paper.	Chart paper
<p>Trainer will then show Overhead #6-Module III: “Selling Graduated Sanctions” and summarize by saying:</p> <p>Graduated sanctions are appealing both to the juvenile justice system, to its community-based partners, to policy makers, and the public because they are:</p> <ul style="list-style-type: none"> • Fair • Balanced • Logical • Relatively Cheap (compared with detention, incarceration, secure residential treatment, or commitment to a state training school) • Provide offender and system accountability • Stress youth competency development • Account for victim reparation • Preserve and strengthen the family structure wherever possible • Enhance services to offenders and victims • Reduce juvenile crime rates • Build on strengths and capabilities of youthful offenders • Bring youth-serving disciplines, agencies and individuals together • Reduce the costs of secure confinement • Better address “special needs” offenders, and • Reduce inappropriate incarceration, detention and commitment 	Overhead #6: Selling Graduated Sanctions
Lastly, Trainer will highlight the day’s activities, and conclude day one of the training by assigning participants to read Chapters 5-8 in their Program Planning Manuals, with emphasis on planning a system of graduated sanctions at the immediate and intermediate sanctioning levels.	

MODULE 3: LEARNING OBJECTIVES

- **IDENTIFY LOCAL PROGRAMS**
- **PREPARE TO COLLABORATE**
- **LIST OBSTACLES**
- **LIST SUPPORTS**
- **WORK WITHIN CANONS OF ETHICS**

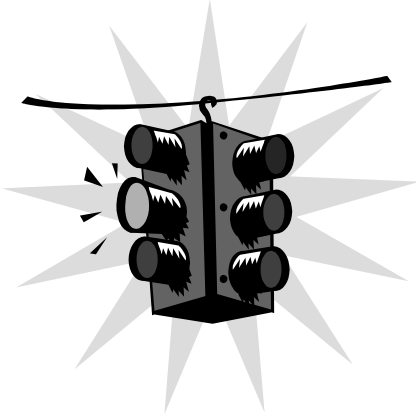


IMMEDIATE SANCTIONS



- **INTAKE CONF.**
- **COMMUNITY REFERRAL**
- **DAY REPORTING**
- **HOME DETENTION**
- **COMMUNITY SERVICE**
- **RESTITUTION**
- **DIVERSION**
- **CITIZEN PANEL**
- **SPECIALTY COURT**

INTERMEDIATE SANCTIONS



- PROBATION
- DAY TREATMENT
- WRAPAROUND
FAMILY SERVICES
- MENTORING
- ALT. ED.
- ELECTRONIC
MONITORING
- COMMUNITY
PLACEMENT

CAVEATS

- PARTNERS=STAKEHOLDERS
- PARTNERS REQUIRE RESPECT
- UNDERSTAND PARTNERS' ROLES,
POLICIES, METHODS
- SHARE POWER
- INCLUDE PARTNERS IN DECISIONS THAT
AFFECT THEM
- ESTAB. ON-GOING COMMUNICATION
- AGREE TO PROTOCOLS WITH PARTNERS

JUDICIAL LEADERSHIP



- SUSTAINED
- POWER TO CONVENE
- CAN INFLUENCE PEOPLE, ORGS., RESOURCES
- CAN MOTIVATE
- DELEGATE
- PRODUCE CHANGE
- TRANSFORM SYSTEMS
- RESOLVE ISSUES

SELLING GRADUATED SANCTIONS

- APPEALING
- FAIR
- BALANCED
- LOGICAL
- AFFORDABLE
- IMPACT CRIME
- REDUCE DETENTION
- REDUCE COSTS
- ADDRESS SPECIAL NEEDS OFFENDERS
- STRENGTHEN FAMILY



IV. SPECIAL NEEDS OFFENDERS

MODULE SUMMARY

PERFORMANCE OBJECTIVES:

At the completion of this Module, Team participants will be able to:

- Identify the special needs populations central to this initiative
- Determine why many traditional approaches have been ineffective
- Consider promising strategies that are feasible in the context of the Team's local project direction(s)

SUGGESTED TIME:

2 hours

SUMMARY:

In order to formulate a meaningful action plan for juvenile graduated sanctions at the immediate and intermediate levels, it is critical to examine the special needs of those populations traditionally unserved, underserved, or inappropriately served by existing programs. While in the broadest sense, "special needs populations" include disproportionately incarcerated minority youth, female offenders, youth with mental health and learning problems, sexual offenders, violent and drug abusing youth, we will focus on the first four groups for purposes of this initiative. In this Module we will identify the "special needs" of each sub-population, and the resources needed in a graduated sanctions continuum to address them. The Program Planning Manual Chapter on "Special Needs Offenders" contains extensive reference material on drug abusing youth, as well.

SUGGESTED ROOM SET UP:

Same as for Modules I-III

SUPPLIES & EQUIPMENT: <ul style="list-style-type: none"> • Overhead projector and screen • Computer with LCD projector • Flipcharts, markers and tape • Blank transparencies and pens 	PARTICIPANT MATERIALS: <ul style="list-style-type: none"> • Note paper • Program Planning Manual • Participant Work Books
INSTRUCTIONAL METHODS: Mini-Lecture Interactive Group Discussion	COMFORT DETAILS: Since this is not a “stand-alone” Module, but an integral part of the preparation for Action Planning, the comfort details are the same as those for the entire day. Details should be provided at the beginning of the day; repeated at each break, and updated at the end of the day.
FACULTY PREPARATION: Review the Program Planning Manual chapter on Special Needs Offenders. Review the Team’s “Visioning Exercise” (completed in preparation for this training), and determine the extent to which the needs of identified sub-populations are considered in the Demonstration Site’s Vision, Mission and Goals.	REFERENCES: Program Planning Manual

IV. Special Needs Offenders

A. Module IV Overview And Learning Objectives	Time: 15 minutes
<p>Trainer will begin Module IV by displaying Overhead #1-Module IV: “Learning Objectives”, saying:</p> <p>By the conclusion of Module IV, you will be able to:</p> <ul style="list-style-type: none"> • Identify the special needs populations central to this Graduated Sanctions initiative • Determine why many traditional approaches have been ineffective with these groups • Consider, and be prepared to adopt promising strategies that are feasible in the context of the Team’s local project direction. 	Overhead #1: Learning Objectives
<p>Next, Trainer will display Overhead #2-Module IV: “Special Needs Populations”, and discuss why they are targeted in this immediate and intermediate graduated sanctions initiative, saying:</p> <p>“Special needs” offenders present unique challenges to the juvenile justice system in terms of diagnosis and appropriate response. Absent diagnosis, they merge into the general offender population and receive undifferentiated treatment. Their behaviors may be misinterpreted, causing unnecessary and inappropriate escalation of system responses. In many cases, special needs offenders are simply invisible, and the sanctions and treatments provided are “off the mark” and ineffective in curbing delinquent behavior and promoting pro-social development.</p>	Overhead #2: Special Needs Populations

<p>Trainer will then ask Team members to rank in order the four special needs populations identified, using the criterion of currently unmet needs, allowing 1-2 minutes for each participant to complete his/her list. Trainer will then facilitate discussion, guiding the group to consensus on current system deficits, and requesting that these deficits be addressed in the Team's local Action Plan.</p>	
<p>Trainer will introduce the mini-lecture segment of this Module by saying:</p> <p>Your Program Planning Manual chapter on Special Needs Offenders provides a wealth of research data and references on female delinquents, disproportionately incarcerated minority youth, and youth with mental health and/or learning problems. Frequently the most perplexing cases in your system present more than one “special need”, requiring the input, and the resources of the entire Team to address the issues in a graduated sanctions context.</p>	
<p>We will begin by considering the female offender population: how we have dealt with females in the past; and what new avenues might be feasible to try in your jurisdiction.</p>	

B. Female Offenders	Time: 30 minutes
<p>Trainer will display Overheads #3 and #4-Module IV: “Female Offenders”, saying:</p> <p>Over the last decade, while juvenile arrests for violent offenses declined overall, violent crime arrests for <i>females</i></p>	<p>Overheads #3 & #4: Female Offenders</p>

grew by 28%. Today females account for over a quarter of all juvenile arrests, and are entering the juvenile justice system at a younger age. Two theories may help us understand the phenomenon of a rising offense rate, increasing offense severity, and lack of effective system response:	
<ol style="list-style-type: none"> 1. “Bootstrapping”: This theory suggests that offenses previously classified as status offenses (which disproportionately involve females) are being redefined as delinquent acts; producing the effect that more females are detained for less serious offenses. 2. Intersectionality: This theory suggests that females’ needs are so complex as to produce a kind of “multiple marginality”, (often including language and cultural barriers) especially for young women of color. 	
<p>Trainer will ask the group to briefly discuss adolescent female development, “pathways to delinquency”, and gaps in service in the local community, asking:</p> <p>Why has our juvenile justice system experienced such difficulty in understanding and responding to the unique needs of female offenders?</p>	
<p>Trainer will take responses “popcorn” style, capturing themes on chart paper. Answers should cite those risk factors that have the greatest impact on female delinquency, including:</p> <ul style="list-style-type: none"> • Higher rates of victimization: sexual, physical, psychological • More serious problems with self-image, sexual attitudes, family relationships, vocational and educational goals and mastering their environment. • Higher rates of depression than their male counterparts • More likely to attempt suicide and self-mutilation in 	Chart paper

