Webinar: Positive Youth Development

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Host:
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Welcome from the OJJDP National Center for Youth in Custody

Pam Clark: Welcome, everyone, to the National Center for Youth in Custody Webinar series: What Works, The Practitioner’s Response to Theory and Evidence. Our Webinar today is focused on Positive Youth Development. My name is Pam Clark and I am a Program Associate for the National Center for Youth in Custody, or NCYC.

Pam Clark: NCYC is a national training and technical assistance center created by the Office of Juvenile Justice and Delinquency Prevention, and coordinated by the National Partnership for Juvenile Services. The National Institute of Corrections also serves as a partner with the Center. We are very pleased to have you with us for what we know will be an excellent and informative presentation.

Pam Clark: Before we begin, I need to address a couple of housekeeping matters. For this Webinar... First, this Webinar is meant to be interactive and we encourage everyone to submit questions using the Chat function on your screen. Following the panelists’ presentations, we will have a question and answer period, during which time we will address as many of your questions as possible. You may submit questions at any time during the Webinar presentation.

Pam Clark: Second, at the conclusion of the Webinar, we would appreciate it if you would complete a survey on the presentation. The survey will pop up automatically when you exit the program. Having your feedback is vitally important to us as we plan for future Webinars and training. Before we begin the Webinar, staff from the National Training and Technical Assistance Center will go over some technical aspects of today’s presentation.

Adobe Platform Information

Callie Long Murray: Thank you so much, Pam. Good afternoon, everyone. My name is Callie Long Murray and I am with OJJDP’s National Training and Technical Assistance Center. As your host, I would like to take a couple of minutes to discuss a few features of Adobe Connect which will help you maximize your
opportunity to participate in today’s Webinar. To view the bios and photos of the presentation panel, please access the PDF documents which are now available in the Handouts pod on the Webinar dashboard. The Handouts pod is located right above the Chat pod, which you have been typing in so far.

**Help Us Count!**

Callie Long Murray: For those of you participating in today’s Webinar as a group, please take a minute and help us count. Go to the Chat window and type in the name of the person registered and the total number of additional people in the room with you today. This will help us with our final count. Again, if you are viewing with a larger group, please type in the name of the person registered and the number of additional people joining you today. If you are viewing by yourself, no need to type anything at this time.

**Webinars on OJJDP’s Online University**

Callie Long Murray: This event will be archived on OJJDP’s Online University at [www.nttac.org](http://www.nttac.org) in approximately 2 weeks. You can also check out past Webinars by NCYC that have been archived on the Online University. Again, thank you so much for joining us today. I will now turn it back over to Pam.

**Webinar Learning Objectives**

Pam Clark: Thanks, Callie. Today the panelists will present on the topic of Positive Youth Development. Specifically, we will focus on learning about the three basic assumptions of Positive Youth Development, understanding how these assumptions can be used as a framework for designing interventions with justice-involved youth, and learning about some of the successes facilities have experienced in their efforts to implement programming grounded in the principles of Positive Youth Development.

Pam Clark: We are going to open the Webinar by giving everyone the opportunity to hear from Dr. Jeffrey Butts, Director of the Research and Evaluation Center at John Jay College of Criminal Justice in New York. Following Dr. Butts, we will hear from Sharon Harrigfeld, Director of the Idaho Department of Juvenile Corrections and Chair of the Council of Juvenile Correctional Administrators (CJCA) Positive Youth Outcomes Committee. We will then hear from Beverly Wilder, Program Manager of the Juvenile Corrections Center, St. Anthony, Idaho Department of Juvenile Corrections. And conclude by hearing a unique perspective from our youth, Daniel Thomas. All of the participants’ biographies and photographs are available under the Handouts pod above your Chat area. Jeff, I think we are ready for you to get us started.

**Presenter: Dr. Jeffrey Butts, Ph.D., Research and Evaluation Center, John Jay College of Criminal Justice, City University of New York**

Dr. Jeffrey Butts: Okay. Hello, everyone, and thank you for coming out to the Webinar and listening to this conversation and participating. If someone from the presenter Chat area could confirm that I am being heard, that would be nice. I see a lot of people having sound problems.

**Positive Youth Justice**

Dr. Jeffrey Butts: Okay, today we are talking about positive youth development and how positive youth development can be applied in the youth justice system at large. So this is not simply about youth in custody or youth in placement settings, but more about the role of youth development, adolescent
development science in the creation and implementation of interventions to reduce youth crime, youth offending, and reduce youth contact with justice systems.

2010 Coalition for Juvenile Justice Report

Dr. Jeffrey Butts: The “positive youth justice” phrase is something I and a couple of colleagues came up with as we were preparing a document a few years ago to describe this process of applying adolescent development to the practice of youth justice. And I want to say a couple of prefatory things, which is I hope no one thinks that positive youth development and positive youth justice, all these ideas, are some new program model or package or licensed and manualized treatment approach, because it is really not. It is basically the common sense of human development and how everyone knows that young people are not fully formed at age 12, 13, 14, and now we know you could go up to 21, 22, 23, that the process of human development continues into the early 20s. And the challenge is to make the justice system and our response to youth offending as consistent as possible with the science of adolescent development.

Dr. Jeffrey Butts: I do not think anyone on the line, on the Webinar here, would disagree with the idea that it would be foolish and inhumane to put a 6-year-old in prison for hurting a playmate. But we do that with 12-year-olds in some jurisdictions, and it is very common to do that with 14-year-olds, and no one even bats an eye when we do it to an 18 or 19-year-old because, after all, they are adults. But the concept of legal adulthood is different than the concept of adult development or full adult capacity.

Dr. Jeffrey Butts: So how do we mesh these things? How do we make the justice system be responsive to adolescent development? And that is what these ideas are about.

Dr. Jeffrey Butts: But someone might be thinking, “Why are we doing this? We already know what works. Right? We have evidence-based programs, we have research showing that this program or that program can reduce youthful offending in a significant way. So why are we talking about more ideas? And are not we getting all tired of more programs, more slogans, more ideas?” Well, we do know more than we did. So I do not know how long some of you have been in this field, but I have been working around youth justice programs for a long time now. My first job was in 1980. And I can tell you we know a lot more than we did when I started, but we still do not know everything. So the fact that we know a few things does not mean that we are done.

Dr. Jeffrey Butts: And I usually use an analogy here and say, “How happy were you when you finally got your toddler to eat grapes, or any kind of solid food that they could handle themselves and put in their mouth and be independent?” You did not stop there. You did not say, “Oh, thank God. I now have someone – my child will eat grapes, I can stop preparing other food. We are all set.” And I think the same thing is true when we have program development and research on evaluation programs that comes in with solid findings. Something gets registered on the list of evidence-based programs and that is terrific. But that does not mean that we now can stop, that we have every program we will ever need.

