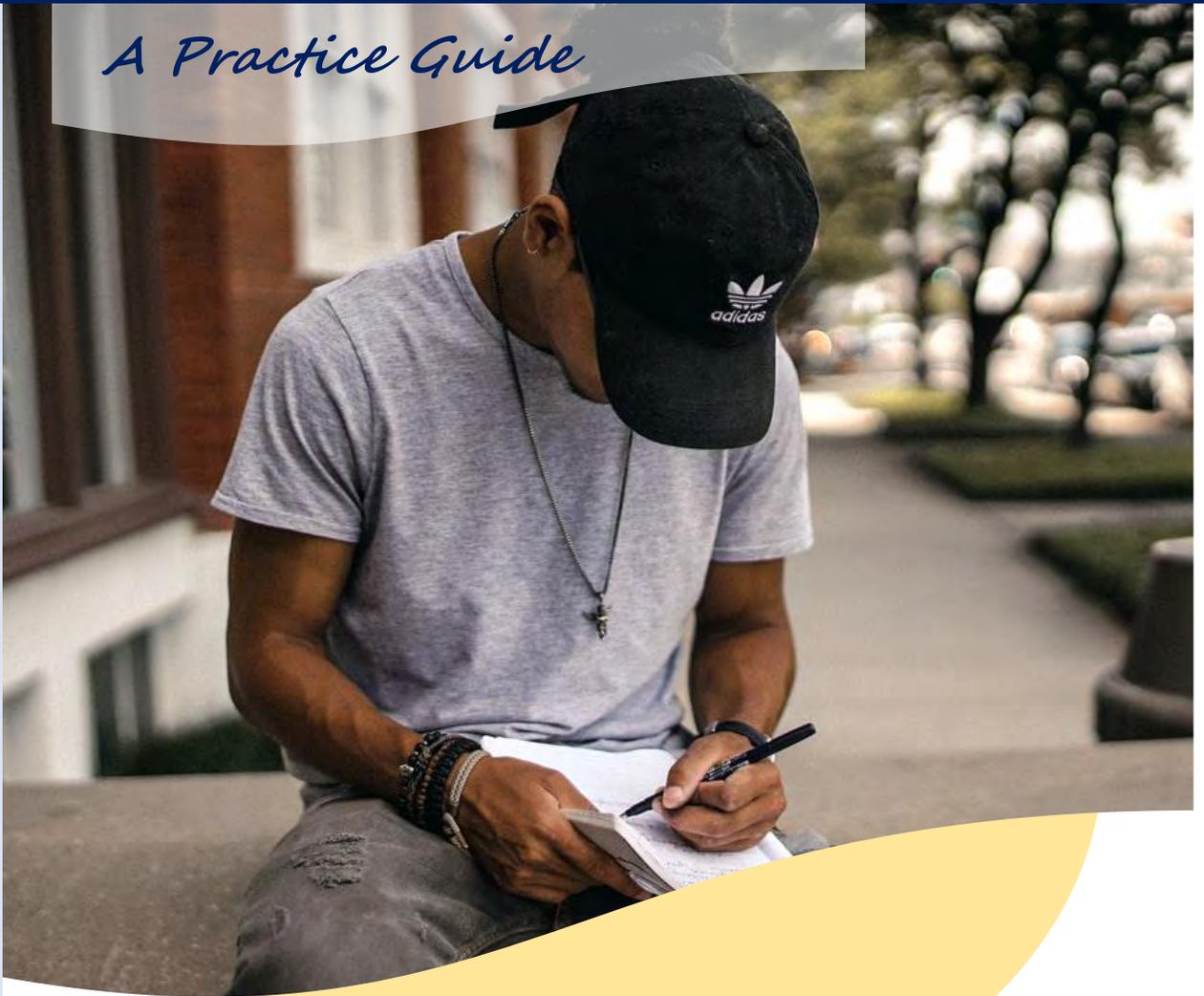


# DEVELOPMENTAL APPROACH TO PAROLE AND PROBATION

*A Practice Guide*



# DAPP PROJECT BACKGROUND

## About this Practice Guide

This guide was produced through a collaborative process between the Community Services and Development Services divisions of the Oregon Youth Authority (OYA), based upon the research noted in the resources and references section. We hope this guide informs the work of juvenile probation and parole beyond OYA. Please acknowledge OYA when referencing this guide.

# DAPP PROJECT BACKGROUND

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## BACKGROUND

The Oregon Youth Authority (OYA) seeks to be a just and equitable organization that supports healthy development and positive outcomes for youth in our care. OYA is focusing on creating a respectful, diverse, equitable, and inclusive environment, to address the role we play in the historical and systemic inequities in the juvenile justice system.

Positive Human Development (PHD) provides the framework for how we approach our work at OYA. Advances in brain science and a better understanding of adolescent development has led to a nation-wide shift in the juvenile justice system to work with youth using a developmental approach, as opposed to a traditional criminal justice approach. The Developmental Approach to Parole and Probation (DAPP) provides our community services staff strategies for working with youth and families using the developmental approach and PHD. These strategies are built on research-based principles (Annie E. Casey Foundation, 2018; Harvell et al., 2020; Weber et al., 2018), and are focused on supporting positive outcomes for youth. Research shows that approaches emphasizing surveillance, compliance, and external control are not the best path to public safety or positive outcomes for youth. Instead, DAPP provides tools to support a focus on balancing accountability with promoting positive behavior change, matching services that meet each youth's individual and cultural needs, partnering with the youth's support system, and maintaining connections to the youth's community.

The DAPP principles are accompanied in this document by observations and statements from OYA Field Staff from across the state. We have greatly appreciated the time, energy, and wisdom that each person brought to the numerous team conversations resulting in the *Tips from the Field* sections. These real-life examples of using the DAPP skills help demonstrate how the research can be put into action in your daily practice. We hope that the tools, observations, and examples in this document will assist you in incorporating the developmental approach in your case management and supervision practices with youth and families.

# POSITIVE HUMAN DEVELOPMENT

## PHD and the Developmental Approach to Parole and Probation

### DEVELOPMENTAL APPROACH

- Adolescence is a critical time for brain development, with opportunities to develop capacity for emotion management, problem-solving, decision-making, empathy and perspective taking, and the ability to anticipate future consequences. Healthy adolescent brain development happens most effectively in an environment that fosters growth.
- Environments designed to foster growth provide opportunities for youth to attach and belong through caring and supportive relationships.
- Opportunities to learn and practice new skills. Attaching and belonging and learning and doing are key to supporting healthy brain development.

### POSITIVE HUMAN DEVELOPMENT (PHD)

- **Safety and Security:** All activities are safe and secure for youth and staff. Physical and psychological needs of youth and staff are always supported. Without a base of safety and security, the rest of the pyramid cannot happen.
- **Caring and Supportive Relationships:** Communication is respectful and productive. Individual perspectives are acknowledged. Youth are encouraged and given chances for growth. Staff feel valued and protected.
- **High Expectations and Accountability:** Staff model and teach skills and high performance. Behavior expectations are clear. Errors are treated as chances to grow. Youth and staff can develop.
- **Meaningful Participation:** Everyone has the chance to participate and have their voice heard. Youth are encouraged to mentor and be mentored. Group activities are offered. Staff have the resources they need to do their jobs.
- **Community Connection:** Community volunteering and collaboration are encouraged. Achievement is recognized and shared. Belonging to a community is important, regardless of where it is located.



# PROMOTING A JUST AND EQUITABLE OYA

## DIVERSITY EQUITY AND INCLUSION

### Why it Matters

Oregon Youth Authority seeks to be a **just and equitable organization** to support healthy development and to seek the healthiest outcomes for youth in our care.

**Disparities and inequities within the juvenile justice system** have a marked impact on the youth we serve.

Systemic bias, whether based on race, sexual orientation, or gender, **often results in trauma.**

Youth and families may be experiencing racial trauma. Racial trauma comes from the stress, harm, or emotional pain of a person's experience with racism and discrimination. Racially traumatic experiences are derived from overt or covert actions, including subtle microaggressions.

The youth's **perception of the justice system impacts their likelihood of success.** If youth perceive the system as unfair, they are less likely to abide by conditions and expectations or engage in services.

All young people, no matter their race, ethnicity or where they live, **deserve the opportunity to recognize their potential,** despite mistakes or past harm to others.

Incarceration and removal from the community may impact the supports youth need for future success. A youth's experience of discrimination negatively impacts development, health, behavior, and academic achievement.

### Research Shows

The juvenile justice system, and more broadly, the criminal justice system, have always had disparities and inequities, and are built upon a history of discrimination and unequal treatment.

Overrepresentation of youth of color in the juvenile justice system is not a result of different rates of offending, yet Black youth are four times as likely to be in custody than their White peers.

Studies demonstrate that youth of color, primarily Black youth, are disproportionately disciplined in school increasing the likelihood of juvenile justice involvement.

We know that youth of color are more likely to be contacted by police, more likely to be held in detention and less likely to be released from detention prior to adjudication, as well as receive harsher outcomes in comparison to White youth.

Youth of color have a lower perception of fairness of the juvenile justice system than White youth.

Studies have shown that LGBTQ youth are disproportionally represented in the juvenile justice system, are more likely to be stopped by law enforcement, and more likely to be held in detention for lower level behaviors or violations compared to heterosexual and gender normative peers.