<p>secure custodial environments.</p> <ul style="list-style-type: none"> • Lacking in protective and nurturing family resources (family unit may be fragmented by poverty, death, violence, and intergenerational incarceration) • Poor academic performance and truancy • Exceptionally high rates of substance abuse, low self-esteem and negative body image • High pregnancy rate (or are already parents) • Increasing gang membership • Previously unreported chronic health issues, such as sexually transmitted diseases (STD's) 	
<p>Trainer will ask:</p> <p>What works for female offenders in this community? What promising programs are designed to meet young women's special needs? And what gaps in service persist here?</p>	
<p>Again, Trainer will take responses "popcorn" style, noting "Programs" on one flip chart, and "Gaps" on another.</p>	<p>Chart paper</p>
<p>Finally, Trainer will ask the Team to make note of the most effective programmatic approaches for female offenders, for future reference during the Action Planning session. After one or 2 minutes, Trainer will record responses. Answers should include:</p> <ul style="list-style-type: none"> • Comprehensive assessment of needs, risk and "protective", or "resiliency" factors (strengths) • Positive female role models for assertiveness and strength • Development of appropriate and effective relationship skills (especially with adults) • Opportunities for decision-making to enhance self-esteem and competence • Promotion of educational achievement and career aspirations with a positive future focus 	<p>Chart paper</p>

<ul style="list-style-type: none"> • Prevention programs that promote health and resiliency • Early intervention programs that provide educational and vocational training, family based intervention and diversion to community-based programs • Treatment programs to stop the progression of problem behaviors. Use of smaller, community-based facilities is most successful. • Opportunities for females to learn positive relationship skills • Substance abuse treatment • Mental health treatment that does not re-traumatize victims, but teaches coping strategies 	
Trainer will display Overhead #5-Module IV: “Programs for Females”, noting which responses were identified by the group, and which should be noted as additional responses.	Overhead #5: Programs for Females
<p>Trainer will add:</p> <p>The National Mental Health Association (1999) recommends structuring services for female offenders to accommodate their unique needs for:</p> <ul style="list-style-type: none"> a) health care b) education c) mental health treatment d) mutual support e) mentoring f) prenatal care g) parenting skills h) substance abuse prevention/treatment i) job training j) family support/strengthening services (including those involving boyfriends/relationship partners and children) 	
Trainer will conclude the segment on female offenders by returning to the notion of “intersectionality”, saying:	

<p>All programs must be designed, or re-designed to accommodate, appreciate and support the needs of a culturally diverse population. As with other “special needs” offenders, there is disproportionate representation of African American females in most juvenile justice systems, and their representation increases with each increased level of custody. For this reason, immediate and intermediate sanctions must be particularly responsive to cultural issues, to prevent inappropriate escalation and deepening system involvement.</p>	
<p>Trainer will transition to the next sub-population of special needs offenders by saying:</p> <p>Both male and female offenders experience almost all of the special needs we will discuss today. The issue is more one of degree, related to gender, race and ethnicity (e.g., both male and female offenders follow the pathway of victimization to delinquency, but females do so at a greater rate; both Caucasian adolescents and children of Color are detained and incarcerated, but minority youth are placed in secure confinement at a greater rate).</p>	
<p>Next we will consider commonly occurring mental health issues in delinquent offenders, and how best to initiate or modify existing programs to better respond to their needs.</p>	

C. Mental Health And Learning Problems	Time: 45 minutes
<p>Trainer will display Overhead #6-Module IV: “Mental Health Issues”, saying:</p> <p>Prevalence studies by the National Mental Health Association suggest that as many as 70% of youth in the</p>	<p>Overhead #6: Mental Health Issues</p>

<p>juvenile justice system have mental health disorders and other disabilities. A 1994 study of public and private juvenile facilities revealed that 73% reported mental health problems during screening (intake). Prevalence estimates vary widely, however, since studies have been conducted in different settings, using disparate methods and assessment techniques.</p> <p>Many youth have two or more mental health disorders occurring simultaneously. This phenomenon, coupled with similar symptoms between disorders makes assessment and treatment challenging.</p>	
<p>Trainer will continue:</p> <p>Delinquent youth display the following mental health disorders at significantly higher rates than youth in the general population:</p> <ul style="list-style-type: none"> a) Disruptive Behavior Disorders (Conduct Disorder, Oppositional Defiant Disorder) b) ADHD c) Mood Disorders (Depressive Disorder, and Bipolar Disorder/ Manic Depression) d) Schizophrenia and other psychotic disorders e) Anxiety Disorders (Post Traumatic Stress Disorder), or f) Traumatic Brain Injury g) Borderline Disorder 	
<p>As with female offenders, if youth with mental health problems are untreated, recent research shows an increased risk of substance abuse.¹</p>	

¹ Biederman, Wilens, Mick, Spencer & Faraone, 1999.

<p>Trainer will display Overhead #7-Module IV: “Responses to Mental Health Issues”, summarizing treatment issues confronting the juvenile justice system as follows:</p> <ul style="list-style-type: none"> • Screening and Assessment (Accurate Diagnosis) • Early Intervention (First Opportunity, with Prevention Focus) • Family Involvement (Information Resource, Contributing Factors Identified, Total Family Treatment- including during out-of-home placement) • Professional Training and Education (On how mental health disorders affect behavior and functional abilities; what the various disorders and their symptoms are; what placements, supervision and treatment are appropriate; and how to coordinate efforts among related systems- juvenile justice, mental health, health, social services) • System Collaboration (resolving confidentiality and other issues relating to exclusivity) 	<p>Overhead #7: Responses to Mental Health Issues</p>
<p>Trainer will cite “promising programs” identified in the Program Planning Manual.²</p>	
<p>Trainer will display Overhead #8-Module IV: “Learning Problems” introducing learning disorders into the discussion by saying:</p> <p>Many youthful offenders also exhibit learning disorders when tested. Individually administered, standardized testing in reading, mathematics or written expression may show achievement substantially below that expected for age, schooling and level of intelligence.</p> <p>Specific Learning Disorders identified in the DSM IV include Reading Disorder and Disorder of Written</p>	<p>Overhead #8: Learning Problems</p>

² Santa Clara County CITA (Court for the Individualized Treatment of Adolescents): Davilla, Arredondo; and “Wraparound Milwaukee” (an HMO for intermediate offenders with prior mental health histories and formal court orders for referral to the program). A public managed care entity with a blended funding stream.

<p>Expression. About one in four youth with mental health diagnoses also have learning problems. Communication Disorders affecting speech production and language may also co-occur with any mental health disorder, and call for speech and language therapy and other educational interventions, including building on youths' social interactive skills.</p>	
<p>Observable characteristics include:</p> <ul style="list-style-type: none"> • Difficulty interpreting spoken instructions, resulting in inappropriate responses to teachers and other authority figures • Difficulty writing clearly (problems with handwriting, spelling, sentence structure) • Difficulty understanding social cues (appearing discourteous or headstrong) • Inability to understand or use math concepts • Poor impulse control and higher levels of risk-taking behavior • Repeated poor choices in peer relationships (inability to learn from experience) • Lack of commitment to school (unacceptable behavior, truancy, dropout) • Concurrent behavior problems that interfere with accurate educational diagnosis 	
<p>Trainer will ask the Team to write down at least 5 reasons that youth with mental health and/or learning problems are more likely to enter the juvenile justice system than other adolescents. After 2-3 minutes, Trainer will call for responses, "popcorn style"; recording them on chart paper and filling in any gaps. Answers should include:</p> <ul style="list-style-type: none"> • Poor decision making skills • Poor social judgments • Weak avoidance techniques (more likely to get caught) • Social skill deficits (resulting in harsher treatment) 	<p>Chart paper</p>

<ul style="list-style-type: none"> • Learning difficulties (failure to learn from experience) • Multiple concurrent disabilities (LD and AD/HD) • Authority figures react negatively to LD behaviors • LD youth more likely to engage in delinquent acts • LD youth more likely to drop out, disengage from school 	
<p>Trainer will comment:</p> <p>According to the Youth Law Center (2000), youth with learning problems are 200% more likely to be arrested and 220% more likely to be adjudicated than their non-disabled counterparts committing the same types of offenses. One study determined that over 98% of juvenile offenders entering adult correctional facilities were high school drop-outs.³</p>	
<p>Trainer will display Overhead #9-Module IV: “Responses to Learning Problems”, saying:</p> <p>Youth with documented learning disabilities are entitled under the federal Individuals with Disabilities Act (IDEA) to special education and related services wherever they attend school (public school, alternative learning center, detention center, treatment center, group home, camp, juvenile or adult correctional program). Special education is offered at no cost to the youth’s family, and includes:</p> <ul style="list-style-type: none"> • Individualized academic instruction • Tutoring • Tailored educational accommodations • Anger management, conflict resolution and social skills training • Work readiness skills or work experience • Independent living skills training • Other supportive services, including: 	<p>Overhead #9: Responses to Learning Problems</p>

³ Ingersoll and LeBoef, 1997.

<ul style="list-style-type: none"> 1) Transportation 2) Psychological services 3) Physical and occupational therapy 4) Counseling services 5) Medical services for diagnostic and evaluation purposes 6) Social work services 7) Parent counseling and training 	
<p>It is imperative that we do a better job of identifying and appropriately treating learning disabled adolescents, and preventing drop-out. Failure to do so compromises the success of any rehabilitative interventions. A close working partnership among mental health, health, social services, education and the juvenile justice system is both necessary to and highly supportive of that end.</p>	
<p>If gaps in service have been identified in your jurisdiction, and are to be addressed in your local Action Plan, you will need to consider process issues as well as program deficits. In terms of process, you will need to determine what will facilitate information flow, break down unnecessary barriers to collaborative case planning, and convergence of fiscal resources. In terms of programs, you will need to determine what is missing, and what existing services are ineffective in order to restructure your current service delivery system. Technical assistance will be made available through the Juvenile Sanctions Center to assist you during the implementation phase of the Graduated Sanctions Initiative.⁴</p>	

⁴ For program responses, see CITA and Wraparound Milwaukee, *supra*.