Dr. Jeffrey Butts: We do have better programs for some things. If a young person – if we know that a young person’s delinquent offending is being driven primarily by their drug abuse problem, we have programs for that. Not magic programs. Not every – works every time programs. But at least programs that we know, on balance, are better than doing nothing and provide good returns. If someone is – if a kid is being continually involved in the police and with the justice system because of a mental health issue, we now know how to address that. Again, not perfect solutions. Not works every time. But programs that we can rely upon that are at least worth the effort.
Dr. Jeffrey Butts: The same thing is true for cognitive behavioral issues or what people are now calling criminal thinking, family turmoil, all those problems that tend to lead to delinquency in young people. We do have programs for them.

Dr. Jeffrey Butts: But if you add all those things together, if you add all the drugs problems, the mental health issues, the thinking errors, the family turmoil and family violence, add trauma to that list, if you add all those things together and those were the only things we could fix, and even imagine we could fix them all perfectly, ask yourself how much of youth crime would go away. And if it is not 100 percent, that means we are not done, that means we have issues that we know are related to the origins of youthful offending that we do not have programs that we can believe in that will work. And there is a reason I think that the field is sometimes confused about this.

Dr. Jeffrey Butts: I have often done talks on this issue and I get people in the audience who are a bit riled because they have spent the last several years or a decade trying to build a good treatment program for drug abuse problems, for mental health issues, for trauma, and they are to be commended for that, and I can understand how you would perhaps have a negative reaction to someone telling you that that is not sufficient when you really believe you have a good program.

If Intervention is to Change Behavior...

Dr. Jeffrey Butts: The problem is we have to, at times, sort of sweep all the pieces off the board and rethink basic assumptions, and the main error we have is that we assume – we draw inferences from the characteristics of people who are in the deep end of the system. We – I am trying to move the slide – we believe that we know what causes delinquency because we look at the characteristics of young people who have gone all the way through the system and are now in the deep end, and that is the problem, we draw the incorrect inference.

Dr. Jeffrey Butts: If we really want to have good interventions, we need, as it says there, to be basically agnostic. We need to not be oriented to developing a system from our preferred solution, but we need to think about what causes the problem and have tools to address each potential cause of the problem. And the real obstacle is when people get so wedded to their own programs, they do not want to hear about any other programs or any other solutions. And the worst case scenario is when we build systems out of our existing tools based upon who we have in our communities who are already signed up with contracts and that makes it easy. So I have a contractor that does this, I have a contractor that does that. Let us just build something around them.

This Becomes a Question of Theory

Dr. Jeffrey Butts: It is good to sometimes reimagine yourself starting from scratch, and what would you want? And if you start from scratch, you are basically talking about theory. So we know a lot more about risk factors. The problem is there are a lot of these factors and we know a lot more about protective factors. But think about all the possible things that could be related to a young person’s involvement – repeated involvement in crime and delinquency. Any one of those things could be sufficient as a basis for building a program, and you would be legitimately – it would be legitimate to focus on one of these causes in terms of – to reduce delinquency and crime. The same thing is true about protective factors. Any one of these things could be a legitimate area of intervention for building up protective factors and
building up a young person’s resilience and resistance to being tempted to get back involved in crime and delinquency.

Dr. Jeffrey Butts: So how do we focus? That is always the question. How do we focus these things? To do that, we have to have a balance. So, as I just said, we have to have programs that focus on both risk and protective factors, and that is just logical. We also need to make maximum use of family resources and community partners, and that is just simple economics. No system will ever be big enough to deal with all the potential issues involved in the origins of crime and delinquency. And, finally, we need to have a constant awareness of the need to build evidence and to leave that trail of breadcrumbs for colleagues when we find something that works, to document it, to have research partners that say, “This is how we did this. These are the key components. These were our results.” That is how you build strong systems.

**We Need Strong, Evidence-based Approaches That Are:**

Dr. Jeffrey Butts: We need strong systems for young people who are not primarily engaged in crime and delinquency due to mental health or substance abuse, or the other things I mentioned, family violence, trauma, because they are relevant and they are important as part of your toolkit for dealing with youth misbehavior and delinquency, but they are not sufficient.

**Drawing on Adolescence Science**

Dr. Jeffrey Butts: So what is left? What do we have to build other than that? And I think the main area of inspiration for this is adolescence science. And if you go in and you read some of the secondary treatments of this, check out the Models for Change website, the MacArthur Adolescent Behavior and Research Network that preceded Models for Change. They developed a lot of good information on translating adolescence science. I have a Ph.D. but I cannot read most of that stuff, I cannot read neuroscience articles, I do not have the vocabulary, I do not have the background. But when people translate those findings, it is very, very helpful.

Dr. Jeffrey Butts: So what we did was translate all those translations and try to come up with a concept that would deliver – would allow people to grasp adolescence science and adolescence development in a way that would be applicable and implementable within the youth justice setting.

Dr. Jeffrey Butts: Here are the things we know. When you look at adolescence science, what we know from research and now decades of science, we know that young people are responsive to strengths and assets, and that strengths and assets structure someone’s successful transition from adolescence to adulthood just as much as risk factors. And we can actually modify strengths and assets.

Dr. Jeffrey Butts: We know that attaching and engaging young people in positive relationships is critical. And this is nothing – this is not rocket science, as they say. This is nothing new. It is the basic knowledge any parent knows. But how do we build programs and structures that deliver that asset to young people who do not have it? That feeling of being attached to people, being engaged in something important. Usefulness and belonging, in other words.

Dr. Jeffrey Butts: Also, having a broad system of community-based supports is critical because no one agency can do all this. You need partnerships with schools, with child welfare, with parks and recreation, with your local employment agencies. Basically, the youth justice system should not think of itself as a medical model where you bring people in, treat them, and then send them home. It should really be
more of a – maybe a social work model where you are attaching strengths to as many clients as you can, looking at the community, facilitating relationships with potential resources for each young person.

Dr. Jeffrey Butts: And, basically, there is nothing more complicated here than allowing all youth, even youth from poor neighborhoods, from challenged families, from traumatic backgrounds, allowing all young people to experience what young people in wealthy communities take for granted. And that is supportive relationships, feeling rewarded for work, having that experience of working, having the concrete experience of developing a skill that other people appreciate, success in learning that skill and having people – basically every young person needs to have the experience almost every day of someone that they trust and love saying to them, “Wow, how did you learn that? I cannot believe you know how to do that. That is fantastic.” Every young person needs that and that basically is adolescent development.

Dr. Jeffrey Butts: And the other things on the right column there. Physical activity and sports cannot be neglected, it is important for anyone’s health and development. Music and the arts. Civic engagement. Political engagement. Youth voice comes in there in terms of the system should not be set up to do things to people, it should be set up to work with young people to help young people succeed.

