

A Guidebook for Implementing Juvenile Justice 101

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DIVISION OF PUBLIC BEHAVIORAL HEALTH & JUSTICE POLICY

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TABLE OF CONTENTS

| | |
|--|----|
| Introduction..... | 4 |
| Juvenile Justice 101 Description..... | 6 |
| Orientation | 6 |
| One-on-one support | 7 |
| Community Outreach | 7 |
| A Six Month Plan for Implementing Juvenile Justice 101 in Your Court | 7 |
| Hold a Family and Youth Meeting..... | 9 |
| Engage a Stakeholder Group | 10 |
| Hold Oversight Committee Workgroups..... | 12 |
| Localizing Materials..... | 14 |
| Hiring and Training Family Partners..... | 15 |
| Administration..... | 15 |
| Community Outreach | 16 |
| Core Features | 17 |
| Data Collection | 18 |
| Satisfaction Survey..... | 18 |
| Family Partner Log Notes..... | 19 |
| Evaluation..... | 21 |
| Appendices | 25 |



Juvenile Justice 101

A Family Support Project

INTRODUCTION

Juvenile Justice 101 is a program that provides justice-involved families with essential information about the juvenile justice system, one-on-one support, and connections to community resources. It is run by caregivers of children who went through the juvenile justice system. The development of Juvenile Justice 101 was initially conceived and supported by a MacArthur Foundation Models for Change Grant and facilitated by the University of Washington. The Models for Change initiative is a multistate effort to achieve systems reform in the juvenile justice system. Washington State, as a recipient of a this grant, participated in a multistate Mental Health Action Network planning group which worked on a number of projects to more effectively address the number of youth with mental health issues entering the juvenile system. For one of these projects, states in the Action Network were tasked with developing a strategy to better support justice-involved parents and youth. In Washington State, we developed Juvenile Justice 101.

Juvenile Justice 101 has subsequently received a community United Way grant and a Washington State Court Improvement Grant to continue operations in King County through 2013. It has been highlighted in local news media and is a 2011 nominee for a King County Exemplary Service Award. As a parent and youth-driven program, Juvenile Justice 101 is filling a critical gap in the information and support network currently available in the juvenile court system.

Many families feel frustrated, confused and terrified about the potential consequences of juvenile court.

Family-driven programming is a growing area of focus in the juvenile court. Three of the four programs for medium to high risk youth identified by the Washington State Institute of Public Policy to be both research and cost-effective in reducing recidivism are family-based programs (Multisystemic Therapy, Family Functional Therapy, Family Integrated Transitions)¹. Further, six of the eleven programs listed as Model Programs in the Colorado Blueprints initiative at the Center for the Study and Prevention of Violence (University of Colorado) are either family-

¹ Drake, E. (2007). Evidence-Based Juvenile Offender Programs: Program Description, Quality Assurance, and Cost (Document ID: 07-06-1201). Washington Institute of Public Policy: Olympia, Wa.

based, involve parent training and/or parent reunification². Juvenile drug courts and family treatment courts also often consider the ecological context of the youth and how family factors serve as risk and protective factors. Parents may be included in treatment planning for the youth, and may be requested or ordered to attend parenting classes or other skills-building courses.

Despite the growing emphasis on family involvement, the traditional court process for criminal matters for juveniles remains largely youth-focused in accordance with both the founding of the juvenile court under the legal precedent of *parens patriae* (the court takes the place of the parent) and the 1967 Supreme Court ruling that youth were entitled to due process and other legal protections (in re Gault) but specified no legal protections or mandates for guardians. As a result, it is the norm for courts to expect parents to transport youth to and from court and pay for court fees, but not formally involve guardians in the legal process. As a consequence, many parents report feeling frustrated at being left out of discussions regarding their child's case, confused about the court process itself and terrified at the potential consequences. This seriously underutilizes a significant source of support in ensuring youth understand court orders and the consequences of violation. In addition, families who are justice-involved are often in acute crisis with multiple needs³.

A court peer support program can reduce high levels of stress and anxiety, empower parents and youth to actively participate in the juvenile justice process and connect families with ongoing community support. It has the potential to improve court climate, lower costs due to fewer missed hearings and improve youth outcomes. Youth, too, could benefit from more information regarding the court process and support around other available supports. While youth receive information and advice concerning their legal case from a defense attorney, this does not always or possibly even often include information about the entire court process or the explanation of legal terms. Many youth may not even be aware that they are being represented by an attorney, as indicated by a recent study conducted by TeamChild.

A court support program can reduce anxiety, improve communication and connect families with ongoing support

Juvenile Justice 101 closes the information and support gap at the initial phase of the court process as well as informs families about available community services through a peer-support model. Parents and guardians who have been through the juvenile process with their own youth (family partners) facilitate a 30 minute orientation in the courtroom lobby as families await hearings. Following the orientation, the family partners talk with family members one-on-one to offer support and information about court and community

² <http://www.colorado.edu/cspv/blueprints/>

³ Skowyra, K. & Cocozza, J.J. (2006). A blueprint for change: Improving the system response to youth with mental health needs involved in the juvenile justice system. *Research and Program Brief, June 2006*. National Center of Mental Health and Juvenile Justice.

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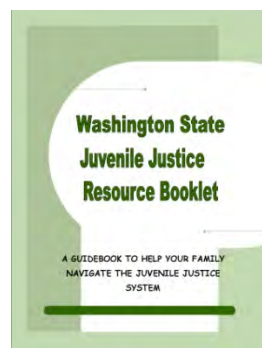
JUVENILE JUSTICE 101 DESCRIPTION

Juvenile Justice 101 (JJ101) is a three-pronged program which includes a court orientation, one-on-one support and community outreach.

ORIENTATION. The centerpiece of Juvenile Justice 101 is a 30 minute orientation that occurs in the lobby of the court waiting room. The orientation includes a script that family partners use as they present a 15 minute video and a resource booklet. The video presents the roles of the judge, defense attorney, prosecuting attorney and intake probation counselor. People from the court who represent these roles speak briefly about their roles and responsibilities in court and an ongoing narration provides additional context and background. The second half of the video presents information about the main court hearings a family will encounter as they navigate from arraignment/first appearance through disposition and potential modification and post-disposition hearings.

The resource booklet is intended to empower family members to actively engage in the court process. The booklet is an interactive guide that includes space for the parent/youth to write down questions, names/phone numbers and upcoming court dates. The booklet also includes information about court programs and community services, and provides templates and guidance around keeping a log of youth behaviors and the kinds of information to provide to court staff. Before beginning the orientation, the family partners introduce themselves and explain that they are not attorneys and are not qualified to discuss specifics of legal cases or offer legal advice. At the close of the orientation, a representative from a local community agency offers a 10 minute presentation on their services. When a community presenter is not available, the family partner will direct families to the Juvenile Justice 101 resource rack and table and invite people to take a look at the various community agencies represented and to ask the family partners for more information about accessing community services.

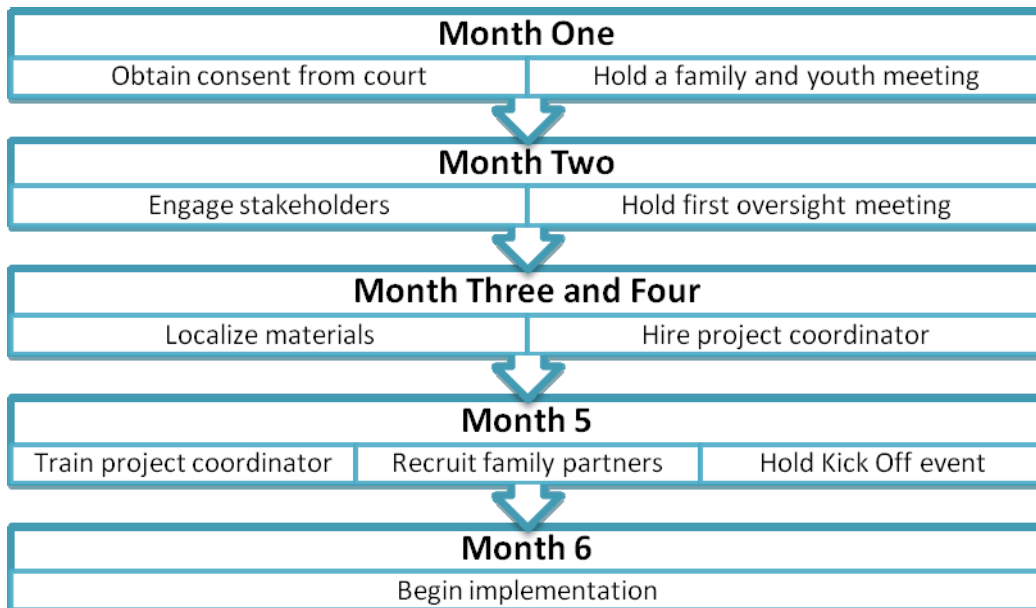
Juvenile Justice 101 is a three-pronged program which includes a court orientation, one-on-one support and community outreach



ONE-ON-ONE SUPPORT. Following the court orientation, family partners individually approach every individual or family waiting in the lobby. One-on-one contacts include emotional support, information about court and/or community resources, as well as mentoring and coaching about how to work effectively with court staff. Support can involve simply reassuring a parent that “everything will be okay,” and appropriately sharing that they (the family partner) went through a similar experience. Information can include reminding parents/youth that the court process can take a long time, that wait times in the courtroom can be long, telling families what floor the probation counselors are on, talking with families about detention, providing information about family support or mental health agencies, or where to go to get utilities assistance and medical support and the like. Mentoring and coaching may include reminding or informing families about the most effective way to talk with attorneys, ways to dress and talk in court and what kinds of information to provide the intake probation counselor. These one-on-one contacts can last from 5 to 30 minutes and only occur in the court lobby. Family partners in Juvenile Justice 101 do not provide families with ongoing support, but do provide information about available family support services in the community.

COMMUNITY OUTREACH. Juvenile Justice 101 provides linkages to community services (e.g., peers support, mental health providers, legal advocates, and nutrition programs) in two ways. First, community agencies are invited to actually participate in the court orientation by providing a 10 minute presentation on their agency’s services; this typically occurs at the end of the family partner presentation. Family partners also develop and participate in workshops in the community to present on the juvenile court process for families as well as for agencies that serve many justice-involved youth.

A SIX MONTH PLAN FOR IMPLEMENTING JUVENILE JUSTICE 101 IN YOUR COURT



MONTH 1

1. **OBTAIN CONSENT FROM THE COURT TO MOVE FORWARD WITH THE PROCESS** (if the facilitator is outside of the court). At a minimum, this would include the juvenile court administrator. The court should define the acceptable bounds of the program, because the community involvement process may result in a program that is very different than your original vision.
2. **HOLD A FAMILY AND YOUTH MEETING IN YOUR LOCAL COMMUNITY.** Invite parents/guardians and youth to attend by identifying and visiting existing family and youth support groups. Focus on obtaining participation from a diverse group of families, particularly families who are representative of the racial, ethnic, and economic groups most served in your juvenile court. This will require identifying barriers to participation, including providing translation services, building trust and assurance with historically marginalized groups, and meeting transportation and childcare needs. A suggested agenda for the Family and Youth meeting is described below.
3. **SUMMARIZE RESULTS.** Immediately after the meeting, while it is still fresh, summarize the results and identify two or three key points to communicate with the court about family members' identified concerns and how Juvenile Justice 101 can address these concerns. This may lead to a discussion of how to adapt JJ101 for the local court.

MONTH 2

4. **BEGIN TO RECRUIT STAKEHOLDERS** to participate in an oversight committee workgroup process to oversee the implementation of Juvenile Justice 101 locally. Meet with individuals one-on-one to briefly describe the intent of the project, present the two or three main points from the Family and Youth Meeting, and to get their thoughts about moving forward. Identify which groups may be more wary of the project, such as attorneys or judges, and work closely with them to solicit their input and alleviate initial concerns.
5. **HOLD THE FIRST OVERSIGHT COMMITTEE WORKGROUP MEETING.** The agenda for this meeting should focus on introducing the results of the local Family and Youth Meeting (the two to three main points), introducing the Juvenile Justice 101 model and evaluation results, how JJ101 can address the points raised in the Family and Youth Meeting and then outline your proposed next steps for implementation. Provide time for the workgroup to comment on the proposed plan and identify any major concerns. Emphasize that to achieve the results found in King County, the program should be as close to the original model as possible, but that localization is also a key feature of the program.