D. Overrepresentation Of Minority Youth	Time: 25 minutes
<p>Trainer will display Overhead #10-Module 4: “Minority Overrepresentation”, saying:</p> <p>1997 NCJJ data shows that Minority youth, both male and female, continue to be over represented at every stage of the juvenile justice process, and disproportionately confined at all relevant decision points, from arrest to institutional commitment.</p>	<p>Overhead #10: Minority Overrepresentation</p>
<p>Trainer will note the differences between MOR and DMC, as follows:</p> <p>MOR: Minority Overrepresentation: A larger proportion of a particular group is present at various stages in the juvenile justice system than their proportion in the general population. Stages in the juvenile justice system include: intake, detention, adjudication and disposition.</p> <p>DMC: Disproportionate Minority Confinement: The proportion of minority juveniles securely confined exceeds the proportion such groups represent in the general population. Secure confinement includes: incarceration in secure detention facilities, secure correctional facilities, jails and prisons.⁵</p>	
<p>While we are focused on the immediate and intermediate sanctioning levels for purposes of this project, it is noteworthy that juveniles of color are disparately arrested, incarcerated and transferred to adult criminal court for prosecution.</p>	

⁵ Michael Lindsay: “Minority Overrepresentation”, 2002.

<p>While African American youth between 10 and 17 constitute approximately 15% of the overall population, they account for 26% of juvenile arrests, 32% of court referrals, 41% of detainees, 46% of commitments to secure institutions, and 52% of juveniles transferred to adult court.</p>	
<p>Trainer will refer to the possible precipitators of MOR as follows:</p> <ul style="list-style-type: none"> • Unmet needs for parental supervision • Community/family attitudes toward crime • Negative peer associations (drugs, gangs) • Increasing disengagement from school • Complex array of unmet economic, social service, health and mental health needs • Fewer minority youth arrested are diverted • Higher minority detention rate, pending formal juvenile court hearings • “Processing decisions that are not racially neutral.”⁶ • A larger proportion of minority youth in public, rather than private facilities • Commitment to locked institutions most pronounced for minority youth involved in drug offenses • Undocumented overrepresentation (Latino and/or Hispanic youth inappropriately categorized as “White” or “Black”, since intake forms fail to differentiate between ethnicity and race) 	
<p>Trainer will display Overhead #11-Module IV: “Responses to MOR”, saying:</p> <p>The National Mental Health Association, acknowledging that minority youth also tend to be underserved prior to</p>	<p>Overhead #11: Responses to MOR</p>

⁶ Youth Law Center: Building Blocks for Youth, Washington, DC, and Poe-Yamagata & Jones: “And Justice for Some”, 2000.

<p>entry into the juvenile justice system, cite these special considerations to help us address their needs:</p> <ul style="list-style-type: none"> • Increased access to early intervention • Increased integration of service systems (mental health, juvenile justice, education, child welfare) • Early diagnosis and diversion into treatment systems • Programs emphasizing family and kinship networks • Attention to external factors that affect adolescent functioning (economic status, education, health care, housing, ecological factors) • Cultural competence in service delivery (assessment instruments, training of professionals, focus on strengths and protective factors in the family and extended family). 	
<p>Trainer will add:</p> <p>Lindsay and others also advocate a thoughtful system-based review of policies, practices, guidelines and supervisory systems to identify factors that dictate the kinds of information currently collected, and the ways it is interpreted in:</p> <ul style="list-style-type: none"> • Seeking community-based services • Monitoring and interpreting the behavior of supervisees • Applying graduated sanctions (especially to “non-compliant” youth) • Preparing pre-sentence reports (dispositional reports and recommendations), and • Initiating probation violation proceedings (for both technical and crime-related incidents) 	

<p>Trainer will cite “promising practices”, as follows:</p> <ul style="list-style-type: none"> • Enforcement of legal mandates for equal treatment, holding law enforcement, systems officials and service providers accountable • Staff training in effective communications with minority youth to better identify and address their needs • Improved (legislatively mandated) MIS (distinguishing ethnicity from race and uniformly monitoring decision points and outcomes to ensure fair and equal treatment for minority youth) • Adopting a joint strategic planning approach to reduce disproportionality⁷ 	
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E. Summary	Time: 5 minutes
<p>Trainer will say:</p> <p>The juvenile justice system’s long-standing difficulties in assessing the special needs of these four youthful offender populations have resulted in the “over-handling” of cases (in terms of severity of sanctions), inappropriate placements, and inadequate treatment (or absence of treatment altogether).</p> <p>Congressional concern is sufficiently heightened as to call for mental health assessments in all delinquency matters, commencing with the Reauthorization of OJJDP and JAIBG, in 2002.</p> <p>No system of Graduated Sanctions can succeed without multi-agency involvement in improved assessment,</p>	

⁷ Lindsay refers to W. Haywood Burns Institute for Juvenile Justice Fairness and Equity (BI), San Francisco, CA, Seattle, WA, Santa Clara, CA, Kansas City, MO, Phoenix, AZ.

<p>diagnosis, and a “wrap-around” approach to service delivery.</p>	
<p>Trainer will refer the Team to Chapter 4 of the Program Planning Manual: Issues and Programs for Special Needs Populations, noting additional materials on drug abuse and special needs offenders, concluding:</p> <p>Special needs offenders present complex, multiple, overlapping issues that defy unilateral, system-based responses. Although each population presents unique challenges, suggested system responses are strikingly similar: improved problem identification and needs assessment; broader program availability at the community level; multidisciplinary planning and training; and the establishment and utilization of uniform data collection that monitors decision points and intervention results. Promising programs abandon traditional boundaries to the sharing of information and resources, and provide a complete “wrap-around” service delivery system to the youth and family.</p>	<p>Program Planning Manual</p>

MODULE 4: LEARNING OBJECTIVES



- **HIGHLIGHT 4 SPECIAL NEEDS POPULATIONS**
- **IDENTIFY ISSUES**
- **SUGGEST APPROPRIATE RESPONSES**

4 SPECIAL NEEDS POPULATIONS

- **FEMALES**
- **YOUTH WITH MENTAL HEALTH PROBLEMS**
- **YOUTH WITH LEARNING PROBLEMS**
- **M.O.R. YOUTH**



FEMALE OFFENDERS



- **GROWING VIOLENT CRIME ARRESTS**
- **ESCALATION OF FORMER STATUS OFFENDERS**
- **RUNNING FROM, NOT TO**
- **MULTIPLE MARGINALITY**
- **HIGHER VICTIMIZATION**
- **HIGHER DEPRESSION**

FEMALE OFFENDERS (2)



- **HIGH SUBSTANCE ABUSE**
- **LOW SELF ESTEEM**
- **HIGH TRUANCY**
- **HIGH PREGNANCY RATE**
- **CHRONIC HEALTH ISSUES (STD'S)**
- **GANG MEMBERSHIP**

PROGRAMS FOR FEMALES

- COMPREHENSIVE ASSESSMENT OF RISK & PROTECTIVE FACTORS
- FEMALE ROLE MODELS
- RELATIONSHIP SKILLS
- DECISION-MAKING
- HEALTH PROMOTION
- COMPETENCE-BUILDING
- EDUCATION & CAREER FOCUS
- PREVENTION
- EARLY INTERVENTION
- COPING STRATEGIES

MENTAL HEALTH ISSUES

CONDUCT DISORDER	SCHIZOPHRENIA (& PSYCHOTIC DISORDERS)
OPPOSITIONAL DEFIANT DISORDER	PTSD
ADHD	OTHER ANXIETY DISORDERS
DEPRESSIVE DISORDER	TRAUMATIC BRAIN INJURY
BIPOLAR DISORDER(MANIC DEPRESSION)	

RESPONSES TO MH ISSUES

- **ACCURATE SCREENING**
- **ACCURATE ASSESSMENT**
- **EARLY INTERVENTION**
- **FAMILY INVOLVEMENT**
- **PROFESSIONAL TRAINING & ED.**
- **SYSTEM COLLABORATION**
- **PROGS TARGETING SPECIFIC SYMPTOMS:**
(SLEEPLESSNESS, ANGRY/AGGRESSIVE MOODS, WORRY, PANIC, FATIGUE, LOW SELF ESTEEM, TENDENCY TO SELF MEDICATE W/ DRUGS)

LEARNING PROBLEMS

- **DIFFICULTY W/ ORAL INSTRUCTIONS**
- **DIFFICULTY WRITING**
- **MARGINAL LITERACY**
- **POOR SOCIAL SKILLS**
- **LACK OF COMPREHENSION OF MATH CONCEPTS**
- **POOR IMPULSE CONTROL**
- **HIGHER RISK-TAKING BEHAVIOR**
- **POOR PEER CHOICES**
- **LACK OF COMMITMENT TO SCHOOL**

RESPONSES TO LEARNING PROBLEMS

- Individualized instruction (I.E.P.)
- Tutoring
- Tailored educational accommodations
- Anger management
- Conflict resolution
- Social skills training
- Work readiness skills
- Independent Living Skills Training
- Transportation
- Psychological svcs
- Counseling svcs
- Medical svcs (diagnostic & eval)
- Social work svcs
- Parent Counseling & Training

MINORITY OVER-REP

- AGES 10-17=15% OF OVERALL POPULATION
- 26% OF JUVENILE ARRESTS
- 32% OF COURT REFERRALS
- 41% OF DETAINEES
- 46% COMMITMENTS TO INSTITUTIONS
- 52% OF TRANSFERS TO ADULT CRIMINAL COURT

RESPONSES TO MOR



- EARLIER DIAGNOSIS
- INTEGRATION OF SERVICE SYSTEMS
- EARLIER INTERVENTION
- DIVERSION INTO TREATMENT SYSTEMS
- CULTURAL COMPETENCE IN SVC. DELIVERY
- ATTENTION TO EXTERNAL FACTORS (POVERTY, HEALTH CARE, HOUSING, ED)

V. Planning For Systems Change

MODULE SUMMARY

PERFORMANCE OBJECTIVES:

At the conclusion of this Module, participants will:

- Be conversant with the relevant Program Planning Manual chapters that support this portion of the Curriculum
- Be able to articulate the principal steps required to plan for systems change
- Identify preferred practices gleaned from selected program models
- Support the use of structured decision-making and information management
- Acknowledge the importance of program evaluation

SUGGESTED TIME:

6 hours
25 minutes

SUMMARY:

This session is designed to prepare the Team for a practicum in local action planning. It assumes that certain planning steps have already been taken: abroad vision statement developed; project leadership and collaborating partners identified; and a community needs assessment in process, or completed. This Module is ultimately a practicum for the articulation of Mission, Goals and Objectives. It begins by describing the key processes required for a model graduated sanctions program, including: structured decision-making (SDM) and management information systems (MIS).