Dr. Jeffrey Butts: And all these things are easy to say, right? The question is, how do we build structures and systems that deliver that to a young person that does not have them naturally? And that is the key challenge.

**Plenty of Sources for Guidance**

Dr. Jeffrey Butts: There are lots of places to go to find out about this. Each one of these logos on the screen here, I have made this slide probably almost 10 years ago now, and I bet there are three times more than this you could find. But when I went to look for all these frameworks, there is no shortage of frameworks for how to do youth development, how to facilitate positive assets. The problem is that when you look at all those frameworks, none of them have really been adapted for justice involved young people. When you read some of these, it seems like the authors are thinking that everyone works with 8-year-old Boy Scouts and Girl Scouts who say, “Yes, ma’am,” and, “Yes, sir,” and they just want to be helpful.

Dr. Jeffrey Butts: But how do we build systems to attach positive assets to young people when they do not necessarily want us to be talking to them? And they drop f-bombs in every sentence and they have all the markers of defiance and adolescence that most of us on the Webinar probably have grown to love, and that is why we are in this field. But we know they are challenging and it takes a different approach than you would use in a Scouting program.

**Percentage of 6th- to 12th-Grade Youth Reporting Selected High-Risk Behaviors, by Level of Developmental Assets**

Dr. Jeffrey Butts: So how do we do that? First of all, I want you to know that there is a reason to do this. This is not something that people dreamed up. There is empirical knowledge we have, and this is just one slide. I could show you two dozen of these. But this is from a survey that looked at a single point in time asking 6th- to 12th-graders about things that they have in their lives and their experience with risk behaviors. So if you look down that left column, these are the number of people, the young people who said enough about their drinking that it seemed to be problematic. Under that, young people who
responded to questions about violence and fighting that seemed to be problematic. And school problems, skipping, poor grades. And then across the top row where it says “assets” there, these are the assets measured by the – oh, I am blanking on the name, but the folks in Minnesota that measure up to 40 developmental assets. And that correlation there shows you that when you have fewer than 10 assets, a young person has a 45 percent chance of reporting problematic alcohol use. But when you go over to the far right, young people with lots of assets are only 3 percent problematic alcohol use. The same thing with violence, 62 percent with few or no assets, 6 percent problems with violence when you have a lot of assets.

Dr. Jeffrey Butts: The correlation there is strong. The question is, how do we take that correlational information and turn it into programmatic knowledge that will allow us to deliver those assets to people?

**Positive Youth Justice (PYJ) Model**

Dr. Jeffrey Butts: And that is the Positive Youth Justice model. We proposed it as a way of transforming youth justice by focusing on that simple matrix. All it says is agencies should work within those six domains of work, education, relationships, community, health, and creativity. And within each of those six domains, they should make sure that young people develop assets in two key dimensions: Learning and Doing, which you can think of as skill development, and Attaching and Belonging, which is all the relationships and socialization. So anything your agency is doing, if you can put them in one of those boxes and have measures for those boxes.

Dr. Jeffrey Butts: So just pick one. Say education, Attaching and Belonging. What are we doing to maximize the acquisition of that asset, of Attaching and Belonging, within the educational area and can we measure it? If you can measure – if you have – if you have representation for activities in all these boxes and you can measure them all among all your – all the young people you are working with, that is the Positive Youth Justice model.

Dr. Jeffrey Butts: Oh, I see the chat, yes. That was the Search Institute from Minnesota. Thank you, Robin.

Dr. Jeffrey Butts: So that is the challenge. It is not complicated. It is adolescent development, which everyone knows about. The complication is using our bureaucracies, our insufficient resources, our clumsy way of organizing ourselves, our stove pipe [unclear] systems. It is hard to pull all this together, but that is the challenge and that is why we wrote the report.

**For More Information**

Dr. Jeffrey Butts: And the Positive Youth Justice website is [www.positivelyouthjustice.org](http://www.positivelyouthjustice.org), and I would encourage all of you to look at that, see what you think. Feel free to contact me. And I think we are now going to hear about people who are actually doing this in an agency setting, and we will hear about their experiences. Thank you.

**Presenter: Sharon Harrigfeld, Director, Idaho Department of Juvenile Corrections**

Pam Clark: Yes. Sharon Harrigfeld with the State – with the Department of Juvenile Corrections in Idaho. Sharon, you can begin any time.
Council of Juvenile Correctional Administrators

Sharon Harrigfeld: Thank you. It is my pleasure to participate in this Webinar. As Pam indicated, I am representing the Council of Juvenile Correctional Administrators, or we call it CJCA, as the Vice President of that organization and the Chair of the Positive Youth Outcomes Committee. Our mission is to connect, develop, and strengthen youth corrections leaders to maximize their capacities to implement and sustain reforms in their systems that will improve outcomes for youth, families, and communities.

Sharon Harrigfeld: We develop leaders, we have adopted performance-based standards, we exchange knowledge, and we generate public support for juvenile corrections support, we support research and collaborate with other agencies. I am on this Webinar because I am the Chair of our committee. However, there are incredible individuals throughout our membership that incorporate positive youth outcomes. I hope you see this as an avenue to obtain additional information wherever you are in the process.

Sharon Harrigfeld: The idea for Positive Youth Outcomes – the Positive Youth Outcomes Committee – developed during meetings of another CJCA project, Defining and Measuring Recidivism. The purpose of the Recidivism Committee was to develop a common definition for recidivism as well as a standardized approach to measurement. This committee’s standards were adopted by CJCA. During these discussions, the same questions frequently came up. “What about measuring positive change? Should not we also pay attention to positive youth outcomes?”

Sharon Harrigfeld: As a result, the Council of Juvenile Correctional Administrators put together the Positive Youth Outcomes Committee, made up of CJCA directors, researchers, and service providers, with the goal of facilitating a shift in focus to strengths and assets, and positive relationships in a variety of contexts and environments.

Sharon Harrigfeld: This work is based on a number of assumptions. First, recidivism will continue to be an outcome required by juvenile justice agencies. Second, what is measured shapes perceptions as well as important decisions. Third, having access to a variety of measurement choices encourages implementation.

CJCA Positive Youth Outcome Committee

Sharon Harrigfeld: So, we began the committee in 2010. This initial work – the initial work that Dr. Butts and Dr. Bazemore did to collaborate for their positive – to develop their framework for justice interventions was a great process for us to begin to look at how we could continue to work through our different agencies. So I would like to personally thank Dr. Butts for the work that he has done, and Dr. Bazemore, and thirdly, Dr. Harris who is our CJCA advisor who has been instrumental in moving our efforts forward.

Sharon Harrigfeld: We shared our work with the CJCA Executive Board and began planning for increasing capacity to measure positive youth outcomes.

