



NATIONAL COUNCIL OF  
JUVENILE AND FAMILY COURT JUDGES

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GRADUATED SANCTIONS  
FOR JUVENILE OFFENDERS

A TRAINING  
CURRICULUM GUIDE:  
DISPOSITIONAL  
COURT HEARING  
TO CASE CLOSURE

SPRING 2005

*Juvenile Sanctions Center*

Vol. III

JUVENILE SANCTIONS CENTER



## Demonstration Sites

This **Curriculum**, like its predecessor, will be offered at all Juvenile Sanctions Center Demonstration Sites under the authority of the Grantor, the Office of Juvenile Justice and Delinquency Prevention. The first thirteen Demonstration Sites selected for training and technical assistance in Graduated Sanctions are:

1. Clark County (Las Vegas), Nevada
2. Hartford, Connecticut
3. Santa Clara County (San Jose), California
4. Dayton, Ohio
5. Franklin/Nashville, Tennessee
6. Omaha, Nebraska
7. Missoula, Montana
8. Newport News, Virginia
9. LaGrange, Georgia
10. Buchanan County, (St. Joseph), Missouri
11. Indianapolis, Indiana
12. Fort Myers, Florida
13. Toledo, Ohio





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Office of Juvenile Justice and  
Delinquency Prevention

For additional copies of this **Curriculum**, contact the Juvenile Sanctions Center, 8:30 a.m. – 5:00 p.m. (PST) Monday-Friday at 775.784.6012 or [JSC@ncjfcj.org](mailto:JSC@ncjfcj.org).



## Foreword

This second volume of **Graduated Sanctions for Juvenile Offenders — A Training Curriculum Guide: Dispositional Court Hearing to Case Closure** is presented to the juvenile justice community and its working partners in the expectation of completing the graduated sanctions cycle and improving case outcomes at the thirteen Demonstration Sites, and across the country. The sponsoring entities are the Office of Juvenile Justice and Delinquency Prevention and the National Council of Juvenile and Family Court Judges' Juvenile Sanctions Center.

The Juvenile Sanctions Center is dedicated to serving as the definitive site for professional and volunteer training, action planning and teambuilding to initiate or improve the delivery of Graduated Sanctions at Demonstration Sites from California to Virginia, and from Montana to Florida. To date, thirteen sites are in various stages of development, and are beginning to offer cross-site technical assistance to colleagues.

The Curriculum set forth in this Volume is designed to build on the work begun in Volume I at the Immediate and Intermediate levels of sanctioning. It carries the Graduated Sanctions process from Dispositional Hearing, through Secure Care, Transition and Reentry, to Case Closure following a period of intensive Community Supervision for youth and family.

The National Council of Juvenile and Family Court Judges intends that the information contained here be both interesting and directly applicable to the reader's daily work. Please contact the Juvenile Sanctions Center with comments.

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**Mary V. Mentaberry**  
Executive Director

**David J. Gamble**  
JSC Director



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# Introduction

This Graduated Sanctions Curriculum on Dispositional Court Hearing to Case Closure is the second in a series of training curricula on Graduated Sanctions. Volume I focused on Immediate and Intermediate Sanctions. The current **Curriculum** concentrates on the most advanced of the sanctioning options: Secure Care in an institutional setting and Reentry/Aftercare. Specific themes are threaded through the **Curriculum** to guide participants toward new methodologies leading to a higher rate of successful case closures. The primary purpose of the **Curriculum** is to demonstrate how Graduated Sanctions, as defined by the Juvenile Sanctions Center of the National Council of Juvenile and Family Court Judges, can improve case planning and case management practices and results.

The primary source document for this curriculum is the NCJFCJ reentry primer: **Reconnecting: The Role of the Juvenile Court Judge in Reentry**. The primer “makes the case” for expanding and extending the role of the committing court through the establishment of a specialized “problem-solving” Reentry Court.

Other themes that appear throughout the **Curriculum** are reflective of the preferred practices described in Volume I of the **Program Model and Planning Guide**. They include:

- The significance of risk and needs/strengths assessment, and reassessment (structured decision-making) at key decision points throughout the “life” of a case (from intake to case closure);
- The need for sanctions and supports that engage both the offender and the offender’s family (however defined);
- The critical nature of continuity in case management;

- The relationship of action planning and multi-disciplinary teamwork to successful case management (with emphasis in Volume II on transition, reintegration and community supervision); and
- The benefits of expanded involvement by the juvenile court judge and the community; and the inextricable relationship between flexible, escalating and de-escalating sanctions and supports to improved case outcomes.



## Using This Curriculum

This Curriculum is designed for use with a number of companion documents produced by the National Council of Juvenile and Family Court Judges' Juvenile Sanctions Center with grant funds from the Office of Juvenile Justice and Delinquency Prevention. They include: Volume I of the **Graduated Sanctions Curriculum**; Volumes I and II of the **Graduated Sanctions Program Planning Guide**; and the reentry primer: **Reconnecting: the Role of the Juvenile Court in Reentry**.

This interactive training curriculum, like its predecessor, is offered with faculty instructions to facilitate its broad utilization as a training-of-trainers vehicle. The approach is designed to maximize on-the-job application of the principles and practices suggested here, and to minimize costs to participating jurisdictions in future years. Toward that end, selected Demonstration Site Teams, or team members, after completing the Curriculum, will offer cross-site training and technical assistance grounded in their own direct experiences with Graduated Sanctions.

Curriculum modules in Volumes I and II may be offered as a connected whole, or separately, depending on participant needs and familiarity with concepts and suggested methods for implementation.

Recognizing the fiscal and human resource costs associated with staff training, participating jurisdictions may wish to offer Volumes I and II in increments over time. In the alternative, either or both volumes may be distilled to their most concentrated form, and delivered in two 8-hour blocks on two consecutive training days. Volume II, as a stand-alone offering, may be delivered in a one-and-one-half day, or full day, format. Three sample agendas are included in the Appendices to this Curriculum to fit local content requirements and staff availability.

The Juvenile Sanctions Center will be pleased to consult with local jurisdictions to identify the approach that best suits local needs. Training is available at no cost to pre-selected Demonstration Sites for the duration of the federal grant. Training is also available to jurisdictions interested in becoming Demonstration Sites for implementation of graduated sanctions at all levels. Training costs for potential Demonstration Sites are negotiable.

Comments from the field are encouraged, and will assist the Juvenile Sanctions Center in tailoring future products to local specifications. Please contact our staff at [JSC@NCJFCJ.org](mailto:JSC@NCJFCJ.org) with your evaluation of this document's applicability to your jurisdiction. Both comments and technical assistance requests are welcome.

**Module I**  
**Background and Definition of All Sanctioning Levels**



# I. Background and Definition of All Sanctioning Levels

## MODULE SUMMARY

<p><b>PERFORMANCE OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Provide a Curriculum Overview</li> <li>• Relate Volume II of <b>Graduated Sanctions for Juvenile Offenders - A Curriculum Guide: Dispositional Hearing to Case Closure</b> to Volume I: <b>Immediate and Intermediate Sanctions</b></li> <li>• Provide General Background and Context for the Juvenile Sanctions Center Project</li> <li>• Define All Sanctioning Levels, and</li> <li>• Identify the Significance of Secure Care and Reentry to Successful Case Closure</li> </ul>	<p><b>SUGGESTED TIME:</b> 1+ hours</p>
<p><b>SUMMARY:</b> Module I, Volume II: <b>Background and Need for Graduated Sanctions at All Levels of Intervention</b> will provide local teams at all Graduated Sanctions Project Demonstration Sites a shared understanding of key definitions and project goals. This Module distinguishes the present from the previous Curriculum (Volume I) by focusing on the most advanced levels of intervention in delinquency matters, those that involve long-term removal from home, school and community (<b>Secure Care</b>) and those that involve thoughtful and measured reintegration from institutional to community life (<b>Reentry</b>).</p>	<p><b>SUGGESTED ROOM SET UP:</b> Team participation generally varies from 15-50 participants. Half-rounds are not typically feasible, but are preferred when available. Full rounds work well, as does an open “U” (with groups of 15-25). Classroom style is less desirable, due to logistical difficulties in breaking the large group into smaller working units. The training room should be configured with interaction in mind. Interaction takes place among individual participants, in small and large groups and between participants and faculty. At its best, training is an extended conversation in which all are encouraged to participate.</p>

**SUPPLIES & EQUIPMENT:**

The training room should be equipped with sufficient chart paper and notepaper for all participants. Faculty may request a laptop, an LCD projector, a screen, a remote mouse, a cordless lapel microphone, a laser pointer and enough easels and markers for all tables. A traditional overhead projector and blank overheads may also be requested.

The faculty table at the front of the room should seat 3-4 persons, depending on the number who will participate in the introduction to and delivery of Module I.

Two tables should be available at the back of the room: one for faculty members/observers, and the other for display of grant-related publications and products, and for receipt of participants' program evaluations.

**PARTICIPANT MATERIALS:**

- Participant Notebook
- **Program Planning Manuals**, Volumes I and II
- **Training Curriculum Guide**, Volumes I and II
- **Reconnecting: the Role of the Juvenile Court in Reentry**
- **JSC Monographs** and **TA Bulletins**

<p><b>INSTRUCTIONAL METHODS:</b>  Each Curriculum Module calls for a variety of instructional methods, including: Mini-lecture with PowerPoint presentation; large group/small group work; Participant Exercises, Brainstorming, Discussion and Debate. A variety of perspectives will be introduced and encouraged by all faculty members. Teaching will be directed to a variety of learning preferences (both reflective and active), with a view toward providing practical and useful information and resources to participants.</p>	<p><b>COMFORT DETAILS:</b>  Either host or trainer will make participants aware of relevant comfort details at the outset, unless the training takes place at a site familiar to all participants. The following comfort details should be noted:</p> <ul style="list-style-type: none"> <li>• Location of restrooms</li> <li>• Break and refreshment schedule</li> <li>• Dietary accommodations available (if relevant)</li> <li>• Meal arrangements, location and transportation</li> <li>• Smoking policy for classroom and training facility</li> <li>• Use of cell phones and electronic devices</li> <li>• Policy regarding messages (bulletin board, direct delivery, voice-mail)</li> <li>• Anticipated start and stop times for all modules and activities.</li> <li>• Post-course travel/airport transportation arrangements (if relevant)</li> </ul>
<p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• <b>Training Curriculum Guide, Volume II</b></li> <li>• <b>Program Model and Planning Guide, Volume II</b></li> <li>• <b>Reconnecting: The Role of the Juvenile Court Judge in Reentry</b></li> </ul>	<p><b>AMENITIES:</b>  Water and glasses should be provided for both faculty and participants.</p>





## Module I: Background and Definition of All Sanctioning Levels

<b>A. Introductions, Background, Training Overview and Agenda Review</b>	<b>Time: 10 minutes</b>
<p><b>Introductions</b> Host will welcome participants and introduce faculty, or have faculty introduce themselves. If the group is small enough, participants should be called upon to introduce themselves quickly, by name and agency affiliation. If time permits, an Icebreaker may be used for this purpose. (See Volume I, Module I).</p>	
<p>Trainer will display Overhead #1, Module I: "Learning Objectives," and review them with the group.</p> <p>The trainer will say:</p> <p><b>During Module I, we will provide an introduction to the entire Curriculum, define key terms relating to the full spectrum of sanctioning, and hone in on those sanctioning levels that are the focus of this Volume of the Curriculum. Our objectives are to:</b></p> <ul style="list-style-type: none"> <li>• Provide a curriculum overview</li> <li>• Relate <i>Volume II: Graduated Sanctions for Juvenile Offenders: A Curriculum Guide: Dispositional Hearing to Case Closure to Volume I; Immediate and Intermediate Sanctions</i></li> <li>• Provide general background and context for the <b>Juvenile Sanctions Center Project</b></li> <li>• Define all sanctioning levels, and</li> </ul>	<b>Overhead #1, Learning Objectives</b>

<ul style="list-style-type: none"> <li>• <b>Identify the significance of secure care and reentry to successful case closure</b></li> </ul>	
<p><b>Project Background</b> Trainer, Project Director, Project Attorney and Grant Monitor (if present) may wish to participate in providing background for the Juvenile Sanctions Center and its multi-level Graduated Sanctions project.</p>	
<p>Director or designee will briefly outline Juvenile Sanctions Center activities, products and accomplishments during prior years of the Graduated Sanctions grant initiative, including:</p> <ul style="list-style-type: none"> <li>• Demonstration Site Selection</li> <li>• Role of Project Advisory Committee</li> <li>• Products produced by the Juvenile Sanctions Center</li> <li>• Center growth, range of services</li> <li>• Expectations of Demonstration Sites in terms of visioning, project planning and implementation</li> <li>• JSC development of Memoranda of Understanding with Demonstration Sites as a framework for project implementation</li> <li>• Graduated Sanctions Team recruitment and selection at the local level</li> <li>• Local Team composition</li> <li>• Team role, and</li> <li>• Challenges in project implementation</li> </ul>	
<p><b>Training Overview</b> Trainer will set out overall training goals and expected outcomes, learning objectives for Module I, teaching methodologies and interactive strategy.</p>	

<p><b>Training Goals and Purpose</b></p> <p>Trainer will state that by the end of this session (specify time), participants will have developed an Action Plan for implementing graduated sanctions/responses at the Secure Care and Aftercare/Reentry levels. (Exception: Half-day program).</p> <p>Trainer or Project Attorney will outline implementation expectations for the local jurisdiction (which may be based on a previously completed "Visioning Exercise"), and explain the level of training and on-going technical support available from the Juvenile Sanctions Center, Grantor, and from other Demonstration Sites.</p>	
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<p><b>Agenda Review and Participant Expectations</b></p> <p>Trainer will "walk" participants through the agenda (and comfort details, if host has not done so). Agenda options and timeframes are included in the Appendices and are referenced in "Using This Curriculum."</p> <p>Trainer will quickly determine participants' expectations for the course, noting them on chart paper for reference at the conclusion of the course to ensure that they have been adequately met.</p>	<p><b>Chart Paper</b></p>
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<p><b>B. Immediate Sanctions, Intermediate Sanctions, Secure Care, Transition, and Reentry</b></p>	<p><b>Time: 10 minutes</b></p>
<p>Trainer will then show Overhead #2, Module I, "Levels of Graduated Sanctions," and will define all levels of Graduated Sanctions with input from the group. Answers should broadly conform to the following definitions:</p>	<p><b>Overhead #2: Levels of Graduated Sanctions</b></p>