MONTHS 3 AND 4

6. **LOCALIZATION AND HIRING.** After the first workgroup, begin to implement next steps around implementation. This includes 1) localizing materials and 2) identifying a family partner to act as the program director.
7. **SUBSEQUENT FAMILY PARTNER MEETINGS** should focus on any localization of materials and procedures as well as updates on hiring and training.
8. **HIRE FAMILY PARTNERS.** The family partner program director can begin to take a key role in the identification and hiring of family partners. In King County, after the pilot testing of the program, we completed a second round of hiring by sending out notices through listservs and attending key committees at the court and in the community to publicize our efforts.

MONTH 5

9. **TRAINING.** We recommend that the program director receive training by attending Juvenile Justice 101 orientations in King County and attending a Family Partner Training with the King County JJ101 program director. The local program director can then begin training local family partners with the Family Partner Training Manual.
10. **COMMUNITY OUTREACH.** Begin to reach out to community agencies to assess interest in providing materials and resources for the orientations as well as having family partners present JJ101 to agency staff and clientele.
11. **HOLD A “KICK OFF” EVENT** before beginning the project, particularly if you will have onsite family partners, so that court staff are aware of the program and of the role of family partners. In King County, this involved an introduction by the Chief Judge, a summary of the program’s development by the facilitator of the project, a statement of support by a supervising defense attorney, and then a brief description of the Juvenile Justice 101 components including the introduction of the family partners. We held this during lunchtime in the court lobby to maximize attendance.

MONTH 6

12. **BEGIN!** After training a sufficient number of family partners, begin implementation of the program! Continue to convene the oversight committee workgroup; you may find that a smaller workgroup is more feasible for ongoing meetings regarding the project. You can continue to keep the larger group informed about major events (media coverage, evaluation outcomes) via email or other communication channels.

HOLD A FAMILY AND YOUTH MEETING

It is important to hold a local Family and Youth Meeting for a few reasons. First, it engages a group of parents/guardians and youth in the project and creates a pool of individuals who can be involved at a later period of time in the oversight meetings and/or as family partners. Second, you obtain real-world, local information from the participants around current concerns regarding involvement in the juvenile justice system. This information will be important as you convince others of the need for family support. Third, you will get feedback on the ability of the Juvenile Justice 101 model to address identified concerns.

ADVERTISING FOR THE MEETING. As already mentioned, it is important to start with outreach and attend groups, events and locations of family support and advocacy groups. The attendees at your Family and Youth Meeting are likely to be individuals that you have personally met and invited. Putting up flyers and even advertising over listservs is not likely to be a very successful method for recruiting participants. It is very important to place special emphasis on connecting with groups serving families who are likely to be representative of the racial, ethnic, and economic background of the families served in your juvenile justice system. This may involve hiring translators or making connections with community representatives who can act as liaisons.

PARTICIPANTS. Ideally, participants will be drawn from diverse cultural backgrounds who have had juvenile justice involvement. We found that parent/guardians and youth who were not currently in the middle of a court matter, but had had a juvenile justice experience, were best able to discuss their experience objectively.

ADDRESS BARRIERS TO PARTICIPATION. *Location:* As with any community meeting, finding a location that is somewhat central for the geographical area you are targeting is important, as is having ample parking to reduce frustration and confusion for your attendees. Place signs with directional arrows if your meeting is in a room in a larger facility. *Transportation:* You may wish to provide reimbursement for mileage, taxi fare, or bus fare. *Food:* Light refreshments are always appreciated, particularly during mealtimes. *Childcare:* If your organization permits it, providing childcare or reimbursement for childcare can facilitate participation from a wider group of people. *Compensation:* Many families served by juvenile justice are in poverty and have limited free time; providing some compensation helps alleviate the burden of participation, and demonstrates respect for their time and involvement.

AGENDA. The emphasis from the beginning of the meeting, to set the tone for the entire project, should be on the empowerment of family members to identify what interventions will most benefit justice-involved families. In King County, in order to encourage participants to speak freely about concerns, we did not invite members of the court to the first Family and Youth Meeting. It is not necessarily the case that having court staff present would hinder this discussion, but we recommend that the meeting facilitator be outside of the court and/or run by someone well known to families in the community as a champion of family engagement. We suggest the following agenda:

- Opening remarks and introduction (group facilitator). Present the background of the project and the purpose of the meeting (to get parent and youth perspectives about current gaps in support for families and to present JJ101 as a tentative program to implement). Encourage participants to respect each other's opinions and diverse experiences. Emphasize the constructive nature of the meeting and discourage axe-grinding.
- Small Group Breakouts. Divide participants into groups of 4 or 5 people to discuss perceived gaps in family engagement. You could provide the groups with two or three prompts/questions to respond to or just provide the general prompt.
- Report Out. Having groups identify a reporter to summarize the discussion and two to three main concerns that were raised.
- Summarize Concerns. From all the concerns, identify two or three main concerns that emerged from group discussions.
- Present the Juvenile Justice 101 project (or invite a representative from the King County program or University of Washington to present this) and elicit feedback about what components of the program could address the identified concerns.
- Adjourn the meeting.

We first reached out to families and youth by attending groups and events being sponsored by family advocacy/support organizations. Our staff reached out to the leaders of these groups, as well as members, to invite them to participate in a Family and Youth Meeting to discuss the project. By going to the events being sponsored by these organizations, our staff strengthened the true perception that we were interested in a genuine collaboration. After building interest in the project among a number of parents and youth, we needed to figure out how to limit the number of parents/youth who could participate in the smaller oversight committee workgroup while maintaining communication with the larger group. We were advised to ask each family advocacy organization to choose one or two representatives to send to the oversight committee meetings. This gave the organization the ability to make this decision internally, and also provided the opportunity to rotate representatives. We then kept contact information for the larger group of family and youth representatives and would periodically send information about project status.

We asked each family support organization to internally identify one to two representatives for the oversight committee

To encourage diversity in your family and youth representatives, we suggest that multiple family support or advocacy organizations are contacted. This has the added benefit of strengthening the community network of family support organizations through their shared involvement on the project. Some groups may be housed within mental health agencies, churches, or community centers and some may be stand alone support groups or nonprofits. Community-oriented probation counselors can have great leads on potential organizations and the county mental health administration (RSN) will likely know of funded family organization groups.

Include those that have responsibility over facilities, staff or schedules that will interact with JJ101 program components. Similarly to the process of involving family members, securing an agreement to participate in the process will be much more likely if individual, in-person contacts are made. Also, making contact prior to the beginning of the oversight committee workgroup will provide awareness about concerns that will be raised early in the process. These members might include the following:

- *court administrator and/or designee with decision-making power*
- *court operations manager*
- *court translator services manager*
- *lead attorney with defense attorney association or designee(s) from the defense attorney group*
- *lead attorney for prosecuting attorneys*
- *chief judge*
- *probation manager*
- *detention manager*
- *community representatives (mental health, child welfare, education, community-based organizations)*
- *caregivers and other family members and youth*

We did not include a court translator services manager in our oversight workgroup and have subsequently struggled with having translators available for the JJ101 orientations. This highlights the importance of engaging in key people early on so that 1) potential concerns can be raised and addressed early in the process and 2) someone in a position of responsibility can be an advocate for the program.

Also include those who are interacting with families in a court setting on a day to day basis, if this expertise is not sufficiently provided by those with decision-making power. This might include some select probation counselors and defense attorneys and/or other court services staff. Staff with on-the-ground knowledge will provide critical information about the common, expressed needs of families as well as potential concerns or barriers that could arise among direct service staff. We suggest you defer to the supervisory staff/management to select these representatives.

Include external agencies that work with juvenile system-involved families to promote cross-system collaboration. Included on the King County oversight committee was a Children's Mental Health representative from the Regional Support Network (RSN, which is the local coordinating body for state-funded mental health care in Washington State) who provided excellent guidance on crafting portions of the resource booklet related to mental health information. In addition, we were able to reach a wider audience for hiring requests and community presenter requests because of the participation of the Mental Health services representative on the committee, as she sent these requests out through the mental health services email listserv. Other agencies to consider might include representatives from the state departments of Child Welfare, Public Health and local School Districts.

HOLD OVERSIGHT COMMITTEE WORKGROUPS

Convening workgroup meetings with representatives from all the positions listed above serves a dual purpose. First, you save time in being able to receive feedback and present on progress in one event rather than following up with stakeholders individually. Second, holding workgroup meetings keeps the project momentum going forward, forces the group to look at and address barriers and keeps the focus on track. This minimizes the risk that a voiced concern by a stakeholder will overly influence the direction of the project; both parent/youth representatives and court and auxiliary staff benefit from hearing the others' perspectives in working towards a satisfactory solution. As the project facilitator, we found the following approach to be helpful

1. Seek to genuinely understand and clarify concerns
2. Let stakeholders know that you are aware of concerns
3. Invite other members to brainstorm solutions
4. Select a solution that has wide support
5. Maintain fidelity to the solution and bring additional concerns back to the group

Case Example

Some defense attorneys were initially very concerned that the family partners would be taken to be authorities on court matters and asked questions regarding the legal details of cases. Further, the attorneys were concerned that the family partners might provide advice or information to families, particularly youth, which would contradict advice being given by the attorney. First, we clarified the defense attorney's concern. Through additional questioning, we realized that their concern was not so much that family partners would be providing information about court process, but that they would be provide legal advice. Second, we let the attorneys know that we understood this concern by stating it in the workgroup meeting, asking if this concern was correct, and making it part of the agenda. Third, we asked the other workgroup members to come up with ways that we could proactively address this possibility. The workgroup, notably family representatives, suggested that JJ101 family partners could be very clear that they are not qualified to offer legal advice and discourage individuals from discussing the particulars of court cases. Fourth, we confirmed with the workgroup that a disclaimer at the beginning of the JJ101 orientation by the family partners regarding legal advice, as well as training on not providing legal advice to all family partners would be a satisfactory solution to the concern raised. Fifth, when we came to actually implementing the project, we made sure the agreed solution was emphasized and maintained as new family partners joined the project.

Also, it is generally easier for a group to identify barriers than propose solutions. One way to encourage workgroup members to move beyond this is to structure a discussion so that brainstorming what they *would* like to see implemented occurs first in the meeting, followed by a discussion of potential concerns. Generally, individuals will become so enthusiastic about the possibilities of the project that their concerns are lessened.

LOGISTICS

FREQUENCY. We found that holding more frequent oversight committee workgroup meetings in the beginning of the project was important to establish enthusiasm and momentum as well as identify the direction of the project quickly. As the project progressed, workgroup meetings were held less often and were more focused on updates and strategic thinking about sustainability. We found that holding the workgroups every six weeks for the first six months of the project would worked well, and subsequently once every three months (quarterly).

TIMING. Of course, the timing of the groups (date and time of day) should be reflective of the preferences of the workgroup members. We identified a small window of time that seemed to work generally well: 12:15pm to 1:30pm. This allowed defense attorneys to come up from court and made use of a free lunch hour. We also brought in lunch, which provided another incentive for attendance, although this may not always be feasible. While evenings would have been preferable for families, it was not going to work to ask so many court employees to stay past work hours. We provided the parents and youth stipends for attending and reimbursed for

gas mileage. We found that asking family organizations to identify representatives for the meetings also worked well in that at least one parent from the organization was available to attend on the scheduled day.

LOCATION. To maximize attendance of court staff, we always held meeting either on site or at a site very close to the juvenile court. Keeping the site consistent also helped individuals remember where to meet.

LOCALIZING MATERIALS

The driving value beyond Juvenile Justice 101 is that information and support is provided to families that directly reflects local concerns and needs. Accordingly, we strongly support a process of localization so that procedures and materials are relevant for the local culture. Below we summarize some areas to consider when discussing what elements are most appropriate for your juvenile court:

1. **COURTROOM ENVIRONMENT.** Is an orientation feasible in your courtroom? We found in King County that while ambient noise could be loud, this was minimized by having family partners use a portable microphone. If a room adjacent to the waiting room is available, this may provide a feasible option for the orientation. However, be advised that families may choose not to move to another room, or defense attorneys may resist moving clients to another location. In King County, families are asked to move to one part of the waiting room for the presentation. This reduces the space that family partners have to present to and also keeps families accessible to attorneys. We suggest that you keep the orientation onsite during court hours if at all possible, as holding an orientation off site at off hours will significantly reduce the number of families you can reach.
2. **VIDEO.** The current Juvenile Justice 101 video includes elements that are reflective of the juvenile court process in King County. You may want to consider either developing your own video or having family partners interject at points in the video that may not apply to local court procedures.
3. **ORIENTATION SCRIPT.** The script developed for King County was edited and revised with the input of practicing defense attorneys and court staff in King County. We recommend that you subject the script presented in this toolkit to the same review by your local court staff.
4. **RESOURCE BOOKLET.** Again, our resource booklet reflects court process specific to King County. The original template for the booklet is available from the University of Washington for you to edit for your local procedures. You may also want to consider translations for languages apart from those already available: Spanish, Somali and Vietnamese. Because of printing costs, you may also consider developing a shorter handout that identifies information that parents and youth from your Family and Youth Meeting identified as critical for families. However, families in King County have

reported that the breadth of information as well as the opportunity to write in the booklet has been very helpful.

