



the NATIONAL REENTRY RESOURCE CENTER

— A project of the CSG Justice Center —



Core Principles for Reducing Recidivism and Improving Other Outcomes for Youth in the Juvenile Justice System

MacArthur
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BJA
Bureau of Justice Assistance
U.S. Department of Justice



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Brought to you by the National Reentry Resource Center, a project of the Council of State Governments Justice Center and the Bureau of Justice Assistance, U.S. Department of Justice

National **nonprofit, nonpartisan** membership association of state government officials

Represents **all three** branches of state government

Provides **practical** advice informed by **the best available evidence**



<http://csgjusticecenter.org>

Second Chance Act Grantees



- Authorized by the passage of the Second Chance Act in April 2008
- The NRRC is a project of the CSG Justice Center and is supported by the Bureau of Justice Assistance, Department of Justice
- The NRRC provides individualized, intensive, and targeted technical assistance, training, and distance learning to support SCA grantees
- The NRRC has supported over 600 juvenile and adult reentry grantees since inception in 2009

<http://csgjusticecenter.org/nrrc>

Today's Speakers

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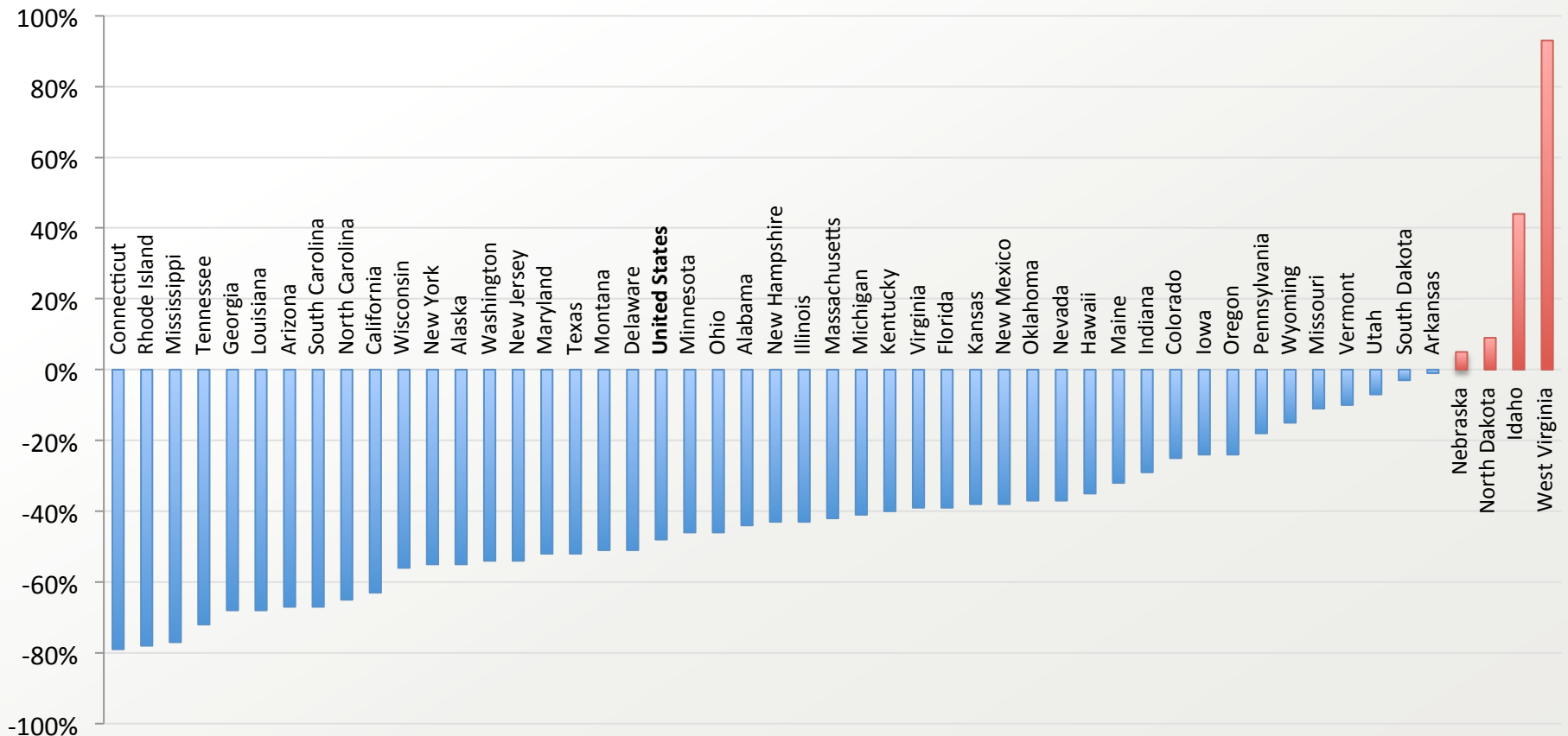
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States Have Made Dramatic Progress in Reducing Confinement Rates

Percent Change in Juvenile Confinement Rates (1997-2011)



Source: Office of Juvenile Justice and Delinquency Prevention, *Easy Access to the Census of Juveniles in Residential Placement*. Available at ojjdp.gov/ojstatbb/ezacjrp.

Why haven't outcomes improved for youth in contact with the juvenile justice system?

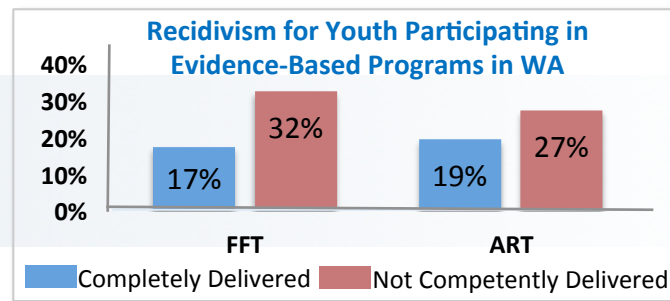
There is an **incomplete and sometimes misguided understanding** of research



Approaches to adopting the research are **piecemeal**



There is **inadequate fidelity to the research** in implementing programs and practices



And there is **insufficient accountability**





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Report available at

[http://csgjusticecenter.org/youth/
publications/juvenile-justice-white-
paper/](http://csgjusticecenter.org/youth/publications/juvenile-justice-white-paper/)

Core Principles



Principle 1

Base supervision, service, and resource allocation decisions on the results of **validated risk and needs assessments**.



Principle 2

Adopt and effectively implement **programs and services demonstrated to reduce recidivism** and improve other youth outcomes, and use data to **evaluate the results** and direct system improvements.