<p><b>Immediate Sanctions:</b></p> <p>Those responses to delinquent behavior initiated at the point of contact, or intake, short of filing a petition for formal juvenile court adjudication. Immediate Sanctions may be system-based or community-based and generally result in diversion, counsel and release, counsel and refer, or informal probation.</p> <p>Immediate sanctions may be broadly defined as <b>diversion mechanisms</b> that hold youth accountable for their delinquent acts by sanctioning their behavior and providing some level of youth and family support services, while generally avoiding formal court processing. (See Volume I: <b>Graduated Sanctions for Juvenile Offenders: A Training Curriculum Guide</b>: Lowe; Gies and Cohen, pp.132-133). Under circumstances supported by state law and local policy, first time, serious or violent offenders may be eligible for some types of Immediate Sanctions (excluding counsel and release).</p>	
<p><b>Intermediate Sanctions:</b></p> <p>Those <b>judicial responses</b> to delinquent behavior initiated at the point of post adjudication dispositional hearing. Intermediate Sanctions fall short of and exclude institutional commitment. Such sanctions may include local, county-based out-of-home placement. Responses at this level may be non-custodial or custodial, but do not include incarceration in a state training school. Serious, chronic or violent offenders may be eligible for intermediate sanctions, consistent with law and policy. Such offenders should be assessed as requiring structure and monitoring, but not necessarily institutionalization. (Ibid. p. 133)</p> <p>Intermediate Sanctions are appropriate for juveniles who continue to offend following Immediate interventions. Movement on the sanctioning continuum may be two-directional. Success at the Intermediate level may result in a “step-down” supervision process comparable to that employed at the Reentry level.</p>	

<p><b>Secure Care:</b></p> <p>As the term implies, Secure Care is delivered in a closed (locked) facility – usually a state training school. Secure Care generally implies long-term removal from the offender’s home, school and community.</p>	
<p><b>Transition:</b></p> <p>Transition spans the final phase of incarceration and the first phase of Reentry. Transition should include pre-release planning with offender, family, community agencies and services, and with the local team that will interact with the court throughout the Community Supervision phase. “Transition” should be the period during which housing, education, employment and on-going treatment issues are successfully addressed, and intake issues resolved.</p>	
<p><b>Reentry:</b></p> <p><b>Those sanctions and services applied during the planned period of community supervision leading to case closure/termination.</b></p> <p>As sanctions escalated during the Immediate and Intermediate phases, they de-escalate during a successful Reentry process. It should be noted, however, that movement on the sanctioning continuum may be two-directional at this level, as at others. A one-directional approach (evidenced by lack of tolerance for <b>any</b> type of setback during the Reentry phase) increases the probability of an unacceptably high failure rate and costly revocations back to the institutional setting.</p>	
<p><b>C. Exercise</b></p>	<p><b>Time: 30 minutes</b></p>
<p>If time permits, Trainer may then conduct the following Exercise (1):</p>	<p><b>Exercise #1</b></p>

<p>Divide the full group into subgroups of four or five members and assign each a sanctioning level to discuss. The four basic levels are: Immediate, Intermediate, Secure Care and Aftercare/Reentry. Some researchers (Howell, Lipsey- 2003) suggest, however, that there should be five levels of sanctioning, including <b>placement in a residential community alternative</b> as the third level, prior to commitment to the state training school for long-term institutionalization. Trainer may use either four or five sanctioning levels as a framework for discussion.</p>	
<p>Trainer will say:  <b>The purpose of this Exercise is to get an overview of the continuum of services presently available in your jurisdiction(s) at the sanctioning level assigned to your group for discussion.</b></p> <p>Trainer will ask each group to select its own facilitator and recorder. The recorder will <b>note service options available</b> (and accessible). The reporter will speak for the group, after securing input from each group member.</p>	<b>Chart Paper</b>
<p>After 10-20 minutes (depending on time available), Trainer will reconvene the session and obtain feedback from each small group. Missing pieces in the sanctions/services continuum should be identified. Trainer should be familiar with Chapter 6, "Assessing the Current Continuum of Sanctions and Services," of the Program Model and Planning Guide, Vol. I.</p> <p>Trainer will say:  <b>This exercise shows gaps in service that need to be addressed. It is part of the process of encouraging you, as Demonstration Sites, to identify your own strengths and deficiencies in terms of Graduated Sanctions, and to determine your own strategies for addressing problems, pursuant to two Memoranda of Understanding: one between your Demonstration Site and the Juvenile Sanctions Center, and the other between your county and state if you intend to make changes in current jurisdiction or practice that require state approval.</b></p>	

<p><b>Summary of Sanctioning Definitions</b></p> <p>Trainer will recap the sanctioning definitions, and articulate the relationship between an adequate continuum of services and improved case outcomes.</p>	
<p><b>D. Special Needs Offenders</b></p>	<p><b>Time: 15 minutes</b></p>
<p>Trainer will briefly identify the groups of “Special Needs” offenders that are the subjects of the Graduated Sanctions project, acknowledging that they have long confounded the juvenile justice system in terms of finding solutions that work:</p> <ul style="list-style-type: none"> <li>• Juvenile sexual offenders</li> <li>• Female offenders</li> <li>• Alcohol and Other Drugs (A.O.D.) offenders</li> <li>• Offenders with mental health and/or learning problems; and,</li> <li>• Minority youth who are over-represented at all custodial levels in the juvenile justice system.</li> </ul>	
<p><b>Structured Decision-Making and Special Needs Offenders</b></p> <p>Trainer will facilitate discussion of Graduated Sanctions in the context of Structured Decision-making, and will point out the positive implications of SDM in terms of increased fairness to Special Needs Offenders.</p>	
<p>Trainer will show Overhead #3, Module I, “Special Needs Offenders.”</p> <p>Following discussion of this major Graduated Sanctions theme, and its particular relevance to offenders at the “deep end” of the sanctioning system, Trainer will transition to Module II:</p> <p>Dispositional Court Hearing, and will anticipate the Modules to follow, so participants can interpret each in the context of the others.</p>	<p><b>Overhead #3: Special Needs Offenders</b></p>

<b>E. Summary</b>	<b>Time: 5 minutes</b>
Trainer will conclude Module I by displaying Overhead #4, Module I, "Curriculum at a Glance."	<b>Overhead #4: Curriculum at a Glance</b>



## MODULE I: LEARNING OBJECTIVES

- **Provide** project background
- **Define** all levels of sanctioning
- **Describe** Relationship between Site and JSC
- **Introduce** Reentry Court model



I,1

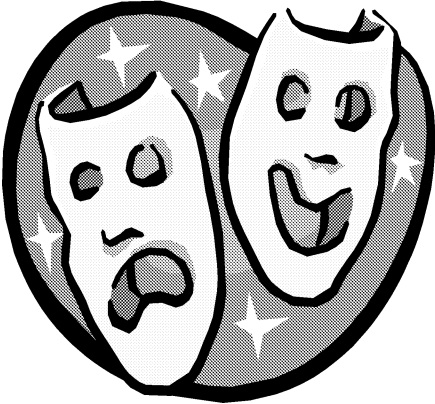
## LEVELS OF GRADUATED SANCTIONS



- IMMEDIATE
- INTERMEDIATE
- OUT-OF-HOME PLACEMENT
- SECURE CARE
- REENTRY

I,2

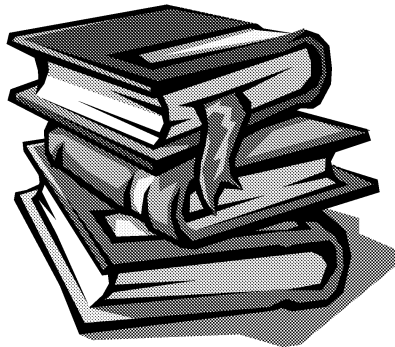
# SPECIAL NEEDS OFFENDERS



- A.O.D. OFFENDERS
- FEMALE OFFENDERS
- YOUTH WITH MENTAL HEALTH/  
LEARNING PROBLEMS
- M.O.R YOUTH
- JUVENILE SEXUAL OFFENDERS

## CURRICULUM AT A GLANCE

- Module I: Background &  
Definition of All  
Sanctioning Levels
- Module II: Dispositional  
Court Hearing
- Module III: GS in Secure  
Care
- Module IV: Transition
- Module V: Release to  
Closure
- Module VI: Action Plan



I,4

**Module II**  
**Graduated Sanctions and the Dispositional  
Juvenile Court Hearing**



## II. Graduated Sanctions and the Dispositional Juvenile Court Hearing

### MODULE SUMMARY

<p><b>PERFORMANCE OBJECTIVES:</b></p> <ul style="list-style-type: none"><li>• Examine the Dispositional Hearing as Part of Continuum of Graduated Sanctions</li><li>• Determine Obstacles to Making the Continuum a Reality</li><li>• Determine Existing Limitations on Court's Post-Dispositional Jurisdiction</li><li>• Gain Consensus on Advantages of Specialized Reentry Court in Fostering Continuity of Care</li></ul>	<p><b>SUGGESTED TIME:</b></p> <p>1.5 hours</p>
<p><b>SUMMARY:</b></p> <p>In Module II, participants will take a fresh look at the familiar dispositional hearing, and begin to view it as one critical step in a continuum of services that culminates in successful case closure. The Reentry Court model will be cited as a potentially effective approach to creating and sustaining this continuum.</p>	<p><b>SUGGESTED ROOM SET UP:</b></p> <p>Team participation generally varies from 15-50 participants. Half-rounds are not typically feasible, but are preferred when available. Full rounds work well, as does an open "u" (with groups of 15-25). Classroom style is less desirable, due to logistical difficulties in breaking the large group into smaller working units. The training room should be configured with interaction in mind. Interaction takes place among individual participants, in small and large groups and between participants and faculty. At its best, training is an extended conversation in which all are encouraged to participate.</p>

**SUPPLIES & EQUIPMENT:**

The training room should be equipped with sufficient chart paper and notepaper for all participants. Faculty may request a laptop, an LCD projector, a screen, a remote mouse, a cordless lapel microphone, a laser pointer and enough easels and markers for all tables. A traditional overhead projector and blank overheads may also be requested.

The faculty table at the front of the room should seat 3-4 persons, depending on the number who will participate in the introduction to and delivery of Module I.

Two tables should be available at the back of the room: one for faculty members/observers, and the other for display of grant-related publications and products, and for receipt of participants' program evaluations.

**PARTICIPANT MATERIALS:**

- Participant Notebook
- **Program Planning Manuals**, Volumes I and II
- **Training Curriculum Guide**, Volumes I and II
- **Reconnecting: the Role of the Juvenile Court in Reentry (the primer)**
- **JSC Monographs** and **TA Bulletins**

<p><b>INSTRUCTIONAL METHODS:</b>  Each Curriculum Module calls for a variety of instructional methods, including: Mini-lecture with PowerPoint presentation; large group/small group work; Participant Exercises, Brainstorming, Discussion and Debate. A variety of perspectives will be introduced and encouraged by all faculty members. Teaching will be directed to a variety of learning preferences (both reflective and active), with a view toward providing practical and useful information and resources to participants.</p>	<p><b>COMFORT DETAILS:</b>  Either host or Trainer will make participants aware of relevant comfort details at the outset, unless the training takes place at a site familiar to all participants. The following comfort details should be noted:</p> <ul style="list-style-type: none"> <li>• Location of restrooms</li> <li>• Break and refreshment schedule</li> <li>• Dietary accommodations available (if relevant)</li> <li>• Meal arrangements, location and transportation</li> <li>• Smoking policy for classroom and training facility</li> <li>• Use of cell phones and electronic devices</li> <li>• Policy regarding messages (bulletin board, direct delivery, voice-mail)</li> <li>• Anticipated start and stop times for all modules and activities.</li> <li>• Post-course travel/airport transportation arrangements (if relevant)</li> </ul>
<p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• <b>Training Curriculum Guide</b>, Volume II</li> <li>• <b>Program Model and Planning Guide</b>, Volume II</li> <li>• <b>Reconnecting: The Role of the Juvenile Court in Reentry</b></li> </ul>	<p><b>AMENITIES:</b>  Water and glasses should be provided for both faculty and participants.</p>





## Module II: Graduated Sanctions and the Dispositional Juvenile Court Hearing

<b>A. Module II Overview</b>	<b>Time: 10 minutes</b>
Trainer will display Overhead #1, Module II, "Learning Objectives" and review them with participants, responding to any questions or comments.	<b>Overhead #1: Learning Objectives</b>
<b>B. Mini-Lecture: The Dispositional Court Hearing</b>	<b>Time: 15 minutes</b>
<p>Trainer will then refer to the NCJFCJ reentry primer: <b>Reconnecting: The Role of the Juvenile Court in Reentry</b>; will display Overheads #2 &amp; #3, Module II, "Focus Forward" and will say:</p> <p><b>As noted in Module I, all levels of sanctions more severe than "Immediate" sanctions are meted out under the authority of the court. It is the juvenile court judge who determines, on recommendation of the case manager (probation officer) when Intermediate or Secure Care will be ordered. The other two sanctioning levels are administratively determined.</b></p> <p><b>The Dispositional Hearing, then, is the critical decision point at which the ultimate available juvenile justice system sanction (commitment to the state training school) is imposed.</b></p> <p><b>At this juncture, the court has before it a thorough, synthesized document, setting out the offense and social</b></p>	<b>Overheads #2 &amp; #3: Focus Forward</b>