# PROMOTING A JUST AND EQUITABLE OYA

## What It Looks Like

	<p>Consider how <b>unconscious biases</b>, including <b>attitudes</b>, and <b>stereotypes</b>, impact interactions with youth and their caregivers.</p>
	<p>Be willing to having <b>open conversations</b> regarding how <b>impacts of racial, cultural or gender related inequities and disparities</b> have impacted the youth.</p>
	<p><b>Advocate for equitable practices</b> for youth who are involved in the justice system.</p>
	<p>Actively address practices and responses that contribute to inequities.</p>
	<p>Become <b>self-aware and educated</b> about your own biases and the role you might play in disparate decision making.</p>
	<p>Foster opportunities for the youth to <b>connect with caregivers and supportive adults</b> within their community to foster long-term sustainable support systems.</p>
	<p>Consider the youth and family's culture and background when <b>building rapport</b>.</p>
	<p>Ensure the quality and quantity of contacts are <b>based on the individual needs of the youth and not influenced by personal or unconscious bias</b>.</p>
	<p>Use language that the youth and caregiver understand and offer to provide in-person translation for those who do not speak English as their native language.</p>
	<p>Provide youth and caregivers opportunities to talk about their experiences regarding race, racism, and discrimination.</p>
	<p>Understand that youth, caregivers, and support systems <b>may have had prior negative experiences with the juvenile or criminal justice systems</b>, and this could make them <b>less comfortable asking questions</b> or engaging with probation officers.</p>

# PROMOTING A JUST AND EQUITABLE OYA

## TIPS FROM THE FIELD

### Mitigating the impact of implicit bias

*It's important to invite a variety of people to the team when doing case plans or MDT's. This is one strategy to prevent unconscious bias because it's not just the JPPO making decisions and instead it brings in more people to help with decisions.*

**– Colynn E**

*I keep an open mind when working with youth and their family. For me, every case has its different set of circumstances (race, culture, gender, etc.) and offers new opportunities for learning. I make a conscious effort to be aware of any bias I may have and not let it interfere with how I treat and work with youth and their family. My experience has taught me to be more willing to adjust how I think and work with youth and their family when I become aware of an unconscious bias.*

**– Guy H**

*I consciously remind myself that we all have different experiences that have molded our views.*

**– Levi M**

*It's important to consider unconscious bias about parents based on our interactions with them. There are many reasons why parents may not be communicating about their youth, and we should consider those reasons. We need to remember that a lack of communication does not mean that a parent does not care.*

**– Robert T**

*Personal strategies that I have used are to self-reflect on my own life experiences growing up and recognizing those factors that have had an effect. In turn, I utilize those skills to better understand the youth and families we work with. It is important to practice mindfulness, pay attention to the thoughts and associations we have about people with different characteristics and identities.*

**– Rigo G**

### Talking with youth about their feelings around racial, cultural, or gender-related inequities when you may not have shared lived experience

*People have a hard time talking about race, LBGTQ or even religion. This discussion with the youth is important to talk about so we understand their background and know how to proceed with helping them. Sometimes they are uncomfortable conversations, but it helps you know who you are working with as an individual.*

**– Tara W**

*I mostly listen and try not to interject with my experiences, knowing that I may have lived a very different life.*

**– Troy L**

# PROMOTING A JUST AND EQUITABLE OYA

*I think it is important to listen. Offering youth an opportunity to share their feelings helps me to develop empathy and understand how to better relate and work with them. I offer feedback if the youth is open to receiving it from me.*

– **Guy H**

*I listen to their perspective, focus on their behavior, and let them know that I'm trying to get to the best outcome for them.*

– **Ian R**

*I let the youth on my caseload know that, even though we have had different experience that has shaped our views, I am opening to listening to them and learning from their experiences. This is done by rapport building, being honest and letting them know we can have open conversations and discuss our different experiences. I ask and model treating each other with respect, including respecting their point of view even when it differs from mine.*

– **Levi M**

## Intentionally incorporating the needs of youth based on their race, culture, or gender in decision-making and case planning

*We need to learn about the youth and families we are working with to understand where they come from. Youth look different, have different histories, different schooling, etc.*

– **Ali R**

*If you can make it happen, try to pursue resources that match up. For example, try to find a Hispanic foster home for a Hispanic youth. It might help them feel more “at home” and better understood. Those resources might also help with language barriers and cultural backgrounds providing a better understanding of where the youth and family are coming from.*

– **Alex C**



*I search for services to meet youth's cultural needs and reach out to other people for ideas, resources, and support.*

– **Mark P**

*Understanding the culture, showing sensitivity, practicing good manners, and having good communication is essential.*

– **Rigo G**



*When you introduce yourself to a youth, you can include your preferred pronouns, which opens the door to asking what pronouns they prefer.*

– **Deven E**

# TRAUMA-INFORMED APPROACH

# TRAUMA-INFORMED

## What is a Trauma-informed approach?

A trauma-informed approach is one that acknowledges the trauma an individual has experienced and the role the trauma has played in that person's life. It reflects a shift from a perspective of "what is wrong with the person?" to one focusing on "what has happened to the person?". A trauma-informed approach builds upon the principles of safety, trustworthiness, choice, collaboration, empowerment, and skill building.

## Trauma can look like many things...



- Emotional numbing
- Difficulty concentrating
- Depression
- Suicidal thoughts



- Guilt
- Agitation
- Self-harm
- Memory loss
- Flooded with emotions
- Avoidance of stimuli
- Hyper-vigilance



- Flashbacks and nightmares
- Withdrawal and isolation
- Aggressive responses
- Interpersonal conflicts
- Angry outbursts



- Difficulty sleeping
- Physical pain and symptoms
- Changes in appetite
- School problems or avoidance
- Substance abuse
- Antisocial behavior

# TRAUMA-INFORMED APPROACH

## TRAUMA

### Why it Matters

Experiences that overwhelm an individual's ability to cope, such as extreme stress, experiencing or witnessing acts of violence, abuse and neglect, family conflict, poverty, racism and discrimination, bullying, life-threatening illnesses, community violence, serious injury or accident, loss of a loved one, etc. can result in trauma.

Trauma exposure and adverse childhood experiences can **fundamentally alter a youth's brain and nervous systems.**

Situations impact individuals in different ways, and what is traumatic for one person may not be traumatic to another.

Trauma can lead to increased reactivity, anger, and impulsivity often interfering with a youth's **ability to regulate emotions** and to learn from their experiences increasing their likelihood of juvenile justice involvement.

### Research Shows

Youth from marginalized populations experience disproportionate rates of trauma.

Youth who have experienced trauma are at high risk of exposure to juvenile and criminal justice involvement.

Up to 90 percent of confined youth have been exposed to at least one traumatic event and for most the trauma has persisted over time.

Relationship building and connecting with others has been shown to calm the nervous system and support emotional regulation.

### What It Looks Like



Recognize that trauma can impact normal development.



Empathize with a person's challenges and **provide support and encouragement** to overcome obstacles.



Listen to youth and adjust behavior to foster a sense of **safety and support.**

# TRAUMA-INFORMED APPROACH

	Create space for youth to discuss their triggers and work together to develop intervention strategies that reduce the chance of further trauma.
	Work with youth to develop goals that provide them a sense of hope for the future.
	Maintain <b>frequent, purposeful contact</b> with the youth and structuring the meeting with a <b>consistent and predictable approach</b> .
	Openly communicate and provide explanations as to <b>“why” decisions are being made</b> .
	Recognize the negative impact confinement can have on youth, especially youth who have experienced trauma, and advocate for youth to stay in the least restrictive settings when possible.
	Ensure that youth can access trauma-informed services and supports that are inclusive and responsive to their individual needs including needs based on race, culture, gender, and sexual orientation.
	Be aware of your own trauma history, triggers, and how it impacts you. Seek support when needed.

## TRAUMA-INFORMED APPROACH

# TIPS FROM THE FIELD

### What approach has worked well when working with youth who have a history of trauma?

*When working with our youth, you really need to be aware of their trauma history. I start by focusing on building trust and a positive relationship knowing that it will likely take some time. It is also important to allow for flexibility and be willing to provide added supports or opportunities for success.*

– **Deanna S**

*I need to be aware of the youth's trauma. I don't need the full history, but at least an awareness so I can meet the youth where they are. It's important not to jump to conclusions or make assumptions about the youth and their experiences. I also need to be aware of my own limitations and be willing to reach out to others for services and supports that the youth may need.*

– **Robb R**

*If I'm just getting to know a youth, it's important to assume I don't know the whole picture – to start building that relationship and asking questions to better understand where a youth has come from. You can learn a lot on the drive to that first placement. It's also important to be genuinely engaged in their story, be patient and consistent. The reality is the majority of the youth we work with have experienced trauma on some level – so it's really just the way I work with every kid. If a youth is having a hard time regulating emotion, I try to be consistent in my approach, keep showing up, and setting expectations. Am I always good at this? Nope. Sometimes it's exhausting. But we keep trying.*

– **Colynn E**



*I have to be willing to change what I have planned in a meeting with a youth based on circumstances. I was meeting with a youth who reported an experience that triggered a past trauma. Seeing that the youth needed time to deal with feeling triggered, I threw out my plan, and focused on what support he needed in that moment to be safe.*