Principle 3

Employ a **coordinated approach** across service systems to address youth's needs.



Principle 4

Tailor system policies, programs, and supervision to reflect the **distinct developmental needs of adolescents**.

Principle 1: Use Validated Assessments

- **Minimize system involvement** for low-risk youth, and the **use of confinement**
- **Focus resources** on high-risk youth
- **Address the primary causes** of youth's delinquent behavior
- **Appropriately assess and serve** youth with mental and substance use disorders



Research offers an evidence-based framework for reducing recidivism for youth in the juvenile justice system: the principles of Risk, Need, and Responsivity (RNR)

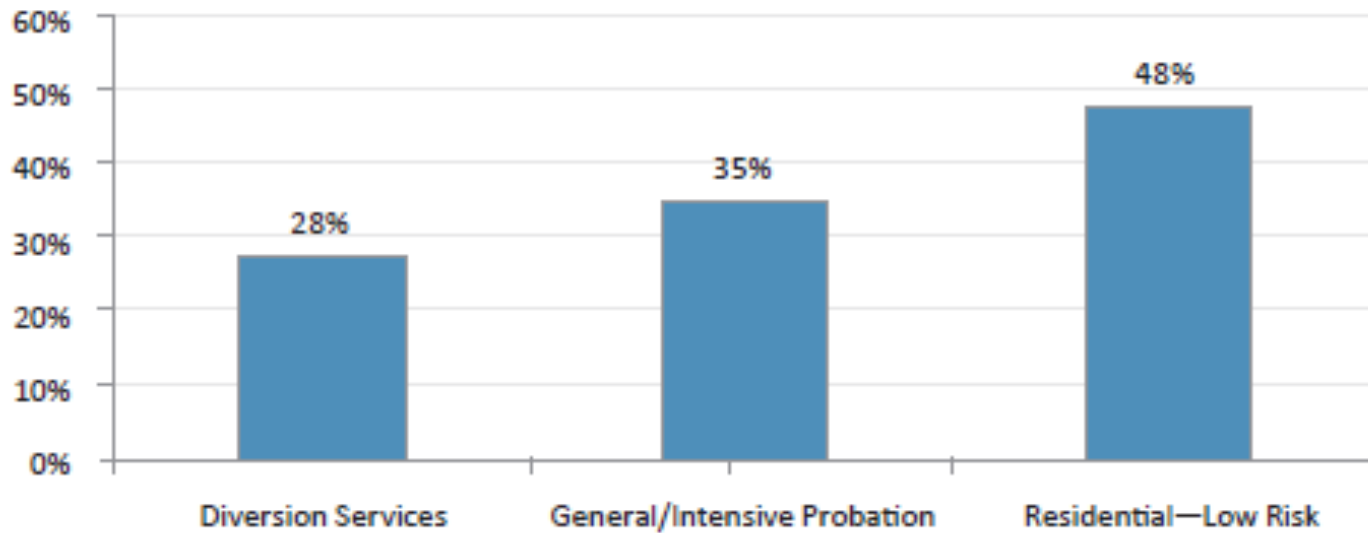
Risk Principle	Identify and focus supervision and services on those youth most likely to reoffend
Need Principle	Identify and address the key needs that drive youth's delinquent behaviors
Responsivity Principle	Match youth to services based on protective and responsivity factors

Validated Risk Assessment

A **risk assessment** is an evaluation of both dynamic and static factors that predict risk of recidivism. A risk assessment is considered **validated** if it has statically proven through multiple research studies to demonstrate a high probability of predicting whether youth will reoffend.

Minimize juvenile justice system supervision and services for youth who are at a low risk of reoffending

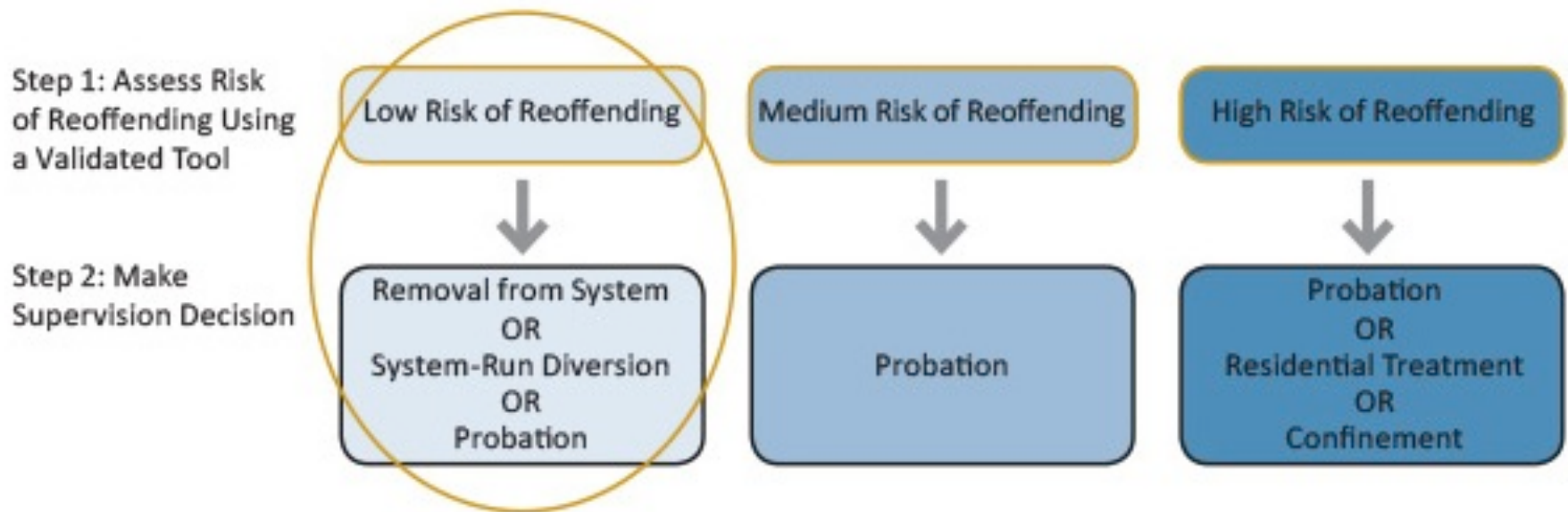
Figure 1. One-Year Rearrest Rates for Low-Risk Youth by Placement Type, FY2007-08 and FY2008-09



Source: Kristin Parsons Early, Gregory A. Hand, and Julia L. Blankenship, *Validity and Reliability of the Florida PACT Risk and Needs Assessment Instrument: A Three-Phase Evaluation*. Table 9. (FL: Justice Research Center, 2012) www.djj.state.fl.us/docs/probation-policy-memos/jrc-comprehensive-pact-validity-and-reliability-study-report-2012.pdf?Status=Master&sfvrsn=2