<p>history of the delinquent youth and his or her family, and all risk and needs assessment data compiled to date. Arguably, the committing court has the best information available, and knows the family in a community context that the institution will never see.</p> <p>The reentry primer, <i>Reconnecting: The Role of the Juvenile Court in Reentry</i>, suggests that these conditions are “ripe” for ongoing court involvement, throughout the Secure Care phase, and the Reentry and community supervision phase that follows. The primer further suggests that continuing juvenile court involvement (the “one judge/one case” approach) leads to greater likelihood of successful case termination. <i>Reconnecting: The Role of the Juvenile Court in Reentry</i> directly states:</p> <p>“Dispositional decision-making should be deliberately conscious of the juvenile’s eventual return to the community and should specify the desired outcomes for the juvenile and for the correctional agency [or institution to which he or she is committed].” (See primer at p. xvi).</p>	
<p>In the alternative, in jurisdictions where juvenile court jurisdiction either ends or is interrupted by the period of incarceration, the primer suggests ongoing communication between court and institution, and between court and the offender’s family to assure some level of service continuity, and some information (if not court input) into release planning and the establishment of a release date. A Memorandum of Understanding may be a useful vehicle in this regard.</p>	

<p><b>C. Group Discussion: Reentry Court – Obstacles</b></p>	<p><b>Time: 15 minutes</b></p>
<p>Trainer will facilitate discussion of potential obstacles to ongoing juvenile court involvement with offender and family. Answers should include:</p>	

<ul style="list-style-type: none"> <li>• No existing law, policy or Memorandum of Understanding that authorizes or mandates post dispositional involvement by the committing court.</li> <li>• Different theories of treatment (rehabilitation vs. containment).</li> <li>• Red tape involved in crossing jurisdictional boundaries from county to state, and from judicial to administrative branch of government.</li> <li>• Parents do not wish to cooperate with the juvenile court and refuse to be a part of the institutional planning and treatment processes.</li> <li>• Parents do not intend to reunite with the youth after release from the institution.</li> <li>• Parents are unavailable (in jail, prison, mental health facility, or whereabouts unknown).</li> <li>• Institutional personnel does not voluntarily communicate with field personnel during the period of secure confinement.</li> <li>• State parole is a third party in the process, and is solely responsible for post-institutional supervision.</li> <li>• There is no process or incentive for interagency communication among the committing court, the institution and aftercare services.</li> </ul>	
<p>Trainer will acknowledge these challenges and note them on chart paper for future reference. Trainer will identify as foundational the <b>jurisdictional</b> issues relating to the implementation of juvenile court orders at the Secure Care and Aftercare levels of Graduated Sanctions.</p>	<p><b>Chart Paper</b></p>

<p><b>D. Group Discussion: Continuum</b></p>	<p><b>Time: 20 minutes</b></p>
<p>Trainer will ask participants to consider the implications for offender success in secure care and after-care, given the jurisdictional boundaries of the existing system.</p>	

<p>Trainer will ask:</p> <p><b>1. Is the dispositional hearing structured as one step in the Graduated Sanctions continuum? Are the purpose and processes associated with commitment/secure care understood by the offender and his/her family?</b></p> <p>Most answers to the initial question will be “no,” since the committing court (county) frequently relinquishes jurisdiction to the state (training school) when the commitment order is entered. Where jurisdiction is bifurcated in the traditional manner, services are delivered in discrete blocks, rather than in a continuum. This approach raises the possibility that services will be duplicative, overlapping, contradictory or non-existent. The framework within which services are delivered is also likely to have opposing goals (containment rather than rehabilitation, etc.).</p>	
<p><b>2. Is the family included in the treatment plan envisioned by the commitment order? If not, what can be done to secure their support for and participation in the institutional and post-release phases of case planning and supervision?</b></p> <p>Trainer will note that in most jurisdictions, the dispositional order focuses on the youthful offender only, since the juvenile court often lacks formal jurisdiction over the family or extended family. This singular focus, however, contributes to the high rate of parole failures, since institutional treatment gains are quickly lost if nothing has changed in the family’s dynamics.</p> <p>If the court lacks jurisdiction, continued involvement with the family is voluntary, and the likelihood of success is diminished.</p>	
<p><b>3. Does the committing court communicate with the institution, giving and receiving updated case-related information throughout the period of secure care?</b></p>	

<p>Answers may vary, but are likely to be negative in a bifurcated system.</p> <p>Trainer will cite the reentry primer as follows:  <b>The committing court’s responsibility to furnish all relevant case-related information, including assessment data, and the time the youth is transferred to institutional custody. Under the court-led reentry model, the committing court is to remain informed about the progress of all juveniles placed in secure care, including those who will participate in a planned reentry program (<i>ibid</i>, p. xvi).</b></p> <p><b>The primer further notes the court’s responsibility in “maximum sharing of relevant information between and among the court, correctional institution or other residential placement, law enforcement and the various youth-serving agencies and resources [responsible for continuity of care until ultimate case closure]” (<i>ibid</i>).</b></p>	
<p><b>4. Is secure care effective in containing and treating serious and chronic delinquent behavior in your experience? Why? Why not?</b></p> <p>Discussion might focus on the makeup of the institutional population: population size, quality of supervision, educational opportunities, and the relationship between a highly structured environment and the attainment of treatment goals. In the context of Graduated Sanctions, the availability of risk and needs reassessments will be of interest (see <b>Planning Guide</b>, Volume I, Part Two, Section 5: A Model Structured Decision-Making System for Graduated Sanctions, p. 76ff).</p>	
<p>Trainer may find it useful to ascertain how many participants have visited the institutional settings to which youth are committed, and how many have interacted directly with institutional staff to discuss the issues and problems they face.</p>	

<p>The primary purpose of this discussion is to underscore the pressing need for closer communication between key juvenile justice system components, in this instance between custodial and field personnel, and to suggest the need to soften, or eliminate, jurisdictional boundaries that negatively affect continuity of care for delinquent youth.</p>	
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<p><b>E. Exercise #1: Post-Dispositional Jurisdiction</b></p>	<p><b>Time: 30 minutes</b></p>
<p>Trainer will ask participants to form dyads (or convene at their tables if the group consists of 15 or more participants) for a discussion of jurisdictional issues relating to the juvenile court dispositional hearing. Discussants will reply to the following questions regarding the court’s role in Secure Care:</p> <ol style="list-style-type: none"> <li>1. Can your court specify the institutional placement, or identify the offender’s individual treatment needs in the dispositional order?</li> <li>2. What force does the order have when committing a delinquent offender to a state training school administered by the state (executive branch)?</li> <li>3. Is the committing court notified of the offender’s progress in secure care?</li> <li>4. Is the court consulted or notified of a pending release date?</li> <li>5. Does the court participate in pre-release planning?</li> <li>6. Does the court participate in community supervision following the release of a youthful offender from a secure setting?</li> </ol>	<p><b>Exercise #1</b></p>

Trainer will record the range of responses on chart paper and post them for participant reference.	<b>Chart Paper</b>
<b>F. Exercise #2 (Optional)</b>	<b>Time: 15 minutes</b>
If time permits, Trainer may reassign participants to small groups to formulate recommendations that might be suitable for implementation in their jurisdiction(s). Each group may produce one or two recommendations, record and report them to the large group.	<b>Exercise #2</b>
<b>G. Summary</b>	<b>Time: 5 minutes</b>
<p>Trainer will display Overhead #4, Module II, “Advantages of Continuing Court Involvement” and review them with the group.</p> <p>Trainer will close the segment with a mini-lecture on the advantages of a Graduated Sanctions continuum that includes the Dispositional Hearing as a step on the continuum of escalating sanctions leading to Secure Care. Institutionalization is the highest step on an unbroken ascending and descending ladder of system-based responses to serious, chronic or violent delinquent behavior. Trainer will review strategies for achieving this continuum, including the establishment of a specialty, or “problem-solving” Reentry Court, or court docket modeled on the successful drug court model.</p> <p>Lastly, Trainer will display Overhead #5, Module II, “Potential Solutions” and will examine the efficacy of statutory change vs. an MOU in expanding the juvenile court’s role in administering post-dispositional Graduated Sanctions, as defined by the court order.</p>	<p><b>Overhead #4: Advantages of Continuing Court Involvement</b></p> <p><b>Overhead #5: Potential Solutions</b></p>

## MODULE II: LEARNING OBJECTIVES

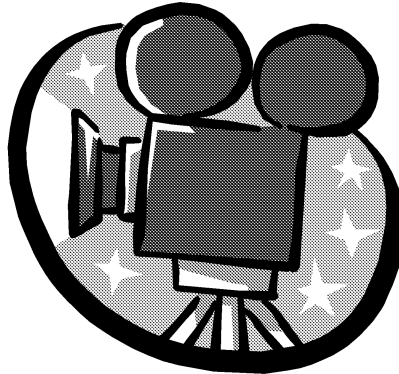
- **Identify Dispositional Hearing as part of Continuum of Graduated Sanctions**
- **Determine Obstacles (Law, Policy, Practice)**
- **Identify Local Jurisdictional Limitations (post-disposition)**
- **Agree on Advantages of Reentry Court**

II.1

## “FOCUS FORWARD”

At Disposition, Court should consider:

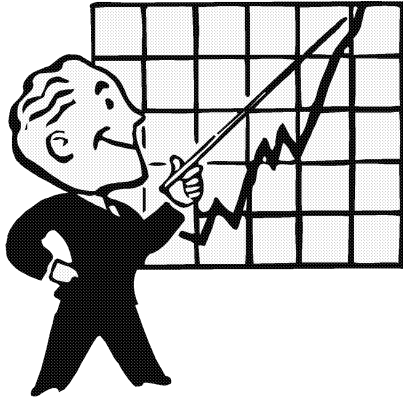
- .That “They All Come Home”
- .Engaging Family in On-Going Treatment
- .Ordering Commitment to Specific Facility/Program
- . Establishing Communications Method/Schedule w/ Inst.
- Citing Authority that Supports Continuous Information Exchange



II.2



## **FOCUS FORWARD**, CONT'D



- Requesting Pre-release Notification from Inst.
- Requesting Involvement in Release Planning
- Establishing Standard Schedule for Post-Release Review Hearings

II,3

## **ADVANTAGES OF CONTINUING COURT INVOLVEMENT**

- Dispositional Hearing: Most Significant Point on Continuum
- 1 Judge/1 Case: Good for Offenders & Families
- Need Treatment Continuity for Youth and Family
- Court Knows Youth and Family Best

II,4

# POTENTIAL SOLUTION?

- Establish Reentry Court/or Court Docket
- Model on Drug Court or other Problem-Solving Court
- Establish or Maintain Continuing Jurisdiction over



**Module III**  
**Graduated Sanctions In Secure Care**



# III. Graduated Sanctions in Secure Care

## MODULE SUMMARY

<p><b>PERFORMANCE OBJECTIVES:</b></p> <ul style="list-style-type: none"><li>• Gain Historical Perspective for Graduated Sanctions in Context of Comprehensive Strategy and the Accountability Movement</li><li>• Examine Current Rationale for Commitment Recommendations</li><li>• Define Commitment as a Rehabilitative Milestone</li><li>• Determine How Graduated Sanctions Could Successfully be Incorporated into State Training School Programs</li></ul>	<p><b>SUGGESTED TIME:</b></p> <p>1.5 hours</p>
<p><b>SUMMARY:</b></p> <p>In Module III, participants will critique their own commitment practices and priorities in light of the offender accountability movement, and will consider redefining institutionalization as a true treatment milestone.</p>	<p><b>SUGGESTED ROOM SET UP:</b></p> <p>Team participation generally varies from 15-50 participants. Half-rounds are not typically feasible, but are preferred when available. Full rounds work well, as does an open “u” (with groups of 15-25). Classroom style is less desirable, due to logistical difficulties in breaking the large group into smaller working units. The training room should be configured with interaction in mind. Interaction takes place among individual participants, in small and large groups and between participants and faculty. At its best, training is an extended conversation in which all are encouraged to participate.</p>

**SUPPLIES & EQUIPMENT:**

The training room should be equipped with sufficient chart paper and notepaper for all participants. Faculty may request a laptop, an LCD projector, a screen, a remote mouse, a cordless lapel microphone, a laser pointer and enough easels and markers for all tables. A traditional overhead projector and blank overheads may also be requested.

The faculty table at the front of the room should seat 3-4 persons, depending on the number who will participate in the introduction to and delivery of Module I.

Two tables should be available at the back of the room: one for faculty members/observers, and the other for display of grant-related publications and products, and for receipt of participants' program evaluations.