– **Debbie M**

*Trauma is its own beast and it would be irresponsible for me not to acknowledge that all the youth we work with have suffered some sort of trauma. Being transparent with the program or facility about the youth's history has been beneficial because they better understand the youth's behavior and they can put the safeguards in place to better support the youth. Many of our youth have had people enter and leave their lives so I work to be consistent and maintain regular communication to help the youth know that I am there for them and can help to help keep them grounded. I also work to communicate with the youth frequently, allow them to vent when upset, and help guide them on the choices that could make their situation better.*

– **Luis M**

## TRAUMA-INFORMED APPROACH

*I had a youth in a residential program who had experienced a significant amount of trauma and had been unsuccessful in multiple programs. Due to his ongoing defiance and refusal to follow directives staff continued to physically intervene with him, which triggered previous trauma, resulted in seizures, and led to him emotionally shutting down and refusing to engage in treatment. Understanding his severe trauma history, I wanted to focus on his needs, which at that point was support and understanding. I made a commitment to check in with him in-person weekly which allowed us ample time talk. What I found worked well was to be sure I completely explained how and why I came to a decision. If I took the time to give him context, explain my limitations, timelines, impacts on others, etc. it made it easier for him to process and understand how and why certain decisions were made. It was also very important go give him a chance to voice his concerns and allow him to process. This provided me the opportunity to validate his concerns and set expectations as we moved forward. He responded well to this consistency and support, resulting in engagement in treatment, and he later successfully completed the program.*

**– Eric B**



*My approach is different depending on the youth's current state.*

*If the youth's emotions are slightly elevated, I listen without judgment, ask clarifying questions, validate feelings, provide reassurance, offer options for other supports, ask if there is anything they need or I can do to help, and check in later.*

*If the youth's emotions are moderately elevated, I check for safety or move to a quieter environment. I watch the youth's body language, use active listening skills, maintain a calm demeanor and voice, provide reassurance of safety to the youth, answer questions directly, check in with the youth as to how they are doing and feeling, and continue to try and de-escalate the youth. If needed, I offer other supports, skills, or ways to address their needs as they begin to return to baseline. I then check back in a few times to assess and see how they are doing.*

*If youth's emotions are highly elevated, I begin intervening at a safety level. I try to de-escalate using a calm tone, voice, and demeanor, encourage deep, calm breathes, provide simple instructions, answer questions directly, ask what they need or what will help, and contact emergency services if needed.*

**– Jason S**

# MEETING PEOPLE WHERE THEY ARE

## PHD

Meeting People Where They Are is making an intentional effort to understand a person's capabilities, interests, experiences, and culture in order to develop professional relationships and create healthy environments. This takes some intentional relationship building and effort to get to know these things about other people. Not waiting for other people to come to you with information, but actually seeking out ways to get to know them!

We know that **disparities and inequities within the juvenile justice system** have a marked impact on the youth we serve. This reinforces the need for each of you to be **self-aware** of unconscious biases and your role in the relationships you manage. We ALL have 100% responsibility for what we bring to every interaction.

And, in our relationships with youth and families there is an inherent power differential. This means we have **added responsibility** to make sure we are meeting people where they are.

In these relationships, we have extra responsibility to initiate conversations, to conduct ourselves and show up in ways that build trust, to encourage people to view us as a resource, and to take action to get to know where people are coming from. This responsibility includes knowing what their needs are, what their level of understanding is, and how we can be a resource in that moment.

It is easy to see how building emotional safety and security and caring and supportive relationships are critical to Meeting People Where They Are.

Being Self-Aware

Getting Perspective

Listening to Learn



## Positive Human Development

**Caring:** Sense of being personally concerned or interested. Based on where the person is today, not the person they may become or the person you want them to be

**Supportive:** Willingness to act as a resource. Requires a level of trust.

**Relationships:** An association with mutually understood boundaries that are clear and appropriate.

# MEETING PEOPLE WHERE THEY ARE

## THE POWER OF RELATIONSHIPS

### Why it Matters

Youth are more likely to be successful when they experience **developmental relationships** with caring adults. Developmental relationships are those that provide support, demonstrate respect and interest in the youth's well-being, challenge growth, and connect youth with the world.

We also know that the presence of caring adults who are open to **discussing tough questions**, **provide feedback**, and who **actively listen without judgement** are important to healthy development.

### Research Shows

When a youth feels they have a **positive relationship with their PO**, they are more likely to engage in interventions resulting in an increased likelihood of long-term behavior change and a **lower likelihood** of re-offense.

Youth have better outcomes when the relationship they have with their probation officer has both **accountability** and a **strong sense of support**. When we meet youth where they are and hold them accountable, we are more likely to develop a strong working relationship based in trust and respect.

### What It Looks Like

	<b>Understand</b> how to build rapport with youth from different backgrounds and cultures.
	Develop a strong working alliance with the youth based in <b>trust and respect</b> .
	<b>Make time for light conversation</b> , discuss topics that interest the youth, and share in humor amidst practical topics.
	Create a supportive meeting structure by <b>asking youth</b> about their interests, strengths, and progress towards goals in every meeting.
	When working with youth and caregivers increase understanding by using <b>age-appropriate language</b> and avoiding the use of acronyms.
	<b>Create comfortable meeting spaces</b> that feel safe and private.
	<b>Set healthy, professional boundaries</b> so youth understand your role and what to expect.

# MEETING PEOPLE WHERE THEY ARE

## TIPS FROM THE FIELD

### Building caring and supportive relationships with youth and families

*I try to be super honest and establish a positive relationship with youth and parents. If I say I am going to do something, I make sure and follow through. Connecting with parents and establishing a good, trusting relationship with families is helpful.*

– **Priscila H**

*I try to be present in a conversation and approach it in a way that encourages honest communication and shows genuine interest in what's going on for a youth. I've found value in showing empathy, expressing my hopes, expressing disappointment in a calm manner that doesn't make them feel bad but lets them know I don't approve of a behavior, and celebrating successes to help build relationships.*

– **Colynn E**

*I like to meet the youth, explain my role, what to expect, what I can provide, how I can help, and what my angle is. We also discuss agreements, especially mutual respect. With that we are agreeing to be accountable to one another. I like being transparent about my role and how I can support the youth and their family.*

– **Aaron K**

*One thing that has worked well for me is letting parents know that I am here for the best interest of their youth. Showing consistency in decisions and conversations helps shape positive relationships when working with youth and parents.*

– **Renee H**

*Knowing who a youth's family is, remembering their names, and making a connection with the family is huge to these kids. It also shows you care and that you are listening.*

– **Tim O**

*When meeting families for the first time, I allow them to ask all their questions and do a brief orientation/introduction. It's a time for us to gather family background and listen to their frustrations, and concerns. This allows us to hear what led up to where the youth is today (first contact with OYA), what was going on, what they want to focus on, what their goals are, what was their youth like before being committed to OYA, and what the expected outcome will be for their youth. This information is useful to create the case plan.*

– **Miguel H**

## MEETING PEOPLE WHERE THEY ARE



*When there is a language barrier for families and youth, I always asks the parents their language preference, as I want to make them feel that they are just as much of the process as the youth is. In my experience, some youth prefer to speak in their native language, and I let them know that I don't mind alternating languages with them.*

**– Luis M**

*Our families are trying to learn the system and sometimes parents struggle with not being in control. I give them the plain facts, I am honest with them, even when it's going to upset them. One of the first things I tell families when I meet them is that I am going to be honest with you every step of the way. Families appreciate that honesty and it calms them. Knowing that I am there if they need anything builds trust.*

**– Joe M**

*I think there are some situations where parents just want you to listen, and we listen to learn and take it all in. At the same time, I think it is important to set clear expectations and boundaries, giving them a realistic explanation as to what is going to happen without overloading them with information.*

**– Molly M**

*Show genuine interest in things the youth cares about, such as family, siblings, important relationships to them, then build on them. Ask clarifying questions, prompt them to talk about things that are meaningful to them and remember those things. Kids sense authenticity.*

**– Lani T**

*Many families do not have a realistic idea of what the length of stay for residential or youth correctional facility looks like. I try my best to paint a realistic picture of the program their child will be in and reassure them that everyone's goal is to reunite their family as soon as the time is appropriate. I make it a point to discuss what may happen in court hearings and although their child may have done a great job and has had a successful outcome, they may hear difficult testimony from DA's, victims etc.*

**– Troy L**



*I really start with meeting them where they are. You don't know what educational level they have and a lot of times my caseload is Latino and so being in the courtroom in front of Judges, DA's can be really intimidating. A lot of times our families don't understand what took place, so you really have to help them understand the system and explain what took place.*

**– Miguel H**

# MEETING PEOPLE WHERE THEY ARE

## Ensuring youth and families feel safe and comfortable when meeting with them

*When meeting a family for the first time I try to show empathy to the family. I try to put myself in the family's position and let them know I understand that this is hard. When I acknowledge this to the family, I feel it breaks down barriers between the family and the agency.*

**– Monique R**

*I stay in contact with youth and families regularly. Some families do not call unless there is a crisis. I try to build a strong relationship, so families trust me and are comfortable sharing information with me. I try to find a good balance in keeping families informed, but not overwhelming them.*

**– Luis M**

*I validate how overwhelming this process can be, how they are feeling is normal, and I share that I am available for questions and concerns. It's important that we are 100% ready to answer questions and able to provide as many details as possible related to where the youth is going, when the youth will be transported, what the transport will be like, etc.*

**– Lani T**

*Asking youth and parents if there are other things, I can be doing to support them? And being truly open to that feedback. Acknowledging input, concerns, and feedback from youth and families is important. If they see you are open to those things, they are more open.*

**– Jered S**

*I try to get away from being a big authority figure in their lives and instead approach it as more coming alongside the youth. I try to take a different angle to build relationships with kids and families.*

**– Craig H**

*When I talk to kids and parents, I like to validate how they feel about the situation they are in. I let them know that we are going to walk through this together and meeting them where they are.*

**– Chris A**

*It's important to reassure families and listen to what they have to say. Be personable toward the family and assure them that their rights are not being taken away and explain how they can help their child out.*

**– Tara W**



*During the first conversation with the youth and family, I let them ask any pressing question and express any concerns they may have so that we can get those out of the way. This also allows me to transition into talking about the agency and the process.*

**– Luis M**

# MEETING PEOPLE WHERE THEY ARE

## PHD

### Awareness and the 150% Principle

Meeting People Where They Are is critical to building and partnering with support systems. For this to be successful we may need to make an intentional effort to understand a person’s capabilities, interests, experiences, and culture in order to develop professional relationships and create healthy environments.