5. **COMMUNITY PRESENTERS.** In King County, community presenters are invited to give 10-15 minute presentations on their services. We found that the families appreciate this service; however, it can be time consuming to schedule and follow up with presenters. We also developed a script for family partners to give when a presenter was not scheduled or did not show to an orientation. The script enables the family partner to provide information on an array of community services related to mental health, substance abuse, utilities assistance and sexual assault.

HIRING AND TRAINING FAMILY PARTNERS

The first family partners you hire are likely to be drawn from the outreach conducted for the Family and Youth Meeting held at the beginning of the project. We recommend that you first identify a family partner to act as a project coordinator. This person would ideally have previous experience as a family or parent partner and some familiarity with the ethics and procedures involved in working with families, although this is not necessary. The project coordinator will be centrally involved in managing the hiring process, including constructing interview questions

Prior to hiring any additional family partners, the project director should receive training from the University of Washington and King County Juvenile Justice 101. To receive training, contact Sarah Walker, Ph.D. at the contact information provided at the front of this manual.

and scheduling interviews. Training would include one full day of training, including observation of Juvenile Justice 101 and a review of the Family Partner Training Manual. Following the in person training, UW-PBHJP staff would provide ongoing consultation for one year at a minimum of bimonthly consultation calls or in person visits. The project director can train additional local family partners by using the JJ101 Family Partner Training Manual.

We conducted trainings for family partners in six hour blocks. The time was equally spent covering topics as outlined in the manual and role playing one-on-one contacts at court as well as the actual orientation. Further direction on how to conduct the trainings for family partners can be covered by training through the University of Washington and King County Juvenile Justice 101 program.

ADMINISTRATION

Prior to the hiring and training of family partners, you will need to identify what agency will administer the program. The two primary options will likely be either the court or a family support organization. The model used in King County involved a partnership between a family support organization and the court, in which the family support organization received funds to administer the program and the court identified a project liaison who worked closely with the coordinator to work out day to day details. When using a family

support organization to administer the program we recommend you address the following issues before program launch:

- ❖ Identify a person from the court to act as a court liaison. This person should be able to respond by email or phone on a daily basis, if needed, in order to troubleshoot implementation issues. Ideally this person would be able to make decisions regarding room use, equipment, and ordering supplies and would also be available to attend occasional JJ101 orientations. In King County, the court liaison was the Juvenile Services Manager.
- ❖ Have a conversation about any hiring restrictions set forth in both the family support organization and court hiring policies (e.g., background checks) so that both organizations are clear about who will be representing the JJ101 program at the court.
- ❖ Have a conversation about how funds will be administered, who will be doing bookkeeping, how time cards will be processed and what auditing mechanisms will be in place, if any, to ensure accuracy and efficient program administration. Also, determine whether the project coordinator will be responsible for the distribution of funds, or if this task will be the responsibility of someone else in the family support organization.
- ❖ Record the roles and responsibilities of both the family support organization and the court in a signed Memorandum of Understanding (MOU). An example of the MOU used in King County is provided in the appendices.

COMMUNITY OUTREACH

Community outreach for Juvenile Justice 101 involves two efforts:

- ❖ Community presentations during the JJ101 orientation
- ❖ Workshops on the juvenile justice process in the community.

Community presentations are brief, 10 minute, introductions to an agency or organization's services immediately following the court orientation facilitated by the family partners. The presentations are provided by a representative of the agency, who often also brings materials and resources and will talk with interested families one-on-one after the presentation. For the King County JJ101 program, community partners have included organizations representing family and youth support/advocacy, mental health, sexual assault and trauma, legal advocacy, child welfare, medical assistance, and family violence treatment. We identified interested agencies through existing contacts as well by cold-calling agencies based on the services they provided. Our coordinator scheduled agencies up to two months in advance, and we recommend that a somewhat regular, rotating schedule of presenters is established to streamline scheduling. The community presenter coordinator also emails the agency the business day immediately prior to the scheduled orientation to remind the agency about their presentation. When an agency is not scheduled, or fails to appear, the family partners follow a standard script to introduce the materials table:

“We would be happy to answer any additional questions about the court process. In addition, we have a great deal of information about community resources for youth and family support; mental health, substance abuse and trauma, as well as information about medical and financial assistance. We would be happy to talk with you about these community resources as well and please feel free to check out our resource table.”

In addition to the JJ101 community presentations at the court, workshops are provided in collaboration with community agencies for agency clientele. This is an important piece of the program because the workshops specifically aim to reach community populations are traditionally disenfranchised or feel alienated by the juvenile justice system. The workshops can follow the court JJ101 orientation closely or adapt to meet the immediate needs of community members. Workshops in King County have occurred in collaboration with Big Brothers/Big Sisters and the Mockingbird Society, the Somali Community Services Centers, El Centro de La Raza and Sound Mental Health.

CORE FEATURES

While localization is an essential element of Juvenile Justice 101, it is also useful and important to consider the core elements that we think are critical to the spirit of Juvenile Justice 101. Deviating from these features would result in a program that was significantly different than the one presented here.

1. **LOCAL FAMILY AND YOUTH INPUT.** It is crucial that parents/guardians and youth be included in the implementation of Juvenile Justice 101. Parents and youth should weigh in on the materials, timing and presentation of the project to ensure that it matches local needs. This is also crucial for recruiting and maintaining a group of family partners.
2. **PROVIDING SUPPORT AT THE COURT.** Juvenile Justice 101 is about providing information and support at the court phase of the juvenile offender process. Having family partners available onsite at the court ensures that justice-involved families hear the orientation and receive support right when they need it. In the very initial planning stages of Juvenile Justice 101, before eliciting input from local family members from King County, we thought about sponsoring monthly or bimonthly information meetings on the juvenile court in various community agencies around King County. But after the very first family and youth meeting, it became clear that onsite support was likely to be more effective in impact and reach, despite the possible logistical challenges involved in implementation.
3. **USING A PEER SUPPORT MODEL.** Possibly the single most important aspect of Juvenile Justice 101 is that family partners facilitate the orientation and provide one-on-one support. The experience in King County reinforced our expectation that only parents can connect with other parents and family members in such a powerful way.

DATA COLLECTION

Collecting data about the program serves two purposes:

- Quality Assurance, and
- Research on Effectiveness

We include in this toolkit copies of two types of data collection tools. The first is a satisfaction survey that is handed out after JJ101 orientations. The second is a family partner log book that family partners use to record their one-on-one interaction, as well as any noteworthy occurrences.

SATISFACTION SURVEY

The satisfaction survey is intended to capture information about the immediate impact of JJ101, including its helpfulness to families and suggestions for improvement. The survey is only 10 items long, which includes 5 scaled items assessing how helpful the orientation was and 5 items that ask about background demographics. The full survey is included in the appendix. Collecting this information became very important to us early on as we built support for the program among diverse interest groups.

PROCEDURE. We recommend that the court identify someone other than the family partners to administer the satisfaction surveys, or develop a protocol for administering and collecting surveys that ensure anonymity and reduce the potential awkwardness of the family partners asking for their own satisfaction surveys. In King County, staff from the University of Washington collected this data in the initial phases of the project. Going forward, however, the family partners will collect the information by handing out the satisfaction surveys after the presentation, as they make one-on-one contacts, and then asking people to return the surveys in a box that sits on the JJ101 table. The surveys are then collected after each orientation and entered in a local database. More information about setting up this database can be obtained by contacting the University of Washington.

ANALYSIS. For each oversight meeting subsequent to the Kick Off, we developed very simple descriptive tables and graphs that showed the percent of JJ101 participants who reported that they found the orientation helpful, and also reported updated demographics on race/ethnicity, relationship to youth and number of times the participant had attended court prior to the orientation. An example of the graphs is illustrated below. These were created in SPSS (Statistical Package for Social Sciences) but similar work could be done in Excel or other data

Case Example

About one month into the implementation of JJ101 in King County, we began to hear about rumors that the program was not serving families from diverse racial and ethnic backgrounds. Because we had collected data on the demographics and satisfaction of family participants in JJ101, we were able to report that the majority of families participating in the orientation were families of color and that satisfaction ratings among this group were very high. Without this data, we could have faced a serious roadblock in going forward and getting wider buy in. Members of the diversity committee at the court were then willing to send out hiring flyers for more family partners within their community networks.

processing software. Reporting these findings helped to build the confidence of the oversight group that the program was working successfully, thus leading to motivation to work toward identifying sustained funding. An example of graphs used in one of the oversight meetings is included on the following page.

FAMILY PARTNER LOG NOTES

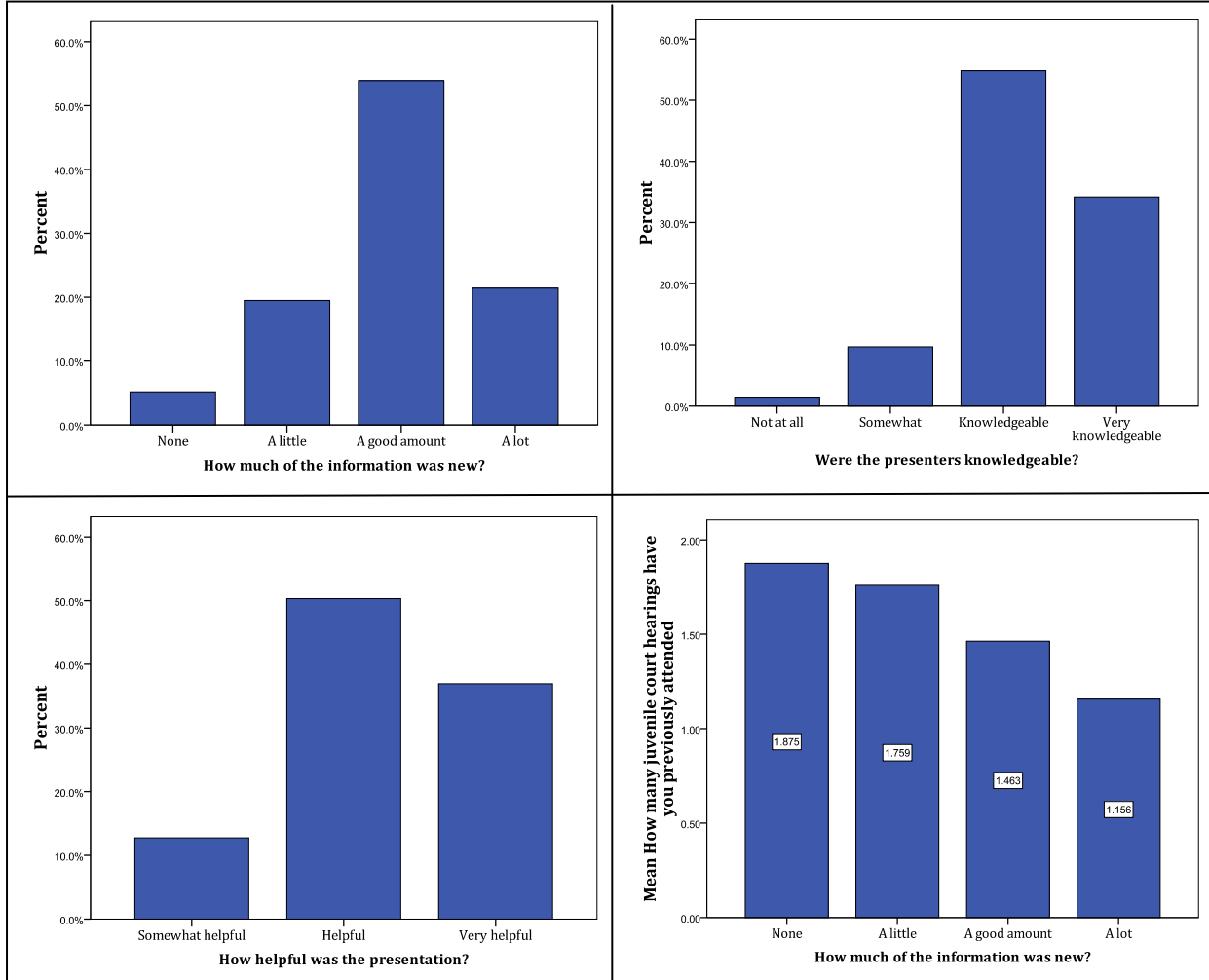
The family partner log notes are the method by which family partners record their one-on-one interactions with individuals and families after the orientation. After a few iterations of design for the log notes, and with the input of the family partners, we developed a format that allows the family partners to quickly note the category of support/information conveyed to an individual as well as basic information on demographics. These notes are also a critical part of reporting effectiveness to the oversight committee as well as funders about the quantity and quality of one-on-one interaction. As a major piece of JJ101 is providing information about community support, we were eager to identify a method for the family partners to record when this information was being shared. Additionally, the log notes allow the program coordinator to monitor the activities of family partners, any issues or problems that came up, and check in with those who may have fewer or less descriptive notes. The notes thus act as a research, communication, problem-identification, and quality assurance tool. A full log note sheet is included in the appendix, but an example of the encounter form is presented below.