**PARTICIPANT MATERIALS:**

- Participant Notebook
- **Program Planning Manuals**, Volumes I and II
- **Training Curriculum Guide**, Volumes I and II
- **Reconnecting: the Role of the Juvenile Court in Reentry JSC Monographs and TA Bulletins**

<p><b>INSTRUCTIONAL METHODS:</b>  Each Curriculum Module calls for a variety of instructional methods, including: Mini-lecture with PowerPoint presentation; large group/small group work; Participant Exercises, Brainstorming, Discussion and Debate. A variety of perspectives will be introduced and encouraged by all faculty members. Teaching will be directed to a variety of learning preferences (both reflective and active), with a view toward providing practical and useful information and resources to participants.</p>	<p><b>COMFORT DETAILS:</b>  Either host or Trainer will make participants aware of relevant comfort details at the outset, unless the training takes place at a site familiar to all participants. The following comfort details should be noted:</p> <ul style="list-style-type: none"> <li>• Location of restrooms</li> <li>• Break and refreshment schedule</li> <li>• Dietary accommodations available (if relevant)</li> <li>• Meal arrangements, location and transportation</li> <li>• Smoking policy for classroom and training facility</li> <li>• Use of cell phones and electronic devices</li> <li>• Policy regarding messages (bulletin board, direct delivery, voice-mail)</li> <li>• Anticipated start and stop times for all modules and activities.</li> <li>• Post-course travel/airport transportation arrangements (if relevant)</li> </ul>
<p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• <b>Training Curriculum Guide, Volume II</b></li> <li>• <b>Program Model and Planning Guide, Volume II</b></li> <li>• <b>Reconnecting: The Role of the Juvenile Court Judge in Reentry.</b></li> </ul>	<p><b>AMENITIES:</b>  Water and glasses should be provided for both faculty and participants.</p>





## Module III: Graduated Sanctions in Secure Care

<b>A. Module III Overview</b>	<b>Time: 15 minutes</b>
Trainer will begin Module III by displaying Overhead #1, Module III, “Learning Objectives,” and reviewing them with the group.	<b>Overhead #1: Learning Objectives</b>
<b>B. Mini-Lecture</b>	<b>Time: 15 minutes</b>
Trainer will briefly describe the offender accountability movement, including: Comprehensive Strategy, “Three Strikes” and increased waivers/transfers to adult criminal court. Trainer will discuss the movement toward increased offender and system accountability, and link Graduated Sanctions to both. Trainer will suggest that long-term commitments have resulted in an unacceptably high failure rate on parole, and that the new Reentry Court model was commissioned by OJJDP to ameliorate the alarming recommitment rate, enhance community safety and reduce the costs of secure care.	
In terms of Secure Care, Trainer will say: <b>An institutional setting such as a state training school is typically large, and may be several hundred miles from the offender’s community. Under these circumstances, the facility may be inaccessible to families and local treatment providers on a practical basis. For this reason, smaller regional facilities are preferred, if available. In large correctional settings, education, vocational education,</b>	

<p><b>mental health and drug treatment are available as required by law and policy.</b></p> <p><b>This Curriculum suggests, however, that risk/needs reassessment is key to the implementation of a meaningful custodial plan tailored to the offender’s current supervision and treatment needs. Reassessment should precede the formulation and implementation of the custodial treatment plan.</b></p> <p>Trainer will reference a sample reassessment instrument in the Juvenile Sanctions Center’s 2003 <b>Program Model and Planning Guide</b>, Volume I (Weibush, p.96).</p>	
<p>Trainer will pose the concept of applying Graduated Sanctions/responses in an institutional setting as a means of enhancing fair treatment of inmates, and as a means of motivating positive behavioral gains with a view toward the incentive of early release consideration.</p>	
<p>Trainer will acknowledge that in most states, Secure Care implies a shift in jurisdiction from county to state, and from the Judicial to the Executive branch of government. This change in jurisdiction is a central issue in providing the continuity of service, support and control envisioned by the Graduated Sanctions initiative (see Introduction to reentry primer).</p> <p>Trainer will then ask participants to identify Secure Care options in their state(s), and to explore commitment eligibility factors (age, type of offense, availability of alternatives including community-based treatment and waiver/transfer). Discussion should reveal a broad range of factors that can influence commitment eligibility in various regions, including statutory waiver provisions.</p>	
<p>Next, Trainer will facilitate discussion of institutional population profiles (including gender, offense type, “special needs,” etc.) in</p>	

<p>participants' state(s). The purposes of this discussion are as follows:</p> <ul style="list-style-type: none"> <li>• To reexamine reasons for and goals of commitment;</li> <li>• To redefine commitment as rehabilitative milestone, using Reassessment approach;</li> <li>• To examine the mix of offense and offender types in state training school, and to suggest that this option is best reserved for those serious, violent and chronic offenders who pose a direct threat to community safety;</li> <li>• To identify potential barriers to successful transition and reentry; and</li> <li>• To identify elements common to successful programs for youthful offenders (whether in Secure Care or not).</li> </ul>	
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<p><b>C. Exercise #1</b></p>	<p><b>Time: 20 minutes</b></p>
<p>Trainer will ask participants to take several minutes to write down three of the most common reasons for making commitment recommendations to the juvenile court. Trainer will record their replies on chart paper and prioritize them for future reference.</p>	<p><b>Exercise #1</b> <b>Chart Paper</b></p>
<p>Answers should include:</p> <ol style="list-style-type: none"> <li>1. All available local options have been exhausted without success.</li> <li>2. The youth requires a type or level of service only made available by transferring custody to the state.</li> </ol>	

<ol style="list-style-type: none"> <li>3. Local law enforcement and justice system professionals are tired of working with the youth and family, and give up on the rehabilitation process.</li> <li>4. The school system has exhausted its resources, including special placement, suspension and expulsion.</li> <li>5. The youth’s family and neighborhood support continued criminal activity. Removal appears to be the only answer.</li> <li>6. The youth’s delinquent behavior has escalated, despite repeated (graduated) sanctions and programmatic supports.</li> <li>7. Commitment to the state training school (in most states) relieves local justice system professionals of their responsibilities, since jurisdiction transfers from one branch of government to another.</li> <li>8. State training school is preferable to waiver to adult criminal court for prosecution under general law.</li> <li>9. The court’s dispositional order was different from the probation officer’s recommendation.</li> </ol>	
<p>Trainer will ask participants to reflect on their rationales for recommending commitment to a secure institution, and on the results they expect to achieve. Discussion will include the court’s goals in ordering commitment, and whether or not those goals are perceived as being met.</p>	
<p>Trainer may ask:  <b>“Under what circumstances might commitment be not only the preferred option, but also a successful rehabilitative milestone?”</b></p>	

Answers should include:

1. When physical custody promotes, not threatens, the youth's physical and emotional safety.
2. When needed services (mental health assessment and counseling, drug and alcohol treatment, family counseling, relevant vocational training, education and tutorial services) are all available to the institutional population, and are compatible with the service goals and methodologies offered prior to commitment.
3. When there is ongoing communication between "field" and institutional staff regarding the youth's progress, or lack of progress.
4. When Risk and Needs/Strengths are reassessed at each change in level of custody/supervision, and youth and family input are considered in the assessment process.
5. When the key decision-makers (juvenile court judge, training school director, parole administrator, case manager meet on a regular basis to overcome traditional barriers to collaboration in case management.
6. When complete and accurate information is compiled, entered into the local and state Management Information System (MIS), and forwarded with the youth as he/she progresses through the continuum of Graduated Sanctions.
7. When the system supports the family in meeting its transportation needs (bus fare, etc.) to allow for reasonable visitation during the period of confinement.
8. When transition planning (from institution to community) is a fixture of the overall institutional treatment program.

<p>9. When the institution has a good track record: low incidence of out-of-control behavior by inmates; low incidence of self-destructive behavior by inmates (including mutilation, suicide); low incidence of predatory behavior by “higher status” inmates; low incidence of institutional lockdowns; adequate programmatic and facility assessments by regulatory state agencies, including state health authorities.</p>	
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<p><b>D. Group Discussion</b></p>	<p><b>Time: 10 minutes</b></p>
<p>Trainer will facilitate group discussion of changing roles during (and after) institutionalization.</p> <p>Discussion will include:</p> <ul style="list-style-type: none"> <li>• <b>Juvenile Court Role:</b> From zero contact to interaction at administrative level, requesting and receiving regular progress reports from institution; agreeing on release readiness and release date; promoting intensive casework interaction between institutional and field staff at least during 3-4 month transitional phase.</li> <li>• <b>Family Role:</b> From passive acceptance or disconnected communications to active participant in institutional treatment plan implementation through structured visitation or remote communications strategies. Family will also have intensified expectations during transition phase, assuming reunification is planned. Ideally, family will (voluntarily or involuntarily) participate in counseling throughout the prolonged absence of the offender.</li> <li>• <b>Case Manager Role:</b> From bifurcated (institution/field) or nonexistent to seamless from the time of disposition through institutionalization, transition, reintegration and</li> </ul>	

<p>community supervision to ultimate case closure. At a minimum, the case manager should lead the community treatment team, and interact with institutional personnel 90 days prior to, and immediately following, release to support offender service continuity and stabilization.</p> <ul style="list-style-type: none"> <li>• <b>Team Role:</b> From nonexistent (neither institutional nor parole services have traditionally been delivered by multidisciplinary teams) to providing leadership during incarceration (state training school treatment team), transition (institutional and field services teams), and finally through community supervision (field services team). It is noteworthy that the Altschuler/Armstrong IAP model calls for the establishment of a “grassroots” team (including the faith community) that will provide ongoing support and guidance to the youth after successful case closure. (See <b>Aftercare and Reentry Trainer Manual</b>, JAIBG, March, 2002). For suggested Team structure, see NCJFCJ’s <b>Reentry Primer</b>, 2004.</li> </ul>	
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<p><b>E. Exercise #2</b></p>	<p><b>Time: 10-15 minutes</b></p>
<p>Next, Trainer will ask participants to take 1-2 minutes to write down potential barriers to successful reentry; will take responses “popcorn” style and record them on chart paper.</p> <p>Answers should include:</p> <ul style="list-style-type: none"> <li>• Long period of confinement</li> <li>• Isolation from family and community</li> <li>• Inadequate educational opportunities in institution</li> <li>• Lack of professional services (AOD treatment; mental health assessment and treatment for high risk, multi-problem youth)</li> <li>• Increased institutional dependence</li> <li>• Escalating delinquent behavior in custody</li> <li>• Depression</li> </ul>	<p><b>Exercise #2</b></p> <p><b>Chart Paper</b></p>

<ul style="list-style-type: none"> <li>• Hardened gang affiliation</li> <li>• Lack of gender-specific programs for female inmates</li> <li>• Lack of culturally sensitive programs and staff</li> <li>• Inadequate transitional pre-release planning</li> </ul>	
<p>Trainer will display Overheads #2 &amp; #3, Module III, “Barriers to Reentry,” citing similarities to, and differences from, the group list.</p>	<p><b>Overheads #2 &amp; #3: Barriers to Reentry</b></p>

<p><b>F. Exercise #3</b></p>	<p><b>Time: 10 minutes</b></p>
<p>Trainer will ask the group to brainstorm those elements common to successful programs, and will record them on chart paper.</p> <p>Answers should include:</p> <ul style="list-style-type: none"> <li>• A central strategy that addresses changeable, crime-related factors</li> <li>• Treatment focus on behavioral change in areas relevant to reducing recidivism (AOD, abuse, delinquent peer affiliation, poor adult supervision and engagement)</li> <li>• Strong program design and well-trained personnel</li> <li>• Treatment of sufficient duration to impact recidivism</li> <li>• Treatment that incorporates family</li> <li>• Use of least restrictive reasonable alternative</li> <li>• Application of incentives as well as controls</li> <li>• Individual counseling component focusing on social skill development (appropriate assertion, conflict negotiation, decision-making, and identification and avoidance of high-risk situations for re-offending. (See reentry primer, p. 30, “Programs that Work.”</li> </ul>	<p><b>Exercise #3</b></p> <p><b>Chart Paper</b></p>



<p>Trainer will discuss standard elements of successful programs, noting similarities with and differences from group responses.</p>	
<p><b>G. Summary</b></p>	<p><b>Time: 3-5 minutes</b></p>
<p>Trainer will summarize the module on Secure Care and bridge to Module IV: Transition from Structured Setting to Community.</p>	

## MODULE III: LEARNING OBJECTIVES

- Review Youth Accountability Movement
- Reexamine Reasons for & Purpose of Commitment
- Redefine Commitment as Rehabilitative Milestone
- Examine Mix of Offenses & Offenders in State Training School
- Identify Potential Barriers to Reentry
- Identify Elements of Successful Programs

III,1

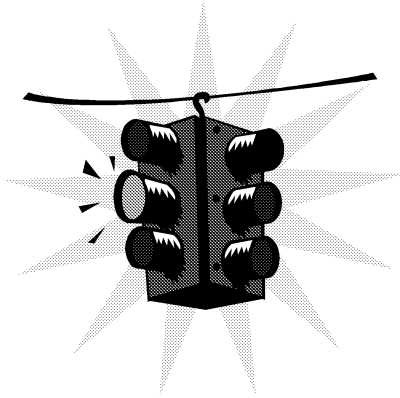
## BARRIERS TO REENTRY

- Extended lock-up
- Removal from family & community
- Limited educational opportunities
- Lack of mental health services
- Institutional dependence



III,2

## BARRIERS, CONT'D



- Increasing delinquent behavior
- Hardened gang ties
- Lack of gender-appropriate programs
- Inadequate transitional planning
- Lack of communication bet. inst & community

III,3



**Module IV**  
**Transition from Structured Setting to Community**



## IV. Transition from Structured Setting to Community

### MODULE SUMMARY

**PERFORMANCE OBJECTIVES:**

- Define “Transition”
- Underscore High Need for Pre-Release Planning during this Period
- Depict Overlap from Secure Care to Reintegration Phase
- Identify Transition Services Already in Place
- Identify Gaps in Service
- Promote Continuity
- Discuss Advantages of Step-down Approach
- Determine Mechanism for Initiating Immediate Sanctions and Services (Identify and Overcome Barriers)

**SUGGESTED TIME:**

30 minutes

**SUMMARY:**

In Module IV, participants will define “Transition,” and determine its significance to the success of Secure Care, as well as to the reintegration and community supervision processes.

**SUGGESTED ROOM SET UP:**

Team participation generally varies from 15-50 participants. Half-rounds are not typically feasible, but are preferred when available. Full rounds work well, as does an open “U” (with groups of 15-25). Classroom style is less desirable, due to logistical difficulties in breaking the large group into smaller working units. The training room should be configured with interaction in mind. Interaction takes place among individual participants, in small and large groups and between participants and faculty. At its best, training is an extended conversation in which all are encouraged to participate.