When building and partnering with support systems it is important that we are self-aware of our role and our impact on others. Being self-aware includes awareness of the impact we have on those around us. Imagine the wake that follows a boat – our impact is much like the ripples of the wake. Our impact and influence can be developmental or disruptive. It can create space for growth, shut people down or trigger an explosive reaction. So, an important component of self-awareness is knowing your impact and working toward your impact being developmental.

**Being Self-Aware**

### 150% Principle

*Self-awareness is important when building and supporting partnerships. We ALL have 100% responsibility for what we bring to every interaction. And, in our role working with youth and families we have an **added responsibility** to make sure we are meeting people where they are. At OYA, we refer to this as the **150% principle**.*

The 150% principle is the extra responsibility to initiate conversations, to conduct ourselves and show up in ways that build trust, to encourage people to view us as a resource, and to take action to get to know where people are coming from. This responsibility includes knowing what their needs are, what their level of understanding is, and how we can be a resource in that moment.



# MEETING PEOPLE WHERE THEY ARE

## Building Support Systems

### Why it Matters

For healthy development youth need opportunities to **share thoughts and emotions, feel valued and supported, and to be needed by others.**

Youth who have opportunities to **attach** to positive adults and feel a sense of **belonging**, are more likely to have a positive transition to adulthood.

Juvenile justice workers should be aware their definition of support system is based on their own culture and background, which may not reflect that of the youth they work with.

### Research Shows

Youth with positive attachments to caring adults and positive peers are less likely to engage in criminal behavior because those attachments serve as “social controls” for regulating their behavior.

Young people who have three or more caring and supportive adults, outside of their caregivers, report **feeling happier, more hopeful, are less likely to rely on drugs and alcohol** and experience more **academic success.**

Youth are more likely to exhibit positive, responsible behavior when they have **parents and other adults in their lives who model positive, responsible behavior.**

### What It Looks Like



Provide youth the opportunity to identify their supportive adults



The youth’s support system may include **traditional caregivers and other supportive adults.**



**Reinforcing support systems** who genuinely care, challenge growth, empower the youth, provide accountability, and support the youth through difficult times.



Increase community-based support systems and engagement in services by allowing youth to **identify opportunities in their community that interest them.**

## MEETING PEOPLE WHERE THEY ARE

# TIPS FROM THE FIELD

Helping youth identify their support system and encouraging support system involvement throughout the case

*I start a conversation with youth about who is their support system, mentor, parent, significant other, etc.*

– **Ali R**

*Reach out to the youth's support systems directly to see if they are on board with being a support in youth's life.*

– **Miguel H**

*Getting to know the youth and family is important. MDTs are a good opportunity to do that. Ask the youth, who are the people that are important to you?*

– **Robb R**

*Talk to youth about identifying the people that support them such as a teacher, coach, faith-based person, or others in the family that have been a positive role model. Develop a strategy to network with these people while working with the youth.*

– **Pearre B**

*I discuss with youth who they want to be involved in their case. If youth don't have a parent or supportive adult, I make an effort to connect them with people who have been supportive in the past.*

– **Craig H**

*Some of these parents have been in the system themselves and they think they know how the system works and operates. We need to remember that their experience may not have been a positive one. I try to explain how this is different, things have changed, and that we want them involved in the process.*

– **Rigo G**



# MEETING PEOPLE WHERE THEY ARE

## Partnering with the Youth and Their Support System

### Why it Matters

Youth need **ongoing support from their caregivers, peers, and support system** in order to encourage and maintain new skills and attitudes. Without added support, short-term improvements are unlikely to have a long-term impact in reducing future criminal behavior.

Engaging caregivers and supportive adults in a youth's case planning is important for the youth's healthy development and **prepares the support system for their long-term role** in encouraging the youth to engage in and fully benefit from services now in the future.

### Research Shows

Traditional supervision practices focusing solely on compliance and external control, which does not focus on partnering with caregivers, are less effective in reducing future criminal behavior.

Practices that include **collaboration with the youth, family and community**, strengthen the youth's support systems and are more effective in reducing criminal behavior than approaches that only focus on the youth.

### What It Looks Like

	Build a <b>strong working alliance</b> with youth, their caregivers and support system based in trust, and mutual respect.
	Understand that youth, caregivers, and support systems <b>may have had prior negative experiences with the juvenile or criminal justice systems and racial trauma</b> , that may make them <b>less comfortable asking questions</b> or engaging with juvenile justice workers.
	Engage youth, caregivers, and the youth's support system in interactive conversations, where they have equal opportunity to be <b>heard, and understood</b> , rather than being lectured or spoken down to.
	View the youth and caregivers <b>as valuable participants</b> in the case planning process.
	Ensure that youth and caregivers understand the purpose of the case plan.
	Provide youth and caregivers an opportunity to identify <b>goals that are important to them</b> .
	Empower caregivers and support systems to support the use of <b>critical thinking skills and encourage age-appropriate autonomous decision-making</b> with youth.

## MEETING PEOPLE WHERE THEY ARE

# TIPS FROM THE FIELD

Listening to learn and getting perspective to better understand youth or family's perspective

*Some parents are very guarded because of how the system has viewed them as a parent. In those cases, I realize that I am viewed as part of the system and try not to personalize their anger while continuing to be inclusive and validate those feelings.*

– Colynn E

*Let the family vent about their situation. Help them to understand what it is we (OYA) do. They tend to think differently until they understand. Sometimes they are frustrated and may have underlying issues. It's important to let them have a voice in the process.*

– Jeff P

*Many of the families that I've worked with are apprehensive about the system, had concerns that we'd report information to ICE or didn't understand the system. It often took two or three meetings to complete an intake, because the first two or three were working to earn their trust, making sure the family understood my job, answering questions about the system, explaining how it works, and explaining my expectations.*

– Eric B

*I try not to personalize it when family members are angry because there is something that stems from them feeling that way. Example: I deep breathe every time the mom makes a comment about not being included or informed. I've engaged her in many conversations where I try to be really empathetic and say to her "I can't imagine how this must be for you", "it must be scary when....", "I hear that you're frustrated...." and then ask her what's worked in the past or what hasn't.*

– Colynn E



# ACCOUNTABILITY

## PHD

It's important when working with youth and families that we are intentional in setting clear expectations. Generally, people want to do well so we must be clear and not assume that youth and families know what we expect

All individuals within OYA have unique qualities and potential for success when given the right opportunities and support. In a culture of positive human development, OYA's focus and attention are directed on the strengths and abilities of individuals rather than their deficits and challenges. It is essential that messages individuals receive communicate a positive belief in their competence, value, and abilities; these include messages from *people* as well as *environmental* messages.

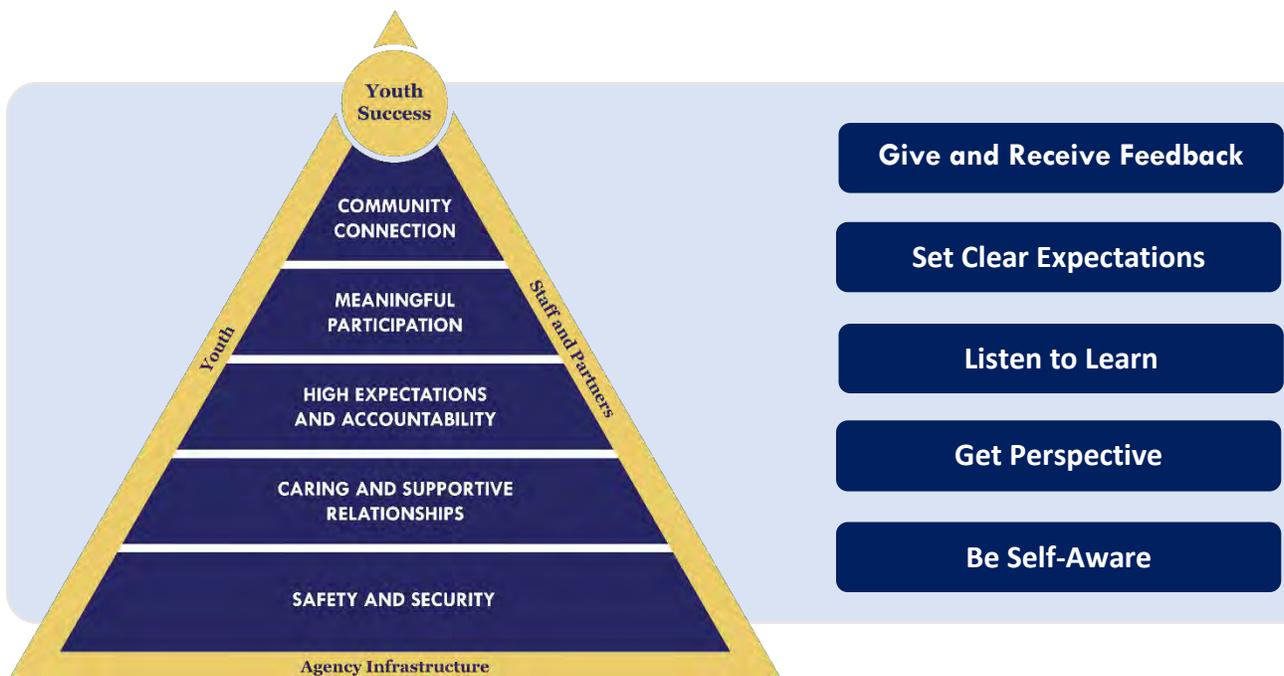
Just as important as setting clear expectations, is making sure those expectations are reasonable and rising. "Reasonable" means that the person is able to meet the expectation, even if some support is needed. "Rising" means that in addition to celebrating achievements that expectations gradually rise when youth increase their skills and abilities to meet the expectations.