Maximize the impact and value of system resources by prioritizing services for youth most likely to reoffend and by minimizing the use of confinement

Figure 2. Matching Risk of Reoffending with Supervision Decisions

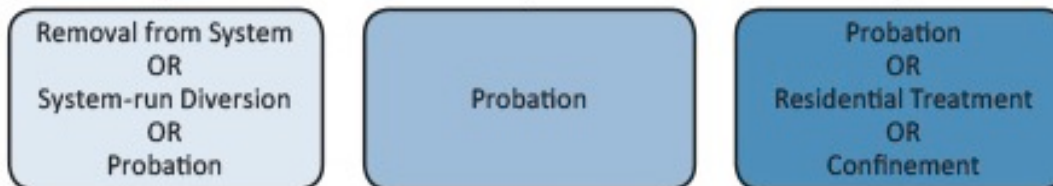


Use validated assessments to identify the primary causes of a youth's delinquent behaviors and focus system interventions and resources on addressing these causes

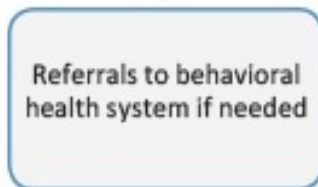
Step 1: Assess risk to reoffend using a validated tool



Step 2: Make supervision decision



Step 3: Assess needs and develop case plans and service matching

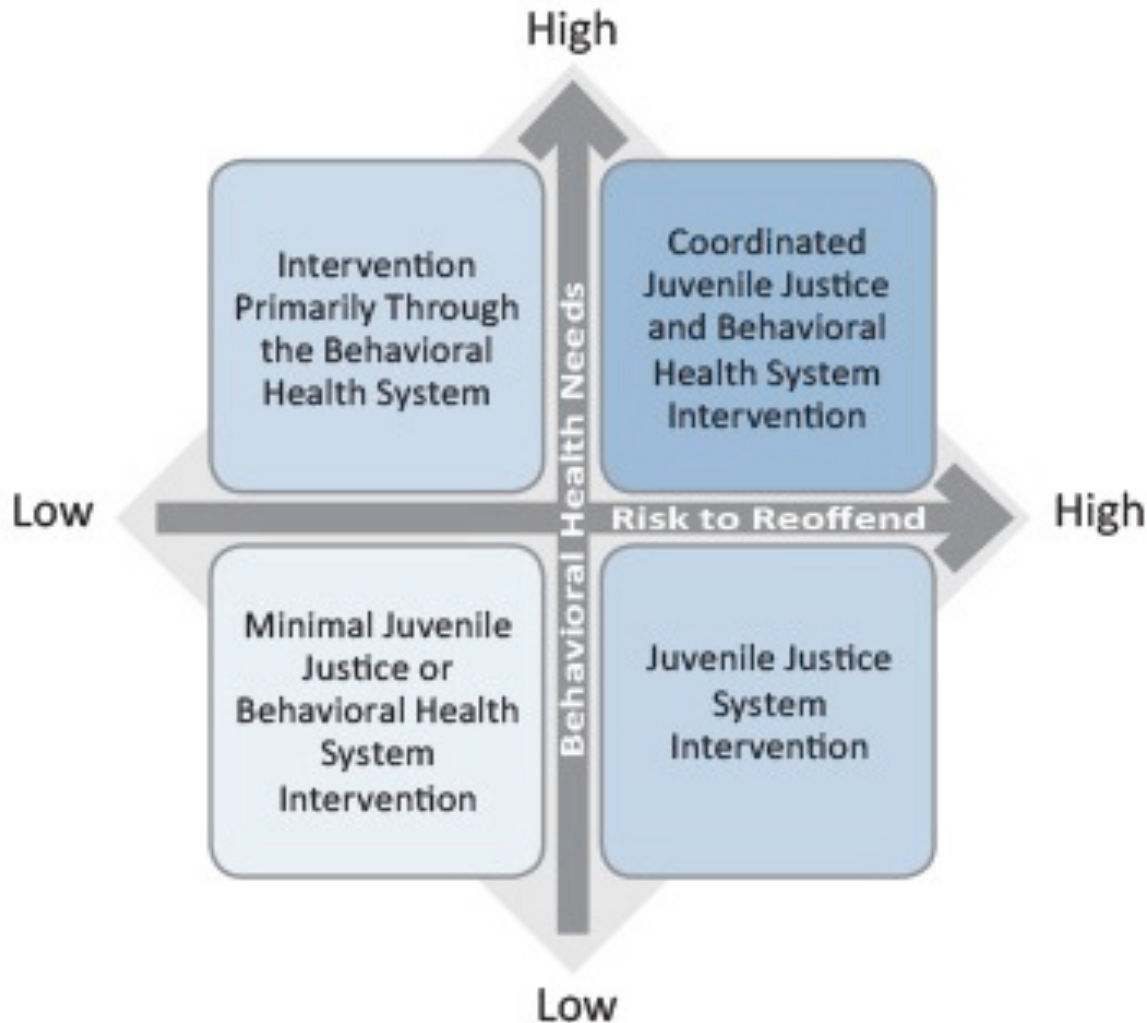


Dynamic Risk Factors

Dynamic risk factors are those that can be changed through development or system interventions. The most prevalent factors for young people include:

- Family/parenting problems
- Negative beliefs and attitudes
- Negative peers
- Poor school performance
- Substance use
- Lack of social attachments