**SUPPLIES & EQUIPMENT:**

The training room should be equipped with sufficient chart paper and notepaper for all participants. Faculty may request a laptop, an LCD projector, a screen, a remote mouse, a cordless lapel microphone, a laser pointer and enough easels and markers for all tables. A traditional overhead projector and blank overheads may also be requested.

The faculty table at the front of the room should seat 3-4 persons, depending on the number who will participate in the introduction to and delivery of Module I.

Two tables should be available at the back of the room: one for faculty members/observers, and the other for display of grant-related publications and products, and for receipt of participants' program evaluations.

**PARTICIPANT MATERIALS:**

- Participant Notebook
- **Program Planning Manuals**, Volumes I and II
- **Training Curriculum Guide**, Volumes I and II
- **Reconnecting: the Role of the Juvenile Court in Reentry**
- **JSC Monographs** and **TA Bulletins**



<p><b>INSTRUCTIONAL METHODS:</b>  Each Curriculum Module calls for a variety of instructional methods, including: Mini-lecture with PowerPoint presentation; large group/small group work; Participant Exercises, Brainstorming, Discussion and Debate. A variety of perspectives will be introduced and encouraged by all faculty members. Teaching will be directed to a variety of learning preferences (both reflective and active), with a view toward providing practical and useful information and resources to participants.</p>	<p><b>COMFORT DETAILS:</b>  Either host or Trainer will make participants aware of relevant comfort details at the outset, unless the training takes place at a site familiar to all participants. The following comfort details should be noted:</p> <ul style="list-style-type: none"> <li>• Location of restrooms</li> <li>• Break and refreshment schedule</li> <li>• Dietary accommodations available (if relevant)</li> <li>• Meal arrangements, location and transportation</li> <li>• Smoking policy for classroom and training facility</li> <li>• Use of cell phones and electronic devices</li> <li>• Policy regarding messages (bulletin board, direct delivery, voice-mail)</li> <li>• Anticipated start and stop times for all modules and activities.</li> <li>• Post-course travel/airport transportation arrangements (if relevant)</li> </ul>
<p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• <b>Training Curriculum Guide</b>, Volume II</li> <li>• <b>Program Model and Planning Guide</b>, Volume II</li> <li>• <b>Reconnecting: The Role of the Juvenile Court in Reentry</b></li> </ul>	<p><b>AMENITIES:</b>  Water and glasses should be provided for both faculty and participants.</p>



## Module IV: Transition from Structured Setting to Community

<b>A. Module IV Overview</b>	<b>Time:</b>
Trainer will begin the session by displaying Overhead #1, Module IV, "Learning Objectives," and will review them with the group.	<b>Overhead #1: Learning Objectives</b>
<b>B. Transition</b>	<b>Time: 10 minutes</b>
Next, Trainer will display Overhead #2, Module IV, "Defining Transition," and engage the group in "fleshing out" the definition.  Trainer will then describe the overlapping nature of the Transition phase, spilling over from the last several months of incarceration into the first weeks or months of community supervision.	<b>Overhead #2: Defining Transition</b>
Next, Trainer will display Overhead #3, Module IV, "Action Planning for Successful Transition," outlining the components of a successful transition plan, including: Participation in a "Street Readiness" program; Pre-release Home Visits; Enrollment in Post-release Academic/Vocational program; Enrollment in a Range of Relevant Treatment Services (intake barriers identified and removed); Arrangements for Transitional Housing or return home (step-down custody suggested); and Meeting with Case Manager and Community Treatment Team (if feasible).	<b>Overhead #3: Action Planning for Successful Transition</b>

<p>Trainer may refer to the reentry primer (p. 34) and say:  <b>“During the transition phase some institutions allow offenders trial home visits or day passes as the scheduled release date nears. Such brief [provisional] releases used for home visits, school enrollment, employment application and interviews, and meeting with service providers can test the offender’s readiness for the transition from the highly controlled and structured institutional environment to the relative freedom of the community. Placement close to the offender’s home makes this valuable tool more feasible.”</b></p>	
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<p><b>C. Exercise #1</b></p>	<p><b>Time: 15-20 minutes</b></p>
<p>Trainer will ask participants to break into small groups and identify the transitional services in place/needed in their respective jurisdictions. Trainer may instruct Recorders to use chart paper, divided into two columns: “In Place” and “Needed.” Services to offender’s family should be included.</p>	<p><b>Exercise #1</b> <b>Chart Paper</b></p>
<p>If participants’ court(s) lack continuing jurisdiction, the exercise becomes analytical in nature, and suggests potential advantages (both to offender and juvenile justice system) of promoting a cooperative agreement or MOU (as in Indianapolis, Indiana) between the judicial and executive branches, or between the county and state, to increase service coordination and improve case outcomes and reduce high failure rate for the parole population.</p>	
<p>When time is up, Reporters will post chart paper on the training room wall and summarize small group responses for the large group. Trainer will draw up a master list for reference, and compare it to Overhead #3, Module IV, “Action Planning for Successful Transition.”</p>	<p><b>Overhead #3: Action Planning for Successful Transition</b></p>

<b>D. Summary</b>	<b>Time: 5 minutes</b>
<p>Trainer will then summarize this brief Transition Module, connecting it to Module III: <b>Graduated Sanctions in Secure Care</b> and to Module V: <b>Graduated Sanctions from Release to Case Closure</b>.</p>	
<p>Trainer will say:  <b>Transition has been the “missing link” from the traditional institutional release process. Transition requires pre-release planning, communication between custodial and field personnel and a step-down approach to custody and control. Without this transitional phase, the youthful offender must somehow adjust to the dichotomy between rigid restriction and unstructured community life. An unacceptably high failure rate is the result.</b></p>	

## MODULE IV: LEARNING OBJECTIVES

- Define “Transition”; Depict Overlap
- Emphasize Pre-Release Action Planning
- Identify Current and Needed Services
- Promote Continuity
- “Commit” to Step-down Approach
- Identify Barriers to Immediate Service Delivery

IV,1

## DEFINING “TRANSITION”

- Encompasses latter stages of placement &...
- Initial stages of Release
- Requires reassessment of Risk & Needs
- Pre-release Action Plan
- Purpose: Improve Likelihood of Successful Reintegration!



IV,2

## **ACTION PLANNING for SUCCESSFUL TRANSITION**

Pre-release Planning & Coordination	Pre-release Enrollment in School/Vocational Ed.
Street Readiness Program Completion	Pre-release Arrangements for Transitional Housing
Reassessment of Risk/ Needs/ Strengths	Community-based Services in Place
Court/Institution Conference: Release Date	Pre-Release Home Visits Successfully Completed
Youth/Family Participate In Parole Plan	Court, Team, Family, Youth & Inst. are in Sync





**Module V**  
**Graduated Sanctions from Release to Case**  
**Closure**



# V. Graduated Sanctions from Release to Case Closure

## MODULE SUMMARY

<p><b>PERFORMANCE OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Scrutinize Potential Barriers to Successful Reintegration After Confinement</li> <li>• Discuss Policy Alternatives to Address Them</li> <li>• Review IAP Principles</li> <li>• Determine Composition of Local Treatment Team</li> <li>• Discuss Case Management and Court Review Processes</li> <li>• Identify Strategies for Increasing Community Support for Graduated Sanctions in General, and for Reentry in Particular</li> </ul>	<p><b>SUGGESTED TIME:</b> 1+ hours</p>
<p><b>SUMMARY:</b> In Module V, participants will compare and contrast community supervision strategies (IAP, Drug Court, Reentry Court), explore specific approaches to successful supervision, and determine how best to build community support for Reentry.</p>	<p><b>SUGGESTED ROOM SET UP:</b> Team participation generally varies from 15-50 participants. Half-rounds are not typically feasible, but are preferred when available. Full rounds work well, as does an open “u” (with groups of 15-25). Classroom style is less desirable, due to logistical difficulties in breaking the large group into smaller working units. The training room should be configured with interaction in mind. Interaction takes place among individual participants, in small and large groups and between participants and faculty. At its best, training is an extended conversation in which all are encouraged to participate.</p>

**SUPPLIES & EQUIPMENT:**

The training room should be equipped with sufficient chart paper and notepaper for all participants. Faculty may request a laptop, an LCD projector, a screen, a remote mouse, a cordless lapel microphone, a laser pointer and enough easels and markers for all tables. A traditional overhead projector and blank overheads may also be requested.

The faculty table at the front of the room should seat 3-4 persons, depending on the number who will participate in the introduction to and delivery of Module I.

Two tables should be available at the back of the room: one for faculty members/observers, and the other for display of grant-related publications and products, and for receipt of participants' program evaluations.

**PARTICIPANT MATERIALS:**

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- **Training Curriculum Guide**, Volumes I and II
- **Reconnecting: the Role of the Juvenile Court in Reentry**
- **JSC Monographs** and **TA Bulletins**

<p><b>INSTRUCTIONAL METHODS:</b>  Each Curriculum Module calls for a variety of instructional methods, including: Mini-lecture with PowerPoint presentation; large group/small group work; Participant Exercises, Brainstorming, Discussion and Debate. A variety of perspectives will be introduced and encouraged by all faculty members. Teaching will be directed to a variety of learning preferences (both reflective and active), with a view toward providing practical and useful information and resources to participants.</p>	<p><b>COMFORT DETAILS:</b>  Either host or Trainer will make participants aware of relevant comfort details at the outset, unless the training takes place at a site familiar to all participants. The following comfort details should be noted:</p> <ul style="list-style-type: none"> <li>• Location of restrooms</li> <li>• Break and refreshment schedule</li> <li>• Dietary accommodations available (if relevant)</li> <li>• Meal arrangements, location and transportation</li> <li>• Smoking policy for classroom and training facility</li> <li>• Use of cell phones and electronic devices</li> <li>• Policy regarding messages (bulletin board, direct delivery, voice-mail)</li> <li>• Anticipated start and stop times for all modules and activities.</li> <li>• Post-course travel/airport transportation arrangements (if relevant)</li> </ul>
<p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• <b>Training Curriculum Guide</b>, Volume II</li> <li>• <b>Program Model and Planning Guide</b>, Volume II</li> <li>• <b>Reconnecting: The Role of the Juvenile Court Judge in Reentry</b></li> </ul>	<p><b>AMENITIES:</b>  Water and glasses should be provided for both faculty and participants.</p>



## Module V: Graduated Sanctions from Release to Case Closure

<b>A. Module Overview</b>	<b>Time: 25 minutes</b>
Trainer will display Overhead #1, Module V, "Learning Objectives," and discuss it with the group.	<b>Overhead #1: Learning Objectives</b>
<p>By way of background, Trainer will say:  <b>The reentry primer suggests that the optimum Reentry model may be court-based, with continuing jurisdiction vested in the entity most familiar with the offender's background and needs, and with the stature to convene and deploy service providers, while maintaining the highest standard of community protection and safety.</b></p> <p><b>Reentry calls for the same intensive team effort and interagency collaboration as described in Volume I of this <i>Training and Curriculum Guide</i> (see Modules II and III, pp. 25-63). There is balance between services prescribed at the front end of the system and at the "deep end."</b></p> <p><b>Reentry may or may not involve the youthful offender's return to the family. While most offenders return to their communities of origin, not all return to their families. Older offenders may require independent living arrangements. Some offenders may have non-supportive or abusive families who have failed to comply with court orders or have declined to participate in the offender's treatment plan. Some families abdicate all responsibility despite the system's best efforts at reunification.</b></p>	

**In any case, step-down custody arrangements may be advantageous to avoid or minimize the shock of adjusting from a rigidly controlled environment to an unstructured environment.**

**All offenders require academic and/or vocational education during the reentry phase, and surveillance as well as supportive supervision. Services for chronic problems such as drug abuse, mental health issues, or recurring health problems should be available to the offender on a continuing basis. As at other decision points in case processing, reassessment should assist Reentry personnel in identifying any gaps in service.**

**The most widely recognized Reentry model over the last decade has been the Intensive Aftercare Program, which espouses most of the principles and practices articulated here, with the possible exception of the advantages of a court-centered Reentry approach.**

**IAP**

Trainer will ask participants to indicate their degree of familiarity with the IAP and its recommended approach to aftercare. If participants constitute a model site for IAP, Trainer will call on various members of the group to describe the local strategy for community supervision (from Reentry to Case Closure). Trainer will fill in any gaps.

**Time: 10 minutes**

If the group is not intimately familiar with IAP, Trainer will summarize IAP (Intensive Aftercare Program) principles as they relate to community supervision, citing preferred case management practices, showing Overhead #2, Module V, "IAP Reentry Model."