When setting reasonable and rising expectations we are striving for the point of maximum growth and development. We want to find the point where youth can achieve the expectation by themselves, or with minimal assistance, providing them the opportunity to learn, grow and experience success.

How do we determine if an expectation is reasonable and rising? We can ask the following questions...

1. Is my expectation clear and mutually understood?
2. Is what I expect of this person within their current capability?
3. Can they meet the expectation if I provide support and resources?
4. Does the person have access to the resources needed to meet the expectation?

And, if we don't know the answers to the questions we can "get perspective" by asking the youth if they believe they have the ability and asking if there is any support they need to do so.



# ACCOUNTABILITY

## Supporting Understanding

### Why it Matters

The youth's **perception of the justice system impacts their likelihood of success**. If youth perceive the system as unfair, they are less likely to abide by conditions and expectations or engage in services.

When youth are not clear on the probation officer's role, expectations, and potential consequences for violations they may perceive the rules as unfair increasing their likelihood of non-compliance and potential escalation through the system.

The role of the PO is complex often playing multiple roles on any given day. These varying roles and the need to provide both accountability and support can be confusing for youth and families.

### Research Shows

Research suggests that **clarifying the probation officers' role improves relationships** with youth, which has been shown to reduce future criminal behavior.

We know while under stress, individuals do not retain information as well as they normally would. Repetition of information, clarification, and checking for understanding can help prevent misunderstandings and supports positive working relationships.

### What It Looks Like

	<b>Assign youth</b> to JPPOs who are similar culturally, racially, and who are able to communicate with the youth and family in their preferred language, whenever possible.
	<b>Explain roles and expectations</b> in the person's <b>preferred language</b> , in clear, age-appropriate language, in culturally relevant ways, and check for understanding.
	<b>Clearly explain how probation or parole works</b> , as well as the role of the PO and caregiver
	Discuss with the <b>youth and caregiver</b> what the youth can, <b>cannot and must do as part of probation or parole</b> , and the <b>incentives</b> for positive behavior, consequences for misbehavior and timelines
	<b>Explain at the outset</b> what behaviors might trigger a probation and parole violation resulting in increased supervision and sanctions including confinement
	Take time to explain <b>what is required</b> to complete all services and supervision with OYA
	<b>Discuss with youth</b> the justification behind probation or parole requirements and expectations

# TIPS FROM THE FIELD

### Helping youth and family understand roles, expectations, incentives, and consequences

*It just takes time to earn trust. Be consistent, invite them to meetings/MDTs, contact them regularly to update them. Be willing to be flexible and meet the family when it works for them (e.g. go to their worksite to meet them outside during their break at 10:30). Be consistent with rules and expectations.*

– **Daniel S**

*I try to have a conversation with the family and the youth, explaining my expectations, not perfection, but effort and honesty. I focus a lot on being honest – we can work through things together if you're honest. I ask the youth what their goals are - often "to get off probation" and how we can do that by being honest and meeting expectations like going to school, working on sobriety, etc.*

– **Colynn E**

*Figuring out what method of communication they are best at (email, calls, texts) is something I like to establish early. I try to stay involved and up to date on the youth's situation, so I can share the potential outcomes (good or bad), or if the trend of that behavior continues or changes. Youth and families having that information seems to help with a youth's motivation to continue doing well or change appropriately to avoid a consequence.*

– **Robert T**

*My conversations with families tend to be more supportive and understanding of their situation and giving them some sympathy that their loved one is away from them. This also allows me to explain to the family what program expectations are, what I would like the parent to understand about the program and how we can all work together to get their youth into a better situation for their own future.*

– **Luis M**

*I meet with parents as soon as a youth is being committed to OYA. We have to do this from the very first meeting, not when the situation is bad or difficult. I like to explain what they can expect from me and the program so there are no surprises.*

– **Joseph M**

*I tell them I am really an avenue of support for them as opposed to someone that is looking for ways to supervise and sanction consequences.*

– **Angie D**



## ACCOUNTABILITY

Understanding that while under stress, individuals do not retain information as well as they normally would



*Sometimes it may be too much information for the youth to take in. I let them know we understand there is a lot to learn. I like to offer an open-door policy for youth or families to reach out with questions. I have found having the youth and/or family take notes help them to remember details. Also, sending follow up emails to summarize the conversation, or having the youth repeat back the discussion, and asking clarifying questions helps check for understanding. Also, it's important to repeat the information at a later time.*

– Heidi L

*It's important to have follow up conversations, a quick summary in the meeting with the youth, and at the next meeting to make sure they have retained the information or reinforce the information if needed. I like to have the youth repeat the information back to me to make sure they understand.*

– Levi M

*I provide simple instructions in writing: Call your PO on Mondays with my phone number – now where can we put this, so you'll see it? For families, I like to utilize email or even text to answer specific questions so it's in writing.*

– Colynn E

*For me every time a youth is in a program or facility, it's always important to first, read the room and ask how the youth is feeling in the moment. If they're overly stimulated and a lot of information has been provided to them already, I keep my conversation very short and ask clarifying question. I also give the youth permission to vent or express frustrations before we circle around to the issue at hand.*

– Luis M

*Remaining calm yourself and recognizing visual cues that the youth isn't in the right space to take in anymore 'new' information is important. Once you see that they've calmed down, going back to the positive aspects of the conversation has always been helpful to me. Use encouraging statements, praise, pointing out strengths. Once you feel that they've gotten back to baseline, you can go back to navigating the more difficult parts of the conversation.*

– Robert T



## ACCOUNTABILITY

*I often have the youth summarize some of our conversations to recap the focal points of what we covered is very helpful. It's a coaching technique I learned through football where often the coach at the end of practice would ask what we learned today. The initial conversation can be overwhelming, but expressing to both youth and parents, that you are available by phone at any time can help alleviate some of the anxiety and conveys to them that you're there to support and that they've gained an advocate along this chapter of their lives and will remain in it for the long run if needed.*

**– Henry C**

*For Spanish speaking youth and families, I have to be alert and aware of the language we use during meetings and always check to see if they have additional questions. They don't always have the confidence to ask questions during a meeting, so I check-in with them after a meeting to ensure understanding.*

**– Renee H**



*We have a lot of youth who are bilingual, but the parents are monolingual, so we have to use the resources of our colleagues who do speak that Spanish, so the parent is more comfortable, and the information is clear and concise. Sometimes I give the number of the colleague to the parent so they can call them directly.*

**– Funaki L**

*I introduce myself to youth prior to their actual commitment to OYA. Explain to them that I don't expect them to be perfect, just for them to be honest and up front. The goal is to have them return and stay at home, we don't want them in program or facility. I let them know that I will be working with them all the way till the end of their involvement with OYA. Assure them that I will consistently be there for them.*

**–Robb R**

*When in the conversation I often ask them what they heard me say as well. I usually always ask if what was discussed was reasonable.*

**– Zak S**

# ACCOUNTABILITY

## Setting Clear Expectations

### Why it Matters

Caring adults, including probation and parole officers, play an important role in **setting expectations** for young people.

For people to develop and grow they need **clear expectations and feedback** on how they are doing in meeting those expectations.

If we want people to meet our expectations, we need to be clear about what it is and what it looks like.

### Research Shows

Research shows that **setting expectations matters**. Young people whose families and other caring adults have high hopes for them have greater self-esteem, try harder, perform better academically and are more hopeful about future employment.

**Learning and growing** are “experience dependent”. We must **have an experience** in order for new connections to form in the brain. This helps us learn from our successes and mistakes.

### What It Looks Like



Expect youth to live up to **their full potential**.



**Use language** that focuses on **desired behavior** when framing expectations.



Set expectations that are **reasonable and rising** to each youth’s current capabilities and be self-aware of your biases when setting expectations.



Clarify so expectations are **mutually understood** (e.g. court orders, parole agreement, program expectations).



**Identify culturally relevant** and equitable supports youth need to meet the expectation.



If the youth encounters setbacks, help them **learn from the mistake** in a positive, and encouraging manner.

