

***Juvenile Justice Policy and
Oversight Committee***

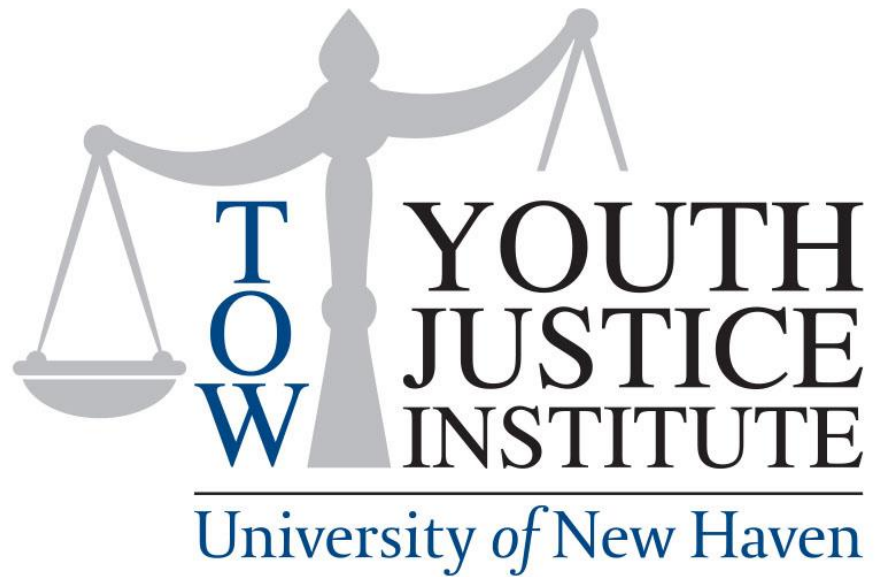
June 20th, 2019

Legislative Office Building

2pm Room 1E

Progress Report

- Update: Judiciary Committee Bill #7389 - *Implementing the Recommendations of the Juvenile Justice Policy and Oversight Committee*
- Update: Education Committee
- Announcement: Center for Children's Law & Policy Technical Assistance to the JJPOC RED Work Group
- Presentation: Engaging Youth and Families in the Juvenile Justice System
- Update: The Group to Integrate Community Voice
- Reminder: Kickoff Event for Youth/Family/Community Voice: Following Today's Meeting (State Capitol Room 310)



**Update:
Education Committee**

Committee Mandate

- Propose concrete, specific, and actionable solutions to improve education for out-of-home youth in the state's justice system.
- Under Act 18-31, the committee must propose, by January 1, 2020:
 - Consolidated Oversight: A single, integrated system for delivering education to youth in the justice system, including designating a single responsible state agency.
 - Quality Assurance: A quality assurance system that includes quality standards, metrics, benchmarks, evaluation, and appropriate interventions.
 - Transitional Supports: Policies and protocols to promote seamless reentry for out-of-home youth.