Principles include:

- Offender is given greater responsibility and freedom

**Overhead #2:  
IAP Reentry  
Model**



<ul style="list-style-type: none"> <li>• There is heightened positive interaction and involvement between offender and his/her community following release (relaxing controls as case closure approaches)</li> <li>• Case Manager intensifies work with the offender and his/her support system (however defined).</li> <li>• Case Manager develops new and ongoing resources to support the offender both during and after the period of Community Supervision.</li> <li>• Processes are monitored (in the Reentry Court model this is accomplished through a regularly scheduled court review process).</li> </ul>	
<p>Trainer will restate the importance of Reassessment at all <b>decision points</b> in case processing, and suggest specialized assessments by major treatment providers (mental health, AOD) as the youth is reintegrated into the community.</p>	
<p><b>“Decision points”</b> are defined as those junctures at which level of custody or supervision is increased or decreased, or a formal court hearing is calendared.</p>	
<p>Trainer will then display Overhead #3, Module V: “Similarities,” comparing the IAP approach to the Reentry Court model, noting that the principal difference is the locus of control (in the committing court) and the level of court involvement in the community supervision process.</p> <p>Trainer will chart the similarities and differences between the two supervision models, calling for input from the group.</p> <p>Similarities include:</p> <ol style="list-style-type: none"> <li>1. A multidisciplinary treatment team;</li> <li>2. Selection of participants most likely to re-offend (highest risk parolees);</li> <li>3. Wraparound services to youth and family;</li> </ol>	<p><b>Overhead #3: Similarities</b></p>

<ol style="list-style-type: none"> <li>4. Linkage between institutional and community treatment personnel;</li> <li>5. Interagency collaboration in implementing the treatment plan;</li> <li>6. Use of Reassessment of Risk and Needs/Strengths;</li> <li>7. Use of Graduated Sanctions to respond to both negative and positive behaviors by the offender;</li> <li>8. Engagement of the family in the community supervision process if reunification is contemplated and feasible;</li> <li>9. Strong linkages with law enforcement to bring heightened attention to community safety issues that arise when dealing with this high-risk offender population;</li> <li>10. Insistence on small offender caseloads; and</li> <li>11. A substantial period of supervision to monitor reintegration.</li> </ol>	
<p>Trainer will display Overhead #4, Module V, “Differences,” pointing out differences between the IAP and Court-centered Reentry model including:</p> <ol style="list-style-type: none"> <li>1. Composition of Treatment Team (including faith and business communities) and relationship between Treatment Team and the Juvenile Court Judge;</li> <li>2. Relationship between Judge, Offender and Offender’s family (strengthened through regularly scheduled Review Hearings)</li> <li>3. Establishment of a continuum of services that are committed to collaborate both during and after the community supervision phase;</li> <li>4. The conscious employment of incentives and rewards to support treatment gains;</li> <li>5. A degree of flexibility in employing graduated sanctions, with limited responses to minor technical violations; and</li> <li>6. A closer relationship between the court and the media, to assure public attention to successes, as well as inevitable setbacks.</li> </ol>	<p><b>Overhead #4: Differences</b></p>

<p>Trainer will then display Overhead #5, Module V, “Treatment Team,” and will facilitate discussion of the composition and role of Aftercare Treatment Team(s), noting the difficulties inherent in:</p> <ul style="list-style-type: none"> <li>• Creating and maintaining a strong, productive relationship between and among treatment providers;</li> <li>• Bringing institution and field personnel together;</li> <li>• Maintaining communication between the court and community based service providers;</li> <li>• Lowering barriers against information sharing among multi disciplinary service providers;</li> <li>• Establishing or maintaining collaboration between the youth’s family and local service providers; and</li> <li>• Establishing or “shoring up” a partnership between the court and educational sector; the court and business community, the court and the public.</li> </ul>	<p><b>Overhead #5: Treatment Team</b></p>
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<p><b>B. Exercise #1</b></p>	<p><b>Time: 30 minutes</b></p>
<p>Trainer will reconstitute small groups to identify specific treatment team members for their jurisdiction(s), based on their ability to address the barriers noted above. This requirement implies that those selected have the ability to affect, or reshape policies in their respective agencies.</p> <p>Responses will be charted and duplication eliminated.</p> <p>The participants’ Team Leader or host will be asked to reproduce this and all other work products from the session, and to share them with the JSC and all participants for use</p>	<p><b>Exercise #1</b></p> <p><b>Chart Paper</b></p>

<p>during the implementation phase of the Graduated Sanctions project.</p> <p>Trainer will refer to the reentry primer, Chapter II: Planning the Juvenile Reentry Court, pp.5-11, inclusive (“<b>Select and Convene the Planning Team,</b>” “<b>Core Planning Team Members,</b>” and “<b>Rationale for Inclusion</b>”).</p> <p>Membership recommendations should include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Juvenile Court Judge</li> <li>• State Department of Youth Corrections/ Department of the Youth Authority (Administrator, or institutional treatment team leader)</li> <li>• Juvenile Probation (Case Manager)</li> <li>• School District</li> <li>• “Workforce Investment” Board</li> <li>• District Attorney’s Office</li> <li>• Law Enforcement</li> <li>• Public Defender’s Office</li> <li>• Social Services</li> <li>• Mental Health/Public Health</li> <li>• Alcohol/Drug Treatment Provider</li> </ul>	
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<p><b>C. Discussion: Service Continuum and Resource Reallocation</b></p>	<p><b>Time: 10 minutes</b></p>
<p>Trainer will next address this issue of a service continuum and the attendant need for resource reallocation, citing p. 39 of the reentry primer as follows:</p> <p><b>“Since few jurisdictions have sufficient funding to pay for a complete continuum of services [<i>particularly small, rural jurisdictions</i>], reallocation of existing resources, based on a re-ordering of priorities may be indicated.”</b></p>	

Trainer will cite jurisdictions that have succeeded in this regard (including Las Vegas, Nevada and Toledo, Ohio), and will refer participants to <b>Technical Assistance Bulletin IV, Phase III: Resource Reallocation.</b>	
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<b>D. Discussion: Culturally- and Gender-Appropriate Services</b>	<b>Time: 5 minutes</b>
Again, Trainer will cite p. 39 of the reentry primer, noting that whatever services are available, they should be “culturally relevant to the user group, appropriate to their developmental level, age and gender.”	

<b>E. Discussion: Use of Detention as a Supervision Strategy</b>	<b>Time: 5 minutes</b>
Trainer will suggest that, as with Immediate and Intermediate Sanctions at the “front end” of the juvenile justice system, the use of detention should be reserved for substantive law violations by those youth who pose substantial risk of further violence or flight from the court’s jurisdiction.  As noted in the reentry primer “...there is continuing debate about the efficacy of short-term detention as a sanctioning option [and] any jurisdiction wishing to use it as part of its menu of responses should ascertain potential space availability, policy restrictions, payment issues, and the availability of educational and mental health services in the detention facility.” (ibid)	

<b>F. Discussion: Incentives and Rewards</b>	<b>Time: 5 minutes</b>
<p>Trainer will display Overhead #6, Module V, “Drug Court Model” saying:  <b>The Reentry Court model is based on the most successful problem-solving courts, namely: Drug Courts. The relationship between judge and offender is more intense than in regular juvenile courts, and the judicial application of incentives and rewards for achievement of “contract” milestones is extremely significant.</b></p> <p><b>Types of rewards available may include:</b></p> <ul style="list-style-type: none"> <li>• <b>In-court recognition</b></li> <li>• <b>Certificates or tokens</b></li> <li>• <b>Relaxed curfew</b></li> <li>• <b>Less frequent court appearances</b></li> <li>• <b>Less frequent drug testing</b></li> <li>• <b>Reduction in community service hours</b></li> <li>• <b>Faster progress through community supervision program, and</b></li> <li>• <b>Early termination</b></li> </ul>	<b>Overhead #6: Drug Court Model</b>

<b>G. Role of Case Manager</b>	<b>Time: 10 minutes</b>
<p>Trainer will ask the group to break into pairs for a 2-3 minute discussion of the appropriate role of the Case Manager <i>vis-à-vis</i> his or her reentry clients. Each pair should list at least 5 Case Manager responsibilities. Trainer will chart responses, eliminating duplication and noting themes.</p> <p>Answers should include:</p> <ul style="list-style-type: none"> <li>• <b>Lead treatment team;</b></li> <li>• <b>Develop case plan with team;</b></li> <li>• <b>Act as liaison with Juvenile Court Judge</b></li> <li>• <b>Ensure service delivery comports with plan;</b></li> </ul>	<b>Chart Paper</b>

<ul style="list-style-type: none"> <li>• Monitor offender performance;</li> <li>• Make frequent contact with offender and family in the “field” (rather than requiring offender and family to appear in Case Manager’s office);</li> <li>• Understand and support court philosophy and policy regarding the handling of reentry cases;</li> <li>• Coordinate transitional and aftercare services;</li> <li>• Maintain professional linkages between and among institutional staff, community treatment staff, service providers, and others involved in implementation of the community supervision plan;</li> <li>• Regularly report on case status to Juvenile Court Judge; and</li> <li>• Maintain the trust and confidence of all collaborating partners</li> </ul>	
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<p><b>H. Discussion: Selling Graduated Sanctions and Reentry to the Community</b></p>	<p><b>Time: 10 minutes</b></p>
<p>Trainer will raise the issue of <b>community safety</b>, and facilitate discussion of the actual or potential level of community support for a Reentry effort on behalf of chronic, serious and violent offenders.</p> <p>Trainer will cite Module III, p. 58 “D” of <b>Curriculum</b>, Volume I: “Selling Graduated Sanctions to the Community and to Collaborating Agencies” (using media, focus groups).</p> <p>Trainer will display Overhead #7, Module V: “Selling Graduated Sanctions,” as shown on p .62, <i>op.cit.</i></p>	<p><b>Overhead #7: Selling Graduated Sanctions</b></p>

<b>I. Exercise #2 (Optional)</b>	<b>Time: 30 minutes</b>
Trainer will ask: <b>What can the court/juvenile justice professionals in your jurisdiction do to increase the level of community support for an admittedly high-profile program such as juvenile Reentry?</b>	
Trainer will divide the group into dyads or triads for discussion purposes and allow 5-10 minutes to formulate at least two recommendations that might be seen as both practical and feasible in their respective jurisdictions.	<b>Exercise #2</b>
Trainer will take responses “popcorn style,” charting themes and eliminating duplication.  Responses should include: <ul style="list-style-type: none"> <li>• Select offenders who are still amenable to juvenile court jurisdiction, and whose risk/needs profiles predict ability to reintegrate into the community (See <b>Reentry Primer</b> <i>op.cit.</i> for details).</li> <li>• Engage positive media support (possibly including media representation in any Reentry Planning activities and issuing regular press releases/TV spots, underscoring program successes – as in St. Joseph, Missouri.</li> <li>• Tighten and “advertise” the collaborative working relationship between the Reentry program and local law enforcement.</li> <li>• Convene periodic community-based Focus Groups to provide input into the juvenile Reentry process.</li> </ul>	<b>Chart Paper</b>



- Enlist volunteers to promulgate the program to local business and service groups.
- Engage “grassroots” support early...especially that of respected institutions, such as the churches and local ministerial interfaith alliance.
- Employ a Public Relations Officer in the Court or Probation Department to coordinate public information efforts and to respond honestly and effectively to criticism (use Pittsburgh Juvenile Probation Services and Clark County Juvenile Services as examples, and solicit others from participants).
- Schedule frequent Review Hearings for offender and family to enhance the relationship between the committing court and the offender during the community supervision phase of reentry.
- Employ the “one judge, one case” principle to the extent possible, so youth and family appear before the same judge at each Review Hearing and have opportunity for less strained interaction in a less formal court environment. (This is more likely in jurisdictions where a Reentry Court or Reentry Court Docket is in place).
- Establish mechanisms for acknowledging and rewarding reentry milestones, including securing support from the business sector for providing tangible rewards.
- Employ deescalating sanctions leading to case closure.
- Establish a realistic policy regarding responses to predictable setbacks, such as technical violations, and avoid the self-defeating zero-tolerance approach that calls for re-institutionalization for every infraction, no matter how minor.

<ul style="list-style-type: none"> <li>Engage offenders in a positive and visible form of community service that promotes a positive bond and results in community involvement in, and ownership of its own problems relating to the reentry population.</li> </ul>	
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<p><b>J. Alternative Exercise (Optional)</b></p>	<p><b>Time: 20 minutes</b></p>
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<p>In the alternative, small groups may be given opportunity to create a brief media release, announcing the court's involvement in reentry and calling for community support.</p>	<p><b>Alternative Exercise</b></p>
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## **MODULE V: LEARNING OBJECTIVES**

- Review Intensive Aftercare Program Principles (IAP) for Community Supervision
- Identify Team Members
- Review Roles
- Agree on Offender Incentives
- Be Prepared to “Sell” Graduated Sanctions to the Reentry Community

V.1

## **IAP REENTRY MODEL**

- Pre-release planning
- Step-down custody and control
- Communication between Institution & Field Staff
- “Wraparound” Services (in place @ time of release)
- Surveillance & supervision (control & support)
- Treatment Team Approach
- MIS system in place



V.2

## **SIMILARITIES**

### **IAP & CT-BASED MODELS**



- **Both Require Multi-disciplinary Treatment Team**
- **Target Highest Risk Offenders**
- **Link Institutional & Field Personnel**
- **Call for Interagency Collaboration**
- **Rely on Reassessment**

V,3

## **DIFFERENCES BETWEEN**

### **IAP & CT-BASED MODELS**

- **Relationship between Treatment Team/Case Manager & Juvenile Ct. Judge**
- **Regularly Scheduled Review Hearings**
- **Ct. contact with Offender & Family**
- **Use of Incentives**
- **Service Continuum that is On-going**



V,4

## TREATMENT TEAM COMPOSITION & ROLE

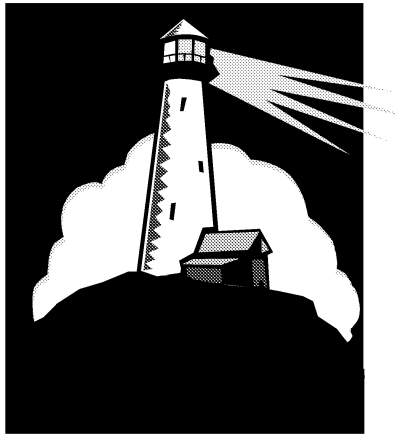


- **Multi-disciplinary**
- **Multi-Agency**
- **Public & Private Sectors**
- **Media Involvement & Support**
- **Collaboration in Overcoming Traditional Svc. Barriers (Sharing \$)**
- **Close Relationship with Juv. Ct. Judge**
- **Involvement of Youth & Family**

V.5

## DRUG COURT MODEL

- **Problem-solving Ct.**
- **Provides Challenge and Incentives (Supports)**
- **Involves Family if Reunification is Goal**
- **Maintains Intensive Relationship between Offender & Court through Frequent Review Hearings**
- **Celebrates Successes!**



V.6

**Module VI**  
**Action Planning for Secure Care and Reentry**





## VI. Action Planning for Secure Care and Reentry

### MODULE SUMMARY

<p><b>PERFORMANCE OBJECTIVES:</b></p> <ul style="list-style-type: none"><li>• Review Curriculum Themes</li><li>• Describe Reentry Court Planning</li><li>• Distinguish Between Long-Range Planning and Action Planning (for one year)</li><li>• State Participants' Vision and Goals</li><li>• Complete Action Plan for Demonstration Site</li></ul>	<p><b>SUGGESTED TIME:</b></p> <p>3-4 hours</p>
<p><b>SUMMARY:</b></p> <p>In Module VI, the group will develop its own Action Plan, for implementation over the next grant year. The Plan will be built on a "Visioning Exercise" in which the Graduated Sanctions Team participated prior to this training.</p>	<p><b>SUGGESTED ROOM SET UP:</b></p> <p>Team participation generally varies from 15-50 participants. Half-rounds are not typically feasible, but are preferred when available. Full rounds work well, as does an open "u" (with groups of 15-25). Classroom style is less desirable, due to logistical difficulties in breaking the large group into smaller working units. The training room should be configured with interaction in mind. Interaction takes place among individual participants, in small and large groups and between participants and faculty. At its best, training is an extended conversation in which all are encouraged to participate.</p>

**SUPPLIES & EQUIPMENT:**

The training room should be equipped with sufficient chart paper and notepaper for all participants. Faculty may request a laptop, an LCD projector, a screen, a remote mouse, a cordless lapel microphone, a laser pointer and enough easels and markers for all tables. A traditional overhead projector and blank overheads may also be requested.