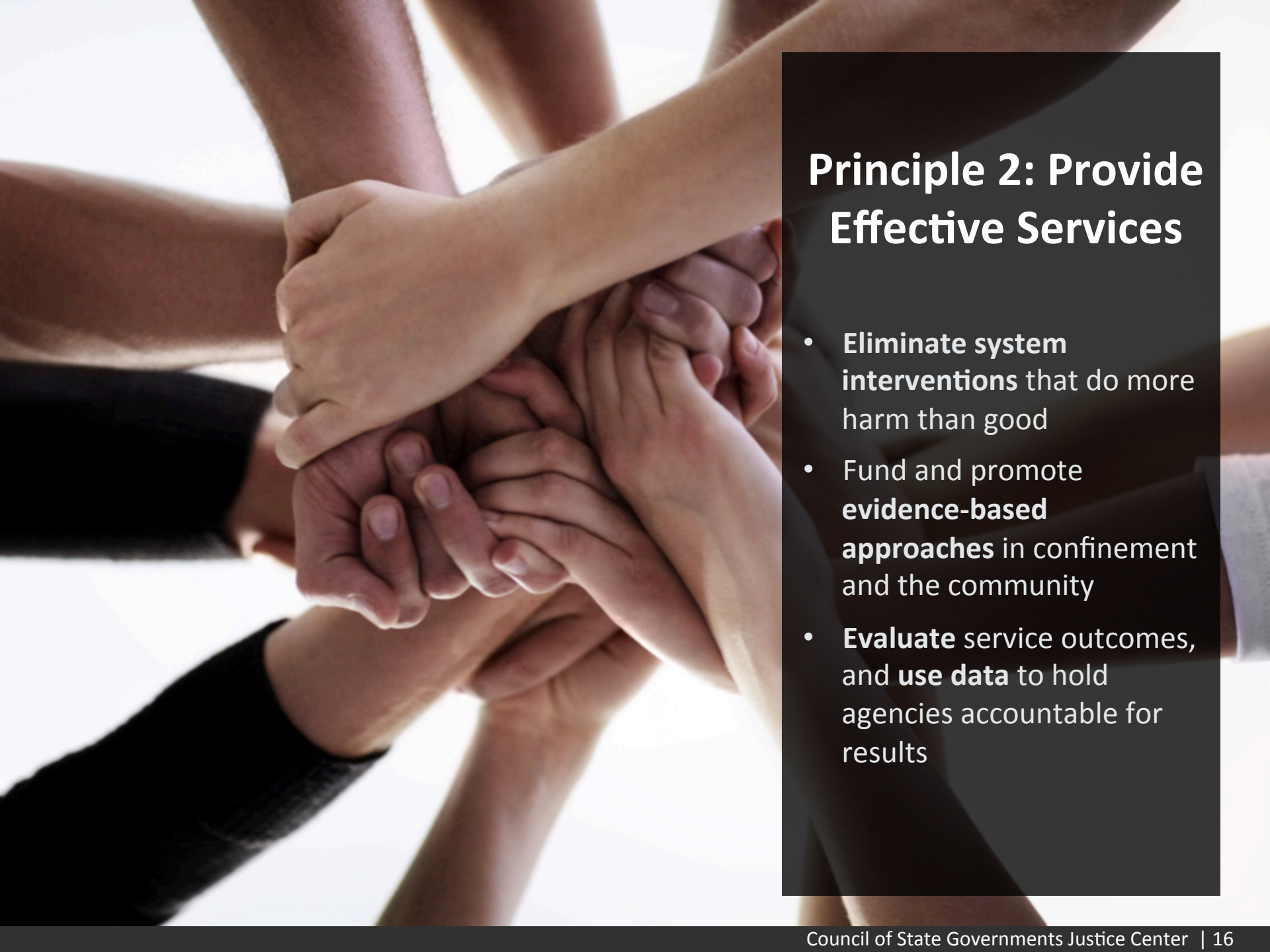
Use specialized, validated screenings and assessments to identify youth with mental health and substance use treatment needs and match them to services, minimizing juvenile justice intervention when appropriate



How Do You Know if You're Doing it?

Principle 1: Key Takeaway Questions for Juvenile Justice Systems

- Do youth who come into contact with the juvenile justice system receive a validated screening and/or assessment for risk of reoffending?
- Do youth who come into contact with the juvenile justice system receive a validated screening and/or assessment for mental and substance use disorders?
- Are youth who are assessed as at low risk of reoffending diverted from formal system supervision?
- Is the use of the most intensive services and confinement reserved primarily for youth assessed as at high risk of reoffending and/or those who are adjudicated of the most serious offenses?
- Is a validated risk and needs assessment used to identify the primary causes of youth's delinquent behaviors, and do youth's case plans actually reflect these assessment results?
- Are youth with significant substance use and/or mental disorders, who are also low and low/moderate risk of reoffending, diverted from juvenile justice system supervision, when appropriate, and referred to necessary services?



Principle 2: Provide Effective Services

- **Eliminate system interventions** that do more harm than good
- Fund and promote **evidence-based approaches** in confinement and the community
- **Evaluate** service outcomes, and **use data** to hold agencies accountable for results

Eliminate the use of programs and practices that do not reduce recidivism or improve other youth outcomes

Commonly Used, but Generally Ineffective Programs and Practices

Large, overcrowded, custodial juvenile correctional facilities

Restrictive out-of-home placements for mental health treatment, including psychiatric hospitalization and residential treatment centers

Boot camps and other disciplinary programs
Curfew laws

Scared Straight and other “shock therapy” programs

Self-help or self-esteem building programs

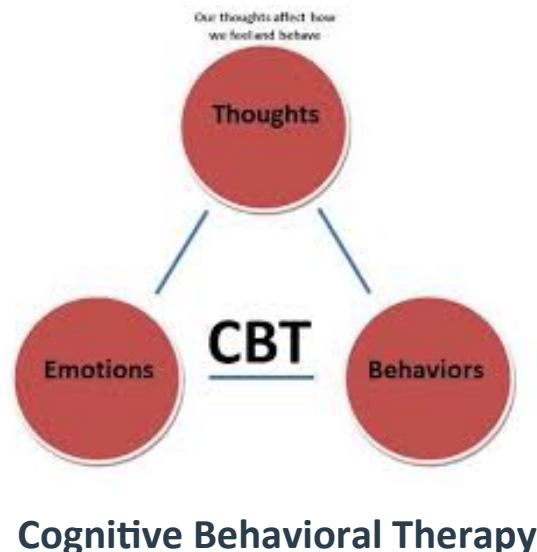
Services that youth don’t need or that don’t address the primary causes of their delinquent behavior



Support and fund services shown to reduce recidivism and improve other youth outcomes