Committee Structure

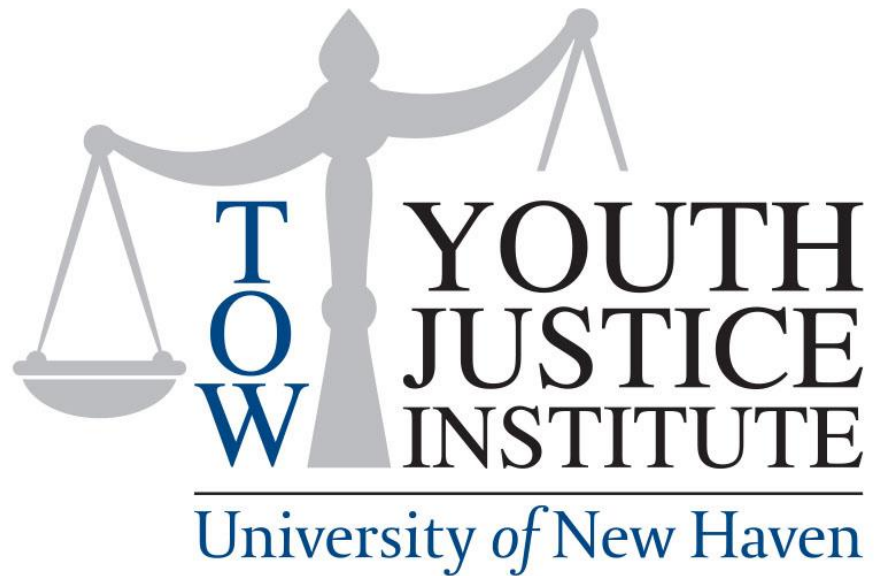


- Membership:
 - State agencies: DOC (USD #1), Education, Judicial Branch-CSSD
 - School districts: Bridgeport, Hartford, New Haven, Waterbury
 - Nonprofits: CCA, CLS,
- Three working groups:
 - Infrastructure
 - Quality Control
 - Transitions
- Consultant: Peter Leone, University of Maryland

Committee Process



- Mine Local Expertise
 - Data and Materials: JJPOC 2018 Report; USD # 1 data; CCA Transitions Guidelines
 - Presentations and Visits: Hartford detention center (DOMUS Academy); Bridgeport Detention Center (Bridgeport public schools); USD # 1; CommCorps; CT Junior Republic
- Explore Out-of-State Models: MO, OR, UT, MA
- Working groups developing proposals for committee approval and JJPOC consideration



Engaging Youth and Families in the Juvenile Justice System

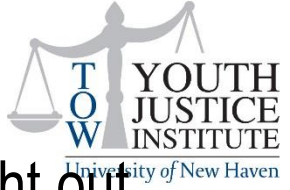
Steven Hoffler, Ph.D., LCSW



Family

Those individuals with whom the youth has a positive stable and supportive relationship. This might include parents, grandparents, siblings and other blood relatives, but also might include other pro-social, caring individuals such as mentors, clergy members, educators, and other “fictive kin.”

5 Characteristics of Family Engagement



1. Treating families with **dignity and respect**. acknowledging that family members are sought out and treated with respect and dignity by system professionals (Luckenbill 2012). Family beliefs, cultures, and experiences are also acknowledged and incorporated into services in culturally, linguistically, and developmentally competent and sustainable ways (Arya 2013; Pennell, Shapiro, and Spigner 2011).
2. **Peer-to-peer support**.-Family beliefs, cultures, and experiences are also acknowledged and incorporated into services in culturally, linguistically, and developmentally competent and sustainable ways (Arya 2013; Pennell, Shapiro, and Spigner 2011). This involves using family members and other youths with previous juvenile justice system experience to provide peer support for families of various configurations.
3. **Collaboration-Partnership**. families are considered equal partners or participants and are systematically included in developmentally appropriate activities and programs that foster a sense of community, accountability, and respect for others (U.S. Department of Health and Human Services and U.S. Department of Education 2016; Shanahan and diZerega 2016; McCarthy 2012; Hock et al. 2015)

5 Characteristics of Family Engagement (*continued*)



4. **Communication/Information Sharing.** involves two-way communication and information sharing between juvenile justice personnel and family members or a youth's legal representative and provided information about court processes, expectations of their children, and programmatic activities.
5. **Sustained Participation.** Building and sustaining relationships with families can substantially impact the safety, permanency, and well-being of children while both involved in the justice system and when they return to their communities (McCarthy 2012).

Engagement Skills for Work With Youth and Families: Alliance

► Therapeutic Alliance

- Specific treatment skills in the client-centered approach with delinquents utilize techniques of empowerment, genuineness, empathy, warmth, acceptance, respect and trust (Jenkins, 1999; Blanchard, 1998; Kohlenberg & Tsai, 1998).
- A strong therapeutic alliance with the youth is of particular value in work with adolescents in general (Horvath & Greenberg, 1994; Horvath & Symonds, 1991; Digiusuppe, 1996; Meeks & Bennett, 1990; Shirk & Russell, 1996) and delinquent youth specifically.