# ACCOUNTABILITY

## TIPS FROM THE FIELD

### When to focus on support, compliance, or development

*It's important to take into consideration the youth's age and cognitive functioning level is. What else is going on in their life or situation. Are youth being non-compliant intentionally or are they struggling to understand? Start asking questions, having them repeat expectations and identify what may be getting in the way.*  
– Heidi L

*Identify if there is a barrier in front of them that needs to be removed or dealt with? It's important to work through the problem to figure out what the barrier is. Do we need to hold the youth accountable or provide support? (for example: schooling issues).*  
– Levi M

*Determining what approach to take depends on the youth, how they've been doing, what's going on for them – is this something new or out of character? Has this been an ongoing struggle? What other interventions have we tried? Has any of it worked? Most things start with a conversation and clarifying expectations, as well as what will need to happen if things don't change. These conversations try to help youth identify the root cause. I often find myself in a conversation about the "why" and having to stop myself from trying to answer that for a youth – I'll say, "I can make some guesses as to why, but I'd love to hear from you". Sometimes youth can get there, other times it's not even as clear to them but you can explore some other things going on.*  
– Colynn E



# ACCOUNTABILITY

## Talking to families and programs about a developmental approach to violations

*We talk a lot about meeting the youth where they are when we talk about accountability and how best to sanction when appropriate. I think we also have to remind ourselves of just who we are dealing with. A young person who is still struggling with choices of right and wrong and are not perfect. They are youth that have experienced some horrific situations and have somehow made it to this point. They are resilient, but for most of their existence people have dropped the ball and a long line of people failed to show up. It's good for us to remember, that's all they have known about relationships. It's not only about holding them accountable but recognizing that it can be a teaching moment which will last in their minds far more than a sanction.*

**– Henry C**



*I like to educate programs up front about our ability to use detention only for community safety, not as a consequence for program violations. Also, provide support to families and the program for natural consequences.*

**– Andrew H**

*It's important to always be upfront and honest even when giving difficult information or they don't want to hear what you have to say. We need to establish that boundary and expectation from the beginning, with the youth and family, and even the program. It helps establish the relationship and they know you will be honest with them when talking about compliance/consequences.*

**– Heidi M**

*I am honest about what options do and don't exist and try to engage the provider or parent in the creative process on how best to support and provide interventions.*

**– Colynn E**

*With programs it's about support and reassurance that you'll be available if things continue to go wrong. Build relationships that are consistent of advocating for the youth you serve, but also understanding the program's need for support.*

**– Robert T**

*We have to be creative about our responses, just because we cannot/do not use detention does not mean we are not able to hold the youth accountable. We have other things to offer to make sure the programs know we are there to support them. There are other options that might be more effective than detention.*

**– Deanna S**



# ACCOUNTABILITY

*It is alright not to agree with programs or families all the time. It's important to listen to people's thoughts and hear other people's ideas. It may be uncomfortable but to accept the standard practice all the time does not promote growth, only compliance, which will translate into compliance for the clients on their time.*

**– Zak S**

*When a youth is on probation, making it clear that it takes more than a technical violation to get before a Judge. We must have enough to file a violation and schedule a court hearing. We can intervene and support a program at any point and our response time is quick.*

**– Troy L**

*When youth are struggling in a program, I try to focus on "how can we fix this" "how can we avoid detention" we are here to support the youth and the program. I can do extra phone calls or provide other supports to the youth. What can I do to help?*

**– Renee H**

*The core is building a good relationship with programs. We can work together as a team to have a united approach to help the youth.*

**– Funaki L**

*When the program wants me to detain the youth, but I don't agree, I try to make a trip to see the youth face to face. In person you can assess the situation better. It is nice to bring the youth, staff, and yourself together as well as talking to youth on their own. Let the youth know it was an inappropriate action. Discuss it with them first and let them take responsibility for it. Let them know you do not want to take them in, but they need to know what they did was wrong. Meet with the program afterwards because lock up sometimes might cause resentment and might create problems on down the road.*

**– Eric H**



# ACCOUNTABILITY

## PHD

Feedback and accountability are essential once clear expectations have been established. People do not develop without meaningful and effective feedback about how they are doing in meeting expectations.

*For feedback to truly be developmental, we need to be prepared, specific, and be a resource.*

- Think ahead about what you will say and be self-aware of biases.
- Focus on the behavior and consider the timing and the approach you will take to provide the feedback.
- Be specific with examples whenever possible and be clear about what you want the person to start, stop, or keep doing.
- Be a resource by continuing to support the person in meeting expectations and providing ongoing feedback. Positive feedback can be as impactful or more so than negative feedback.

**GIVE AND  
RECEIVE  
FEEDBACK**

At times, consequences will be needed. The goal is to **balance support and responsiveness with expectations, limits, and boundaries.**

### SET CLEAR EXPECTATIONS

In this approach, expectations are clear, explained ahead of time, and are appropriate to the youth's development, skills, and temperament. The goal is for youth to know they are cared about, and we support their success.

We recognize that **development and progress happen in small increments** and we should **acknowledge small improvements and growth**. In this approach, we have the **advantage of relationship** when managing difficult behaviors or unmet expectations.



### CARING AND SUPPORTIVE RELATIONSHIPS

Youth who have relationships with adults in authority naturally want to be aligned with that adult. When youth know we care, they want to meet our expectations because they care about their relationship with us.

When we **link the impact of their behaviors to personal relationships**, it promotes development by helping youth understand and reason about how relationships work. This supports the development of moral judgment, empathy, and in turn internal accountability.



We are developmentally supporting youth when our work is balanced between meeting people where they are, providing accountability, setting clear expectations, ensuring youth have the needed skills to meet expectations, and giving needed feedback. This supports youth in becoming **psychologically well adjusted, internally motivated, self-reliant, and self-confident.**

# ACCOUNTABILITY

## Reinforcement and Consequences

### Why it Matters

Perfect compliance with conditions is unlikely due to youth's lower capacity for self-regulation and their susceptibility to peer pressure.

Mistakes are a normal part of adolescence because most youth have a hard time regulating their emotions and impulses, making decisions, and understanding long-term consequences.

Practices that include a system of **rewards and incentives**, which **acknowledge positive decision-making** are more effective in improving outcomes for youth than punitive approaches alone.

The juvenile justice system has disparities and inequities, and we must consider how **unconscious biases, including attitudes, and stereotypes**, impact the decisions we make.

### Research Shows

**Positive rewards are more predictive of success than sanctions** and the most effective combination of positive and negative responses is about four positive responses for every negative one.

Probation practices solely focusing on a **punitive approach** results in missed opportunities to encourage accountability and promote positive development.

A youth's **perception of getting caught** is **more effective** in deterring criminal behavior than the severity of a sanction or consequence.

Longer stays in juvenile facilities **do not result in lower recidivism**.

### What It Looks Like



Build in opportunities to **reinforce progress** as well as address areas for **growth or improvement**.



Consider how **unconscious biases, including attitudes, and stereotypes**, impact interactions with youth, or the application of reinforcers or consequences.



Use a range of **graduated responses to noncompliance** that hold youth accountable in **developmentally appropriate ways** and provide opportunities to take responsibility for their actions without criminalizing normal adolescent behavior.



Responses to violations do not always need to be progressively severe. Sometimes, repeating the same **consistent response** can be equally or more effective.



**Provide incentives that promote positive development**. Use incentives early on to reward **short-term goals** so youth are likely to **experience success early** in their probation term, which they can then build upon.

# ACCOUNTABILITY

	<p>Avoid using removal of services or any part of the treatment plan as a <b>consequence</b> for violating conditions. New services can be introduced to address underlying risk factors related to a violation, <b>but it is important that youth, parents, and parole officers do not view the services themselves as sanctions.</b> This can decrease the likelihood of engagement.</p>
	<p>Ensure that <b>responses</b> to noncompliance are <b>certain, immediate, proportionate, and fair.</b> When possible, while maintaining fairness and proportionality, take individual circumstances into account and consider that not all responses will have the same effect on all youth.</p>
	<p><b>Engage youth, caregivers, and supportive adults in determining which incentives</b> would be most meaningful (especially when identifying rewards for long-term positive behavior that may have monetary value).</p>
	<p>Seek the <b>least restrictive appropriate placement option</b> for youth. Confinement may be appropriate for serious violations but should be limited to the shortest period necessary for corrective action.</p>

## TIPS FROM THE FIELD

### Using rewards and incentives to reinforce positive behavior

*Kids know when you are genuine and when you acknowledge them as an individual it builds rapport. Be appreciative of them trying and praise them regularly. Reinforcement is most effective.*

– Eric H

*I like to tell the youth that they are in the driver's seat and I will be a support to them. I start by asking how I can support them. As they progress, they are provided more opportunities to make decisions.*

– Frances H

*Sometimes the youth wants to go to lunch, but I try to also identify non-monetary incentives, like a phone call with someone they usually don't talk to, etc.*

– Robb R

*I've let youth know that if they take care of business and participate in treatment, progress on the level system, have positive peer and staff interactions, I will bring them lunch. I always check with staff to make sure the youth are doing what they say they are doing. If the youth isn't and for some reason the lunch gets postponed, I always follow through with them because I want to build that trust by holding onto the promise I made. This allows youth that already struggle with "trust" issues to see that then can still rely on and trust others again.*

– Dante L

# ACCOUNTABILITY

Take personal interest in the youth and acknowledge their progress. Also, youth appreciate it when POs can attend graduation ceremonies, sporting events, and other pro-social activities.