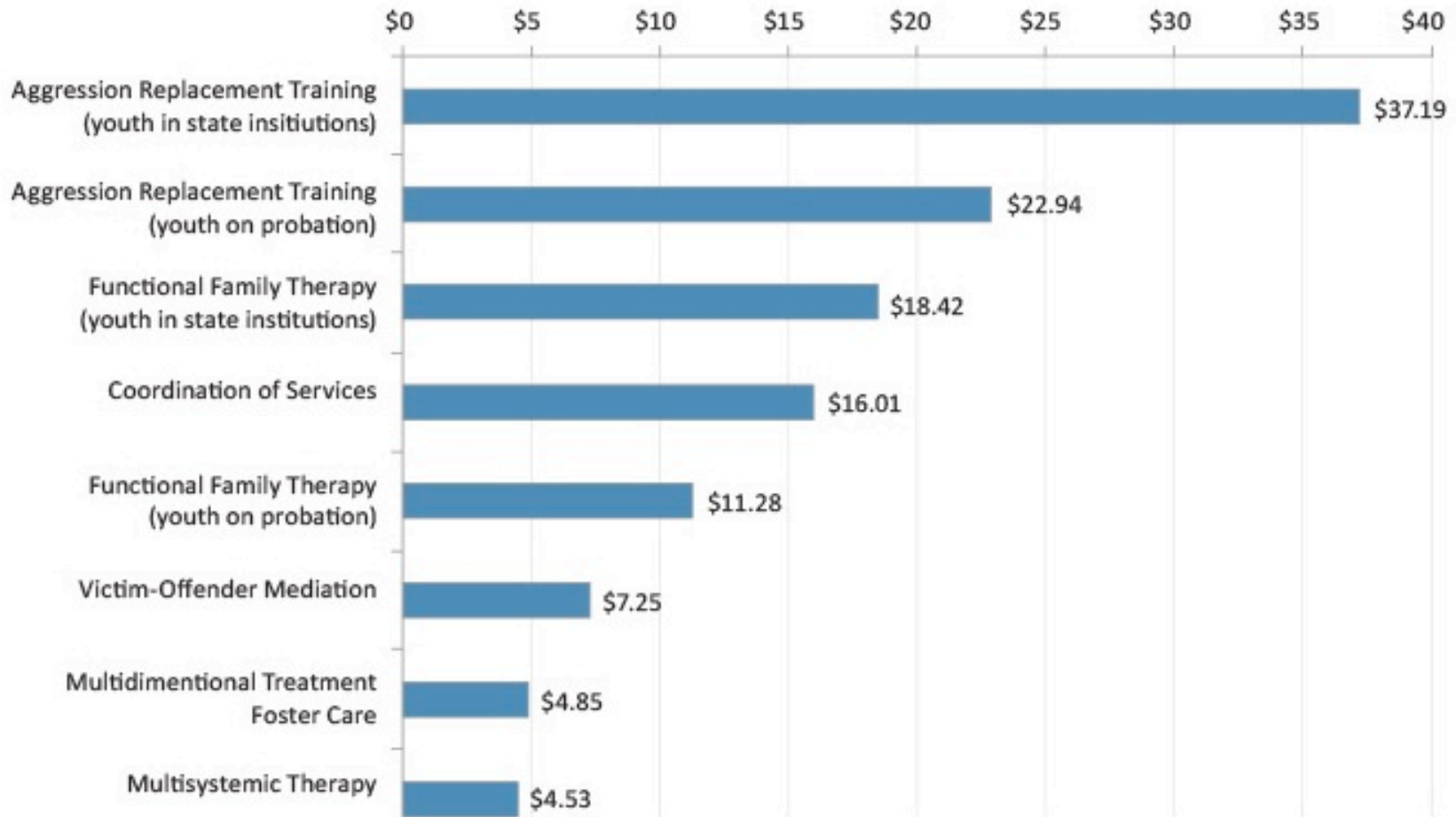
Traditional forms of supervision, by themselves, do not generally have long term positive impacts, and confinement in particular can even have negative effects.

Services that promote youth's positive development can reduce recidivism by 40% or more with two approaches showing particular success with youth in the juvenile justice system:



**Family-Community-Centric
Approaches**

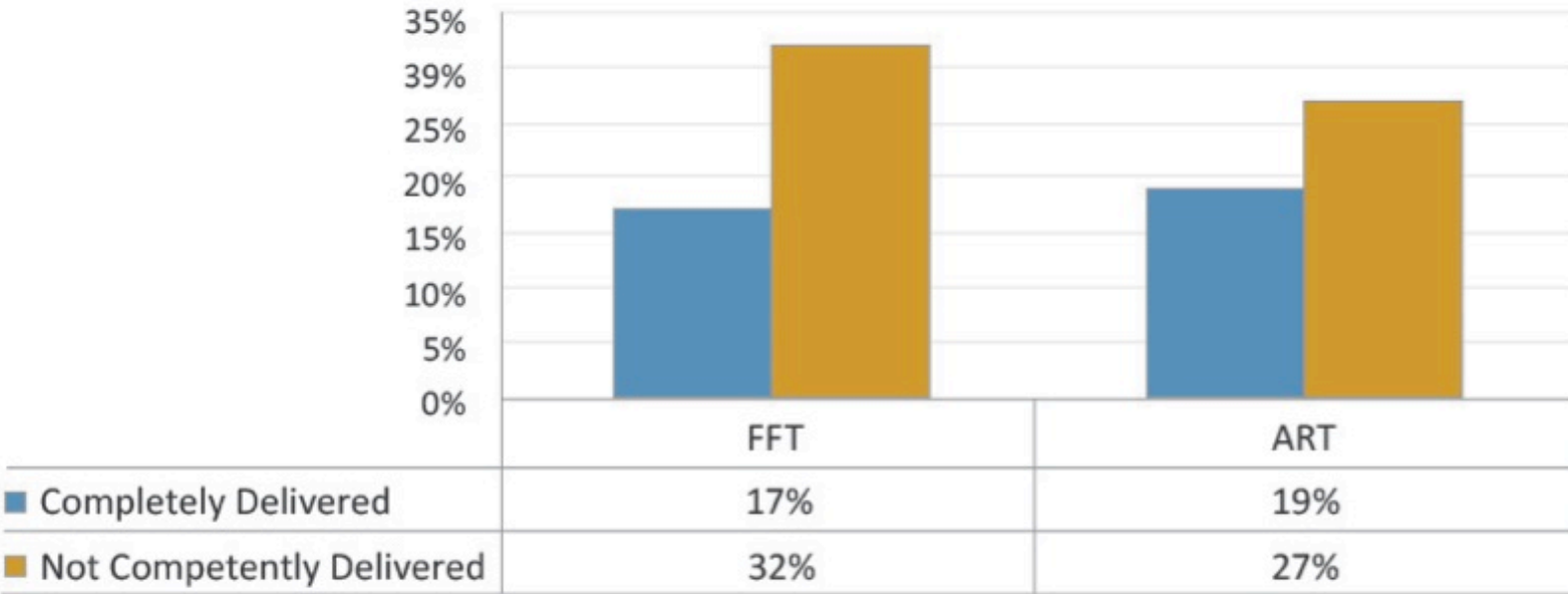
Support and fund services shown to reduce recidivism and improve other youth outcomes (cont.)



States have implemented these “Blueprints” evidence based programs statewide, including Connecticut, Florida, Hawaii, Louisiana, Maine, New Mexico, New York, and Pennsylvania.