The faculty table at the front of the room should seat 3-4 persons, depending on the number that will participate in the introduction to and delivery of Module I.

Two tables should be available at the back of the room: one for faculty members/observers, and the other for display of grant-related publications and products, and for receipt of participants' program evaluations.

**PARTICIPANT MATERIALS:**

- Participant Notebook
- **Program Planning Manuals**, Volumes I and II
- **Training Curriculum Guide**, Volumes I and II
- **Reconnecting: the Role of the Juvenile Court in Reentry**
- **JSC Monographs** and **TA Bulletins**

<p><b>INSTRUCTIONAL METHODS:</b>  Each Curriculum Module calls for a variety of instructional methods, including: Mini-lecture with PowerPoint presentation; large group/small group work; Participant Exercises, Brainstorming, Discussion and Debate. A variety of perspectives will be introduced and encouraged by all faculty members. Teaching will be directed to a variety of learning preferences (both reflective and active), with a view toward providing practical and useful information and resources to participants.</p>	<p><b>COMFORT DETAILS:</b>  Either host or Trainer will make participants aware of relevant comfort details at the outset, unless the training takes place at a site familiar to all participants. The following comfort details should be noted:</p> <ul style="list-style-type: none"> <li>• Location of restrooms</li> <li>• Break and refreshment schedule</li> <li>• Dietary accommodations available (if relevant)</li> <li>• Meal arrangements, location and transportation</li> <li>• Smoking policy for classroom and training facility</li> <li>• Use of cell phones and electronic devices</li> <li>• Policy regarding messages (bulletin board, direct delivery, voice-mail)</li> <li>• Anticipated start and stop times for all modules and activities.</li> <li>• Post-course travel/airport transportation arrangements (if relevant)</li> </ul>
<p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• <b>Training Curriculum Guide</b>, Volume II</li> <li>• <b>Program Model and Planning Guide</b>, Volume II</li> <li>• <b>Reconnecting: The Role of the Juvenile Court Judge in Reentry.</b></li> </ul>	<p><b>AMENITIES:</b>  Water and glasses should be provided for both faculty and participants.</p>



## Module VI: Action Planning for Secure Care and Reentry

<b>A. Module Overview</b>	<b>Time: 10 minutes</b>
Trainer will display Overhead #1, Module VI “Learning Objectives,” and review them with the group.	<b>Overhead #1: Learning Objectives</b>

<b>B. Setting the Context for Planning</b>	<b>Time:</b>
Next, Trainer will engage participants in a quick review of Graduated Sanctions in preparation for <b>Action Planning for Secure Care and Reentry</b> .	
<p>Trainer will then review the meaning of Graduated Sanctions in the Reentry context as follows:</p> <p>Graduated Sanctions or “responses” constitute a multi-tiered continuum of interventions or dispositional (decisional) options capable of escalating or de-escalating, as indicated by positive or negative behaviors. <b>Graduated Sanctions are as applicable in the Reentry Phase as they were at the Immediate and Intermediate sanctioning levels.</b></p> <p>During the Aftercare, or Reentry phase, the underlying purpose of Graduated Sanctions is the balancing of responses to risk and need in order to provide a level of supervision <i>and support</i> that optimizes the likelihood of successful case closure/termination.</p>	

<p>Plan a Broad Spectrum of Accessible Services</p> <p>Trainer will reemphasize that for planning purposes, graduated responses should comprise a fairly <i>broad continuum</i> to match the variety of offenses committed by the target population of serious, violent and chronic offenders – male and female. Treatment options must be equally varied, and tailored to the “special needs” offenders who constitute a substantial portion of the target population. (See <b>Planning Guide</b>, Volume I, p. 12: Principles of a Graduated Sanctions System: “<b>The programmatic component</b>”).</p>	
<p>Determine Whether or not Plan is to Focus on a <u>Reentry Court Model</u>.</p> <p>Trainer will note that the National Council of Juvenile and Family Court Judges and its Juvenile Sanctions Center broadly support the employment of the Reentry Court Model outlined in the reentry primer: <b>Reconnecting: The Role of the Juvenile Court Judge in Reentry</b>. A primary rationale is that a court-based structure may be best positioned to apply sanctions and incentives that affect the entire family unit, however defined. The philosophical underpinnings of the Reentry Court Model suggest a holistic approach to the family, rather than a singular focus on the youth, in all instances in which reunification is contemplated following release from the institution.</p> <p>Participants are free to engage in action planning that does not call for the establishment of a free-standing Reentry Court, or Reentry Court Docket, but should include (at a minimum) practical methods for addressing identified problems in Secure Care and Reentry, for purposes of improving the rate of successful case closures.</p>	

<b>C. Mini-Lecture</b>	<b>Time: 15 minutes</b>
<p>Next, Trainer will quickly review the Reentry Court Action Planning Steps, as set out in the primer. (This is an Optional Mini-lecture, which may be eliminated as indicated by the participants' planning focus. If the group does not intend to set the stage for a Reentry Court, the steps are less relevant, though still broadly applicable.</p>	
<p>Trainer will describe the principal planning steps as outlined in the primer.</p> <p>These steps are:</p> <ol style="list-style-type: none"> <li>1. Identify and Convene the Team.</li> <li>2. Assess the Nature and Scope of the Problem.</li> <li>3. Formulate a Vision Statement.</li> <li>4. Adopt a Mission Statement.</li> <li>5. Define Goals and Objectives.</li> <li>6. Specify Activities Required to Achieve Them.</li> <li>7. Convene Stakeholders (those whose support for the project is critical).</li> <li>8. Identify Resources and Gaps.</li> <li>9. Select the Target Population and Determine Eligibility Factors.</li> <li>10. Develop/Apply Risk, Needs and Strengths Assessment Instruments.</li> <li>11. Develop Policies and Procedures (including MIS and Evaluation).</li> <li>12. Draw up an Interagency Memorandum of Understanding.</li> <li>13. Define the Role of the Case Manager.</li> <li>14. Determine Caseload Size.</li> <li>15. Provide Public Information.</li> </ol> <p>Trainer will refer to the chapter entitled: "Planning the Juvenile Reentry Court" in the primer at pp. 5-23.</p>	





<p>With input from the Team Leader, Trainer will then assign one Goal to each small group, for purposes of identifying the Activities required to substantially realize that Goal within one year.</p> <p>Several Activities (and Action Steps) will be necessary to achieve each one, and the persons responsible for each Activity and Action Step must be identified, and each Activity assigned a timeframe for completion.</p>	
<p>Goals will be displayed on chart paper at the front of the training room for reference throughout this exercise.</p>	<p><b>Chart Paper</b></p>
<p>Trainer will specify the total time available for planning, and the time at which the small groups will reconvene to synthesize the entire plan in the large group context.</p> <p>Generally 2+ hours are required for Action Planning, and 1 additional hour for presentation to the large group.</p>	
<p>In some jurisdictions, the plan is formally presented to the Juvenile Court Judge; in others, the judge functions as a Team Leader or Team member. In any case, the host's office staff are responsible for codifying the Action Plan and forwarding it to each Team member for approval before submitting to the Juvenile Sanctions Center, where it will be used as the basis for a Memorandum of Understanding between the Juvenile Sanctions Center and the Demonstration Site.</p>	

<b>E. Summary and Program Evaluation</b>	<b>Time: 10 minutes</b>
<p>Trainer will quickly summarize the session, tie all the modules together and highlight the group's hallmarks in Action Planning.</p> <p>Trainer will thank the group for successfully completing this demanding Curriculum.</p>	
<p>Finally, the Juvenile Sanctions Center Director, Project Attorney, or designee will thank the host judge and the team, and will facilitate the completion of Program Evaluations.</p>	

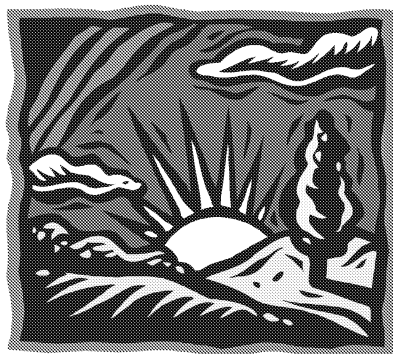
## MODULE VI: LEARNING OBJECTIVES

- Review Curriculum Themes
- Describe Long-Term Reentry Court Planning
- Distinguish Action Planning from Long-Term Planning
- State Participants' Vision & Goals
- Formulate Site-Specific Action Plan

VI,1

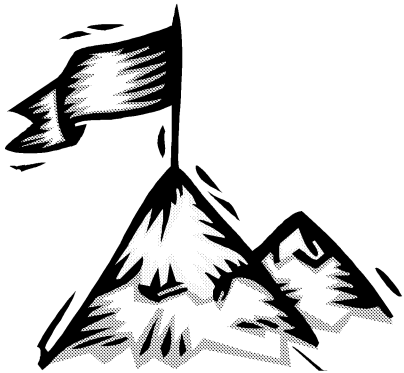
## ACTION PLANNING: VISION

- What the future can look like!
- Based on shared beliefs, shared values
- Broadly supported
- Provides clear direction



VI,2

## ACTION PLANNING: MISSION

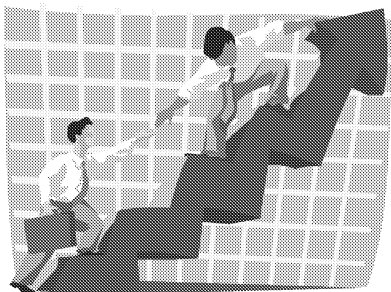


- “Centerpiece”
- Developed Inclusively
- Substantive
- States What We Intend to Accomplish

VI,3

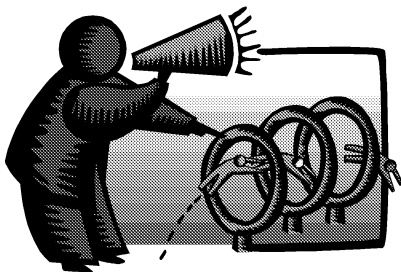
## ACTION PLANNING GOALS

- Specific Results Or Outcomes
- What Success Looks Like



VI,4

## ACTION PLANNING OBJECTIVES



- Concrete
- Measurable
- Demonstrate Results Outlined in Goals
- Objectives Should be Active, Not Passive!