SUGGESTED ROOM SET UP:

Either half rounds or a “u” shaped table configuration will work. Trainer’s table at front of room to organize materials. Table at back of room for reference materials. Water and glasses for faculty and participants.

<p>SUPPLIES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Overhead projector and transparencies, with markers • Computer with LCD projector and screen • 5 Easels with chart paper and pens in various colors • Copy of Program Planning Manual, copy of OJJDP Community Planning Manual for reference • Note pads or other writing material for participants (pens) 	<p>PARTICIPANT MATERIALS:</p> <p>Local Annual Plan documents</p> <p>Local “Visioning ”Exercise</p> <p>Local Supplemental Questionnaire</p> <p>Program Planning Manual</p>
<p>INSTRUCTIONAL METHODS:</p> <p>Mini-Lecture</p> <p>Practicum</p> <p>Brainstorming</p>	<p>COMFORT DETAILS:</p> <p>Remind participants of Break and refreshment schedule, meal arrangements, and time this session will conclude. If the evening is to be spent completing homework, it should be noted at the beginning of the day, and the session should be concluded promptly.</p>
<p>REFERENCES:</p> <p>All documents noted in Participant Materials</p>	

V. Planning for Systems Change

A. Module V Objectives	Time: 5 minutes
<p>Trainer will show Overhead #1-Module V: “Objectives”, outlining the session purpose and approach, saying:</p> <p>This planning Module is directly linked to your Program Planning Manual, Chapter 5, and is designed to provide you the tools to prepare your local Action Plan tomorrow. By the end of this session you will:</p> <ul style="list-style-type: none"> • Be familiar with key chapters of your Program Planning Manual • Be able to use the recommended planning approach in developing your own action plan • Be ready to select program processes and elements from preferred program models • Be prepared to produce a plan for your jurisdiction 	<p>Overhead #1: Objectives</p>
<p>Trainer will note:</p> <p>You have already laid much of the groundwork for planning. Core Team members prepared a Preliminary Needs Assessment when you participated in the Regional Training Workshop. Additionally, you completed a supplemental questionnaire, and either participated in, or are conversant with the outcome of the Pre-Selection Site Visit, which validated your local needs and intentions. Finally, your Team was asked to reconvene after the Site Visit to complete the “Visioning Exercise” to confirm both your vision of the future and your mission in achieving it.</p>	

<p>Trainer will continue:</p> <p>Additionally, if you participated in Modules I - III of this Curriculum, you have explored your roles as Team Leader and Team members, and have completed a force field analysis of potential driving and restraining forces that can affect project implementation. If not, we will devote the first hour of the planning process to completing those critical steps.</p>	
<p>Trainer will conclude:</p> <p>There are a number of Guiding Principles for action planning articulated in your Program Planning Manual. They include requirements for:</p> <ul style="list-style-type: none"> • Vision (of an improved way of doing things) • Leadership (Sustained, committed and able to mobilize others: for purposes of this project, <i>shared</i> leadership is recommended) • Starting point (Understanding of where you are now) • Mission (How you expect to get to the Vision) • Plan (Blueprint for action, including Goals and measurable Objectives) • Performance indicators (to assess progress and evaluate results) 	
<p>Our starting point in this session will be to explore two key elements of the Graduated Sanctions <i>process</i> model, examining the preferred approaches to structured decision-making and management information systems.</p> <p>Trainer note: If SDM and an adequate MIS already in place, and are not needs identified and validated in the Demonstration Site selection process, this portion of Module 5 may be summarized.</p>	

<p>We will then review the necessary steps for action planning, beginning with a review of your Vision and Mission, your Goals and Objectives, and the specific Activities you will undertake to achieve them.</p>	
<p>B. Structured Decision Making (SDM)</p>	<p>Time: 2 hours</p>
<p>Trainer will display Overhead #2-Module V: “Structured Decision-Making”, saying:</p> <p>As noted both in your Program Planning Manual and in TA Bulletin #3, structured decision-making is designed to:</p> <ul style="list-style-type: none"> • Introduce greater consistency and equity to the [case] assessment and decision making process • Focus [fiscal and program] resources on high risk/high need offenders • Ensure that decisions are based on concerns for public safety, in balance with offender needs for treatment interventions; and • Provide a mechanism for linking the right youth to the right programs (appropriate to offense, risk and need characteristics). 	<p>Overhead #2: Structured Decision-Making</p>
<p>Implementation/Process Considerations</p> <p>Trainer will continue:</p> <p>There are a number of implementation issues that must be resolved by any Team considering applying one or all of the model SDM assessment tools. The most critical are:</p>	
<ul style="list-style-type: none"> • The SDM process must be viewed as something more than a set of classification forms that staff are required to complete. 	

<ul style="list-style-type: none"> • The process assumes that SDM will affect allocation of agency resources, as well as the process by which case decisions are reached. 	
<ul style="list-style-type: none"> • In a system of immediate and intermediate sanctions, one of the central purposes of risk/needs assessment is to concentrate resources on high risk/high need offenders. 	
<ul style="list-style-type: none"> • While the juvenile probation department must be prepared to implement differential supervision standards at the intermediate sanctioning level, partner agencies must also be prepared to offer immediate and intensive service interventions for those low risk/high need youth who are diverted from the juvenile justice system. 	
<ul style="list-style-type: none"> • In order to use the SDM tools effectively, a pre-implementation planning process is recommended for the entire Team. Your action planning session at the conclusion of this Curriculum is a beginning, but it will be necessary for you to devote additional time to determine: <ol style="list-style-type: none"> 1. Which juveniles receive what assessments (risk, need, both)? 2. The points in the process at which the tools will be used (intake, detention, pre-court, post-court/pre-disposition?) 3. Who will be responsible for administering the SDM assessment tools (intake officer, court officer, supervising probation officer, detention staff, other professionals?) 4. What policies and procedures need to be modified or adopted to prepare for this process? 5. How assessment terminology will be defined on each tool to achieve consistency? And 6. How cross-disciplinary mental health and educational assessments can be administered and factored into the SDM and program matching process. 	

<ul style="list-style-type: none"> • Lastly, it is recommended that you invest the time to pre-test the model scales with a sample of local cases to determine the appropriateness of the cut-off scores and classification groupings (e.g., if the risk assessment classifies a majority of youth as “high risk”, adjustments to the cut-off scores will be required. 	
<p>Risk Assessment</p> <p>Trainer will show Overhead #3-Module V: “Risk Assessment”, saying:</p> <p>The model risk scale shown here was developed by NCCD, a principal Project Partner in this Graduated Sanctions grant initiative. It is a composite of 13 different risk tools developed over the last 10 years. Key factors include:</p> <ul style="list-style-type: none"> • 4 offense history items (age at first referral, number of referrals, number of referrals for violent offenses, and number of prior placements) • 3 items related to the offender’s functioning (school attendance/discipline, substance abuse, and peer relationships) • 3 family history items (intra-familial abuse, neglect; parental supervision, and family criminality) 	<p>Overhead #3: Risk Assessment</p>
<p>Trainer will add:</p> <p>The items to be included in the risk scale may vary. Your Program Planning Manual suggests that “dynamic criminogenic factors” (those that can be changed) be used in preference to “static criminogenic factors” (those that cannot be changed). If you are currently using a normed instrument, you may simply wish to compare the items included in your risk scale to those recommended here, to assure that all relevant items are included and appropriately weighted.</p>	

<p>Trainer will display Overheads #4 & #5-Module V, “Dynamic and Static Factors”, saying:</p> <p>Examples of dynamic factors are:</p> <ul style="list-style-type: none"> • Negative peer associations • Problems with authority • Problems with substance abuse • Interpersonal relationships directly related to the youth’s delinquent behavior, and • Antisocial attitudes, values and beliefs supporting that behavior 	<p>Overheads #4 & #5: Dynamic and Static Factors</p>
<p>Such factors might be particularly appropriate to be included on a risk scale, and lend themselves to such proven interventions as: structured, focused treatment using behavioral, skill-oriented, and multi-model methods. Examples include: individual counseling, interpersonal skills programs and behavioral programs.</p>	
<p>Examples of static factors are:</p> <ul style="list-style-type: none"> • Age • Gender and • Early criminal involvement 	
<p>Administrative Override</p> <p>Trainer will say:</p> <p>As noted in the Structured Decision Making chapter of your Program Planning Manual, all SDM tools contain provisions for administrative override to the assessment score and resulting classification.</p> <p>There are 2 types of override: mandatory and discretionary. A mandatory override is determined by the agency, most often the juvenile probation department. It is based on selected offense or offender characteristics (e.g.</p>	

sex offenses, repeat violent offenses, capital offenses) that automatically render the youth ineligible for immediate or intermediate sanctions. A mandatory override results in automatic classification of a youth at a higher risk level.	
<p>Trainer will continue:</p> <p>The second type of override is discretionary, and can be applied by the staff person doing the assessment. This type of override might result in either a higher or a lower risk classification, based on unique case characteristics that do not fit the model.</p>	
<p>Trainer will conclude:</p> <p>A risk scale can be used at various points. The first is at intake, for youth who are diverted from formal court processing, to determine appropriate level of supervision. For example, a diverted youth assessed as low risk might require little or no supervision by the juvenile probation department, while a high-risk youth might be referred to a highly structured diversion program.</p>	
<p>The second possible application of the risk scale is to determine the required level of supervision for youth placed on informal probation. This involves classifying probationers based on risk scores and providing corresponding levels of supervision. The risk scale determines level of supervision; the needs assessment drives the case plan and identifies the nature of required services.</p>	
<p>The third use of a risk scale is for adjudicated youth, either pre- or post-adjudication. This is the point at which a structured “dispositional decision matrix” can be applied. It has two potential uses:</p>	