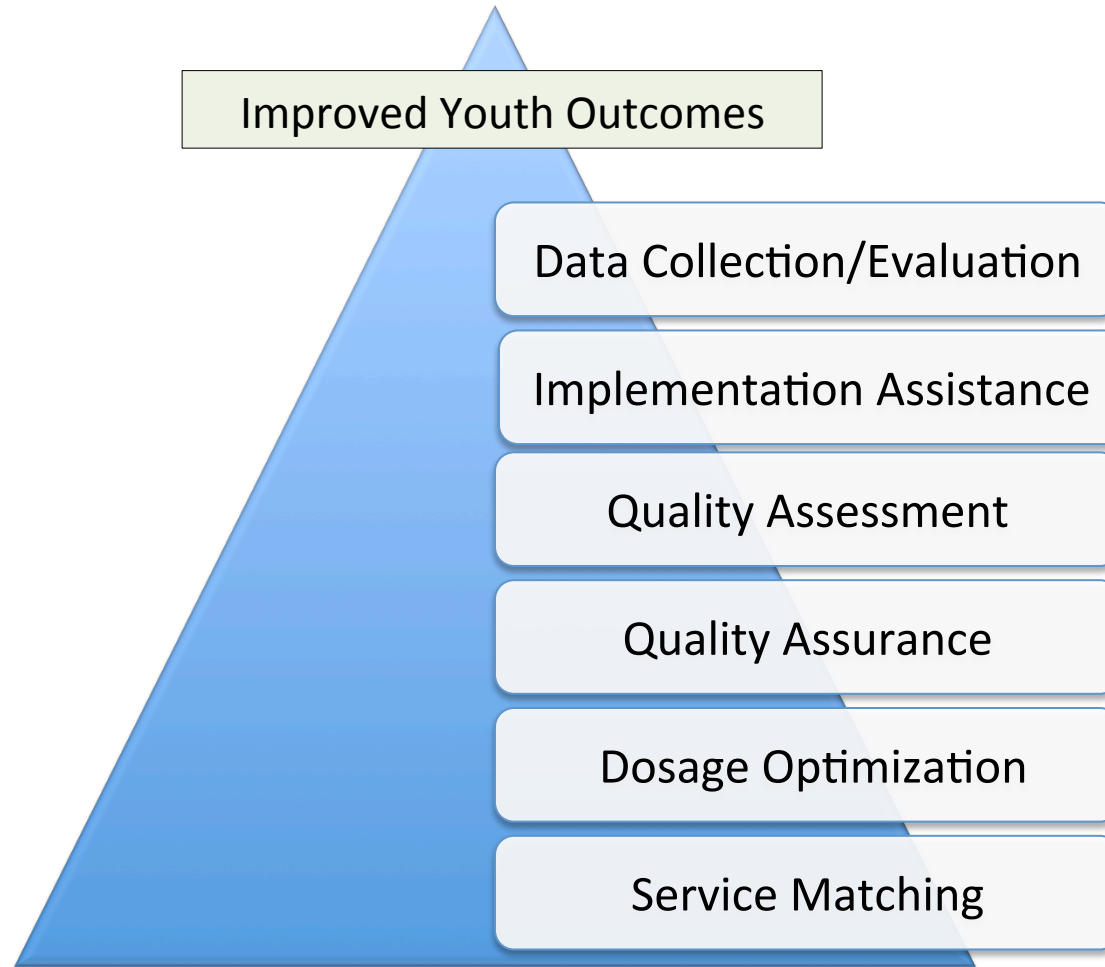
Establish a formal, system-wide set of policies and supports to promote fidelity to the research and high-quality implementation of programs and services

Figure 8. 18-Month Felony Recidivism Rates for Youth Participating in Evidence-Based Programs in Washington State



Source: Robert P. Barnoski, Outcome Evaluation of Washington State’s Research-based Programs for Juvenile Offenders (Olympia, WA: Washington State Institute for Public Policy, 2004).

Establish a formal, system-wide set of policies and supports to promote fidelity to the research and high-quality implementation of programs and services



Lipsey, M. W, Howell, J. C., Kelly, M. R., Chapman, G., Carver, & D. (2010). Improving the effectiveness of juvenile justice programs: A new perspective on evidence-based practice. Center for Juvenile Justice Reform. Georgetown University. cjjr.georgetown.edu/pdfs/ebp/ebppaper.pdf

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231). ctndisseminationlibrary.org/PDF/nirnmonograph.pdf

Evaluate recidivism and other youth outcomes, and use this data to guide policy, practice, and resource-allocation decisions

Measure recidivism and other outcomes for all youth involved with the juvenile justice system, considering the multiple ways they may have subsequent contact with the justice system

Analyze youth outcome data to account for youth's risk levels, as well as other key youth characteristics and variables

Develop and maintain the infrastructure necessary to collect, analyze, and report recidivism and other youth outcome data

Make youth outcome data available to key constituents and the general public

Use youth outcome data to inform juvenile justice policy, practice, and resource allocation

How Do You Know if You're Doing it?

Principle 2: Key Takeaway Questions for Juvenile Justice Systems

- Is the juvenile justice system incentivized or required to use programs and practices demonstrated by research to reduce recidivism and improve other youth outcomes?
- Has public funding been eliminated for interventions shown to be ineffective at reducing recidivism and improving other youth outcomes?
- Do service providers receive ongoing, expert assistance to implement programs and practices with fidelity to the research?
- Is continued funding for juvenile justice programs tied to demonstrated effectiveness?
- Are recidivism rates and other outcomes for youth under system supervision measured and analyzed in a comprehensive and reliable way?
- Are recidivism and other youth outcome data shared with key constituents and the general public and used to guide system policies, practices, and resource allocation?