Encounters for Family Partner Log Notes

| Date | Family Partner | Individual's Ethnicity | Relationship to youth |
|--|----------------|------------------------|-----------------------|
| 3/9 | [REDACTED] | caucasian | Parent |
| <input checked="" type="checkbox"/> Provided reassurance _____ <input checked="" type="checkbox"/> Gave information on justice processes _____ <input type="checkbox"/> Gave information on community services _____ <input type="checkbox"/> Coached on how to communicate with justice staff _____ <input type="checkbox"/> Other and additional notes: "what is happening today - what does arrangement mean - will we have to come back - how many times?" | | | |

| Date | Family Partner | Individual's Ethnicity | Relationship to youth |
|--|----------------|------------------------|-----------------------|
| 3/9 | [REDACTED] | CAUCASIAN | PARENT |
| <input checked="" type="checkbox"/> Provided reassurance _____ <input type="checkbox"/> Gave information on justice processes _____ <input type="checkbox"/> Gave information on community services _____ <input type="checkbox"/> Coached on how to communicate with justice staff _____ <input checked="" type="checkbox"/> Other and additional notes: INDIVIDUAL HAS GREAT SUPPORT - KNOWS A LOT OF COURT STAFF - REALLY LIKES WHAT WE ARE DOING | | | |

Satisfaction Data



EVALUATION

Research staff from the University of Washington began gathering satisfaction data from JJ101 participants on the second day of implementation and for every subsequent orientation for six months. Data from these surveys (n = 157) indicated that the project was serving a diverse group of individuals (over 80% of participants self-identified as either African-American, Hispanic or Asian) and the program was perceived as very helpful. Six months into the project, the University of Washington administered a longer survey, which included variables about JJ101 in addition to other variables of interest, to JJ101 participants and nonparticipants in an attempt to gather a more representative sample and better understand the differences between those who choose to participate vs. those who do not.

This study's results suggested the following preliminary conclusions about the JJ101:

- The orientation is viewed as very helpful by the majority of participants and parents find it more beneficial than youth.
- Participants appear to take away the pieces of information that are specific to their needs and concerns, which is consistent with the program as a broad overview of the process.
- African-Americans may be more likely to be motivated to follow up on new community services presented through the program, and 37% of all participants across racial and ethnic groups reported that they learned about a new community organization as a result of JJ101.
- A comparison of JJ101 participants and nonparticipants suggested that the individuals who feel less knowledgeable about court process are those who self-selected to participate in the program.
- Those who participate in JJ101 were three times as likely to know correct information about the court.

The following describes the method and analytic approach for this study.

Method

Sample. The study sample consisted of 111 individuals, either youth or guardians, who were onsite at the juvenile court building for court hearings on one of the days when data was collected. Table 1 compares the distribution of the sample across demographic categories for JJ101 participants and nonparticipants (comparison group). The JJ101 and control groups were very similar on most demographics. The only significant difference was the greater proportion of JJ101 participants who had already attended their court hearing for that day. Also, the number of previous court hearings was higher for JJ101 participants than the comparison group. Consequently, we controlled for these variables and other potential differences in the groups through a well-recognized statistical technique called a propensity score. More information about the development and use of the propensity score in the following analyses can be obtained by contacting Dr. Sarah Walker.

Procedure. Data collection occurred onsite at the juvenile court as court-involved youth and their guardians awaited or completed court hearings. Two trained interviewers arrived about 30 minutes after the

completion of a scheduled JJ101 orientation to conduct interviews with families who were still in the court lobby. The interviewers went to the court after each scheduled orientation for a total of three days a week: twice in the afternoon and once in the morning. Youth and families were approached by interviewers using a standard script about the voluntary nature of the study, the use of the data and their rights as a research participant. Individuals who completed most or all of the interview were given a \$10 gift card.

Table 1

Sample demographics by JJ101 Participation

| | | JJ101 participant | | | |
|-------------------------|------------|-------------------|-------|-------|-------|
| | | no | | yes | |
| | | no | % | n | % |
| English language | Yes | 44 | 84.6% | 50 | 86.2% |
| | No | 8 | 15.2% | 8 | 13.8% |
| Parent | Yes | 27 | 50.9% | 33 | 56.9% |
| | No | 26 | 49.1% | 25 | 43.1% |
| Gender | Female | 35 | 66.0% | 36 | 62.1% |
| | Male | 18 | 34.0% | 22 | 37.9% |
| Race | Black | 16 | 30.2% | 15 | 25.9% |
| | White | 16 | 30.2% | 23 | 39.7% |
| | Latino | 12 | 22.6% | 6 | 10.3% |
| | Other | 9 | 17.0% | 14 | 24.1% |
| Court hearing today | Yes | 9 | 17.0% | 22.00 | 37.9% |
| | No | 44 | 83.0% | 36.00 | 62.1% |
| Previous court hearings | First time | 10 | 18.9% | 7.00 | 12.1% |
| | 2-5 times | 32 | 60.4% | 25.00 | 43.1% |
| | 6-10 times | 8 | 15.1% | 18.00 | 31.0% |
| | 10+ times | 3 | 5.7% | 8.00 | 13.8% |

Bold indicates a significant difference at $p < .05$.

Measures.

JJ101 Participation. Because individuals self-select to participate in JJ101 and must go to a certain part of the room to hear and view the orientation materials, those who did not view the orientation were considered controls even though they may have been in same room as the orientation. There were 52 JJ101 participants and 58 controls in the sample. Individuals were counted as JJ101 participants even if they only viewed a portion of the orientation and if they had viewed the orientation previously but not that day.

JJ101 Helpfulness. The questionnaire used for the study consisted of two main parts. The first part included questions about the JJ101 orientation, which was skipped for nonparticipants. JJ101

participants were asked about the helpfulness of the orientation, what they learned, whether they were contacted one-on-one by a family partner, how helpful the family partner was, whether they learned about a new community service and how likely they would be to follow up with that service. All questions were either yes/no, scaled from 1 to 5 (5 highest), or open-ended.

The second part of the questionnaire asked participants to choose how much they agreed with 11 questions by rating each one from “not at all” to “a lot” (5 point scale). The questions were developed to measure how study participants felt about the court as well as how much they thought they knew about court processes. The last question was designed to test actual knowledge of court process: “The primary role of the defense attorney is to consult with the parent about the youth’s case.” This was dummy coded into “correct” and “incorrect” with only the response “not at all” counting as a correct answer.

Court support. The court support scale included seven of the court perception variables. Table 2 shows the factor loadings of each item within the scale. To develop both scales, a principal components factor analysis (Varimax rotation) was conducted with ten of the eleven items (the defense attorney item was excluded). The seven items included in the court support scale measure the confusion, anger and perception of court help and support. The scale is coded so that higher mean scores indicate a greater sense of support. Inter-item reliability as measured by Cronbach alpha was good, $\alpha = 0.84$.

Court knowledge. The court knowledge scale measures perception of knowledge rather than actual knowledge. The scale is composed of three items: knowing the role of court staff, knowing who to talk to at court to get more information and having a good understanding of the court process. Table 2 displays the factor loadings for each item within the scale. Inter-item reliability as measured by Cronbach

alpha was acceptable, alpha = 0.75. The scale is coded so that higher scores indicate greater perceived knowledge of court.

Results

Helpfulness. The distribution of the helpfulness variable was slightly skewed towards the high end with more participants (55.4%) rating the orientation as more than a little or “a lot” helpful. There were only three participants who said the presentation was “not at all” helpful (6.1%), 19 reported that it was “a little” helpful (38.8%), 16 reported that it was “more than a little” helpful (32.7%) and 11 said it was “a lot” helpful (22.4%). Chi square analyses of how helpful JJ101 was perceived by various demographic groups (see table 2) resulted in significant effects for only parent/youth status. Parents were more likely to rate JJ101 as more than a little or a lot helpful.

Table 2

Helpfulness Ratings of JJ101 Orientation by Demographics

| | | n | mean | st. dev | F (df) | Eta sq |
|-------------------------|--------------|----|------|---------|------------------|--------|
| English language | Yes | 43 | 2.74 | 0.28 | 0.39(48) | 0.01 |
| | No | 6 | 2.50 | 0.55 | | |
| Parent | Yes | 27 | 3.00 | 0.92 | 6.97(48)* | 0.13 |
| | No | 22 | 2.36 | 0.73 | | |
| Gender | Female | 31 | 2.74 | 0.95 | 0.08 (48) | 0.00 |
| | Male | 18 | 2.67 | 0.77 | | |
| Race | Black | 15 | 2.87 | 0.99 | 0.47 (48) | 0.03 |
| | White | 18 | 2.78 | 0.88 | | |
| | Latino | 6 | 2.50 | 0.84 | | |
| | Other | 10 | 2.50 | 0.85 | | |
| Previous court hearings | First time | 7 | 2.86 | 0.90 | 0.70 (48) | 0.04 |
| | 2-5 times | 23 | 2.52 | 0.85 | | |
| | 6-10 times | 14 | 2.86 | 0.95 | | |
| | 10 + times | 5 | 3.00 | 1.00 | | |
| | less than 15 | | | | | |
| How much | min | 11 | 2.18 | 0.87 | 3.39 (48) | 0.13 |
| | 15-20 min | 13 | 3.08 | 0.64 | | |
| | all of it | 25 | 2.76 | 0.93 | | |

Bold indicates $p < .05$

What was learned. Parents were somewhat more likely to report that they learned about the overall court process, while youth tended to be more specific in their responses. For example, youth mentioned learning about terms and right. One youth said that they learned “what terms mean. . . deferred disposition, arraignment, etc. I didn’t even know what the lawyers were saying.” Parents reported that they learned about how to talk to the judge, how to dress, how to talk to their child and about using a journal to record youth behaviors. One parent said that they learned “how to talk to the judge, and if and when she gets on probation I’ll know what to do.” Both parents and youth reported that they

learned more about the roles of court personnel. One parent reported learning that the “lawyer talks more with kids than with us.” Similarly, one youth reported learning that the “lawyer is for my benefit.” Two parents and one youth also reported learning about detention. One of the youth reported learning that “my mom can bring me my meds,” the parents reported learning that “the kids are taken care of, so don’t worry,” and “how to participate with my child in detention.” More youth than parents reported that they did not learn anything from the presentation. Parents who were placed in the “nothing/I don’t know” category more often reported that they either did not remember what they learned or they already knew the information. One parent reported that she was “too mad to listen.” Two other parents said that the orientation would have been helpful for them in the beginning of their experience with the court.

Community organizations. JJ101 participants were also asked whether they learned about a new community service/organization from the orientation, and how likely they would be to follow up with this organization. Of the 53 participants who answered, 19 said that they had learned about a new organization

(37.7%) and 34 said they had not (62.3%). All of the African American respondents (n = 6) reported that it was “more than a little” or “a lot” likely that they would follow up with services, whereas 80% of White respondents said that they were “not at all” (20%) or “a little” (60%) likely to follow up. There were too few respondents in the Latino or Other categories to draw any conclusions.