Sharon Harrigfeld: We developed a survey and looked at different ways to measure it. We came up with the Edna McConnell Clark Foundation grid that really does capture the constructs that we felt were necessary, and those reflect Dr. Butts’s domains as well that I will discuss in the next slide.
Sharon Harrigfeld: In 2013, we began to highlight the different programs. Specifically, that year we highlighted the programs in Oregon, Florida, and Idaho.

Sharon Harrigfeld: And in January of 2014, we began to invite youth to participate in our presentations. And you will hear from Daniel a little bit later in this presentation.

**CJCA Positive Youth Outcomes Grid**

Sharon Harrigfeld: As you can see, we combined the practice domains that Dr. Butts defined to three to keep the process simple and understandable. Under Education and Work, what we are looking at is academic and vocational learning, planning for independence, educational attitudes, core subject knowledge, future awareness, financial literacy, and those types of education and work – those types of education and work components.

Sharon Harrigfeld: Under Social Connectedness, we are looking at attachment to others, attachment to the community. How are the youth engaged in their communities? Do they have pro-social peers? Are they attached to school? Do they understand problem solving techniques? Do they take responsibility for their behaviors?

Sharon Harrigfeld: And under Health and Well-Being, what is their physical health, their behavioral and emotional health? Lifestyle and risk taking, values and norms, knowledge of family health history, and participation in treatment, risk avoidance, and responsibility are all important under Health and Well-Being.

Sharon Harrigfeld: My guess is everyone on this Webinar can think of mistakes they made as an adolescent. Would you like to be defined by that mistake? Neither would the youth we work with in our programs. Does not it make more sense for us to discuss their successes?

**Building on Existing Practices**

Sharon Harrigfeld: As I mentioned earlier, there is great work going on around the country. Our goal is to consistently measure this work. In our monthly conference calls, we hear about the different efforts throughout our states. Massachusetts has been working on incorporating strengths for many years, and is continuing to focus on empowering youth with education-based programming for detention and correctional facilities. And Montana and Florida have discussed the implementation of Dr. Latessa’s Ethics Model for probation, focusing on relationship quality, role clarification, and problem solving. Florida is also working with their community groups to connect elementary school kids to mental health professionals and partners to reach kids at risk before they get into trouble.

Sharon Harrigfeld: In Oregon, facilities track positive youth engagement, documenting achievements and facility achievements, developing hot sheets for each facility that addresses accomplishments, challenges, operational excellence, and provides them critical information on culture and operations. Wisconsin opened up an agricultural science project in their girls’ academy, and will have a garden and farmers’ market.

Sharon Harrigfeld: I am just giving you a quick overview of the direction states are taking. And next, you will hear from Idaho’s – Idaho’s Program Manager in St. Anthony.
Pam Clark: Great, thank you very much, Sharon.

Presenter: Beverly Wilder, Program Manager, Juvenile Corrections Center St. Anthony, Idaho Department of Juvenile Corrections

Pam Clark: Beverly – Beverly Wilder is the Program Manager with the Juvenile Corrections Center in St. Anthony, with the Idaho Department of Juvenile Corrections. Beverly, welcome.

Beverly Wilder: Thank you very much, Pam and everyone else. I appreciate it and I am honored to be part of this presentation as well. As mentioned, I am the Program Manager for one of the three state facilities here in Idaho, and the facility has been around for a number of years. We have since the early 1900s.

Positive Youth Development (PYD) Theory Into Practice

Beverly Wilder: The process that we use for our programming is a peer group process, and we use the Positive Peer Culture Model where we instill responsibility and roles with the juveniles and give them the opportunity to help each other with their problems. We use problems as opportunities to help youth. And, as we all know, kids are more likely to listen to a peer talking about an issue, whether it be substance abuse, criminal behavior, poor thinking, poor decisions that they have made, and we – rather than listening to adults. And so that is what our program is based about. We are also adept at academic and vocational training. We are an accredited school here in Idaho. And one other aspect that we talk about in our programming is therapeutic outdoor programming, which there are some slides and some actual quotes from some of these youth that may have participated in those activities.

Beverly Wilder: Positive youth development is an attitude that we have adopted here in Idaho and at our facility. It is a belief that kids are resilient and that, based on everything that they have experienced in their lives, they still know the difference between right and wrong. And we try to give them opportunities to be more comfortable with doing right. It is like the Nickelback song, “When We Stand Together,” we believe that the right thing to guide us is right here inside us. That is a quote from the song. And so throughout our day-to-day programming inside the facility, every opportunity, whether it is cleaning up after a meal, cleaning up the living units, going to school, participating in an intermural sport activity, we work to develop every opportunity we can to help kids identify those things in themselves and in each other.

Beverly Wilder: We also work with them to develop skills that others will find of value in their communities when they return to their home community. We try to equip them in the new roles and responsibilities by putting them into situations that they are not used to. In a leadership role, if they are used to being quiet and withdrawn, we try to encourage them to speak out more and take leadership roles. And then we do a lot of activities where they can connect to pro-social adults and pro-social peers. And the whole Positive Peer Culture principle is that by helping others, in order to do good, you get help yourself.

Beverly Wilder: We speak specifically to the core asset of Attaching and Belonging by becoming an active member in pro-social groups, peer groups, role model, and [unclear audio]. They have regular opportunities to role play making tough decisions, bringing out someone else’s deficits and addressing them with them in a safe and caring environment built on respect. We help them to develop and enjoy a sense of belonging by being part of that group. And we place a high value on service to others and being
part of a larger community, and that is for community work service project and their therapeutic outdoor program.

**Learning / Doing**

Beverly Wilder: The following slides are some of the activities that we have been able to do with the youth and their peer groups while they have been here at the facility. Our facility in Idaho is located in the southeast corner about an hour from Montana and Wyoming, and we are out in a mountainous area so we have a lot of opportunities to work with the National Forest Service, the Bureau of Land Management, and do projects for them, and then also in the local community.

Beverly Wilder: This first slide helps to [unclear audio] of kids connected to pro-social adults. They went down to a local food bank and helped do some minor repairs at that food bank to make it more accessible to others. And the [unclear audio] here, “Staff are here to help us how to be a good person in the community when we leave and how to be a positive role model.”

Beverly Wilder: In Learning and Doing, this young man says, “I am happy that I went to help out people. If I was back home I would not have had the chance to do those things.” This is when they went down and cleaned up a local baseball field. Again, one of the [unclear audio] of building skills outside their normal environment. A lot of kids know how to work. We just help to guide them to build that work ethic so it is more pro-social work rather than working in the wrong direction.

Beverly Wilder: There is another one where they went to a local cemetery and cleaned up. Again, just giving them an opportunity to give back and it is something that they can take with them once they leave the facility and return to their home communities.