Principle 3: Collaborate Across Service Systems

- Address youth's **behavioral health, education, and child welfare** needs
- Establish a taskforce that **formalizes cross-systems collaboration**
- **Coordinate and streamline** assessments, case planning, and service delivery across systems



Partner the juvenile justice system with the other key service systems in which youth are or should be involved in order to assess and effectively address their needs

60 to 70 percent of youth in juvenile justice detention, correctional, or other facilities have a **mental disorder**



25 to 50 percent of youth in juvenile justice detention, correctional, or other facilities have significant **substance use disorders**, often co-occurring with mental disorders at rates of 60 percent or more



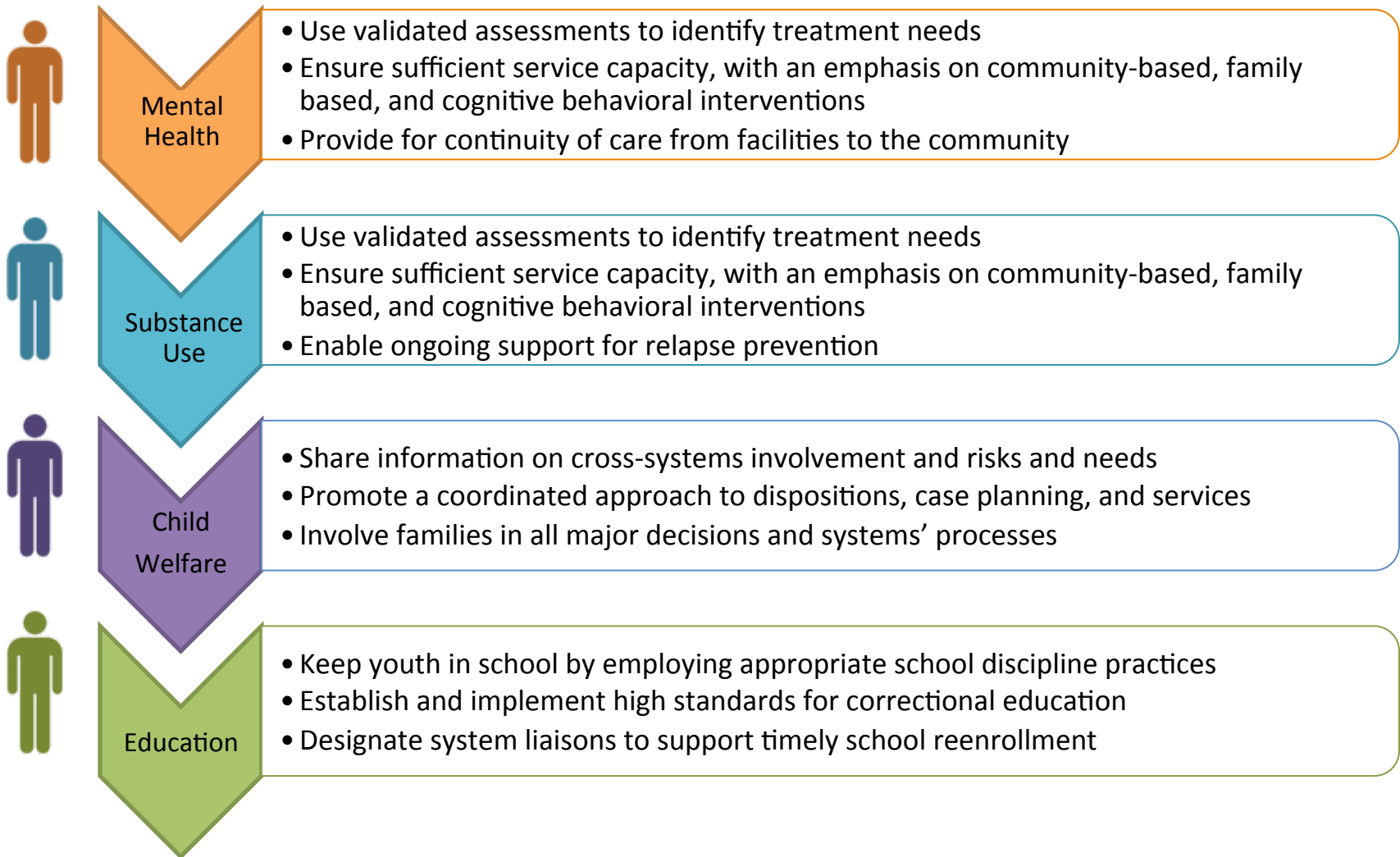
65 percent of the youth in the juvenile justice system may have past or current involvement in the **child welfare system**



Youth in the juvenile justice system are significantly more likely than their non-delinquent peers to receive suspensions or expulsions, have academic skills well below their grade level, possess a learning or developmental disability, and to drop out of school



Partner the juvenile justice system with the other key service systems in which youth are or should be involved in order to assess and effectively address their needs (cont.)



How Do You Know if You're Doing it?

Principle 3: Key Takeaway Questions for Juvenile Justice Systems

- Does the juvenile justice system partner with the behavioral health system to identify and effectively address the treatment needs of youth with mental, substance use, and co-occurring disorders?
- Does the juvenile justice system partner with the child welfare system to share information on youth's involvement in each system and to coordinate interventions for youth and families?
- Does the juvenile justice system partner with the education system to keep youth in school, promote their academic progress in confinement and the community, and support successful school transitions?
- Are juvenile justice and other service-system leaders required to participate in a committee or taskforce that meets regularly to promote policies, programs and practices that reduce recidivism and improve other outcomes for youth?
- Do the juvenile justice, behavioral health, child welfare, education, and other service systems share data?
- Do the juvenile justice, behavioral health, child welfare, education, and other service systems use a coordinated approach across systems to address youth's needs?

A photograph of four teenagers sitting on a wooden bench in a park-like setting. From left to right: a young man with short blonde hair wearing a white polo shirt and a black vest, a young woman with dark hair wearing a grey t-shirt, a young man with dark hair wearing a light blue button-down shirt, and a young woman with long dark hair wearing a plaid shirt. They are all looking towards the right side of the frame, appearing to be in a group conversation. The background is filled with green trees and foliage.

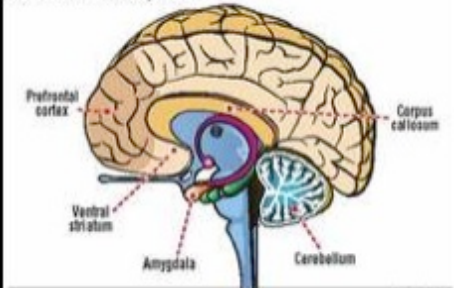
Principle 4: Employ a Developmentally Appropriate Approach

- Engage youth and families in system decisions/interventions
- Focus system supervision on **positive youth behavior change**
- Hold youth accountable using a **graduated response** and in ways that **repair harm to victims/communities**
- Promote **procedural justice** and **system equity**

Tailor supervision, programs, and policies to reflect the distinct developmental needs of adolescents

THE ADOLESCENT BRAIN

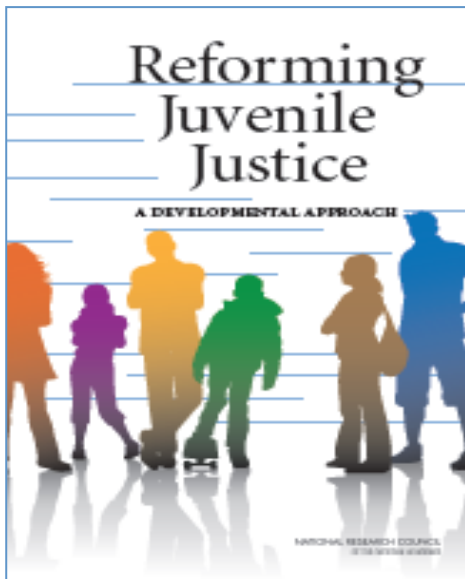
The prefrontal cortex often is called the 'executive brain.' But it is not at peak performance until young adulthood. In the meantime, the ventral striatum region makes teenagers extra sensitive to rewards while the less-active amygdala region leaves them less sensitive to punishment and emotional consequence.