<p>1. To structure recommendations made to judges by probation officers, or</p> <p>2. To set out dispositional guidelines for the judge.</p>	
<p>The matrix can be used to link each offender to the most appropriate program for his/her offense and level of risk. The matrix focuses on the level of supervision or custody indicated in each case, and directly reflects public safety considerations. Of particular concern under this model are the severity of this and prior offenses (static factors), and potential for reoffending (dynamic factor).</p>	
<p>Trainer will refer participants to the “Dispositional Matrix for Youth Adjudicated Delinquent” in Technical Assistance Bulletin #3, and to Chapter 5 of the Program Planning Manual: Promising and Proven Graduated Sanctions Programs. These sources offer different perspectives as to the effectiveness of various intervention strategies at various risk levels.</p>	<p>Dispositional Matrix for Youth Adjudicated Delinquent</p> <p>Program Planning Manual</p>
<p>Needs Assessment</p> <p>Trainer will display Overhead #6-Module V: “Needs Assessment”, saying:</p> <p>Needs (and “Strengths”) assessments are considered an essential component of a structured decision making process “Regardless of a juvenile offender’s level of risk, or the nature of the offense” (Wiebush, TA Bulletin #3). It should include family needs and strengths, as well as those of the offender. It is not a predictor of recidivism, but rather a foundational piece of the case plan.</p>	<p>Overhead #6: Needs Assessment</p>
<p>Trainer will note:</p> <p>In an effective system of graduated sanctions, both risk and needs assessment should inform all key decisions at the immediate and intermediate levels, including the decision to</p>	

divert the offender to community programs and services.	
<p>Trainer will refer participants to the model needs assessment instrument set out in the Structured Decision Making chapter of the Program Planning Manual, saying:</p> <p>The needs and strengths assessment instrument consists of 20 items, seven of which focus on the family, and thirteen of which focus on the juvenile. In the example, the areas of need identified as most critical (substance abuse, peer relationships) carry greater weight than others (physical health, hygiene).</p>	Program Planning Manual
<p>Since many youth have multiple needs, the weighting system allows for prioritization. However, if the assessment shows that one of the lesser-weighted items is directly linked to the offending behavior, it must be included in the case plan as a priority.</p>	
<p>Trainer will “walk” participants through the needs assessment process, concluding:</p> <p>While needs assessment is not a diagnostic tool, it can raise issues in such areas as substance abuse, mental health and family functioning that indicate the need for more specialized assessment by another discipline (health, mental health, education).</p>	
<p>Types And Effectiveness Of Interventions</p> <p>Trainer will say:</p> <p>Your text indicates that the results of meta-analyses (in 1990, 1992, and 2000) show that some types of interventions are more effective than others. Sanctioning options in general are grouped into 4 broad categories: immediate, intermediate, secure confinement and</p>	

<p>aftercare. As noted elsewhere, only the first two categories fall within the parameters of the current Graduated Sanctions initiative.</p> <p>In both immediate and intermediate sanctions, we have discussed the need for structure and focus on such “changeable” factors as interpersonal relationship skills. Evidence points toward a greater reduction in recidivism if extended treatment is provided in community settings.</p>	
<p>Trainer will refer participants to the program descriptions of Orange County California’s “8% Solution”, and “Wraparound Milwaukee”.</p>	
<p>At the immediate sanctions level, time-limited diversion without supervision (for purposes of community service/restitution) would fall short of these criteria. At the intermediate sanctions level, recent research revealed that for non-institutionalized serious offenders the least effective program types were: wilderness/challenge programs, early release, traditional probation/parole, deterrence and vocational therapy.³</p> <p>In terms of broad intervention guidelines, your text⁴ recommends well designed, structured programs directed by qualified and involved leadership, with a well-educated, well-trained, qualified, experienced and supervised staff that has input into the program.</p>	
<p>After the Break, Trainer will reconvene the Team to discuss another key component of the Graduated Sanctions implementation process: the establishment and maintenance of a management information system (MIS) that captures data essential to program evaluation.</p>	

³ Lipsey, Wilson and Cothorn (2000), *Effective Intervention for Serious Juvenile Offenders* (OJJDP).

⁴ Gies, Cohen, *Promising and Proven Graduated Sanctions Interventions* (DSG)

C. Management Information Systems	Time: 1 hour
<p>Trainer will reconvene the group and introduce the topic by saying:</p> <p>The reason that these two critical topics: Structured Decision Making and Management Information Systems, are explored <i>before</i> introducing you to a simple and practical planning process is that they <i>inform</i> the entire process. Effective planning requires that you not only work together well, but also that you agree on how classification and referral decisions will be made, and what information you will need to capture to evaluate the results of those decisions. Technical assistance can be made available to assist you in systems development in both areas, if these are identified as local gaps.</p>	
<p>Trainer will link Structured Decision Making to development of an MIS, saying:</p> <p>You were introduced to Structured Decision Making and its relationship to the development of a useful Management Information System in Chapter 5 of your Program Planning Manual.</p> <p>For our purposes today, we will review the sources from which information can be collected and how it can be interpreted and used to support future program and budget applications.</p>	
<p>Trainer will display Overhead #7-Module V: "MIS", saying:</p> <ol style="list-style-type: none"> 1. The SDM assessment tools record the information necessary to make case management decisions in an abbreviated format. 2. The information they provide is easy to computerize 	<p>Overhead #7: MIS</p>

<p>and aggregate. If the system is not fully automated, hard copies can be retained for the case file and submitted for data entry. The collection method is less important than that the “right” information is retrieved.</p> <ol style="list-style-type: none"> 3. The types of information the tools provide are: offense severity; risk and need characteristics; diversion or other dispositional decisions; treatment referrals and outcomes/results. 4. When this information is aggregated, a variety of useful management reports can be generated, monitoring program implementation, evaluating program outcomes, and supporting future planning and budgeting decisions. 5. The initial management report the juvenile court and probation department needs is a description of the juvenile offender population. Elements of such a report typically include: <ul style="list-style-type: none"> • demographic characteristics (gender, race, ethnicity, age) • offense-related information (delinquent offense history, risk and need characteristics) • additional information (educational status, mental health, history of victimization-abuse/neglect, employment, drug/alcohol use) 6. Points at which information is gathered: Intake, detention, adjudication, case closure (principal decision points). 7. General types of data describe: youthful offenders’ demographics, major problems, program interventions offered, and results achieved. 8. Additional analysis (of the offense, risk and needs data by program assignment) can allow for “monitoring of the matching function”...It can determine whether the “right” offenders are being 	
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<p>referred to the “right” interventions/programs.</p> <p>9. Further analysis “monitoring offender needs across programs” can assist in determining whether services and programs currently available are capable of addressing the needs identified in the offender population. If services and programs are deficient, the data can be used to describe unmet needs to justify additional funding, reallocation of existing funds, or external funding through private or public sources at the local, state or federal level.</p> <p>10. Additionally, management reports can be used to monitor service delivery and gaps in both services provided by probation and services secured through referral.</p> <p>11. Lastly, management reports can assist the juvenile probation department in assessing its internal operations by answering such questions as:</p> <ul style="list-style-type: none"> • Did staff meet minimum contact standards? • Were case requirements (such as restitution) met? • Were victim impact statements included in pre-disposition reports? • Did staff complete risk and needs assessment forms and make the case decision indicated? <p>12. Case outcome evaluation can ascertain the effectiveness of the overall Graduated Sanctions program in terms of lowering recidivism and enhancing public safety.</p> <p>13. Intensive qualitative evaluation through review of case files, focus groups, and staff interviews is also recommended.</p>	
<p>Exercise: Trainer will ask Team agencies to present a brief description of their agencies’ current Management Information Systems,</p>	<p>30-45 minutes</p>

describing the types of data currently reported, the method and format for capturing the data, and the uses to which the data is currently put. Each agency represented on the Team will provide its Annual Report to other Team members, so each agency's methods, issues and results can be clearly understood. Having been advised of this requirement in advance of the training, each Team agency will have 10-15 minutes to present its approach (presentation time will be adjusted to accommodate the number of agencies represented on the Team).	
Trainer will note discrepancies in method and potential obstacles to sharing information across disciplinary lines, asking Team members to approach the Action Planning Module prepared to address and resolve those issues.	