Court Support and Court Knowledge. Because of the observed differences between parents and youth in the reported helpfulness of JJ101, we hypothesized that parents and youth might also differ in respect to their levels of perceived support and perceived knowledge of court processes. Accordingly, we conducted univariate analysis of variance models with the propensity score as a covariate. Analyses were conducted with JJ101 participants and non-participants.

The ANCOVA model predicting court support as the dependent variable found no significant differences between parents ($m = 2.61, \text{std. dev.} = 0.87$) and youth ($m = 2.83, \text{std. dev.} = 0.64$) or between JJ101 participants ($m = 2.65, \text{std. dev.} = 0.73$) and nonparticipants ($m = 2.79, \text{std. dev.} = 0.83$) in perceived levels of court support (Figure 1).

When running the same model with perceived level of court knowledge as the dependent variable, the interaction between parent/youth and JJ101 participation status was found to be significant ($F(109) = 6.10, p < .05$). No main effects for JJ101 participation or parent/youth status were found. Youth non participants rated their knowledge of court functions lower ($m = 2.93, \text{st. d} = 0.87$) than youth participants ($m = 3.40, \text{st. d} = 0.56$), whereas parent nonparticipants rated their court knowledge higher ($m = 3.06, \text{st. d} = 0.96$) than parent participants ($m = 2.75, \text{st. d} = 0.89$). Parent JJ101 participants had the lowest ratings of perceived court knowledge overall.

The final question in the scale about the role of the defense attorney was intended to measure actual knowledge as opposed to perceived knowledge of court process. To test this, we ran a logistic regression with the defense attorney question as the dependent variable and an array of covariates including the propensity score. The model indicated that participation in JJ101 may be positively related to a correct understanding of the role of the defense attorney, although the effect only approached statistical significance ($p = .09$). JJ101 participants were nearly three times as likely to provide the correct answer to this question as nonparticipants, which was larger than the relationship between the number of previous times at court and answering correctly. Being a male parent (father) had the strongest relationship to answering correctly.

Conclusion

These findings, while preliminary, suggest that the Juvenile Justice 101 program is filling a critical need, particularly for those parents who feel lost and overwhelmed by the process. Additionally, the study provides good evidence that the orientation is improving knowledge and offering tangible support for families. A complete description of the study can be obtained by contacting Dr. Sarah Walker.

APPENDICES

Family Partner Training Manual

Memorandum of Understanding

Survey Questionnaire

Log Notes Template

JUVENILE JUSTICE 101

FAMILY PARTNER TRAINING GUIDE

**Prepared by the Division of Public Behavioral Health and Justice
Policy, Department of Psychiatry and Behavioral Sciences, University of
Washington Medical School**

In partnership with

Washington-Dads

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National Council of la Raza

The Substance Abuse and Mental Health Services Administration

Insoo Kim Berg

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Table of Contents

| | |
|--|-----------|
| Acknowledgements..... | 1 |
| Objectives of training | 3 |
| Introduction and background..... | 4 |
| Rationale for Family Partners..... | 6 |
| Key elements of JJ101..... | 7 |
| Roles and activities of JJ101 Family Partner..... | 9 |
| General skills for successful partnering..... | 13 |
| Overview of King County Juvenile Justice..... | 18 |
| Juvenile Justice Process..... | 19 |
| What youth and caregivers need to know..... | 23 |
| Useful websites..... | 26 |
| Outline of resource booklet..... | 27 |
| Orientation meeting script..... | 28 |

The objectives for this training guide are to:

- Understand the need for family partners in the juvenile justice setting
 - Understand the role of JJ101 family partners and how this role is similar to and distinct from peer partners in other settings
 - Understand the qualities of a JJ101 family partner
 - Know what to avoid doing or saying
 - Understand general skills for successful Family Partnering
 - Understand and practice the specific elements of JJ101, including:
 - The orientation meeting, including presentation and video;
 - Onsite parent assistance;
 - Appropriately communicating and partnering with court and legal staff;
 - Providing referrals to outside agencies
 - Learn an overview of the King County Juvenile Justice system
 - Understand the basic roles of key staff in the juvenile justice system
 - Gain an in-depth understanding of the juvenile justice process
 - Become familiar with terminology used in juvenile justice
 - Gain experience leading orientation meetings
 - Understand the most relevant community resources and how to refer families
 - Understand juvenile justice facilities
- Identify key staff within juvenile justice

Introduction and Background

Washington State is one of four core states receiving the MacArthur Foundation's "Models for Change" grant (MfC). This initiative is designed to accelerate system-wide juvenile justice reform in order to create more fair, rational, effective, and developmentally appropriate approaches to juvenile justice. (More information on MfC can be found at <http://www.modelsforchange.net/index.html>).

Formal agency partners in the MfC effort in King County includes the Center for Children and Youth Justice, the University of Washington Division of Public Behavioral Health and Justice Policy, and the Mental Health, Chemical Dependency and Abuse Division.

The MfC initiative has funded several projects and efforts in Washington State, including the "Juvenile Justice 101" project. JJ101 began in King County in a deliberate attempt to increase youth and family engagement in MfC. The Washington Strategic Innovation Group (a group of stakeholders helping to steer MfC in Washington State) adopted the following guiding principles for deciding what type of program to recommend for implementation:

- parent and youth empowerment
- benefit to juvenile justice staff
- sustainability

Conversations with parents, youth and juvenile justice staff indicated that the initial phase of the juvenile justice process is a critical point of intervention that currently lacks any formal method for informing and supporting youth and families. The juvenile justice process is confusing and scary and the stakes are high. Parents, in particular, can feel marginalized and excluded in the process.

In order to create a program that best meets the needs of diverse community partners, we sought involvement from parents and youth who have been involved in the juvenile justice system, as well as insight from other important stakeholders such as juvenile justice staff, advocacy organizations, mental health providers, and attorneys. This was done through a series of meetings with these stakeholders, beginning in October, 2009, and led to the

development of an Oversight Committee made up of representatives of these stakeholders. The UW, under the supervision of the Oversight Committee and with the collaboration of families and youth, developed JJ101 to respond to the concerns expressed about the initial phase of the juvenile justice process.

There are currently no national models of peer support for justice-involved families at the court level, but JJ101 is not the first attempt to provide informational support and guidance to families who are new to the juvenile justice system in Washington State. For instance, in Thurston County Ann Varpness initiated her own onsite peer-to-peer informational support in the juvenile court. Over the course of two years, she developed her own approach to meeting with families going through the system, and anecdotally reported decreases in recidivism and confrontations between parents and judges. In King County, Steve Williams made some initial attempts to begin a similar program to JJ101. In Pierce County, family partners have worked in the juvenile court to refer families to community services, including their own family support organization. Similarly, the Changes Parent Support Network notes that they have dropped in on the juvenile court waiting area to talk with families about resources their group can provide, and to provide additional informational support to families in their group who are new to the juvenile justice system.

Why are Family Partners needed in the Juvenile Court?

Caregivers and youth new to the juvenile justices system report feeling confused, anxious, frightened, and unaware of their rights, responsibilities, and expectations. Because they may lack knowledge and/or experience with the justice system, and because the system can be complex and intimidating, there are often misunderstandings or confusion about the process, terms, rights/responsibilities, roles. This can lead to mistakes, wasted efforts, frustration, or even conflict.

Family partners can provide caregivers and youth with knowledge and skills that can help them successfully navigate the difficult and confusing aspects of the juvenile court. The personal experience and knowledge of peer partners will contribute to earning the trust, respect, and rapport with youth and caregivers new to the justice system. Family partners can be a natural supporter to families new to the system because they have “been there,” they have an understanding of the feelings and needs of someone new to the system, enabling an ability to empathize and provide key information.

Responding to the need—the purpose and goals of JJ101

An onsite peer support project has the potential to significantly reduce high levels of stress and anxiety, empower parents and youth to actively participate in the juvenile justice process and connect families with peer support and community resources. It may reduce conflict in the courtroom, enable better understanding of the different roles and viewpoints of key stakeholders, caregiver and youth’s ability to communicate effectively with the court, and increase court staffs’ ability to communicate with caregivers and youth. Ultimately, this may lead to a more complete understanding of family context by the court, higher rates of completion of court orders, and decreased recidivism.

Key Elements of JJ101

Family Partners – Family Partners are the central element of JJ101. They are youth or caregivers of youth who have been in the juvenile justice system, and they are trained to provide informational, practical, and emotional support to families who are new to the system. They take the lead role in meeting with families, running orientation meetings, talking with system stakeholders, and providing feedback on modifying JJ101.

Orientation Meeting – This 30 minute meeting occurs once a week within the King County Youth Service Center. It is run by two Family Partners. The purpose of the orientation meeting is to introduce families to some of the common terms, people, and hearings involved in the juvenile court process. During the meeting, the video is displayed, the resource guide is distributed and explained, participant questions are answered, and the Family Partner provides practical tips for dealing with the juvenile justice system. The working script is located in the training guide within the section for Day Two.

Video – A video display which presents the process and people involved in the King County juvenile justice system will also be played during the orientation meeting. It may also sometimes be on looped play in the waiting area of the justice center or some other public location. This video features many of the court, detention, and legal staff who will have contact with families during their experience. A script for the video can be found in the appendix section.

Resource Guide – The resource guide is a small booklet which contains a great deal of essential information for families. It will be distributed to families during the orientation meeting and will also be available in brochure stands throughout the King County Youth Service Center

Referrals to External Resources – There are several community resources available to families in need of additional support. The Family Partner will be aware of these resources and how to refer families, either by simply making families aware of their availability, or through a more formal referral process. Family Partners, through their experience and contacts in the community, will build upon the available resource list so that a comprehensive and up-to-date selection of community-based supports is

always available. One good starting point is the 4People website, which has compiled community resources for counties throughout Washington: <http://4people.org/>. The Department of Adult and Juvenile Detention website also has a collection of local resources: http://www.kingcounty.gov/courts/detention/resource_guide.aspx

Roles and Activities of a JJ101 Family Partner

The main role of a JJ101 Family Partner is to provide information about the juvenile justice process to youth and caregivers who are new to the juvenile justice system. This includes information about court hearings, detention, various roles of people in the system, terminology, and tips for presentation and communication.

The main activities of a JJ101 Family Partner are:

1. Conduct orientation meetings;
2. Provide onsite help with court-related questions;
3. Help families work with others in juvenile justice—who to talk to about certain situations, and tips for effective communication;
4. Provide information about community-based resources.

How is a JJ101 Family Partner different from a “Peer Partner”?

In the mental health world, “peer partners,” “family partners,” or “peer facilitators” provide temporary, focused support to families to help them reach their recovery goals and assist them in identifying services and activities to reach these goals. They do this in one-on-one or group settings, often within a wraparound team, in a mental health agency or as part of a family advocacy group. While this support is temporary, they often remain as part of a family’s support system for a considerable length of time. While the role of the JJ101 Family Partner shares some characteristics with peer partners, their role is different. JJ101 Family Partners are more focused on providing targeted, brief informational support, clarifying misunderstandings about the justice system, and making referrals to outside organizations, and less focused on providing one-on-one support to families. They are less focused on developing ongoing supportive relationships with families, though some repeated support with certain families is likely. While Family Partners are expected to be emotionally supportive and interpersonally respectful, their role will be much more focused on delivering information and practical tips for success.

Some qualities of a JJ101 Family Partner

Successful Family Partners in the Juvenile Justice system will:

- Have a thorough understanding of the juvenile justice system, including procedures, roles, hearing types, geographic space, and terminology
- Have experienced or have a child who has experienced going through the justice system
- Be able to confidently and respectfully work with youths, caregivers, professionals in a variety of contexts and roles
- Be able to listen to and understand youth and caregivers' needs, concerns, and questions
- Be able to distinguish between when they can be useful to caregivers and youth by providing information or support, and when to redirect questions and concerns to other people who are more appropriate
- Have a thorough awareness of community resources available to families throughout King County, including but not limited to family support organizations, legal assistance centers, food banks, employment assistance centers, and transportation options
- Be able to offer tips and ideas to families on organization, coping skills, attire, and communication
- Work with families as a supportive resource who shares a common experience, but not as an expert who has all of the answers

What to avoid

It is extremely important to remember that the role of the Family Partner, as described above, is to focus on practical issues, such as helping families understand the court process, the roles of the court staff, rights/responsibilities of youth and caregivers, and outside agencies and support groups which could provide more focused assistance. There are

several roles which Family Partners should be sure not to inadvertently perform.