Alliance

- Positive therapeutic alliance is associated with ***psychological improvement*** and ***decreased recidivism*** for delinquent youth (Florsheim, Shotorbani, Guest-Warnick, Barrat & Hwang, 2000). Moreover, delinquent youth are ***more responsive and compliant*** when they share a stronger therapeutic alliance with their therapist (Langer & Nieli, 1999).

Warmth

- ▶ Genuine non possessive warmth.
 - Liking, caring, acceptance and concern. Unconditional positive regard
 - This must be done in a non threatening way, so that there is no question about the client feeling taken over or controlled or that they need to respond or perform in a way other than genuine
 - Yet, you must be clear that while you can like a youth you do not condone negative behaviors
 - Be VERY in clear what is expected, how you will respond and be consistent in your responses, both individually and as a team.

Genuineness

- True Genuineness
 - Do not 'front' or be phony
 - Do not be defensive and hide behind defenses when criticized (model for the youth how to handle confrontation)
 - Confidence, being yourself, not acting a part, being relaxed and at ease with who you are
 - Yet keep good boundaries with youth and with staff and between team and clients
 - If you do not fit in this work -----

Other Ideas Supported by Research

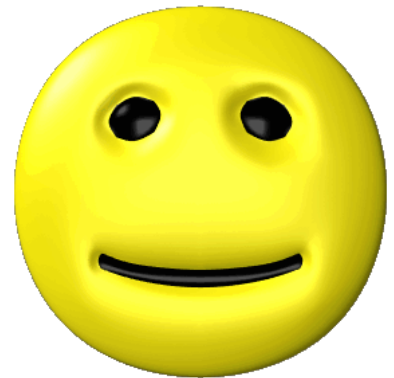
- Minimal, appropriate, brief and to the point self disclosure (no more than that)
- Being authoritative versus authoritarian
- Confront distortions with care and concern
- Support
- Empathy
- Synchrony (w/youth) – pacing in communication
- Congruence in messages

The 'Classic' Skills of Accurate Understanding

- ▶ Reflection
- ▶ Clarification
- ▶ Summarization
- ▶ Paraphrasing
- ▶ Uses
 - so youth can feel understood
 - manipulation, movement, agreement
 - halting, redirecting, moving from cognition to affect
 - review progress, encourage, remind youth of goals
 - tie together points, statements, hx, behaviors
 - normalization, humor, destressing

Shame (Tangney & Dearing, 2002)

- Shame has a strong link with anger, hostility and violence whereas guilt is much less weakly associated with hostility and is seen as reparable. When feeling guilty people are much more concerned about their effect on others...similar to empathy.
- Shame feels worse than guilt, makes one feel small and inferior and is harder to describe.
- Shamed people feel exposed – and a negative view how one's self would appear to others.
- Shame should NEVER be induced



Shaming Behaviors on the Part of Professionals

- Not listening
- Diminishing capacity
- Ridicule
- Constant negatively voice suspicion
- Lack of (even limited) trust
- Lack of warmth?
- Racism, personal, humor, institutional
- Labeling
- Condemnation
- “Once an offender always an offender”
- Ignoring
- Using issues

Restorative Justice

- Provides guiding philosophy for juvenile justice by placing the needs of children, families and communities at the center of the response to crime.
- Shifts mindset from crime as an offense against the state to as an offense that damages people, relationships, and community.
- Aligns with a trauma-informed, child-centered approach.
- Every staff member has the potential to engage in a healing relationship with youth.