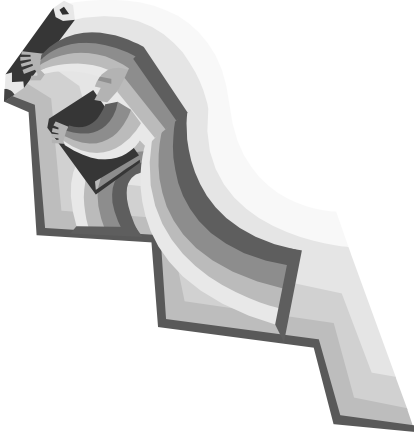
D. Action Planning	Time: 3 hours
<p>Trainer will display Overhead #8-Module V, "Vision Statement", saying:</p> <p>Long term strategic planning is required to develop a sound continuum of graduated sanctions. Such planning starts with a vision of a desired future. The vision is derived from shared beliefs, values and convictions. It cannot be "forced". The belief system underlying the vision must be deeply held, and <i>shared by the Team</i>.</p>	Overhead #8: Vision Statement
<p>Trainer will then display Overhead #9-Module V, "Mission Statement", saying:</p> <p>The most effective mission statements are the "centerpiece" of the system, and are developed through an inclusive process, to assure broad acceptance and support. The mission should be substantive enough to provide clear direction (Thomas).</p>	Overhead #9: Mission Statement

<p>“The mission of a system of graduated sanctions is to establish and maintain a comprehensive system of interventions and sanctions that is capable of identifying and addressing individual risks and needs; preventing delinquency in high-risk youth; providing immediate and intermediate interventions for delinquent offenders; and protecting the community from serious and violent offenders.” (Thomas)</p>	
<p>Trainer will facilitate a review of the Team’s vision and mission statements, asking if any changes need to be made.</p>	
<p>Next, Trainer will display Overhead #10-Module V: “Goals”, saying:</p> <p>Goals express the desired results of a graduated sanctions system. They are general statements about outcomes, such as:</p> <ul style="list-style-type: none"> • Establishment of a complete continuum of sanctions and services at the immediate and intermediate levels of intervention with delinquent youth; or • Improvement in case processing to include structured decision making and establishment of a useful management information system; or • Enhanced case planning through cross-disciplinary involvement in planning and implementation; or • Reduction in inappropriate detention/incarceration of special needs offenders through improved referral to community-based interventions designed to meet their specific needs; or • Increased public trust and confidence in the juvenile justice system. 	<p>Overhead #10: Goals</p>
<p>Trainer will then “walk” the Team through the process of defining goals that support the vision and mission.</p>	

<p>Exercise, Part A: Each Team member will write a goal for the project and share it with the group, requesting feedback on how relevant and achievable it is with respect to the overall project direction, and what factors might drive or restrain its implementation.</p>	<p>30 minutes</p>
<p>Trainer will conclude Part A of the practice session by saying:</p> <p>By tomorrow, you will need to reach full agreement on project goals, in order to commence your Action Planning session. Those of you who can, may wish to spend part of this evening together, to reach consensus. It is essential that you are headed in the same direction in order to establish milestones, make assignments, measure progress, and know what success looks like!</p>	
<p>Next, Trainer will display Overhead #11-Module V: “Objectives”, saying:</p> <p>Once you have determined the results you expect from your graduated sanctions system, it is time to determine the specific, measurable objectives that will concretely demonstrate the desired results. Examples might include:</p> <ul style="list-style-type: none"> • A 50% reduction in detention of special needs offenders during year one of the project; • Initiation or enhancement of 2 new community-based alternatives by _____(date); • Mental health/educational assessments secured at intake in all cases in which problems are noted through SDM; • A “resource pool” established, and administrative issues resolved by _____(date). 	<p>Overhead #11: Objectives</p>
<p>Exercise, Part B: Next, Trainer will conduct a practice session on preparing objectives that lead to achievement of the Team’s goals, using</p>	<p>1 hour</p>

the same process as in Part A.	
<p>Next, Trainer will display Overhead #12-Module V, “Activities”, and break the Team into dyads to identify 3-5 activities that will result in attainment of one of the Team’s objectives. Each pair will select one or two objectives, until all are assigned.</p> <p>Since this exercise produces the greatest level of detail, 30-45 minutes will be spent debriefing it, and promoting consensus on short-term activities to be undertaken during the first few months of the project.</p>	Overhead #12: Activities
E. Summary And Conclusion Of Module V	Time: 10 minutes
Trainer will quickly review learning highlights, anticipate the Action Planning session, and respond to questions.	

MODULE 5: LEARNING OBJECTIVES



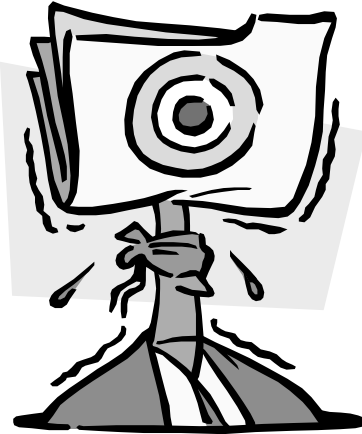
- **APPLY SDM**
- **APPLY MIS**
- **OUTLINE LOCAL PLAN**
 - **VISION**
 - **MISSION**
 - **GOALS**
 - **OBJECTIVES**
 - **ACTIVITIES**

STRUCTURED DECISION-MAKING

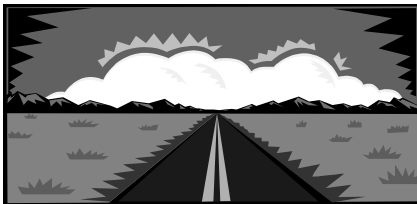
- **PRODUCES GREATER CONSISTENCY**
- **MORE EQUITABLE DECISIONS**
- **FOCUSES RESOURCES ON HIGH RISK/HIGH NEEDS OFFENDERS**
- **PROMOTES BARJ**
- **LINKS "RIGHT" YOUTH TO "RIGHT" PROGRAMS**
- **PROVIDES FOUNDATION FOR MIS**

RISK ASSESSMENT FACTORS

- OFFENSE HISTORY
- #VIOLENT REFERRALS
- #PLACEMENTS
- SCHOOL FUNCTIONING
- FAMILY HISTORY, INCLUDING: VICTIMIZATION; CRIMINAL HISTORY

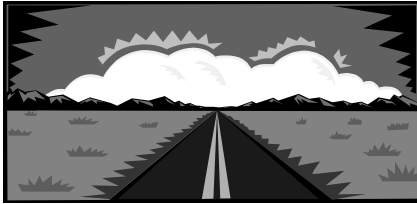


DYNAMIC & STATIC FACTORS



- DYNAMIC
 - NEG. PEER ASSOCIATIONS
 - PROBS. WITH AUTHORITY
 - PROBS. WITH SUBSTANCE ABUSE
- INTERPERSONAL RELATIONSHIPS
 - ANTISOCIAL ATTITUDES

DYNAMIC & STATIC FACTORS (B)



- **STATIC FACTORS:**
 - **AGE**
 - **GENDER**
 - **EARLY CRIMINAL HISTORY**

NEEDS ASSESSMENT



- **OFFENDER NEEDS**
- **FAMILY NEEDS**
- **CRITICAL AREAS ARE WEIGHTED MORE HEAVILY (SUBSTANCE ABUSE; PEER RELATIONSHIPS)**
- **ID'S NEED FOR SPECIALIZED ASSESSMENT: MH, HEALTH, EDUCATION**

MANAGEMENT INFORMATION SYSTEMS



- PURPOSE: GATHER DATA
- CAPTURE CRITICAL INFO
- USE SIMPLE FORMAT
- GENERATE MANAGEMENT REPORTS
- DETERMINE IMPACT ON CRIME
- CORROBORATE REFERRAL RESULTS
- MONITOR SVC. GAPS

ACTION PLANNING: VISION

- WHAT THE FUTURE CAN LOOK LIKE!
- BASED ON SHARED BELIEFS,
- SHARED VALUES
- BROADLY SUPPORTED
- PROVIDES CLEAR DIRECTION



ACTION PLANNING: MISSION



- **"CENTERPIECE"**
- **DEVELOPED
INCLUSIVELY**
- **SUBSTANTIVE**
- **STATES WHAT
WE INTEND TO
ACCOMPLISH**

ACTION PLANNING: GOALS



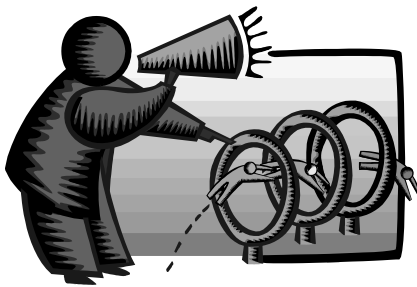
- **SPECIFIC RESULTS
OR OUTCOMES**
- **WHAT SUCCESS
LOOKS LIKE**

ACTION PLANNING: OBJECTIVES

- **CONCRETE**
- **MEASURABLE**
- **DEMONSTRATE
THE RESULTS
OUTLINED IN
GOALS**
- **OBJECTIVES
SHOULD BE
ACTIVE, NOT
PASSIVE**



ACTION PLANNING: ACTIVITIES



- **ONCE COCRETE
OBJECTIVES ARE
OUTLINED,
ACTIVITIES ARE
DETERMINED TO
ACHIEVE THEM**
- **WHO DOES
WHAT, BY
WHEN, AND
HOW**

VI. Implementation Issues And Action Planning

MODULE SUMMARY

PERFORMANCE OBJECTIVES: <ul style="list-style-type: none">• Compare basic evaluation methods• Develop support for impact evaluation and technology transfer• Complete a local blueprint for action, with input from all Team members• Determine next steps to secure Technical Assistance in implementing the Action Plan	SUGGESTED TIME: 6 hours
SUMMARY: <p>This practicum provides participants the opportunity to apply the information and planning techniques from preceding Modules. The Team will leave this session with a detailed action plan for its jurisdiction. The Training and Technical Assistance capabilities of the Juvenile Sanctions Center, Project Partners and Grantor will be made available during phase one, and throughout the implementation of the multi-year Graduated Sanctions project.</p>	SUGGESTED ROOM SET UP: <p>Since this is a working session, the room should be large enough to allow the Team to break into subgroups, or work en banc as they prepare their action plan. Breakout rooms will not be necessary, since Team members need to be continuously available to each other.</p>
SUPPLIES & EQUIPMENT: <ul style="list-style-type: none">• Overhead projector and transparencies• Markers for overhead transparencies• Computer with LCD projector and screen• 5 easels with chart paper and pens in various colors• Note paper and pens	PARTICIPANT MATERIALS: <p>Overhead transparencies Chart paper Note paper Computer access</p>