– John C

Focus on how you spend your time with them. Find their interests and participate in the activity with them (shooting hoops, etc.) This keeps the rapport going.

– Joe C

## Balancing positive reinforcement and constructive feedback

Telling youth that “you are proud of them” goes a long way. Some of our youth have never heard this from their family or anyone.

– Brian P

I sometimes try to wait a couple days if there has been a bad situation, unless it is a crisis, to give the youth time to cool down, have a clearer head, and respond better. Then it doesn't feel like piling onto the youth if they already got consequences from the program.

– Heidi M

Having consistent check-ins and not just reacting when youth make mistakes is most effective. I like to praise the youth on what is going well and not just focus on what isn't.

– Ian R

I try to maintain contact all the time, not just when there are problems.

– Ross A



I try to remember positive things kids have done and bring them up again later; “that was so cool when you\_\_\_\_; let's work on more of that”. I've really taken to using the phrase “I'm so proud of you and you should be proud of yourself” – I feel like that's powerful. I don't know how many kids have heard that from adults.

– Colynn E

During a MSP, I ask the youth to summarize the meeting and see what they took away from the meeting. If they only hear the negative points, then I remind the youth of the positive things that were also discussed. If they only hear the negative points, then I remind the youth of the positive things that were also discussed.

– Heidi M

I like to celebrate small accomplishments instead of waiting for 100%. For a youth who never attended school, 2-3 days a week is an accomplishment. Celebrate the small wins and don't wait for perfection.

– John C

It's okay to acknowledge progress even when a youth has made a mistake. Sharing that although the behavior wasn't appropriate, this time you did better. It's important to acknowledge their progress.

– Eric B

# ACCOUNTABILITY

## Holding youth accountable in developmentally appropriate ways and providing opportunities to take responsibility for their actions without criminalizing normal adolescent behavior

*It's important to identify the "why" behind the behavior instead of just focusing on the repercussions of the behavior. Meeting youth where they are and helping them identify what happened can prevent it from happening again.*  
– **JT R**

*Success needs to be adjusted based on the youth's individual needs and abilities. I had a lower functioning youth who failed a program. We tried returning him home instead of escalating him to the YCF. This was a better option for him, and now he is doing well at home.*

– **Renee H**

*Graduate responses by talking about the why behind the behavior, setting expectations, pulling in additional resources, talking about what will happen if the behavior continues, and what other things are contributing to the behavior.*

– **Tim O**

*It can be beneficial to increase contact to weekly check-ins when a youth's behavior is declining.*  
– **Mike R**

*A young man said, remember when you transported me, and we played the alphabet game with the road signs along the way! "That was fun" These are important moments...*  
– **Kelli O**

*It can work well to get creative and use in-program sanctions or interventions. It can be tricky sometimes to determine what will be effective for some of our kids. You don't want to take away all the privileges, and sometimes you find yourself taking things or limiting rewards and the behavior continues, then it's time to go back to the drawing board.*

– **Colynn E**

*We can be the in-between person when there are issues with youth and the program. It helps to be proactive before issues become larger, and sometimes we hold the youth and program accountable.*

– **AJ G**



*An open dialogue or a cost benefit analysis can be effective. Some youth are oblivious to what is inappropriate and what is not. With the cost benefit analysis, put yourself in their shoes so they can see the natural consequences and what normal people would say about their actions.*

– **Eric H**

*I had a youth ask me a question and I answered but what I told him was wrong. When I realized I gave him bad information, I went back to the youth and told him that I was wrong. I instantly gained credibility with the youth. It's important that we own our stuff. It builds credibility and trust, and it is an ultimate teaching moment of what we are all about. It is such an important lesson for a youth to hear an adult owning their mistakes.*

– **Tim O**

# DEVELOPMENTAL CASE MANAGEMENT

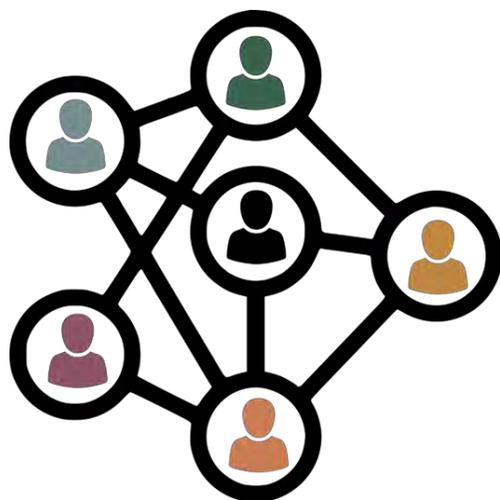
## PHD

### Meaningful Participation

Meaningful participation means taking an active role in a partnership or collaboration. **All individuals are provided opportunities to participate and benefit from that involvement.**

Creating an environment to help individuals develop must include the **opportunity for all to experience authentic engagement.** Providing services and resources to youth works best in partnership between youth, service providers and others to achieve common goals.

The focus is to create a culture where youth have **active roles in determining** what the environment offers. PHD is not providing a myriad of activities for youth; it is the active engagement in learning skills and meaningful interactions in the context of physical and emotional safety, supportive relationships, high expectations, and accountability.



### Community Connection

At OYA, we all have communities. Communities are something that we connect to, and when we make these connections, we gain the benefit of having a sense of belonging, alignment with interests or a shared vision, and a sense of cohesion.

Making sure we are connected to communities is important, especially for our youth. When they are connected to healthy communities, they value and gain a source of pride from that. This helps keep them accountable and on the right path.

Often youth involved with the juvenile justice system do not have the skills and experience to build pro-social relationships and connections. If we wait until this can be done perfectly, we will have waited too long. However, we do not want to set a young person up for failure by putting them in situations without the skills to be successful. Therefore, it may be necessary to support youth with your presence, feedback, and short exposure opportunities as they learn the skills to form positive, meaningful, and lasting relationships.

# DEVELOPMENTAL CASE MANAGEMENT

## Connecting Youth with Services and Resources

### Why it Matters

Adolescents crave autonomy, want to be heard, and seek independence. Youth are more likely to respond positively when they **feel listened to, respected**, and are provided **opportunities to try new things**.

Opportunities for youth to **learn and do new things** are necessary for behavior change and developing healthy pathways in the brain, resulting in youth who are **more equipped** to successfully move into adulthood.

Interventions that focus on **attachment, family, and community bonding** are effective in reducing recidivism.

### Research Shows

Juvenile justice **interventions based in fear, deterrence, and control** such as “military-style boot camps” and “Scared Straight” programs have been found to be **ineffective** and actually increase recidivism.

Programs based in **cognitive-behavioral techniques, skill-building, and building positive community supports** have been found to **reduce recidivism** more effectively than those with a punitive approach.

Sending youth to facilities and programs, away from their family and community, has the potential to **disconnect them from critical supports** and can **interfere with prosocial development**. *While this may be a necessary step in helping the youth develop the skills to manage in the community, a constant focus should be on nurturing these connections and the skills that make this possible.*

### What It Looks Like



Ensure the quality and quantity of contacts are **based on the individual needs of the youth and not influenced by personal or unconscious bias**.



Connect youth with **skill-building opportunities** that promote prosocial development, such as educational programs, work experience, skills training, positive activities, focused on supporting youth’s strengths and skills.



Connect youth **with culturally responsive services** that understand and respect youths’ and caregivers’ diverse values, attitudes, and beliefs.



Advocate for **equitable practices** for youth and actively address practices and responses that contribute to inequities.

# DEVELOPMENTAL CASE MANAGEMENT

	<p>Connect youth to <b>positive adults and mentors</b> who support the youth's development.</p>
	<p>Provide youth opportunities to develop goals and choose <b>positive activities</b> to participate in within their community.</p>
	<p>Utilize interventions that focus on <b>attachment, family, and community connection</b>.</p>

## TIPS FROM THE FIELD

### Keeping youth connected and supporting a successful return to their community

*I encourage ongoing family contact so the connection can remain strong. Building a rapport with the family and getting to know what the youth needs is helpful when away from their family.*  
**– Miguel H**

*It's important to have a transition or safety plan that focuses on realistic and obtainable goals that are made by the youth. Once back in the community it's important to frequently check in with them and follow up on their goals.*  
**– Deanna S**

*Being present and engaged in conversations with youth goes a long way in building trust and relationships. This can be as simple as taking the phone call or checking in with the youth in person.*  
**– JTR**

*I always ask youth to honestly tell me how they are feeling or if something isn't working for them. It doesn't do the youth any good if they are just telling me what they think I want to hear.*  
**– Eric B**

*Help establish a case plan and a treatment plan with the main objective being a return to this home as the primary end result. Ensure that everyone is included in developing the planning including the family, stakeholders, and the youth.*  
**– Alex C**

*It's important to incorporate the family into the conversations about transition so the youth doesn't get into the same trouble again.*  
**– Barry D**



# DEVELOPMENTAL CASE MANAGEMENT

*It's important that while the youth is in placement to make sure they have some positive peer and adult contacts that they can turn to for support, and that those supports a part of their treatment and transition plan.*

**– Deanna S**

*We need to be accessing family and other community connections as well as looking at what resources are available within their community.*

**– Harry B**

*Make sure there are community-based services in place to help the youth and family adjust to the youth returning home. It's important that these services are in place to support the youth in their transition back home.*