Family Partners are not counselors, mental health providers, or caseworkers. While empathy and emotional support is a necessary component of the work of Family Partners, they will not be focused on providing personal assistance. For families who need extra help, Family Partners will be able to provide appropriate referrals to other community resources.

Family Partners are not attorneys or legal aides. Family partners will not provide individual legal assistance or discuss individual legal matters; rather, they will be aware how to refer families to the appropriate person when questions arise. Family Partners can assist in retrieving the contact information for the appropriate person who can answer questions about individual cases. It is extremely important that Family Partners are very careful to not inadvertently communicate with families in a manner that could be seen as providing legal advice. Several stakeholders have expressed a concern that this could mistakenly occur. Conceivably, if caregivers or youth share information with a Family Partner which directly pertains to their case, the Family Partner could be called before the court to provide this information. As a Family Partner, you do not want to be required to provide testimony! For all of these reasons, it is important that Family Partners maintain their appropriate role and boundaries in order to provide the best assistance to families, reinforce stakeholder support of JJ101, and maintain positive working relationships with court and legal staff.

While families should be discouraged from discussing their individual case with Family Partners, sometimes it may be difficult to know what types of information would be helpful without some specificity in questioning. Within reason, hypothetical questions can be asked, and Family Partners can use this information to determine the appropriate information or referral which would be most useful to families.

Family Partners are not mediators. Family Partners may help explain confusing terminology and other aspects of the legal system, but they will not act as mediators between families and court or legal staff. Their role is not to help settle disputes or resolve conflicts. They may provide practical tips on how to avoid conflicts with the court or ways in which families could seek other assistance in resolving conflicts.

Family Partners are not probation officers. While Family Partners may help families understand what certain court orders mean, they will not act as in the role of probation officer; they will not supervise youth, recommend sentencing to the court, report to the court on youth completion of goals, or the like.

What to do when issues arise

No matter how much training, experience, and knowledge you may have, occasionally situations will come up that are new to you, and for which you do not know how to act. Families may ask questions you can't answer, other staff or stakeholders might ask you for assistance on particular matters, or you may observe something that you think may have been inappropriate but not know what to do about it. In most situations that you are unsure of, the best thing you can do is document the incident or event in detail as soon as possible, and speak with Karen Trayler at WA-Dads or the University of Washington research partners for further guidance. We want to avoid providing incorrect or incomplete information as much as possible, and we want to make sure that Family Partners stay well within their role. In urgent cases, contact Karen Trayler at WA-Dads and the University of Washington research partners as soon as possible: Sarah Walker, Jacquie Hansen, or Mike Pullmann.

General skills for successful family partnering

There are several general skills that are necessary for success in any human service provision. This training cannot cover all of them, but they are discussed in much greater detail in other peer partner trainings (in fact, much of this information is directly borrowed from other trainings). More information about any of the elements below can be found through taking part in peer partner training by the Washington Institute for Mental Health Research and Training and reviewing their excellent training manual available at their website: <http://www.dshs.wa.gov/mentalhealth/peer.shtml>

Cultural competency

People from different cultural groups may have extremely different cultural views of various aspects of the justice system and their involvement, including beliefs about the trustworthiness of the justice system, expectations about what will happen, behavioral values, and caregivers' beliefs about the level of appropriate involvement in their child's case. For instance, some families may have deeply ingrained cultural fear and mistrust of governmental authority, while other families may be more open and trusting of the juvenile justice system. It is important to remember that how families view and trust you as a Family Partner is heavily influenced by their own cultural understandings and expectations. It is also important to clearly understand your own cultural perceptions of others. Don't make assumptions about the others' beliefs, and ask questions or clarify potential areas for misunderstanding when they happen. Clear communication and expression is the key to reducing misunderstandings that result from misperceived cultural expectations.

Levels and types of emotional response will vary from person to person, and sometimes will be driven by cultural values. These can include feelings of fear, shame, anger, guilt, confusion, and sadness. Some people may appear to be flooded with emotion while others may appear quite stoic. The Family Partner empathizes with all of these emotional responses.

While cultural competency is often focused on people, agencies and institutions, such as the justice system, also have their own culture—including values, rules, expectations, and language. The juvenile justice system's culture is often driven by its duty, which is to protect the

community, protect youth, and contribute to the positive development of youth. The type of support the Family Partner provides should help facilitate understanding across the possibly differing cultural values of the justice system, youth, and caregivers.

Of course, language can create major barriers for non-native English speakers. The court provides translators for non-English speakers. Family partners should always pay attention to whether a translator would improve a caregiver's understanding. Gauge English skills by asking appropriate questions and probing for understanding.

Interpersonal skills

Of course, it is always important to treat others with respect. Families who are new to the juvenile justice system may be uncomfortable, not know who people are and where things are, and your job is to try to ease this discomfort. Basic body language and voice tone can communicate much more in terms of respect than specific words could ever accomplish. Greet new people warmly, confidently, and empathically, with a smile and handshake in most situations. Be very clear who you are and what your role is. Maintain eye contact when talking. Remember to be present in the moment—listening and understanding is absolutely key to building a trusting relationship. Try not to interrupt, unless something highly undesirable is occurring, such as the family begins sharing information about their individual case or the conversation becomes extremely off-track.

Trainings provided by Insoo Kim Berg and Carolyn Cox encourage peer partners to hold several working assumptions, which will help facilitate appropriate interpersonal interactions with caregivers and youth. These are listed below.

Until proven otherwise, Family Partners believe all parents want to:

1. Be proud of their child.
2. Have a positive influence on their child.
3. Hear good news about their child and about what their child does well.
4. Provide their child a good education and a good chance of success in life (however they define it).
5. See their child's future as better than their own.
6. Have a good relationship with their child.

7. Feel hopeful about their child.
8. Believe they are good parents.

Until proven otherwise, we believe all youth want to:

1. Have their parents be proud of them.
2. Please their parents and other adults.
3. Be accepted as a part of a social group.
4. Be active and involved in activities with others.
5. Learn new things.
6. Be surprised and surprise others.
7. Voice their opinions and choices.
8. Make choices when given an opportunity.

Introducing yourself

While we don't expect Family Partners to read from a script—speaking naturally is important to establishing an effective relationship—it is important to practice a brief description of the role of the Family Partner that you can use when meeting families for the first time. The script below is one place to start, but you should feel free to develop an introduction that fits with your personal style, while retaining the essential elements.

“Hi, my name is _____. I'm a Family Partner, and my job is to help families who are new to the juvenile court. Have you signed in at the information desk? Great. I'm also a parent of a young [man/woman] who was in the justice system, so I know this experience can be confusing—I've been in your shoes and I know how hard it can be. We are here to try to help answer some of the questions you might have about the court in general. We have put together a guide that answers some common questions and provides information and resources [*provide resource guide*]. Also, we have a meeting beginning in just a few minutes. Families can come and listen to a short presentation about the juvenile justice system and ask any questions they might have. That meeting only takes about 30-45 minutes and most people find it helpful. Does that sound like something you would be interested in attending?”

Telling your own story

Being a Family Partner means you may occasionally have to tell your story about you or your family's involvement in the justice system—something that isn't always easy. It is worth knowing when and how to tell your story.

Tell your story when it would be useful to the person you are working with— to illustrate a useful approach you took or a lesson you learned, or to relate yourself as someone who has been through a similar experience. Keep your story short and to the point, focusing on the aspect that would be useful to the family you are talking to, and not trying to talk about the entire experience. Don't tell your story to satisfy your own needs, when storytelling is used to validate yourself or receive praise for overcoming obstacles. If you are not careful in how you tell your story, you may inadvertently achieve the opposite of what you intend—some people may perceive you as minimizing their experience or invalidating their feelings. And, remember that in building relationships it is usually more important to listen than to talk. Most importantly, practice your story with other family partners in order to get feedback about which elements are useful.

Ethics

There are several ethical concerns that impact any person providing peer-to-peer support.

Appropriate boundaries with families. Family Partners need to maintain their role as described in the section above “Roles and Activities of a JJ101 Family Partner.” Care should be taken to avoid becoming too involved in families’ lives. As discussed above, Family Partners are not to provide legal advice, mediation, or counseling.

Confidentiality. It is very important that Family Partners and the families they serve understand two things:

Family Partners and families have no legal right to confidentiality of their conversations. The court can require Family Partners to provide information about caregivers and youth. This is one reason why it is important for Family Partners to not discuss individual legal matters with caregivers or youth.

Family Partners have an ethical obligation to keep information private unless permission is approved by families, or otherwise dictated by law. While there is no legal right to confidentiality, there is an expectation that the experience of families is sensitive and will be kept private. Family Partners should not discuss individual names or experiences of families they work with to people outside of the

project. If you encounter families you have worked with while out in the community, you should wait for them to take the lead in greeting you—many people would not want others to know about their family’s contact with the justice system, and it might be difficult for them to explain who you are.

Collaboration with families and court. Family Partners are not intended to be adversarial to either the court or families, but to help facilitate understandings between the two.

Professionalism. While Family Partners are not “professional” in terms of being staff who are hired by the justice system, they should maintain professionalism in all aspects of their conduct and demeanor.

Self-care

Interacting with families who may be experiencing crisis and emotional turmoil is stressful and emotionally draining. Family Partners can best help others when they themselves are well taken care of. Please consider aspects of self-care in order to keep yourself focused and performing at your best.

- Get enough rest and exercise, and eat healthy food.
- Learn relaxation skills such as deep breathing and visualizations.
- Be aware of your own triggers, or the types of events which you find particularly stressful or irritating.
- Discuss difficult situations with your supervisor.

Overview of the King County Juvenile Justice System

Much information about King County's Juvenile Justice system can be found on the juvenile court website at: <http://www.kingcounty.gov/courts/JuvenileCourt/info.aspx>. Much of the information in this document is taken from this source. It is a good idea to spend some time exploring this website.

Most juvenile justice activities in King County take place at the Youth Services Center, located at 1211 East Alder in Seattle. The Youth Services Center is open 8:30 AM to 4:30 PM Monday through Friday, with some holidays and non-judicial day closures throughout the year (see the website above for detailed information).

One of the best ways to get an overview of the juvenile court is to watch the JJ101 video made for families who are new to the system, and to review the resource guide which has been prepared for families. The script for the video is located in the Appendices.

Juvenile Justice Process

The juvenile justice process has many steps, including a variety of court hearings. Based on the comments of families and youth who have been through the process, this is one of the most confusing aspects of the system. It is important that Family Partners have a working understanding of the steps that a youth and his or her family must go through as they complete their legal obligations.

Arrest or referral

The process begins when a youth is suspected of committing a crime or status offense (a violation which is only a violation because it is committed by someone who is underage, such as drinking alcohol under the age of 21 or running away from home). Youths may or may not be brought into custody, depending on the circumstances and seriousness of the violation, the threat to the community, and the threat to themselves, as assessed by the police officer. (More information on the criteria for being held in detention can be found here:

<http://www.kingcounty.gov/courts/JuvenileCourt/detention/criteria.aspx>)

The police send a report to the prosecutor, who decides if there is enough evidence to file formal charges. Meanwhile, youth in custody may remain in detention or be supervised under one of four Alternatives to Secure Detention programs.

Detention

From <http://www.kingcounty.gov/courts/JuvenileCourt/detention.aspx>

The Department of Adult and Juvenile Detention is responsible for the care and custody of youth who are detained in the juvenile detention facility. A youth may be detained following an arrest for allegedly committing an offense or on a warrant; pending trial; as part of a sentence or as part of an order sanctioning the youth for violating the terms of probation. Non-offenders (truants, at-risk youth, children in need of services, or dependants) who violate a court order or are arrested on a warrant may also be detained.

While detained, youth receive a medical assessment to determine if the youth is in crisis and needs immediate medical or mental health intervention.

The youth also receives an assessment to determine the youth's appropriate placement in detention and any special issues that may need to be addressed.

During the week, detained youth attend school. The Seattle school district provides regular and special education.

Detention staff work closely with probation staff to keep probation advised when a youth is detained.

Common questions caregivers have about detention:

Who may I call for information?

If your child was just arrested: Screening staff can tell you about the child's detention status and next hearing information: (206) 205-9594 (24-hours/ 7 days week)

If you need to talk to staff in detention: Contact (206) 205-9500 extension 3 and follow directions

Can I call my child in detention? No. Call for detention information or the probation counselor or defense attorney if one is assigned. However, youth are allowed to make phone calls with staff approval. Phone calls are collect and are \$2.10 (long distance \$2.50 and .08 to .10 per minute plus applicable taxes). The call will automatically disconnect after 15 minutes.