<p>INSTRUCTIONAL METHODS: Mini-Lecture Practicum Group Preparation and Presentation</p>	<p>COMFORT DETAILS: On this final training day, Trainer should not only remind participants about break times and meal arrangements, but also the expected wrap up time and subsequent transportation accommodations. If the training is to be evaluated, participants should be advised to complete and submit evaluations before leaving, since the return rate drops dramatically when participants are requested to mail evaluations after the fact.</p>
<p>REFERENCES: Annual Report Visioning Exercise Supplemental Questionnaire Program Planning Manual</p>	

VI. Implementation Issues And Action Planning

A. Module VI Purpose And Objectives	Time: 5 minutes
<p>Trainer will display Overhead #1-Module VI: “Learning Objectives” and review them with participants, saying:</p> <p>If the Juvenile Sanctions Center is to meet its own objectives in offering this Curriculum, by the conclusion of this closing session, the Team will:</p> <ul style="list-style-type: none"> • Agree to plan for “impact”, or results • Produce its local plan • Agree to serve as pro bono faculty to future Demonstration Sites • Be ready to access Technical Assistance for plan implementation 	<p>Overhead #1: Learning Objectives</p>
<p>Trainer will continue:</p> <p>Most of this last training session will be a “practicum” in which your Team will develop a detailed action plan. Each Team member will be expected to actively participate in the planning process, and in the implementation of the plan over the life of the Graduated Sanctions project(s). But before you begin to work together, we need to discuss project evaluation, and your potential role in it.</p> <p>Additionally, we will discuss your Technical Assistance needs and identify a variety of resources, including those of the Juvenile Sanctions Center that can help you during project implementation.</p>	

B. Evaluation Strategies	Time: 30 minutes
Trainer will offer a mini-lecture on various approaches to evaluation, and their relative merits with respect to the Graduated Sanctions initiative.	
<p>Trainer will say:</p> <p>While program or project evaluation is the least commonly utilized planning tool, it is the most significant from both accountability and futures perspectives. On the one hand, evaluation allows us to look back and determine what worked, and on the other to look forward and avoid repetition of least successful strategies, while institutionalizing the most successful ones.</p> <p>Participative evaluation allows Grantor, Grantee and local Team members to consider to what extent the substantial investment of Training and Technical Assistance produced demonstrable results. Further, it provides a “forum” for ascertaining participant growth in learning and leadership capacity, as well as satisfaction with system changes and improved case outcomes resulting from the project.</p> <p>Additionally, evaluation assists Grantor and Grantee to determine which local initiatives merit on-going support, and to what extent technology can be transferred from the 10 Demonstration Sites to other jurisdictions.</p>	
<p>Trainer will continue:</p> <p>As noted above, the significance of program evaluation has been variously accepted or rejected over the years, depending on the rigorousness of the evaluation design (the more cumbersome, the less likely to be successfully completed), and its perceived usefulness to program</p>	

sponsors.	
<p>Outcome Measurement</p> <p>Trainer will conclude:</p> <p>Most designs measure immediate participant satisfaction with content, faculty and facility (learning environment). A few call for narrative input to assist in program modification for future offerings. Fewer still call for follow-up site visits to participating sites and on-going monitoring of performance, with flexibility to support mid-course corrections and plan modifications. Lastly, most fail to build on the experience of project participants by requiring Demonstration Sites to plan a generative role for future “generations” by committing to <i>pro bono</i> technology transfer and training, which assures continuation of successful programs at greatly reduced costs to all parties. The present Graduated Sanctions initiative combines all approaches noted above.</p>	

C. Using Juvenile Sanctions Center And Other Resources	Time: 30 minutes
<p>Trainer will say:</p> <p>“Core” Team members, who participated in one of the Juvenile Sanctions Center’s four Regional Training Workshops were introduced to the National Council of Juvenile and Family Court Judges’ Training and Technical Assistance capability and methods for accessing those services at no cost.</p>	
<p>To a large extent, your Training and Technical Assistance needs are defined by your project choices. For example, some jurisdictions determined to focus on structured <u>staff</u></p>	

<p><u>training and education</u> to secure broad support for the uniform application of a structured Graduated Sanctions process at the immediate and intermediate levels. Assuming that the Pre-Selection Site Visit and Supplemental Questionnaire confirmed that need as primary, a Training program would be designed and delivered to local specifications.</p>	
<p>If you chose to initiate a <u>school-based probation project</u>, a subject matter expert would be identified and dispatched to assist in trouble-shooting and launching the project, and would continue to provide direct or indirect support throughout phase one of the project.</p>	
<p>If you chose to review and modify, or to initiate a <u>structured decision –making process</u> for juvenile probation officers, both on-site consultation and training would be provided, along with a review of the MIS used to gather project data.</p>	
<p>Additionally, the Juvenile Sanctions Center’s Project Partners and others at the national level have information and resources that can be brought to bear. Those resources are carefully detailed in the Resource Chapter of your Program Planning Manual. And Grantor has consistently stated that OJJDP’s full Technical Assistance capability can be called into action by any of the 10 Graduated Sanctions Demonstration Sites.</p>	
<p>Trainer will refer participants to Handout #1-Module VI: NCJFCJ Technical Assistance, and to the Program Planning Manual and TA Bulletins.</p>	<p>Handout #1- Module 6: NCJFCJ Technical Assistance</p>
<p>Break</p>	

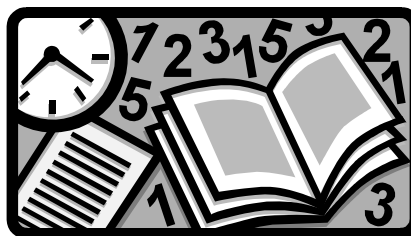
D. ACTION PLANNING	Time: 4 hours, 55 minutes
<p>On returning from the morning Break, Trainer will structure the Action Planning session as follows:</p> <p>This final practicum is not a dress rehearsal, but the “first act” of your Graduated Sanctions project(s). It is critically important that you design a plan you can commit to, and one that will begin to yield results in the next 6 months. You will have up to 3 hours to finalize your plan, using each of the steps covered in Module 5. You will rely on the Vision and Mission statements and the Goals, Objectives and Activities you outlined previously.</p>	
<p>Your faculty will be here to support you and answer any questions you may have.</p>	
<p>We will break for lunch from noon-1:00 p.m. You may use this as a working luncheon if you wish.</p>	
<p>This afternoon, you will present the plan, using any or all of the A/V support available in this room. Your presentation should be planned for 30-45 minutes, followed by 15-30 minutes of faculty discussion and critique. Each Team member should play a part in presenting the plan.</p>	
<p>After today’s session, the Team Leader will have the document formally prepared and distributed to the entire Team and to the Juvenile Sanctions Center. The Action Plan will be forwarded to Grantor, and will constitute your blueprint for implementation. Future memoranda of agreement (MOA) will be drawn from it. Mid-course corrections can be made, as needed.</p>	

<p>Trainer will conclude:</p> <p>At the end of the afternoon we will have a brief course summary, question and answer session, and wrap-up. We will adjourn by 5:00 p.m.</p>	
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E. Summary And Next Steps	Time: 30 minutes
Trainer will conclude the Curriculum with a summary of key points, highlights of the Team's Action Plan, and a review of the next steps to arrange Technical Assistance to support plan implementation. Trainer will provide detailed contact information and process.	
Trainer will wrap up with a statement of challenge and support, and provide participants with course evaluation forms, if available, to be completed before their departure.	
Adjournment	

MODULE 6: LEARNING OBJECTIVES

- **BE COMMITTED TO “IMPACT” EVALUATION**
- **BE READY TO PURSUE T.A.**
- **FINALIZE LOCAL PLAN**



Appendices

Appendix A

JUVENILE SANCTIONS CENTER

GLOSSARY OF TERMS

The Juvenile Sanctions Center Curriculum employs a number of acronyms and “terms of art” that may not hold the same meaning for all Participants. To assist us in communicating in a shared language, the Center offers the following **Glossary of Terms**. Please use it as a reference, and request any additional clarification from faculty.

1. **Graduated Sanctions:** A planned continuum of responses to delinquent behavior, including both community-based and system-based programs (Lowe).

A set of intervention strategies designed to enhance accountability, ensure public safety, and reduce recidivism by preventing future delinquent behavior (Gies, Cohen).

Also defined as: “Coercive measures or interventions arranged by degrees or intervals, taken to enforce societal standards”...
“An effective juvenile justice system program model for the treatment and rehabilitation of delinquent offenders [combining] accountability and sanctions with increasingly intensive treatment and rehabilitation services.” (Cockerel)

2. **Community-based Programs:** Those programs (operated by various groups and disciplines) that are available to delinquent youth, including minority and “special needs” offenders. They include Health and Mental Health programs, faith-based programs, social service programs, privately- and publicly-funded programs. Such programs are commonly accessed to

divert youth from the juvenile justice system, but may also be used as dispositional options exercised by the juvenile court (Lowe).

Some evidence indicates greater reductions in recidivism if treatment is provided in community settings instead of in institutions (Andrews, Lipsey)

3. **Special Needs Offenders:** Those youth populations that are often underserved because of their unique service needs. They include: minority youth, female offenders, and youth with mental health or learning problems. In the broadest sense, this group also includes violent offenders, sex offenders and offenders with drug-related problems. The latter group will be referenced in the Program Planning Manual, which accompanies this Curriculum (Lowe).
4. **System-based Programs:** While the Juvenile Sanctions Center recognizes that a full spectrum of system-based programs is essential to comprise a complete continuum of Graduated Sanctions, for our purposes, the term refers to those programs providing immediate or intermediate sanctions, short of institutional commitment. “System-based” programs are those within the juvenile justice system; “community-based programs” (#2 above) are those outside the administrative direction of the juvenile justice system (Lowe).
5. **Diversion:** The informal processing of selected offenders (early offenders, misdemeanants, some first-time felony offenders), often accompanied by referral to an ancillary discipline (health, mental health, social services), or to a community-based program for individual, parenting or family counseling, or other services. (Lowe)

Evaluation studies indicate that diversion can have a powerful influence in reducing recidivism (Sheldon, Davidson).