Themes: Youth Engagement

- Giving youth more voice makes for a better organizational culture
- Youth treated with respect and given opportunities to participate- both sites
- Significant youth leadership of circles
- Youth participated more from CJTS (5-6) over course of project
- Barriers for WCS youth to participate due to transportation, school
- Barriers to youth participating in stakeholder groups- transportation/lack of community resource
- When staff experience hard time sharing in their circles, it gives them empathy for youth
- Gender difference likely not detected

Strategies to Consider in the Design of Restorative Justice Practices with Youth Involved



1. Identify key staff who have credibility, trust and positive relationships with both staff and youth who can serve as champions for change
2. Assign the youth roles and responsibilities to the stakeholder groups and within the implementation process. This develops their positive leadership skills and their contribution and retribution to the larger community
3. Create a multicultural and caring approach that accounts for gender, race, ethnicity, class, sexuality, and other attributes can create a “holding environment” that is safe and allows for a therapeutic process to talk about concepts of race and/ or racism so that ego defenses are relinquished, and unconscious repressed material can be examined and interpreted.
4. Allow staff to express their care and concern for the youth through restorative practices by demonstrating these feelings within restorative circles, conferences and dialogues. This can be a paradigm shift for many juvenile justice settings because many operate from a punitive/corrective model

Strategies to Consider in the Design of Restorative Justice Practices with Youth Involved



5. Be realistic about involving youth who can participate fully. While incentives can help, the youth involvement was not driven by financial incentives. Youth seem to appreciate the social rewards of respect, acceptance, and inclusion more than fiscal stipends
6. Be considerate of the youth time and attention span for the 2-hour meetings.
7. Solicit feedback from the youth about their current behavioral management system (BMS) and its potential ineffectiveness as well as how it may disallow youth to play a key role or, often, any role in decision making
8. Utilize the existing resources that exist within programs such as creative arts and school programs that will engage the students in the restorative justice practices. For example, the youth boy's council was resurrected and used as the vehicle to engage the youth

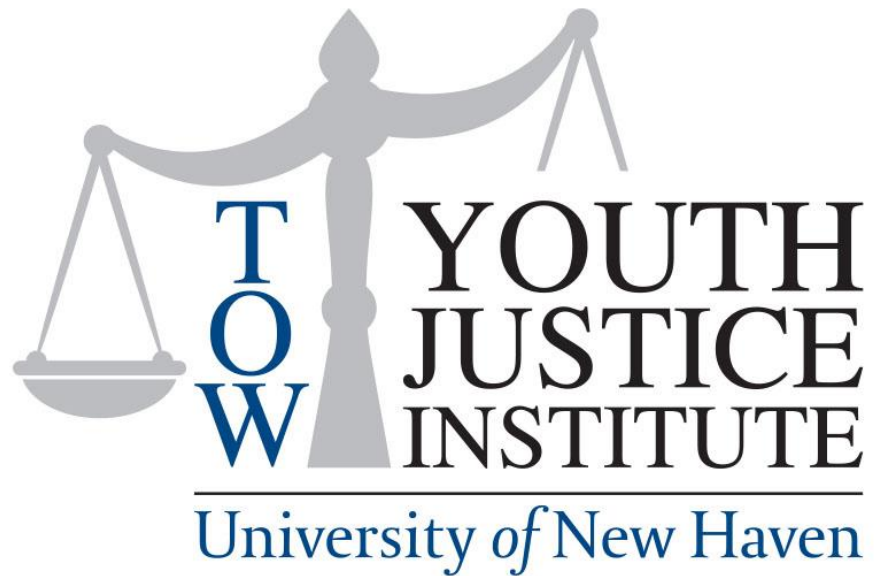
Take Home Messages

- Talk with family and youth - as partners
- Include youth at every stage possible to **enhance** recovery
- Never shame youth
- Use the alliance skills we were taught for non justice involved people – research says this really works for JJ youth
- Evaluate what you do in order to increase its effectiveness

Thanks for Your Attention!