When may I visit my child in detention?

Visiting Hours:

3:30 p.m. to 9:00 p.m. Monday through Friday

9:00 a.m. to 9:00 p.m. weekends and holidays (except for 2:30-3:30 p.m.)

Visits may be up to 30 minutes long. Each youth may have visitors up to 3 times per week. Only parents and guardians and children under age of 8 have visiting rights. No food, clothing, money, or personal items may be brought into the visiting room

Alternatives to Detention

From http://www.kingcounty.gov/courts/detention/juvenile_detention/juvenile_ASD.aspx:

King County has had Alternatives to Secure Detention (ASD) programs in existence for over 20 years. These provide an alternative to secure detention placement that ensures a youth's appearance at court hearings and to minimize the likelihood of a youth's re-offending. It is important to understand that the court determines whether these alternatives are used; these are not optional for families or youth, and should not be presented to families as an alternative that might work for them. However, Family Partners should be aware of these alternatives to detention in case they receive questions about them.

Juvenile Detention operates six custodial ASD programs and a monitoring program known as the Expediter. The six current ASD programs are Electronic Home Monitoring, Group Care, Day Reporting, Evening Reporting, Weekend Reporting and Work Crew. For information regarding youth on ASD placement, please call (206) 205-9616.

Electronic Home Monitoring: Youth on Electronic Home Monitoring are sent home to the community with an electronic monitoring device in the form of an ankle bracelet. This allows youth to remain within their family unit and their permanent school situation, but also allows ASD staff to set parameters as to where the youth may be geographically and during what times. Youth placed on Electronic Home Monitoring receive credit towards their sentences for all days spent on Electronic Home Monitoring as if they were in secure detention. Community Surveillance Officers approve, verify and monitor the youth's movement outside the home

Group Care: Group Care provides twenty-four hour residential care in a licensed group home for those youth who for various reasons are unable to be placed with family members. Youth placed in Group Care physically reside at a contracted, licensed secure group home, where they receive 24-hour supervision. Youth in Group Care Placement travel to the Alder Academy for schooling everyday. Youth in this program also receive credit against their sentence for time spent in Group Care.

Day and Evening Reporting: Youth can be ordered to day or evening reporting or both. Day Reporting occurs at the Youth Services Center and the Youth Source program in Renton. Day and Evening Reporting usually occurs in conjunction with Electronic Home Monitoring. Day Reporting is an academic based program wherein youth receive educational services from public school officials in small settings designed to provide individualized instruction as indicated. Selected youth in this program may also be monitored electronically during after school hours and on weekends. Evening Reporting provides youth with structured programming during after school hours. Youth in this program receive assistance with homework; life skills development and other needs based services. Selected youth in this program may also be monitored electronically when not at the program site

Weekend Reporting: Weekend Reporting is a two-day (Saturday and Sunday) program that serves as a moderate sanction for probation violators. The program is designed to focus on a curriculum of skill building activities that are age appropriate and are designed to address the violations that have occurred. Youth are ordered to attend two consecutive days of programming.

Work Crew: Work Crew is not a secure alternative, but used as a way of monitoring youth's weekend while working on a community based project. Youth are monitored by Juvenile Division staff while completing a work crew program. Youth placed in Work Crew complete projects for Metro Transit, Seattle Public Schools and Seattle Parks and Recreation among others. Youth perform eight hours of volunteer work, under the direct supervision of program staff. The work is performed on weekends during the school year and some weekdays during summers and school breaks. Tasks performed may include city, county and other community projects

What Youth and Caregivers Need to Know

Caregiver and Youth Rights and Responsibilities

Caregiver and youth rights and responsibilities differ, and it is important to know where and why these differences exist. The youth is the identified respondent or defendant, not the family or parent. Hence, all the rights afforded to accused persons, including due process and having a lawyer, are only for the youth. In practice, parents normally have some opportunity to participate. For instance, the court generally makes an effort to have a parent present at the first court hearing, whether that is first appearance or arraignment. Additionally, parents should also be offered the opportunity to have an interpreter available to them. However, the child's attorney is not allowed to share much information with the parent because of their legal obligations, and this can be a really frustrating process for some parents.

Accused persons have the following rights:

Right to be notified of charges: The youth needs to know what they are being charged with. They will be informed of their charges at arraignment.

Right to have legal representation: The youth will be assigned a defense attorney to accompany them in court hearings, advise the youth about the court process and options for resolution, and assist the youth in making decisions about legal issues.

Right to cross-examine witnesses: If the youth goes to trial/fact finding hearing, the defense attorney may question witnesses brought by the prosecution.

Right against self-incrimination: Youth cannot be required to testify against themselves.

General Tips and Guidelines for Parents

Role of the Defense Attorney

The youth will meet with their defense attorney at the court before their first hearing. The defense attorney's job is to make sure the youth receives a fair hearing in front of the judge. Because the attorney is representing the youth and not the parents, they may or may not be able to discuss all aspects of the case with the parents. In other words, the defense attorney is the youth's defense attorney.

Caregivers do not have a legal right to consult with the child's defense attorney on all aspects of their child's case. Individual cases and individual attorneys differ, so some parents might be involved more than others.

Appearing in Court

The juvenile court generally expects, though only in certain instances requires, caregiver attendance at certain juvenile court proceedings. Caregivers are often asked to contribute to the court proceedings by being asked about things such as the history of the child, circumstances that may have affected the events, etc. Caregivers are encouraged to attend all hearings a youth attends if possible.

Guidelines for Courtroom Behavior (as described in a the King County Juvenile Court flyer)

1. Be on time for your hearing
2. Upon arrival, sign-in and have a seat in the waiting area
3. Be familiar with your papers. You may use written notes and may take notes during the hearing.
4. No food, drink, or gum chewing are permitted in the courtroom.
5. No hats or bandannas are permitted in the courtroom
6. Turn off your cell phone
7. When testifying before the Court:
 - a. Be respectful and courteous with the Court
 - b. Always address the Judge/Commissioner as "Your Honor."
 - c. Do not interrupt.
 - d. If something needs to be clarified, wait until it is your turn to speak or politely ask to speak again.
 - e. Do not speak until the Judge/Commissioner asks you to speak.
 - f. When speaking to the Judge/Commissioner, keep your head up and maintain eye contact. Keep your hands away from your mouth and speak loudly.
 - g. Stick to the facts.
 - h. Describe incidents clearly and concisely.
8. When coming to court, while you are not required to dress up, do not wear shorts, warm-up suits, tank tops, halter tops, or clothes that show your stomach area or your underwear.

Even though the court guidelines do not require professional clothing, many people report feeling more comfortable when they dress

professionally for legal proceedings. As in most situations, appearance can make a difference by communicating that you are concerned and taking the events seriously

Useful websites for Family Partners

MacArthur Foundation Models for Change—*Principal funder of JJ101*
<http://www.modelsforchange.net/index.html>

King County Juvenile Court
<http://www.kingcounty.gov/courts/JuvenileCourt.aspx>
Listing of community resources
http://www.kingcounty.gov/courts/detention/resource_guide.aspx

University of Washington’s Division of Public Behavioral Health and Justice Policy—*research and training in behavioral health, led the development of JJ101*
<http://depts.washington.edu/pbhjp/>

Changes Parent Support Network—*family support and advocacy*
<http://www.cpsn.org/>

WA-Dads—*family support and advocacy*
<http://www.washingtondads.com/>

Peer Support training—*developed by the Washington Institute for Mental Health Research and Training through the Washington State Department of Social and Health Services*
<http://www.dshs.wa.gov/mentalhealth/peer.shtml>

4People—*Listing of community resources throughout Washington State*
<http://4people.org/>

Washington Defender Association—*Provides resources and support to indigent defenders*
<http://www.defensenet.org/>

Outline of Resource Booklet

The resource booklet is one of the best sources of information about the juvenile court for Family Partners, caregivers, and youth. Family Partners should become very familiar with the information in the booklet. It covers some of the same information in this curriculum, and additionally it contains information about:

- The history of the juvenile court
- Sealing court records
- People in the court and their roles
 - Defense Attorney
 - Prosecuting Attorney
 - Judge
 - Intake Probation Counselor
 - Field Juvenile Probation Counselor
 - Court Runner
 - Court Clerk
- Helpful information parents could provide to the court about the youth
- Information about detention
- Alternatives to Secure Detention Programs
- The court process
- Tips for attending court hearings
- Types of court hearings
 - First Appearance
 - Arraignment
 - Case Setting
 - Trial/Fact Finding Hearing
 - Disposition
 - Detention Review
 - Second Appearance
 - Restitution Hearing
 - Modification Hearing
- Probation
- Court and Community Programs
- Court and Community Resources
- Crossover Youth
- Definitions for commonly used terms

Juvenile Justice 101 Orientation Meeting Script

INTRODUCTION

Purpose: To welcome the participants, normalize feelings of confusion/anxiety, and provide a brief outline of the orientation.

[Family Partner #1]

Hello, welcome to Juvenile Justice 101, your brief introduction to the juvenile justice process. My name is _____, and this is _____, and we are Family Partners. I am a parent who went through this process with my own child a few years ago. I personally know about feeling confused and scared during this time. I'm working for this project today to try and help make the process easier for other parents and youth.

Before we begin, if you haven't signed in at the information desk in the waiting room, please do so. Also, if your case is called or if your child's attorney comes to get you, please feel free to leave. The purpose of this presentation is to introduce you to some of the common terms, people and hearings involved in the juvenile court process. To keep this short and sweet, we'll focus on the typical pathway through the system, but everyone's case is unique and your family may have a different experience. We'll have some time at the end for questions, and we'll also refer to people in the court who may be better able to answer your questions. We want to make sure you know all the resources available to you to help you through this experience.

This is a 30 minute presentation. We will show a 15 minute video of the court process, present a resource booklet designed to be a useful guide for your court experience, discuss some community services and answer any other questions we are qualified to answer.

DISCLAIMER

Purpose: To let participants know that the orientation is not an appropriate place to ask any legal questions or discuss their case.

Before I start talking or answering any questions, though, I want to emphasize that I am not an attorney and will not be offering any legal advice. We request that you do not share any information about your case in this presentation as this is not a confidential setting.

Before we begin, does anyone have any questions about what we'll be covering in this presentation?

COURT PROFESSIONALS

Purpose: To introduce the participants to the major responsibilities and roles of various court professionals including who can provide information about the court process.

Great. To start then we will show the portion of this video that describes the people you will encounter in the juvenile justice process. This video was developed specifically for the King County Juvenile Court.

(Show first half of the video. Pass out resource booklets)

[Family Partner #2]

One of the first things that the video showed was that the juvenile court was originally designed to help youth, not punish them. This is one reason why the terms for certain things are different in the juvenile court when compared to the adult court. Though this process can be difficult, in many ways it can also be a positive experience. There are many people in the court who really want to help your child and your family. As a Family Partner who has had a child in the justice system, I know your family can be successful in working through this experience. By coming to court today, and by sitting in on this orientation meeting, you are taking the right steps to make the most out of this situation. The video also discussed some of the professionals that you will encounter in the juvenile court. We also have a resource booklet that is designed to help you navigate the court process, and it also contains information about each of these professionals. These resource booklets cover the same material plus a little more, and so I'd like to go through this booklet now and show you how this can help you with your experience. These booklets were designed by parents, youth, court staff and our University partners.

You can see from the table of contents that this book will cover the basics of the juvenile court process. It does not discuss in depth other court processes like drug court, dependency court, at risk youth petition, or transferring to adult court. If you have questions about these, the best person to talk to is your child's intake probation counselor. If you have not yet been assigned an intake probation counselor, you can call probation screening to ask these questions and you can also ask them whether you've been assigned an intake probation counselor. The numbers are on page (28) in your booklet. So let's talk a little bit about different roles at court.

If you turn to page (8), you'll see short descriptions of each of the professional roles we just watched in the video. There is also room for you to write down the phone numbers of the youth's attorney and probation counselor. Here are some helpful things to keep in mind as you work with these people.

Let's start with the defense attorney. It is important to know that the youth is the identified respondent or defendant, not the family or parent. So all the rights of due process and having a lawyer are for the youth only. The attorney is legally obligated to speak to the youth alone at some point and this can be a really frustrating process for some parents. While parents do not have rights, necessarily, they do have an important role in court. The court is supposed to make every effort to have a parent present at the first court hearing, whether that's first appearance or arraignment. The parent should also be offered the opportunity to have an interpreter available to them.