6. **Immediate Sanctions:** Those responses to delinquent behavior initiated at the point of contact, or intake, short of filing

a petition for formal juvenile court adjudication. They may be system-based or community-based and generally result in diversion (Lowe).

Immediate sanctions are diversion mechanisms that hold youth accountable for their actions by sanctioning behavior and in some cases securing services, but at the same time generally avoiding formal court processing (Gies, Cohen).

7. **Intermediate Sanctions:** Those responses to delinquent behavior initiated at the point of post-court disposition, short of, and excluding institutional commitment. These responses may be non-custodial or custodial, but do not provide for incarceration in a state training school. First time serious or violent offenders may, in some jurisdictions, be eligible for intermediate sanctions (Lowe)

Intermediate sanctions are appropriate for juveniles who continue to offend following immediate interventions, youth who have committed more serious felony offenses, and some violent offenders who need supervision, structure and monitoring but not necessarily institutionalization (Gies, Cohen).

8. **Early Offenders:** Those who are eligible for immediate or intermediate sanctions, and whose behavior does not invoke a statutory requirement for secure confinement. The group includes first time and repeat offenders, and may include more serious offenders at the intermediate level of response (Lowe).
9. **JAIBG:** The Juvenile Accountability Incentive **Block Grants** Program initially funded in 1998 by the Office of Juvenile Justice and Delinquency Prevention. As the name implies, this is a **block grant** program designed to stimulate the development of a complete continuum of accountability-based programs for delinquent youth.

Comparison Between JAIBG and the Graduated Sanctions Program:

- i. The **Graduated Sanctions Program** focuses on the early offender, and on the application of Immediate and Intermediate Sanctions at the front end of the Juvenile Justice System (short of court-ordered institutionalization). It does not seek to duplicate the Secure Corrections and Aftercare (Parole) components of a complete graduated sanctions continuum.
 - ii. The **Graduated Sanctions Program** provides extended **free Training and Technical Assistance** to 10 demonstration sites to bolster their decision-making and referral options for delinquent youth requiring Immediate or Intermediate Sanctions. It is not a Block Grant program.
10. **Comprehensive Strategy:** The Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders (see *Program Summary*, Wilson and Howell, OJJDP, 1993). A multi-year program initiative calling on juvenile court services systems to reassess and redesign their treatment of young offenders by establishing a continuum of intervention programs for “all kinds of offenses”. The continuum includes: **Immediate and Intermediate Sanctions, Secure Corrections, and Aftercare Programs.**

Comparison Between the Comprehensive Strategy and Graduated Sanctions Center Program:

The focus of the **Graduated Sanctions Center** is unique, in that it builds on the work already accomplished by **JAIBG** and the **Comprehensive Strategy**, but is non-duplicative. Instead it hones in on those portions of the continuum that are least developed: the Immediate and Intermediate Sanctions components. In contrast, the **Comprehensive Strategy**, like **JAIBG**, encompasses the entire continuum of escalating and de-escalating responses to “**all kinds of offenses**” (see NCJJ: “InFOCUS”: Establishing a Continuum of Accountability-Based

Sanctions for Juveniles: Allegheny County's Experience, Griffin, p.1.).

The **Graduated Sanctions Center**, like the **Comprehensive Strategy Program**, calls for changes in local planning and programming for juveniles, but also calls for a more consistent approach, using a new, locally-adapted Risk/Needs Assessment that takes into account both community safety issues and the special needs of individual youthful offenders. Additionally, the **Graduated Sanctions Center** offers on-going Training, Technical Assistance and planning support.

11. **Structured Decision-making (SDM):** An objective approach to delinquent offender classification, taking into account offender risk and needs and applying a decision matrix to assure "placement" in an appropriate program and access to targeted resources (Lowe).

Appendix B

National Council of Juvenile and Family Court Judges

Juvenile Sanctions Center Technical Assistance Protocol and Procedures

TECHNICAL ASSISTANCE PROTOCOL

I. ***Definition of Technical Assistance***

To provide assistance to juvenile graduated sanctions model/demonstration sites through innovative approaches to the resolution of problems associated with the implementation of graduated sanctions programs in their communities.

II. ***Types of Technical Assistance***

Level A - Limited Technical Assistance - brief assistance related to provision of materials.

Level B - Moderate Technical Assistance - the assistance described above with discovery of more significant issues or problems which require additional information and/or telephone consultation with additional resource personnel on-site.

Level C - In-Depth Technical Assistance - significant issues which require direct contact with consultants. Can include, but is not limited to:

assessing programs and operations
evaluating/validating needs assessments
developing innovative approaches to identified problems

implementing advanced practices
developing/delivering training
intervening to improve overall agency management
operations,
programming.

III. ***Eligibility for Technical Assistance***

Level A Technical Assistance: Available to all who ask.

Level B Technical Assistance: Available to all who ask.

Level C Technical Assistance: Available only to
Model/Demonstration Sites by selection.

IV. ***Application for Technical Assistance*** (see TA Request Form)

Level A Technical Assistance will be delivered via
procedures already in place within the Technical Assistance
Office in the Continuing Judicial Education Department of
NCJFCJ.

The following information will be required to be completed for
all Technical Assistance requests at Levels B and C:

brief description of the problem or request.

scope or type of technical assistance requested.

identification of individuals or organizations best
qualified to provide technical assistance

time frames within which delivery of assistance can
occur and how much time will be needed

name of agency contact person who will assume
leadership and coordination role in implementing the
technical assistance.

V. Delivery of Technical Assistance

A. Once the Technical Assistance request has been logged and examined to determine if the request is within the grant parameters, then a Technical Assistance Delivery Plan is completed.

B. The Technical Assistance Delivery Plan will include a consultant agreement to provide services agreed upon by the requesting entity, the consultant, and NCJFCJ Technical Assistance.

C. When Technical Assistance delivery has been completed both the consultant and the recipient complete a Delivery Report which will be examined and evaluated for effectiveness, timeliness, appropriateness, and relevance to the perceived needs of the recipient.

National Council of Juvenile and Family Court Judges

Juvenile Sanctions Center Technical Assistance Protocol and Procedures

TECHNICAL ASSISTANCE REQUEST PROCEDURE

A. Initiation of Request:

- ~ Log Technical Assistance Request on TA Reporting Log. (See TA Reporting Log)
- ~ Determine if the request is within the purview of the juvenile sanctions project. If not, document and refer to appropriate resource.
- ~ Initiate and complete Technical Assistance Request Form.

B. Evaluate Request:

- ~ Identify and list technical assistance to be delivered
- ~ Determine the following:
 - Determine **what technical assistance is needed**
 - Determine **how best technical assistance can be delivered.**
 - **Contact** potential technical assistance **provider/consultant.**
 - Arrange for **consultant and requestor to talk to each other.**
 - Arrange for **consultant and requestor to talk to Technical Assistance staff**

C. Develop **Technical Assistance Delivery Plan** (See TA Delivery Plan)

- ~ **Identify consultant(s)** whose services will be required to fulfill each portion of the TA Request.
- ~ Identify **what consultant services** will be required: fees, hours, deliverables.
- ~ **Determine how many hours/days** will be required to complete the service(s).
- ~ **Determine how consultant services take place** - via telephone? On site?
- ~ Identify contact person at model/demonstration site to be **site liaison** with consultant and technical assistance staff.

D. **Technical Assistance Delivery**

- ~ TA Request is Initiated.
 - Request is **logged** and **evaluated** to determine if request is within grant parameters.
- ~ **Delivery plan** is completed.
 - Technical Assistance **consultant delivery agreement(s)** are completed, signed.
- ~ Technical Assistance is **delivered**.
- ~ Technical Assistance **Delivery Report** is completed by consultant and recipient.
 - Delivery Report is evaluated and examined based on information provided above.
 - Criteria for evaluation:
 - Effectiveness
 - Timeliness
 - Relevance
 - Appropriateness

Appendix C

Catherine Lowe

Catherine Lowe is Director Emerita of the California Center for Judicial Education and Research (CJER) and of the Education Division of the Administrative Office of the California Courts. She previously served in a variety of executive roles, including: Director of Curriculum Development (National Council of Juvenile and Family Court Judges), Director of Health and Mental Health Services (Nevada Department of Prisons); Director (Nevada State Health Division); Deputy Director (Nevada State Youth Services Division); Director of Juvenile Probation Services (Clark County Juvenile Court, Las Vegas); and Director of the Delinquency Prevention Commission (Orange County, California).

Catherine Lowe has held adjunct faculty status at numerous colleges and universities, including Harvard, Penn State, University of Southern California, University of California- Irvine, Golden Gate University, San Francisco, and University of Nevada, Reno. She has held public appointments at the state and national levels, including the American Association for Accreditation of Marriage and Family Therapists, the National Commission on Correctional Health Care, the Nevada Board of Marriage and Family Therapy Examiners, and the Nevada Private Investigators Licensure Board.

Now a private consultant, Lowe currently serves as Training Director for the National Council of Juvenile and Family Court Judges' Juvenile Sanctions Center, and Co-Trainer in the Council's acclaimed Training for Trainers program. She also served as Project Lead for the revised Fundamental Skills Training Curriculum for Juvenile Probation Officers. Additional consultancies include: Children's Defense Fund, Institute for Cultural Competence, and the National Council's Re-entry and Delinquency Guidelines projects.

Lowe holds a Master's Degree in Public Administration from Golden Gate University, San Francisco.