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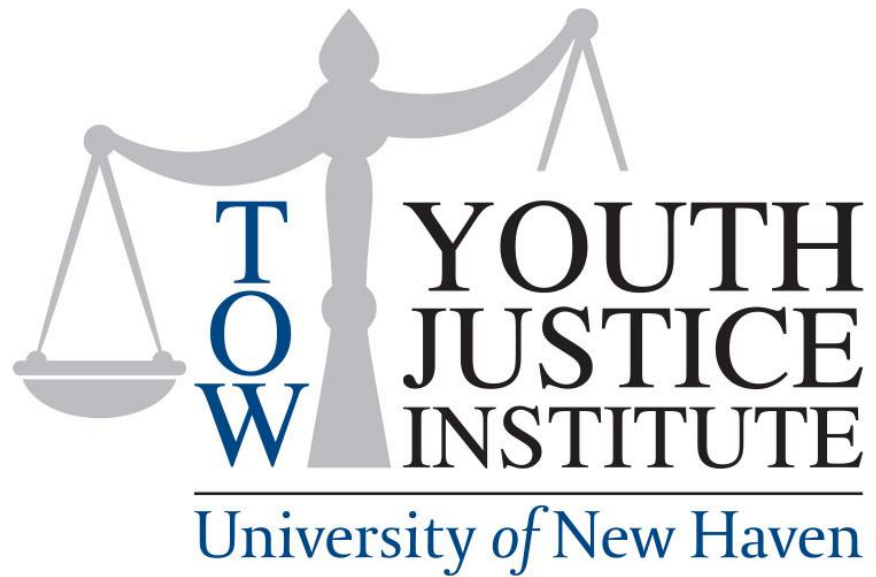
The Group to Integrate Community Voice Update

The Group to Integrate Community Voice

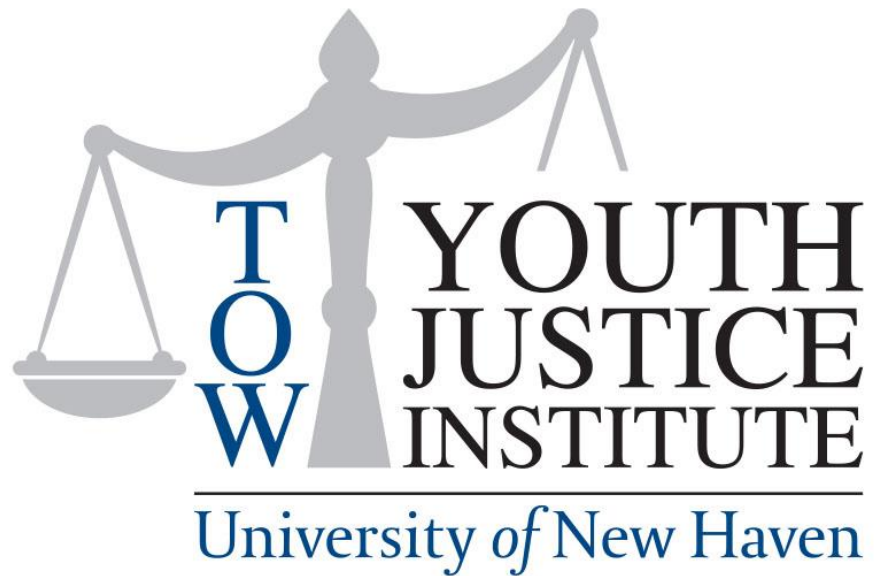
- Per the 2019-2021 JJPOC Strategic Plan, the role of this group is to identify and suggest ways to overcome the barriers to equal, sustainable participation with JJPOC work by those who have first-hand experience with the juvenile justice system.
- This group will use their first-hand knowledge to educate JJPOC members and provide input and feedback on policy and legislation.
- This workgroup includes
 - Young people with current or prior juvenile justice system involvement
 - Parents, guardians, and family of those with current or prior juvenile justice system involvement
 - Victims of offenses committed by juveniles
 - Those who live in communities with a high rate of juvenile arrests
 - Community experts

The Group to Integrate Community Voice

- Co-Chairs
 - Abby Anderson, Executive Director, CT Juvenile Justice Alliance
 - Janeen Reid, Director, Full Circle Youth Empowerment
- Tow Youth Justice Institute Subcontracts
 - CT Juvenile Justice Alliance - Justice Advisors
 - Center for Children Advocacy – Youth
 - AFCAMP – Parents/Community
 - Full Circle Youth Empowerment – Parents/Community



Discussion



Next JJPOC Meeting
July 18th, 2019
2:00 – 3:30 PM