**Attaching/ Belonging**

Beverly Wilder: For Attaching and Belonging, we took the juveniles to, again, to the local food bank, and this is a higher value of service to others in giving back something that they experienced. This has been a very powerful work project or community service project with the groups. Almost all the juveniles, when they report back, say that they see the work that goes into making those food boxes and things to give to others, and some of them have even experienced that for themselves.

Beverly Wilder: One of our groups which, I believe, Daniel, who you are going to hear from at the end of this presentation was a part of, went to a Special Olympics activity. Their whole role and responsibility there was to cheer on the participants. And this gave our juveniles an opportunity to experience life from someone else who may not have had all the same opportunities that they have had. And it was a very powerful activity for the juveniles to participate in.

Beverly Wilder: And then, finally, we encourage the juveniles, once they return to their home community, to look for those other avenues where they can volunteer for community service, whether it is working in a park, working in a local garden or community garden, or things like that. Giving back to others is one of the main premises of our programming.
Youth Voice: Daniel Thomas

Beverly Wilder: Right now, it is my pleasure and my honor to introduce you to Daniel. Daniel is a juvenile that was committed to our custody. In Idaho, juveniles that are committed to state custody have committed a juvenile misdemeanor or a felony, and have failed or not been successful in other community programming, and so they are committed to the state and sent to one of the three state facilities.

Beverly Wilder: Daniel was here with the facility in St. Anthony for approximately 12 months, and was part of a group that had a lot of [unclear audio] to speak to visiting [unclear audio] or community groups, and he was able to experience a lot of the positive youth development during his placement here in some of the programs that we provide. So, Daniel, here you go.

Daniel Thomas: Thank you, Ms. Wilder, and I want to thank all of you for providing this program. I was looking over Dr. Butts’s slide referring to the percentage of 6th- to 12th-grade youth reporting grid, and I think this program is meant to get kids off [unclear audio], 3 percent in one column and they have tons of assets to use, and I see a huge section with zero to 10 percent. I think they bring these kids to these correctional facilities and they show them how to use these assets, and then they give them the choice to see if they will use them. And I have to say thank you because that got me off the fence and on the right road. I have to thank you guys so much for that.

Daniel Thomas: When I was in St. Anthony, it was really great because it got me removed from a lot of high-risk factors. I had a part-time job but, you know, I still had a lot of time that I could be spending more positively. And they removed me from that, they gave me more opportunities to invest my time positively around peers that I could build positive relationships with. I could go on work projects, learn to work more. I could go in school, I could teach kids how to do things. And, you know, doing it for about 12 months, it gave me a sense of value for it. And it gave me kind of a passion for it, so when I came out in the community I had practiced it so much that I never really departed from it, and it really pushed me through, and I am about to complete probation here in a couple of days. So these correctional facilities are really helpful. And we come in and we spend – we get up at 6:30 in the morning and we go to bed about 9:00 at night, and what we do is we practice selflessness, and we practice learning empathy in my group. A lot of peers come up to me and say, “Daniel, when I get confronted for something,” something that was actually problematic that they were doing, “I want to practice seeing – seeing it from their eyes.” And that is just an example of how much these kids will practice things, and that is where the [unclear audio] spend their time. So when they get in the community, they have practiced these things and these habits come back. So when, you know, those situations come up that are more high risk, they are more resilient. And this is just one of many examples these programs help us with.

Daniel Thomas: I watched this program take kids who really struggle mentally, and push them. I have worked with kids who, you know, who have struggled in school, they have below-average IQ, and I have seen them push to do math that is a lot – very well above. And you know what? It was not that they were not mentally able. They just had like – we had peers that would sit down and help them, give them that attention and encouragement, and that is the kind of a structure that a place like St. Anthony did, and it was a great experience and it gave you a different view.

Daniel Thomas: These OP’s are off-campus projects, so if you guys are not familiar with the acronyms. But they would – they would send us out and we would go to places like cemeteries, or we would go and serve pancakes to the public. And these are – these are activities that people in the community spend
their free time with investing, and it gave us, it showed us what people spend their extra time doing and, you know, that is... So when we got in we had kind of an idea of what we could do with our time. I have to say, I mean it is a great program. It has taught me how to look at things.

Sharon Harrigfeld: What is your favorite service opportunity?

Daniel Thomas: My favorite service opportunity, oh man, I had a couple. My first one was the – oh, it was the Special Olympics. I went in there and we created signs and we cheered people on who had, you know, some of them had mental defects, others had physical defects. And we watched them push themself on there and it was incredible. They – they worked so hard and they had such great attitudes and, you know, we just – we were awe inspired. My group was. I was. I really – we went back to our cottage and we were like, “We need to be like them.”

Daniel Thomas: My second favorite was going and serving pancakes because I like pancakes. So, you know, they give us opportunity to, you know, indulge ourselves sometimes with some good food, and you know it is a real treat. I mean, honestly, they do spoil us and it was great.

Daniel Thomas: Let us see... And, also, this – we went up to a camp. I remember we have a thing, it is called sessions, where we session [unclear audio] up and we went to this camp, and a lot of these peers had never been to camps before, and these camps are really powerful to kids. They give us a bonding between the group. We build our relationships, get a lot stronger. And we honestly have kids who would not want to leave those camps because they just meant a lot to them.

Daniel Thomas: It was just such an opportunity. I went into St. Anthony at 19 years old and it was – it was a real blessing I think I went in there, and I got in a chance to change around my thinking, and it really helped me.

Sharon Harrigfeld: Do you, Carol or Pam, do you want to start with questions?

Pam Clark: Yes, thanks.

Sharon Harrigfeld: Yes, I think Daniel is completed with his part.

Pam Clark: Yes, thank you, Sharon. Daniel, thank you so much for participating today. I hope you have been watching the Chat box as everyone has been sending you compliments and thanking you...

Daniel Thomas: Yes.

Pam Clark: Yes, thanking you for your positivity and telling you to keep it up.

Daniel Thomas: [laughter]

Q & A

Pam Clark: [laughter] Okay. So, Daniel, I think we will start with a couple of questions for you since you are still on the line. I have one here that asks: What helped you make the connection between service activities and actively doing things to change your lifestyle?
Daniel Thomas: Service activities and... Are you talking about like off-campus projects again?

Pam Clark: Yes. The volunteer activities, the positive engagement there in the facility. What about those volunteer opportunities really helped you make a connection between service and the things you needed to change in terms of your lifestyle?

Daniel Thomas: It really broadened my perspective on people. It has – like I went to a food bank and we got – we get food together to send to people and their families. I remember it was not quite lunch and I was really hungry, and I was putting these food things together, and I would think for a little bit. I was like, “Man, this is how other people feel, you know, a lot.” And when you go to make decisions like an everyday, you know, you have a certain amount of factors that you put into your decision. These campus projects, they expanded and they bring in more factors in your decision making. And when you take into account things like other people are hungry, too, or other people need other things, I mean how can you – you cannot just push those, I mean those are new facts and you have to go off them. And when I left, I would take things into account, and it just helped me make healthier decisions. And those – that was probably the biggest impact, those service opportunities were for me, it just put more factors into my decision making.