The prosecuting attorney represents the community. You will probably not work directly with the prosecutor and there will likely be a different prosecutor at each hearing.

The judge is there to decide on the outcome of the case after listening to evidence. You will not work with the judge outside of the hearings, but you will be asked to provide information during the hearings and we'll talk about that in a minute.

The intake probation counselor is a great source of information. This is the person you want to take all your questions to during the court process. The intake probation counselor works for the court, not the judge or the attorney, and they are there to help you through the process. They also provide recommendations to the judge about appropriate services for the youth, and they really appreciate getting information from the family. If you turn to page (12), you'll see we've provided suggestions for the types of information that would be helpful for the probation counselor to know. Writing this information down and giving them copies will help you remember information you want to share.

If the youth is placed on probation by the judge, and not all youth will receive probation, then the supervision juvenile probation counselor or JPC will be your new contact person for the court. It would also be helpful to provide the juvenile probation counselor a copy of the information sheet. The JPC is there to supervise the youth's progress. They have the ability to arrange a hearing in front of the judge if the youth is not complying with the conditions of probation, but the JPC does not decide on their own whether to put a youth in detention. If you turn to page (26) you'll see that we've provided you with an example of an event record chart. This is a useful format other parents have used to keep track of the youth's behaviors, both good and bad. Then, you can review this with the probation counselor so the JPC gets a good overall view of progress. If the youth runs away or commits a crime, you should notify the JPC as soon as possible after calling the police.

Some people find it very helpful to have someone come with them to hearings to support them. People often bring a friend, neighbor, clergy or other church members, or people they know from community support groups. Supporters can help you understand what is happening, suggest questions to ask, write down and remember what occurred, give you emotional support, or help take care of things while you are waiting for hearings.

The booklet also includes a description of detention. Going to detention can be scary for the youth and parents when you are not sure what to expect. The King County Detention Center has policies in place that govern safety, healthy eating, education and recreational time. The booklet outlines the visiting hours and who can attend. Also, the youth is allowed to make calls if they are approved. The calls are collect and can only last 15 minutes. The youth can also send and receive mail. If the youth is taking any medications, you should take them to the detention center as soon as possible. They will need to be brought in a regular labeled prescription bottle and the prescription must be current. Also, there may be a long wait when you pick up your child from detention. Many factors determine the time it takes for the release process, so wait times can be a little unpredictable.

Are there other questions about court professionals?

COURT HEARINGS

Purpose: To describe the purpose of juvenile court hearings.

Now we are going to go through the court hearing process. We'll start by watching the second half of the video.

[Family Partner #1]

So, let's talk a little bit about the hearings, which start on page (18). We've given you enough space to write down your notes and questions. Some of the hearings may happen in the same court visit, and some may be unique visits. Everyone's experience is going to be a little different. But we wanted you know what the terms means when you come across them. Even though the whole court process can move somewhat slowly, when you actually get in the courtroom things can happen fast. We encourage you to write down notes and questions, including your next court date, to help you remember what happened. You'll see that on each page we've summarized what the hearing is for and what will be decided. For first appearance and disposition hearings, the judge will issue a court order. This is what the youth is ordered to do. It's really important that the parents and youth both understand what these orders are. The youth will get a copy of the court order from their attorney after the hearing, so it is important to stick around after the hearing is over.

(Hold up copy of a court order)

Parents should also be prepared to give the judge information during first appearance and disposition hearings. At first appearance, the judge will want to know if the parent thinks the youth will return to their next hearing and follow the court conditions if they are released to the parent. At disposition, when the judge is deciding what the consequence will be, it's very helpful for them to know what kind of progress the youth has made since they committed the offense. Be prepared to talk about how they have been doing in school, any outside activities, any counseling or other progress they've made. You can use the example on page (26) to keep track of these behaviors, both good and bad. Any documentation you can provide about the youth's positive behaviors will be very helpful to the court. For example, write down when the youth does not comply with some of their conditions (staying out too late, not going to school, etc.) but also write down if the youth apologizes, does make it to school some days, does obey curfew, any achievements they receive through school or other activities, if they are working, any counseling they are participating in, or anything else worth noting. It is important for you to be honest and straightforward about this information. It is also particularly helpful to write down all legal matters or police reports. So write down the dates and outcomes of hearings, and get incident or report numbers from responding police officers if new contacts occur. These can be very helpful for keeping track of multiple events.

Finally, the youth may be referred to some type of job, skills, counseling or family therapy program as part of their juvenile justice experience. If you turn to page (27) we describe some of these for you, and you can also ask the intake probation counselor about what may be available to you. There are also programs available in the community to provide youth and their families support during this time and a list of these starts on page (29). There are also helpful community resource sheets here at the justice center. We have a representative from (community program) here today to provide a brief overview of their services, and we are also available after this presentation to talk with any of you about how to find the support that is right for you. Before we start with the presentation, are there questions?

COMMUNITY AGENCY PRESENTATION

Purpose: To expose participants to the services of one particular community agency.

(Community presentation).

Thank you to [**Community presenter**] for the great information, and don't forget that your resource guide has contact information on many other community resources you may find useful. Thank you for coming to the orientation meeting, we hope it has been helpful!

MEMORANDUM OF UNDERSTANDING

The King County Juvenile Court, University of Washington Division of Public Behavioral Health and Justice Policy and Washington Dads have created this Memorandum of Understanding (MOU) for the purpose of outlining their agreement regarding the administration of the Juvenile Justice 101 Project.

Juvenile Justice 101 is a collaborative venture through the King County Juvenile Court, Washington Dads and the University Of Washington Division Of Public Behavioral Health and Justice Policy. The program provides justice-involved families information about the juvenile court process as well as community resources through a peer-support model. Family Partners conduct a 30 minute orientation using materials developed for the project (video and booklet) to families waiting for court hearings to begin. The orientation is followed by a brief presentation from a community agency related to mental and behavioral health or family support. Family partners then talk with families one on one to offer individualized support. In addition to onsite activities, Family Partners facilitate meetings in the community related to the juvenile court process and available resources.

The King County Juvenile Court has jurisdiction over minors with legal matters filed in the King County Superior Court, including youth charged with criminal offenses, youth with truancy, At Risk Youth or Child in Need of Services petitions, and juvenile dependency matters. The King County Juvenile Court is seeking to partner with Washington Dads to provide additional support to juvenile justice-involved families as they navigate the juvenile justice process. The Juvenile Court agrees to the following:

- To provide space for informational meetings on the juvenile justice process to be facilitated by Family Partners (FPs).
- To provide space for an information booth in the juvenile court waiting area during court hours for the Family Partners.
- To identify a court liaison who will work directly with the Juvenile Justice 101 project and Family Partners.
- To provide Family Partners with reliable access to needed TV/VCR resources and onsite storage for JJ101 materials.
- To take a lead on scheduling and facilitating community outreach meetings in collaboration with WA-Dads and UW to educate the community about the juvenile justice system and the JJ101 program.
- To provide oversight meetings related to the Juvenile Justice 101 project.

Washington Dads agrees to the following.

- To manage administrative matters regarding grants, budgets, invoicing and payments related to the JJ101 program.
- To collaborate with UW regarding hiring/firing, supervision and JJ101 coordination during the transition phase from January 2011 until September 2011.
- To hire, train and supervise the Family Partners.
- To train the Family Partners in widely recognized core principles of family partnering, the juvenile justice system and their prescribed role within the juvenile court.
- To provide Family Partners with regular supervision.
- To participate in oversight meetings related to the Juvenile Justice 101 project.
- To conduct outreach meetings in the community focused on the juvenile court process and available community resources for mental health, substance abuse and family support.
- To develop the required interim and final reports for the United Way grant 2011, with the exception of the first interim report which the University of Washington will develop.

The University of Washington, Division of Public Behavioral Health and Justice Policy agrees to the following.

- To work with Washington Dads to transition the program from UW administration to Washington Dads administration over the course of 8 months (January thru September 2011).
- To conduct an evaluation of the program by September 2011. The evaluation will cover outcomes related to participants' satisfaction, levels of knowledge, perceived stress and youths' compliance with court orders.
- To provide Washington Dads and the King County Juvenile Court with a copy of the final evaluation.
- To develop the first required interim report for the United Way grant 2011 and consult on the June and Sep and Final Reports.

Towards the common goals of providing justice-involved families with more information and support as they move through the juvenile justice process, King County Juvenile Court and Washington Dads have identified the responsibilities of Family Partners as follows:

- To facilitate informational sessions on the juvenile justice process during mutually agreed upon times and locations for justice-involved families.
- At a mutually agreed upon time, to set up an information booth in the court waiting room, during court hours and be available to answer questions about community resources related to family support and social services.
- To provide participants with information on mental health, substance abuse and family support organizations.
- To refer families back to the youth's attorney regarding any legal matters or issues related to the youth's case.
- To explicitly refrain from interpreting or offering advice about specific legal matters, and to tell families that legal issues should only be discussed with the youth's attorney.
- To provide information to families regarding the juvenile process.
- To collaborate with the King County Juvenile Court in conducting community meetings on the juvenile justice process and community resources related to mental and behavioral health and family support.

King County Juvenile Court, Washington Dads and the University of Washington enter this agreement with a commitment to make a good faith effort in all parts of this relationship. Efforts will be made by both partners to discuss disagreements and work towards solutions as they arise. The King County Juvenile Court, Washington Dads and the University of Washington may jointly modify this agreement in writing.

Bruce Knutson, Director of Juvenile Services, King County Juvenile Court

Date

Curtis Dennis, Director, Washington Dads

Date

Eric Trupin, Ph.D., Director, Division of Public Behavioral Health & Justice Policy

Date

JJ101 Satisfaction Survey

#: _____

Date: _____

1 How helpful did you find this presentation on the juvenile court process?

Not helpful Somewhat helpful Helpful Very helpful

2 Were the presenters knowledgeable about the juvenile court process?

Not at all Somewhat Knowledgeable Very Knowledgeable

3 Did you like hearing about the court process from parents who had gone through it themselves?

Not at all Somewhat Quite a bit Very much

4 How much of the information presented today was new information to you?

None A little A good amount A lot

5 What information from the presentation today did you find MOST helpful?

6 What is your relationship to the youth who is attending court today?

- Parent
- Grandparent
- Friend
- Foster Parent
- Other _____

7 What is your gender? Male Female

8 What is your race/ethnic background? _____

9 How many juvenile court hearings would you estimate you have attended in the past?

None 1-3 4-6 7-10 More than 10 times

10 What would improve this training? Any other comments?

THANK YOU!

JJ101 Family Partner Log Sheet

**Please enter separate notes for each individual you approach
Enter more information, if needed, on the back of the sheet**

| Date | Family Partner | Individual's Ethnicity | Relationship to youth |
|---|----------------|------------------------|-----------------------|
| <input type="checkbox"/> Provided reassurance _____ | | | |
| <input type="checkbox"/> Gave information on justice processes _____ | | | |
| <input type="checkbox"/> Gave information on community services _____ | | | |
| <input type="checkbox"/> Coached on how to communicate with justice staff _____ | | | |
| <input type="checkbox"/> Other and additional notes: _____ | | | |
| _____ | | | |

| Date | Family Partner | Individual's Ethnicity | Relationship to youth |
|---|----------------|------------------------|-----------------------|
| <input type="checkbox"/> Provided reassurance _____ | | | |
| <input type="checkbox"/> Gave information on justice processes _____ | | | |
| <input type="checkbox"/> Gave information on community services _____ | | | |
| <input type="checkbox"/> Coached on how to communicate with justice staff _____ | | | |
| <input type="checkbox"/> Other and additional notes: _____ | | | |
| _____ | | | |

| Date | Family Partner | Individual's Ethnicity | Relationship to youth |
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| <input type="checkbox"/> Gave information on community services _____ | | | |
| <input type="checkbox"/> Coached on how to communicate with justice staff _____ | | | |
| <input type="checkbox"/> Other and additional notes: _____ | | | |
| _____ | | | |

| Date | Family Partner | Individual's Ethnicity | Relationship to youth |
|---|----------------|------------------------|-----------------------|
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| <input type="checkbox"/> Gave information on community services _____ | | | |
| <input type="checkbox"/> Coached on how to communicate with justice staff _____ | | | |
| <input type="checkbox"/> Other and additional notes: _____ | | | |
| _____ | | | |