VI,5

## ACTION PLANNING ACTIVITIES

- Action Steps to Achieve Concrete Objectives
- Who Does What, By When, and How
- Back-up Approach?
- 1 Year Timeframe
- MOU with JSC



VI,6



# Appendices





## Appendix A

### **AGENDA** **Secure Care and Reentry Training** **(Full Day Agenda)**

- 8:30 a.m. Welcome and Introductions
- 9:00 a.m. Program Purpose; Curriculum Overview
- 9:30 a.m. Participant Icebreaker (Mutual Introductions)
- 10:00 a.m. Break
- 10:15 a.m. Module I: Definition of All Sanctioning Levels; Summary of Volume I: Immediate and Intermediate Sanctions; Discussion of Continuum, Emphasizing Secure Care and Reentry
- 11:15 a.m. Module II: Dispositional Court Hearing
- 12:00 noon Lunch
- 1:15 p.m. Module III: Graduated Sanctions in Secure Care  
Discussion of Roles: Court, Family, Case Manager, Institutional Treatment Team, "Field" Treatment Team
- 2:15 p.m. Module IV: Transition from Structured Setting to Community
- 2:45 p.m. Break
- 3:00 p.m. Module V: Graduated Sanctions from Release to Case Closure
- 4:00 p.m. Summary, Program Evaluation
- 4:30 p.m. Adjourn

**AGENDA**  
**Secure Care and Reentry Training**  
**(1½ Day Agenda)**

**Day One**

- 8:30 a.m. Welcome and Introductions: Host Judge
- 9:00 a.m. Program Purpose; Curriculum Overview: JSC Staff
- 9:30 a.m. Review of Progress in Implementing Immediate and Intermediate Sanctions: Host Judge/Team Leader
- 10:00 a.m. Break
- 10:15 a.m. Module I: Review of All Sanctioning Levels; Summary of Volume I: Immediate and Intermediate Sanctions; Discussion of Continuum, Emphasizing Secure Care and Reentry: Project Attorney
- 11:15 a.m. Module II: Dispositional Court Hearing: Extension of Judicial Role; Enhancing the Relationship Between Court and Institution: Catherine Lowe
- 12:00 noon Lunch
- 1:15 p.m. Module III: Graduated Sanctions in Secure Care Discussion of Roles: Court, Family, Case Manager, Institutional Treatment Team, "Field" Treatment Team: Catherine Lowe
- 2:15 p.m. Module IV: Transition from Structured Setting to Community: Pre-Release Planning; Role of Family: Catherine Lowe
- 2:45 p.m. Break
- 3:00 p.m. Module V: Graduated Sanctions from Release to Case Closure: Interagency Collaboration; Realistic Expectations; Sanctions and Support; Relationship Between Offender and Court: Project Attorney
- 4:00 p.m. Adjourn

## **Day Two**

- 8:30 a.m. Action Planning for Secure Care and Aftercare: Replicate Planning Process for Immediate and Intermediate Sanctions: Develop Vision, Mission, Goals: Catherine Lowe
- 9:30 a.m. Assign Specific Goal(s) to Each Small Group  
Groups Identify 4-5 Activities Necessary to Achieve Each Goal.
- 10:00 a.m. Break
- 10:15 a.m. Small Groups Determine Person(s) Responsible for Each Activity, and Timeline for Completion within Next Project Year
- 11:00 a.m. Small Groups Report and Identify Additional Training and/or TA Required of the Juvenile Sanctions Center: Catherine Lowe Facilitates
- 11:45 a.m. Summary, Program Evaluation: Project Director
- 12:00 noon Adjournment

**AGENDA FOR VOLUMES I AND II:  
ALL SANCTIONING LEVELS  
2 Days: Option III**

**Day One**

- 8:00 a.m. Welcome and Introductions
- 8:45 a.m. Background and Need for Graduated Sanctions/Responses at All Levels: Immediate, Intermediate, Secure Care and Reentry
- 9:00 a.m. Leadership and Teambuilding
- 10:15 a.m. Break
- 10:30 a.m. Juvenile Justice System/Community Partnerships
- 11:30 a.m. Special Needs Offenders and Graduated Sanctions: An Issue of Fairness
- 12:00 noon Lunch
- 1:15 p.m. Definition of All Sanctioning Levels
- 2:00 p.m. Graduated Sanctions at the Immediate and Intermediate Levels: Program Models and Process Options
- 3:00 p.m. Break
- 3:15 p.m. Graduated Sanctions at the Secure Care and Reentry Levels: Program Models and Process Options (Including Transitional Phase)
- 4:15 p.m. Summary and Preview of Day Two Agenda
- 4:30 p.m. Adjourn

## Day Two

- 8:00 a.m. Agenda Overview
- 8:15 a.m. Changing Roles: Juvenile Court Judge: Case Manager, Collaborating Agencies, Institutional and Community Treatment Teams, Juvenile Offender, Offender's Family (however defined)
- 9:15 a.m. Practicum in Planning for Systems Change
- 12:00 noon Lunch
- 1:15 p.m. Practicum Continues: Participants Prepare Action Plans
- 2:15 p.m. Presentation of Team Action Plans by Each Participating Jurisdiction
- 2:45 p.m. Break
- 3:00 p.m. Presentations Continue
- 4:30 p.m. Facilitated Discussion of Implementation Issues
- 4:50 p.m. Wrap-up and Program Evaluation
- 5:00 p.m. Adjourn



## Appendix B

### JUVENILE SANCTIONS CENTER SAMPLE PROGRAM EVALUATION

Thank you for your thoughtful participation in this Graduated Sanctions program focusing on the “deep end” of the juvenile justice system: Secure Care and Reentry. These levels of sanctioning are critical to successful case closure for the target population of serious, violent and chronic delinquent offenders – male and female. The Juvenile Sanctions Center encourages professionals to view both sanctions and services in a continuum that deals effectively with risk and need. The material is not designed to be strictly theoretical, but also to have practical application in your day-to-day work.

Please take a few minutes to respond to the following questions. As always, your evaluation will directly influence the National Council of Juvenile and Family Court Judges’ future training designs.

**Use one as the lowest score, and five as the highest. Circle the number that most closely corresponds with your assessment. Your narrative comments are also invited.**

1. Does your juvenile court already employ a continuum of Graduated Sanctions?  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. To what extent did the **Introduction and Statement of Purpose** provide clear background and context for the program?  
1    2    3    4    5  
Comments:

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3. At the conclusion of Module I: **Background and Definition of All Sanctioning Levels**, were you able to define each level and differentiate one from the others?  
1    2    3    4    5

Comments:

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4. To what extent did Module II: **Graduated Sanctions and the Dispositional Juvenile Court Hearing** challenge your traditional view of and expectations for this key decision point in the juvenile justice process?  
1    2    3    4    5

Comments:

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5. To what extent did you find that Module III: **Graduated Sanctions in Secure Care** motivated you to improve the relationship between institutional and field services in your jurisdiction?  
1    2    3    4    5

Comments:

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6. How effectively did Module III offer new roles for the judge, juvenile justice professional, case manager, family and youthful offender at the Secure Care level of the Graduated Sanctions process?  
1    2    3    4    5

Comments:

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7. In Module IV: **Transition from Structured Setting to Community**, to what extent was the need for pre-release planning underscored and a model planning process defined?

1      2      3      4      5

Comments:

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8. In Module V: **Graduated Sanctions from Release to Case Closure**, to what extent were you able to reexamine the parole process in your jurisdiction, and generate new ideas for improving it?

1      2      3      4      5

Comments:

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9. Was the course length adequate to convey the program information and allow for meaningful participation?

Yes \_\_\_\_\_ No \_\_\_\_\_

10. To what extent was the venue/learning environment supportive of your learning process?

1      2      3      4      5

Comments:

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**Thank you for completing this Evaluation. Please turn it in to any designated faculty member before leaving.**



## Appendix C

### About the Author

#### Catherine Lowe

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

Catherine Lowe has held adjunct faculty status at numerous colleges and universities, including Harvard, Penn State, University of Southern California, University of California – Irvine, Golden Gate University, San Francisco, and University of Nevada, Reno. She has held public appointments at the state and national levels, including the California Office of Criminal Justice Planning, American Association for Accreditation of Marriage and Family Therapists, and the Nevada Board of Marriage and Family Therapy Examiners.

Now a private consultant, Catherine Lowe currently serves as president of Relative Concepts, based in Reno and Las Vegas.

She earned a Master's Degree in Public Administration, *summa cum laude*, from Golden Gate University, San Francisco.



## Appendix D

### **National Council of Juvenile and Family Court Judges**

The National Council of Juvenile and Family Court Judges pursues a mission to improve courts and systems practice and raise awareness of the core issues that touch the lives of many of our nation's children and families. A leader in continuing education opportunities, research, and policy development in the field of juvenile and family justice, the NCJFCJ is unique in providing practice-based resources to jurisdictions and communities nationwide. The NCJFCJ seeks to improve the standards, practices, and effectiveness of the nation's juvenile and family courts while acknowledging and upholding victims' rights, the safety of all family members, and the safety of the community.

The NCJFCJ's membership of nearly 1,700 judges, commissioners, masters, and other juvenile and family law professionals represents all 50 states and several foreign countries; however, its reach extends far beyond the membership. Through the availability of training and assistance for judges and other professionals around the country and the world, the NCJFCJ continues to play a key role in improving the practice of juvenile and family justice.

#### **THE ORGANIZATION**

The NCJFCJ was founded by a group of judges in 1937 and has been part of the University of Nevada, Reno community since 1969. A non-profit, 501(c)(3) corporation, the NCJFCJ relies on funding from federal and state grants, private foundations, and generous members and donors. The NCJFCJ's work is accomplished through four departments whose efforts support and extend its mission.

The **Family Violence Department** and the **Permanency Planning for Children Department** focus on issues of domestic violence and child dependency. Both departments have numerous ongoing coast-to-coast projects exploring and implementing best practices and effective strategies for judges who hear cases on these matters and other involved professionals.

The **Continuing Judicial Education Department**, through the Louis W. McHardy National College of Juvenile and Family Justice, presents training on a wide range of topics including child abuse and neglect, custody and visitation, juvenile delinquency, minority issues, victims' issues, substance abuse, and management issues. Each year, the NCJFCJ trains more than 20,000 judges and juvenile justice, child welfare, and

family law professionals. Judges and court professionals also rely on the NCJFCJ's wide-ranging, in-depth technical assistance and numerous publications. In addition, the NCJFCJ and the University of Nevada, Reno work together to provide the nation's only advanced degrees in judicial studies.

The **National Center for Juvenile Justice**, established in 1973, is the country's only non-profit research organization concentrating solely on the juvenile justice system and the prevention of juvenile delinquency and child abuse and neglect. The NCJJ, located in Pittsburgh, Pennsylvania, maintains the National Juvenile Court Data Archive with more than 20 million automated delinquency and status offense case records from courts nationwide. Using this vast database, the Archive produces the *Juvenile Court Statistics* series and provides technical assistance to the nation's courts.

## THE ISSUES

Four broad categories – child abuse and neglect, delinquency, family violence, and domestic relations – are at the heart of the NCJFCJ's work to improve the lives of children and families.

**Child Abuse and Neglect** – Every day, judges face difficult decisions affecting the estimated 557,000 abused and neglected children in foster care in the United States. The NCJFCJ's **Permanency Planning for Children Department** plays an essential role in assisting judges who oversee the safety, permanency, and well-being of children appearing before them. Through policy development, training, technical assistance, research projects, improved court practice is achieved and the complex issues affecting these children and families are addressed. Among its many ongoing initiatives is the Child Victims Act Model Courts Project – a network of Model Courts which serve as models and mentors to jurisdictions nationwide – as well as the Safe Start Initiative, the National Center on Substance Abuse and Child Welfare, and the Judicial Curricula series.

**Delinquency** – Juvenile crime, substance abuse, gang involvement, and truancy continue to be serious problems. Through wide-ranging training and technical assistance, the NCJFCJ gives judges and court professionals the tools they need to fight delinquency. The **Juvenile Sanctions Center** provides jurisdictions with skills to help deal with serious juvenile offenders, focusing on implementing effective accountability- and community-based sanctions. The NCJFCJ's **Alcohol and Other Drugs Division** provides judges and other professionals with the latest information about substance abuse issues, and gives assistance to jurisdictions planning, implementing, or enhancing juvenile drug courts through the BJA Juvenile Drug Court Training and Technical Assistance Project. Other efforts include development of Delinquency Resource Guidelines and the Reentry Initiative, dealing with juvenile aftercare.

**Family Violence** – Domestic violence puts millions of women’s and their families’ lives at risk each year and is one of the single greatest social ills impacting the nation. The NCJFCJ’s **Family Violence Department** has advanced social changes in courts and communities across the country by providing cutting-edge training, technical assistance, and policy development on the topic of family violence. Through such projects as the federal *Greenbook* initiative, the National Judicial Center on Domestic Violence, the **Resource Center on Domestic Violence: Child Protection and Custody**, and the Full Faith and Credit Project, the NCJFCJ has improved the lives of domestic violence victims and their children by improving the ways the criminal, civil, and social justice systems respond to their needs.

**Domestic Relations** – With almost 50% of marriages ending in divorce, and the legal and social definition of family undergoing transition, courts are being called upon more than ever to intervene in human relationships. In order to reduce the detrimental effects on children, it is vital that judges and other court service professionals be continually informed about the latest developments in the field. The NCJFCJ provides training and technical assistance about family law issues with an emphasis on the latest psychological, scientific, legal, and technological information affecting children, including custody, visitation, paternity, and child support for divorcing and never-married parents, as well as safe and appropriate alternative dispute resolution techniques and options for unrepresented litigants.

**FOR MORE INFORMATION:**

National Council of Juvenile and Family Court Judges  
P.O. Box 8970 • Reno, NV 89507  
Office: 775-784-6012 • Fax: 775-784-6628  
E-mail: [admin@ncjfcj.org](mailto:admin@ncjfcj.org) • Website: [www.ncjfcj.org](http://www.ncjfcj.org)

**JUVENILE SANCTIONS CENTER  
PUBLICATIONS**

**Training and Technical Assistance Bulletins**

- Vol. I No.1: Introducing the New Juvenile Sanctions Center, 2002
- Vol. I No. 2: Structured Decision-Making for Graduated Sanctions, 2002
- Vol. I No. 3: School-Based Probation: An Approach Worth Considering, 2003
- Vol. I No. 4: Promising Sanctioning Programs in a Graduated System, 2003
- Vol. II No. 1: A Practical Approach to Linking Graduated Sanctions with a Continuum of Effective Programs, 2004
- Vol. II No. 2: Using Title IV-E Money to Expand Sanctions and Services for Juvenile Offenders, 2004
- Vol. II No. 3: Three Innovative Court-Involved Reentry Programs, 2004
- Vol. II No. 4: Resource Reallocation: The Clark County Experience, 2004
- Vol. II No. 5: Overcoming Barriers to Employment for Youth in the Juvenile Justice System: A Practical Guide, 2005

**Training Publications**

- Graduated Sanctions for Juvenile Offenders Volume I: A Training Curriculum Guide, 2003
- Graduated Sanctions for Juvenile Offenders Volume II: A Training and Curriculum Guide: Dispositional Court Hearing to Case Closure, 2005
- Graduated Sanctions for Juvenile Offenders: A Program Model and Planning Guide, 2003
- Program Model and Planning Guide, Volume II: Dispositional Court Hearing to Case Closure, 2005
- Juvenile Sanctions Center, Monograph I, 2003
- Juvenile Sanctions Center, Monograph II, 2005

**TO OBTAIN COPIES, CALL, E-MAIL OR FAX**

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**National Council of Juvenile and Family Court Judges**  
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