Pam Clark: Great, great. Thank you. I have another question here, Daniel. What was something your PO did well, and something you wish they would have done better?

Daniel Thomas: My probation officer? Pam Clark: I think that is what they mean, yes.

Daniel Thomas: My probation officer is a wonderful lady. I could not have asked for anything – anyone better. Gosh, she has done so much for me. I cannot even begin to say. She is, you know, I do not even think there is something she could do better, honestly, that I could think of right now because, I mean, she would sit down and she would talk to me. She was very encouraging. She is a very personable lady. When I first – when we first started working, when she started working with me she – she built me up. She is just – she is a great lady. She has – she taught me how to value myself and, you know, make decisions that were good for me. I cannot even begin to explain how big of a help she was. I wish there – I think a lot of people should follow her example, and I am sure there are.

Pam Clark: That is pretty high praise. I hope you have shared that with her, definitely.

Daniel Thomas: Yes.

Pam Clark: I have another kind of related question. Have any of the correctional officers in the St. Anthony facility, did any of them positively impact your life in any way? And, if so, could you talk about that a little bit?

Daniel Thomas: Yes. Oh, my goodness. Probably one of the things that – like when you are in St. Anthony, you are on a routine basis, everything is – you are used to things, and the only thing that maybe changes is whose staff come on. And I guarantee you, one of the things we talked about was who was going to be our staff today. And that would just speak to how much we looked forward to the staff. The staff, they bring – they are extremely encouraging. That is probably one of the most effective things about St. Anthony that gets kids onto the positive side of the fence is the staff there. And every staff
there that I – that was with our group was great. They would honestly – we would go to bed at night and they would pull kids out and talk to them, you know, for 30 minutes just to, you know, get their heads on straight. When I left St. Anthony, one of the security guards, he would – he would just check to make sure my head was on straight as I was going to be released. And these guys put tons of investment into us, and they are just a huge help. I mean that is probably a huge thing about St. Anthony of why it will help me so much.

Pam Clark: So, I have another question related to that. Could you tell us one or two things that correctional staff did that positively influenced you or inspired you to do better?

Daniel Thomas: Yes. Two things?

Pam Clark: Yes.

Daniel Thomas: Well, it taught me – one of them taught me something and it was – we have – it taught me how to distinguish between my limitations and, you know, mental hoops. And that was a huge thing, especially for someone who is young who does not understand or is not aware of their capacities. And these – I had a staff, they would teach me how, you know, how to distinguish between the two. So, if I needed to be stressed about something, I mean I can give you an example. This is just a small example. Like we do PE and stuff, and it is like when you run the mile you need to control your breathing, but we have – we set goals and we push each other, we push ourselves for those goals. You know, he would teach us to how to, you know, fix our breathing when we run and how to correct the things we could so we could get to our goals. They would also teach us to say, “Hey, you are just not ready to reach that goal,” and it is not because we were not trying hard enough or we were not smart enough. We had done everything. We just were not ready for those things. And, you know, and that would be just a small example.

Daniel Thomas: You know, a big example would be when we go out in the community, they would teach us you take into consideration the high-risk factors. For instance, you go into an area where there is illegal substances or whatever our addiction was, it was – we take into the facts that what kind of risk factor or risk factors were there and what kind of protective factors were there. And those were – they were limits, they were limitations and they were not things that we just had to push ourself to do. Like we never – like something a kid would do when it comes to risk factors, they think they can overcome like a mental illness, like they think they are stronger than it, and they will keep those risk factors around because they think they are strong enough to overcome them. That is a big thing that really leads to relapse. And the staff would teach us, “No, these are not – those are not mental hoops. Those are your limitations.” And they taught us the difference between the two, so when we went into the community we could discern those and prevent ourselves from relapsing.

Pam Clark: Great, great. Thank you, Daniel, and we will probably come back to you. I have some questions for the other presenters.

Pam Clark: Dr. Butts, Learning and Doing, and Attaching and Belonging are core assets that permeate all of our social service areas. For example, GED, workforce development, substance abuse. However, there are some service areas, for example mental health, where we have had difficulty identifying concrete and measurable outcomes to assess Attaching and Belonging. With exception of simply tracking participation in counseling, what outcomes could we track to assess Attaching and Belonging in our provision of mental health services?
Dr. Jeffrey Butts: We go into some of this on the website and the report. I think each agency has to invent its own approach, unfortunately. But I would like to make an offer to anyone here who is interested in doing that to contact me, because I think – I really believe that if we could build strong systems and intervention approaches around this kind of adolescent development model that it would eventually be recognized as an evidence-based approach. But right now, we are far from having that – being able to claim that because the – just the sheer diversity of ideas. You heard Daniel talk about some of the activities that he has been involved in. Just imagine if we all firmly believe that what he just described was critical in helping him to become self-sufficient, independent, and basically grow from a, you know, a boy into a man, which is what we are talking about. If we all really believe that, how would we measure each of those key components? Would we just be able to count the number of times he went off-campus? Would we have to measure the quality of that activity? Would someone have to stand in the room while he was serving pancakes and count the number of times he smiled or the number of times people engaged him in conversation? There is just a whole range of qualitative measures and just detail we might want to get involved in, and we have not even begun to work yet to start to narrow in and pare down on some of those concepts.

Dr. Jeffrey Butts: The question refers to mental health. I want to make it clear that I and I do not think anyone who works on these issues would propose that this model or these approaches replaces other things. So if someone has a severe mental health issue, they need mental health treatment. If someone has childhood trauma and violence in their lives, they need a system that attends to that. This model is for everything else, the normal stuff. And remember, kids who are involved in breaking the law are normal, and I would perhaps use the word “normative” because it is more statistical. But a young person, a young man who is 14, 15, staying out too late, smoking weed, getting into fights, that is pretty normal behavior that most people go through. It is just that when you have assets around you and protective assets like parents and people watching out for you and afterschool activities, you are just less likely to get drawn off in that as much.

Dr. Jeffrey Butts: So we need programs that help support the positive things, but what we need to do is put together a research program. I am a researcher so that is how I see one of the answers is to start showing policymakers that this makes a difference and it matters. That having a good approach like this that is measured well and you can put all these things together statistically matters, and that is a challenge.

Pam Clark: Thank you, Dr. Butts. And I think this is somewhat related. Sharon, I think this may be a question for you. Do you have any suggestions for how to track positive youth outcomes as youth exit the juvenile justice system? Recidivism seems easier to track because it involves future contact, processing, etc. How do we highlight long-term successes with data?