**– Saul C**



*Keeping youth connected to family and the people they are close to is important. Allowing the youth to remain in contact in the facilities and programs provides an important support system for the youth.*

**– Ryan M**

*Help all involved understand that not everything in the plan needs to be completed at a program and/or facility and that some areas can be addressed through local resources after transition back to the community.*

**– Alex C**

*I talk to the parents and let them know that they will always be part of their youth's journey and success if they choose to be involved. Then we talk about the various ways of being involved, such as check-ins, participating in their own therapy, communicating with the JPPO about concerns, etc. This has encouraged parents to still be part of their youth's journey.*

**– Luis M**

## Ensuring youth receive culturally relevant services while outside of their community

*It's good to be culturally sensitive to all youth. I try to connect youth with similar folks with similar backgrounds and personal life experiences; for instance, someone culturally appropriate with perhaps a history of addiction and who are now clean and sober, who can be a sponsor or mentor.*

**– Rigo G**

*Culture can also be the rural-urban divide. This is significant with our youth who are moved to much larger areas, or Metro youth who come to Eastern Oregon. Don't be afraid to discuss the differences in areas and our assumptions about people from other areas.*

**– Heidi M**

*I like to start with by learning about the youth and family's cultural, individual, and gender specific needs by asking questions and then clarifying over time if you are meeting that specific need.*

**– AJ G**

# DEVELOPMENTAL CASE MANAGEMENT

*I have a conversation with the family about culture and other needs when the youth is placed. I work with the family to make sure the important events can be acknowledged while the youth is in placement, such as birthdays, family celebrations, etc. Even if the youth can't have a home visit I work with the program and family to see if the celebration can happen at the program or on the unit.*

**– Robb R**

*It can be helpful to utilize the experiences of other JPPOs to look for the right placements and supports.*

**– AJ G**

*Communication with the youth's family and peers are important connections. I also like to research what resources are available to the youth, so they have a strong support system.*

**– Karren S**

*If the youth or family does not feel comfortable talking with me about their cultural needs, I find them someone they can talk to.*

**– Deanna S**



*Not all programs have people of color to provide services to youth or are able to provide culturally relevant services. Sometimes resources from the youth's community are available by phone to help support the youth's needs. We also have OIIR team members who will travel out to see youth and provide the supports they need.*

**– Saul C**

*It's a struggle to access culturally relevant services while youth are placed throughout the state and at the same time resources are scarce. We need to be more intentional about this instead of just figuring it out as we go. Providing gas cards or hotel vouchers can help youth stay connected to their family*

**– Harry B**

*I always try to make sure that I inform families that they don't need to change their cultural practices and or ways that they do things just because their youth is out of the home. They can continue to go to church, participate in festivals, and more importantly I always encourage them to connect with their youth in their native language as that is a big piece that is sometimes missed while they are at programs.*

**– Luis M**

# DEVELOPMENTAL CASE MANAGEMENT

## Promoting Positive Change

### Why it Matters

Supporting **youth's efforts to change themselves**, as opposed to telling them what to change, promotes self-reflection and increases the likelihood of long-term change.

Youths' executive functioning skills including planning, reasoning, problem-solving and anticipation of consequences are still developing resulting in youth often **struggling with a long list of requirements** that must be followed over months or years.

Youth are often more prone to distractions when executing complex tasks and are less likely than adults to successfully learn from their mistakes, reinforcing the need for coaching and skill building opportunities.

Youth are often highly susceptible to peer pressure, engage in risk-taking behaviors, and act without thinking, causing them to not consider consequences of their behavior in the moment nor the impact of their behavior on their long-term goals.

Family connections make a difference in a youth's life and have been shown to improve outcomes for youth.

### Research Shows

Traditional probation models that focused on long lists of conditions, and compliance have limited impact on youth recidivism. Programs focused on skill development and long-term behavior change are more effective than punitive or deterrence-based programs.

Interventions are most effective at improving youth outcomes when youth have opportunities to safely learn and practice new skills, develop strong prosocial attachments, and create positive community connections, in a normative environment that ensures the safety of the public, staff and the youth. (Lowencamp et al., 2006; Andrews and Bonta, 2015).

The most effective approaches focus on the youth's **unique risk factors**, use cognitive-behavioral techniques that motivate the youth toward **self-directed change**, and occur within the **youth's community**.

Community-supervision post-incarceration **increases the likelihood** that youth will engage in school and employment opportunities and reduces the likelihood of further juvenile justice involvement

### What It Looks Like



Connect youth to **culturally** and **gender-responsive** programming, and **evidence-based** programs, that promote skill building and provide opportunities for youth to apply these skills in their community.



Use a **strengths-based perspective**, focusing on strengths of the individual and encourage development of new skills, interests, and goals.

# DEVELOPMENTAL CASE MANAGEMENT

	Plan ahead and be intentional to acknowledge youth successes and reinforce positive behaviors.
	<b>Partnering</b> with families in promoting change, supports the goals of the youth and family, empowers families, creates shared responsibility and increases follow through.
	Support <b>youth's efforts to change themselves</b> in lieu of sanctions to motivate change.
	To limit the potential for technical violations probation officers should <b>set incremental expectations</b> with youth and focus on promoting positive youth development.
	Be open to considering whether the <b>youth's non-compliance</b> may reflect a need for further assessment, case plan revisions or an adjustment in supervision level and services.

## TIPS FROM THE FIELD

### Making sure a youth's individual, cultural, and gender-specific needs are being met

*Always have an open and honest conversation with the youth about what their wants/needs are. This is often a conversation where we talk about things that they ate at home or some of their favorite foods/snacks. This can turn into rewards when youth are doing better. Later, I can think back to this conversation and maybe buy them some of their favorite snacks to make them feel heard or comforted.*

**– Luis M**

*Advocate on youth's behalf, continue to communicate with the youth and family, and be willing to ask questions.*

**– Renee H**

*Constant and effective communication with all involved to include the youth and their families. Acknowledging, accepting, and educating ourselves where our kids are at, at the given moment is key in my eyes as this is an ever-changing time for them. Listening to our stakeholders and seeking advice and tapping into resources in our communities is very beneficial for all involved.*

**– Alex C**

# DEVELOPMENTAL CASE MANAGEMENT

*Meet the youth where they are at and not just assume what they need. We should be connecting youth with programs that fit who they are while in the community and matching them to programs while in the facilities also.*

**– Johnny D**

*It's important to keep an open line of communication, if the youth or family are not comfortable discussing their needs with me, then I find them someone they are comfortable with. I try to place them in a program that can meet their individual or cultural needs and has other youth they may have things in common with.*

**– Deanna S**



## Success looks different for everyone

*It's important to base each youth's success on their own individual skills. We know not every youth is on the same level and we need to look at what they are capable of doing.*

**– Ian R**

*You need to meet youth where they are when setting expectations. You can't focus on it all at once. There has to be some flexibility and understanding that they will make mistakes and then a path for them to make their way back. Honesty, trust, and communication are important in that.*

**– Robb R**

*I look at two main things when I am considering successful completion. Sophistication and maturity of the youth. Is the youth sophisticated enough to show and demonstrate that they have control over what direction their life goes in terms of achieving goals, accessing resources, education, other pro social involvements? Is the youth mature enough to continue their current positive trajectory of not making the same mistakes repetitively, and if they are making mistakes, am I noticing a lessening of the severity in the choice/behavior? Some of the family dynamics we cannot change, nor can we hold a youth accountable for but in terms of empowering youth to lead safe positive lives it's important not to drive wedges between youth and their family. We have every ability to teach the youth how to navigate their specific dynamics so they can make good decisions and put themselves in win-win situations regardless of the behaviors, lifestyles, and choices of others.*

**– AJ G**

*We need to allow youth to make mistakes. We've all been new in a position, made mistakes, and learned from them. I can think of things I did early in my career that I wouldn't do again. But I've learned and grown from my mistakes, which youth need to be allowed to do also.*

**– Harry B**



## DEVELOPMENTAL CASE MANAGEMENT

*Each youth presents their own level of maturity and trust level in the community. I will let the individual advocate for themselves and based on realistic goals I will follow what they have outlined for supervision and goals while at home. If the youth can comply with supervision guidelines, the plan will stay the same. If the youth is not able to comply with expectations, I step in and provide more restrictions or added support/treatment to help guide the youth during the difficult phase. The amount of family support or wrap around services also play a key into the case plan privileges.*

**– Miguel H**

*Success looks different for every youth. As the PO we need to remember not to apply our own definition of success to youth. Everyone is starting from a different place. Attending school two days a week may not seem like a lot, but for a youth who wasn't attending school it is a small success. When we see these successes, we need to reinforce them, then build a cycle of positivity for the youth vs. a cycle of negativity.*

**– Harry B**

*Work with the youth and family on their level. Success for one youth may look very different from another youth. You have to learn to pick and choose your battles and priorities. Baby steps can be huge. Reinforce positive steps made by acknowledging them and building on it.*

**– Ross A**

*Praising our youth for showing courage or an openness to take a risk is huge. Our support means the world to our youth so even the smallest of gestures goes a long way.*

**– Alex C**



*Focus on the positives, there are rungs in the ladder, and I support youth through these rungs (which sometimes are bumps in the road). Always go back to what the goal is and that is being out of OYA custody and moving on with their lives.*

**– Bob D**

## RESOURCES AND REFERENCES

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