Sharon Harrigfeld: Great question. The things that we are doing in Idaho, and I highly recommend that you look to other states as well, Oregon is doing some really incredible things. But we track on our Director’s dashboard, we track if kids released from our custody are still employed in 6 months, if they are going to college, if they are – and we have a memorandum of understanding (MOU) with our Department of Labor to track whether they are employed, so we get that information – if they are going to college, and those types of things. But we are open to any kinds of things that we can do consistently across all of the states to be able to measure it similar to what we are trying to do with recidivism because we believe that it is equally or more important than the recidivism numbers.
Pam Clark: Great. Thank you, Sharon. Dr. Butts, just kind of a comment. There were a number of questions about possible tools for measuring positive youth development. In your previous comment, is part of the research that you are working on trying to develop some outcome measures or some tools for measuring positive youth development that the field can use?

Dr. Jeffrey Butts: Yes, whenever I have an opportunity I try to do that. For a more fully-formed version, I would encourage you to go to the website of the Department of Youth and Rehabilitative Services in Washington, DC. I think it becomes very clear when you go to their website. Click on their Annual Report. You go to the Annual Report, and after the title page, the very next page gives a summary of positive accomplishments. So it says here is what proportion of our young people got GEDs this year, here is what proportion were employed, here is what proportion... They go through a number of positive assets and actually give you numbers, and those are the performance indicators that they track, and that is on the first page. Partly, this is a cultural shift within youth justice. We are so used to talking about recidivism and we have cultivated an entire couple of generations of policymakers, state legislators, federal officials, who are just used to thinking about recidivism, which I sometimes use the word “stupid” when I am talking in public about recidivism. Everyone asks about it but we – the people who work around the justice system know that that is a very complicated measure that has a lot to do with who comes in the front door, what are the options in the community, how diligent are law enforcement, or another way of saying diligent is, well, here in New York it is like over-interventionist at times. There are so many variables that go into recidivism. When we use that as a marker for an individual young person’s progress toward adulthood, it is just stupid to me.

Dr. Jeffrey Butts: So how do we change that culture? How do we get policymakers to stop saying, “What is your recidivism rate?” Which is a meaningless number. And, instead, focus on, “How many of your young people that you worked with in the last year are now employed? How many people are in their own apartments? How many have GEDs? How many are taking college courses?” Because people could dismiss that as frivolous, or a judge once described it to me as “fluff.” And I think that is because of this culture we have created where we only think about public safety from a law enforcement perspective, that people have to obey the rules, do what they are told, and just quiet down and keep their heads down. But who would want that for their own child? Who would want their own child – how many people brag that their own child really obeys all the rules and does not speak up and does not cause any trouble? You want young people to be vigorous, to go out there and change the world. But we want them to do it in a way that does not hurt other people, and that is the trick. But we just need to change the culture of measurement first and foremost.

Pam Clark: Very helpful answer. Thank you, Dr. Butts. This is really for anyone, maybe more for Beverly and Sharon. Can you talk about what efforts, if any, that are made to connect the youth you are working with to volunteer opportunities after they leave incarceration? And what, specifically, do you do to help them develop pro-social relationships again after they leave the facility?

Beverly Wilder: We have – this is Beverly – we have a number of local communities and the probation officers that we work with and we develop partnerships with, and they have groups in the local communities that they can hook kids up with once they leave the facility. And sometimes that even could be part of their probationary conditions for their probation if they do so many community service hours or volunteer hours. We know the program that we are very fortunate to have inside our facility is the Foster Grandparent program, where we connect with a local chapter of the Foster Grandparent Council, and so we have elderly adults that come into the facilities and they are assigned to each one of our peer groups. And when juveniles leave the facility, they can find similar Foster Grandparent
programs in their own communities so that they may be able to interact with them and continue to build that pro-social connection.

Pam Clark: Great. Sharon?

Sharon Harrigfeld: Rather than me talk about what we offer, I am just going to let Daniel answer that question for you.

Pam Clark: Great.

Daniel Thomas: Yes, for the volunteer services, I go to a Boise rescue mission and I will hand out Bibles over there. And I also, monthly, have a budget and I set aside about 5 percent of my check and I donate it to a charity. And those are just a couple of examples of what I have done. I have done some other things. I have tried to donate my time in some form or other, whether it is volunteer work or my own money that I have gotten from work.

Pam Clark: Thank you, Daniel. Daniel, I am going to probe a little more. I have a question here that asks: Is there a key factor that you feel every case manager needs to have or be aware of when working with a youth to help engage or motivate him or her?

Daniel Thomas: Yes, their willingness would be a big one. And that would just – just asking them where they spend – where are they investing their time? If they are investing their time in some [unclear audio] negative, then that kind of shows where their willingness is at, and that shows which side of the fence they are on. That would be the key factor if I was in that position that I would look at.

Pam Clark: Okay, thank you. I have another question here. I think it is really for any of the presenters. It says: We have been having some of our youth mention that they do not understand why we are making things easier. We have changed from a punitive process to a more strengths-based program, and the youth are interpreting that as quote/unquote “making things easy.” They mention that they have had some serious charges and they do not think it should be easy. To this person it sounds like this is a young person who has become more institutionalized. And the questioner wants to know what is the opinion of some of the presenters?

Dr. Jeffrey Butts: Could I just ask for clarification? So you are saying that you have young people that are in a custody facility who are suspicious when you reduce the level of punitiveness and actually provide them with more opportunities?

Pam Clark: Yes, that is my interpretation of the question.

Dr. Jeffrey Butts: I do not know what to do about that. Maybe one of the [audio cuts out]…

Pam Clark: Sharon or Beverly, any comment?

Sharon Harrigfeld: You know, I guess I really do not know how to answer that question. But I can tell you that we had a young person that was a district court commit to us that spent some time in the jail and then came to – actually was at the St. Anthony facility that we have highlighted today, and he wrote an essay saying – and the whole essay was called “Tough.” And his whole explanation is, “If you think that being punished by going to jail is tough, try going to groups and having to really deal with your feelings
and really address internally what kinds of changes you need to make.” And so, to me, as I look at it and what is important to change the lives of kids, I see what we are doing as having a much more long-term effect than isolating them or restraining them.

Pam Clark: Sharon, thank you for that answer, and I think it really puts into perspective the fact that just because you move from a punitive model does not mean that things still may not be challenging for young people. You are right. When we ask them to really look at their behavior and what drives that behavior, that is hard work. It is just a different kind of hard work, definitely.

Pam Clark: I have an interesting question here. Is there a presenter aware of any federal detention centers that utilize positive youth development? Northern Cheyenne has a youth detention center that provides absolutely no services. Their sole job is to keep kids safe, or so this person is told. I like the ideas but I do not know where to get assistance to implement such programs. So I will say I know, Dr. Butts, you provided a number of different websites on your one slide where there is a focus on positive youth development and how to program using those principles. In addition, NCYC offers technical assistance and you can go to www.ncyc.npjs.org and make a request for technical assistance at that website. But I am interested if any of the presenters have anything else they would add.

Dr. Jeffrey Butts: I will add something. I am not sure, and I will watch the Chat box if someone wants to clarify, but I am not sure if the word “detention” here is being used carefully. Because I think there is an issue within the youth justice system where we start to bring more services and supports into a system which is supposed to be temporary. So the whole goal of detention is usually pre-adjudicatory and I know a lot of facilities, especially in rural areas, use detention centers for multiple functions and commitments can actually go there. So that is a different issue. But I think just the words, using PYD in a detention center could actually make me nervous if we are prolonging detention in order to provide supportive services. But if you are doing that in the context of dispositions and post-court placements, that could make a lot of sense.

Pam Clark: Great, thank you. I have another question here. How typical of positive youth justice programs is Daniel’s success? Do younger adolescents tend to have similar experiences?

Beverly Wilder: This is Beverly. Based on my interactions with the juvenile [unclear audio] facility, the program itself can be broken down into all different maturity levels and levels of understanding. For the younger offender or juveniles that are placed here, we can help them to understand on their level. We try to break it down so that they understand at whatever maturity level or level of sophistication or level of understanding. The activities also can follow that same, too.

Pam Clark: Anyone else? Okay, there is a question about security levels. How do you address...How are security levels addressed regarding youth that were high security risk when you are talking about taking young people out into the public? This can be contraindicated by law and by policy or administration in a facility. So how did you deal with those issues?

Beverly Wilder: Within our facility, we have a juvenile who is committed to the adult [unclear audio] similar district court commitment. We get permission from their judge prior to the juvenile participating in any off-campus activities or community service projects so that the judge knows that they are going to be out in the community. And all of our activities are highly supervised by our staff. The staff are with the juveniles out there, they are right there working alongside with them, role modeling and practicing
some of those skills that Daniel referred to, and so we do not send kids just out into the community by themselves. They are always under the supervision of our department staff.

Pam Clark: Okay, great. Thank you.

Sharon Harrigfeld: Daniel will give you an example.

Pam Clark: Daniel, please.

Daniel Thomas: Yes, in St. Anthony we had – we used peers, the peers would restrain at a staff’s discretion, we would restrain one of our peers if they were attacking us or whatever. And, also, if they were – if we were going on an off-campus project, we had an incident where we just could not take them out because they were too high risk. And I have seen groups where they would cancel their off-campus projects also for security. There is like security officers that would go on routes where they would just circle around the campus. But, yes, those. And we would always – we would – whenever we talked to each other we would have to have another peer present as kind of an accountability and we would, you know, the whole group is very well aware of each other and we can see who is talking to who, to make sure nobody is planning anything. So those are some security measures that are taken.

Pam Clark: Thank you. I have another question here. Hearing Daniel talk about St. Anthony’s, how important is spirituality in making changes and in the programs that you offer?

Beverly Wilder: At our facility, we offer religious services. We contract with a provider throughout the state and they can [unclear audio] religious volunteers to come in and address some of those issues with the juveniles. And then one day a week, they also – the different denominations come in and provide services for those juveniles that may want to participate in that.

Pam Clark: Sharon, did you want to add something?

Sharon Harrigfeld: I just wanted to question whether you wanted that directed to one of us or to Daniel.

Pam Clark: I think Daniel could definitely [unclear audio] …

Sharon Harrigfeld: Okay, so I will turn it over to Daniel, but I want to just emphasize what Beverly has talked about. We have religious activities in all three of our facilities. Of course, it is voluntary and youth can participate in a variety of religious activities, and we have volunteers that come in for young people’s spiritual growth as well.

Daniel Thomas: For religious activities, peers use it for different reasons. They use it to talk to somebody. They use it to feel connected to everybody because it is – when we go to church on Sunday it is a time when everybody is together interacting, you know, singing songs. Others use it for their own personal faith. But it just becomes another asset to help peers make a decision on whether they want to change their thinking or not.

Pam Clark: Thank you, Daniel. I have another question, again, for Beverly and Sharon. Are probation officers in your state or other jurisdictions also being trained in the positive youth development model?
Sharon Harrigfeld: I can start by explaining to you some of the things that we have done in Idaho. We have trained everyone in motivational interviewing for family engagement, and we continue to work—we have a very close relationship and a strong partnership with our counties and we continue to look for ways to strengthen that relationship, including developmental assets and, like I said, one of our—one of our ways that we have done that is to train all probation officers and our staff in motivational interviewing.

Pam Clark: Thank you.

Beverly Wilder: I would just concur with what Sharon said.

Pam Clark: Say that again, Beverly, you are very difficult to hear.

Beverly Wilder: I said I just concur with what Sharon said.

Pam Clark: Okay, thank you. Dr. Butts, I have another question for you. Have you had any experience with victims of human trafficking in terms of trauma bonds and the delinquencies associated with those?

Dr. Jeffrey Butts: No, but the question makes me think that people do need to remember that there are a variety of issues that young people face that are not going to be addressed by volunteer activities and sports and all the things we are talking about. And certainly trauma and trafficking victims I would think need special attention, much like a mental health issue or a severe drug abuse problem. So please do not think that we are talking about this adolescent development approach as one size fits all.

Pam Clark: Thank you. I think we have pretty much exhausted all of the questions that I have seen scrolling up. So I think we will close this out. I want to thank everyone, all of our presenters, for the wealth of information they have shared with us today. Particularly Daniel for having the courage to come on and share your experience with everybody.

Pam Clark: And I want to let you know that we will be taking a summer hiatus, the National Center for Youth in Custody will be taking a summer hiatus and we will not be hosting Webinars in July or August while we work on other important projects to support the field. We will resume our Webinar offerings on Wednesday, September 24, when we will talk about Arts in Corrections, and you will be able to find more information about that upcoming Webinar on our website.

Webinars on OJJDP’s Online University

Pam Clark: I want to thank the National Training and Technical Assistance Center, and let everyone know that the Webinar will be archived on OJJDP’s Training Center.

Online Evaluation

Pam Clark: And certainly, more than anything, I want to ask would everyone please take a moment to complete the online survey?
For More Information, Please Contact:

Pam Clark: For more information, you can contact the Office of Juvenile Justice and Delinquency Prevention, OJJDP’s Training and Technical Assistance Center, and OJJDP’s National Center for Youth in Custody. All of the websites are up on your screen. I would also remind you that you can go to the Positive Youth Justice website for additional information about positive youth development and the positive youth justice model. Again, thank you very much for being with us today and we hope to have you back with us in September.

[End.]