Youth Are Not Mini-Adults

- Their families, peers, schools, and communities have a significant influence on their beliefs and actions.
- They engage in risky behaviors and fail to account for the long-term consequences of their decisions.
- They are relatively insensitive to degrees of punishment.
- They also struggle to regulate their impulses and emotions.

Ignoring these distinct aspects of adolescent development can undermine the potential positive impact of system interventions and even do more harm than good

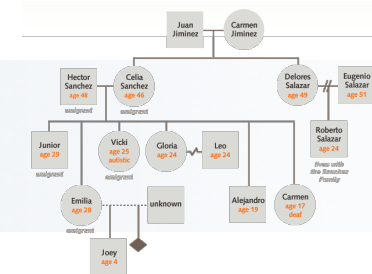


A developmentally appropriate approach should undergird all policies, programs, and supervision in the juvenile justice

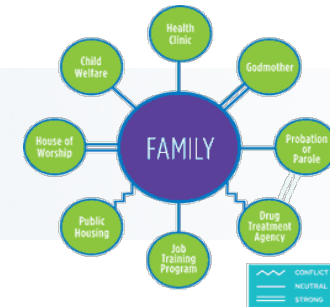
- After review of decades of research, the National Academy of Sciences concluded that this approach offers significant promise for improved outcomes for youth in the juvenile justice system

Engage families and other supportive adults in major systems decisions and processes

Support the identification of appropriate caregivers and members of their support network



Require family involvement in system decisions and interventions



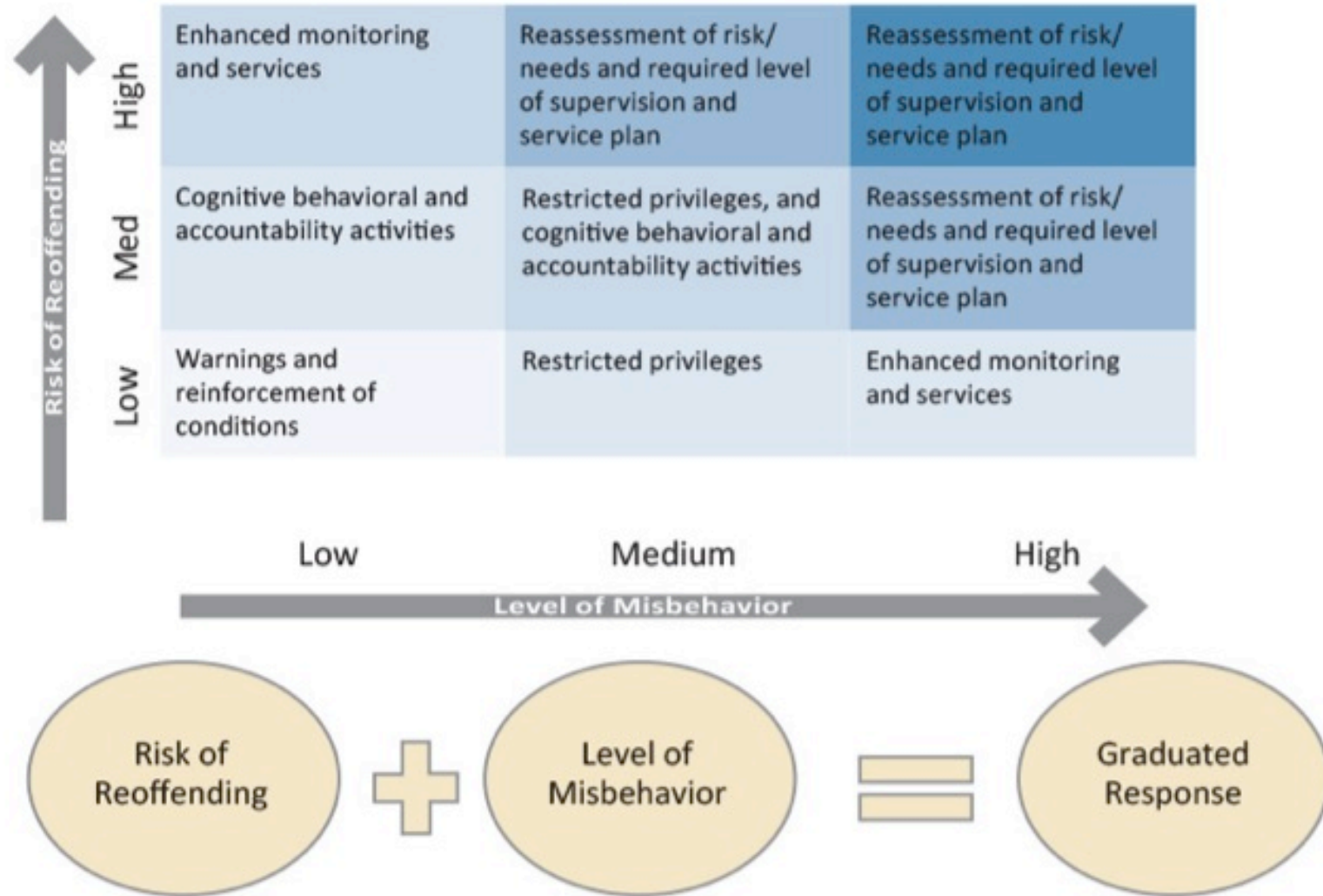
Support mentoring programs that use evidence-based implementation practices



Employ a developmentally appropriate approach to system supervision by focusing resources on promoting positive behavior change and using a graduated response to violations

Focus on: Surveillance/Consequences	Focus on: Positive Behavior Change
Laundry list of unrealistic supervision conditions	Developmentally appropriate conditions
Fixed and uniform case contact requirements	Flexible contact requirements based on assessed risk level
No collateral contact requirements	Required family and school collateral contacts
Large caseloads, “check-in” visits	Small caseloads with sessions focused on behavior change and skill development
Minimal training	Training in evidence-based engagement and cognitive behavioral techniques
Minimal use of incentives/rewards	Frequent use of incentives/rewards
Uniform response to violations	Graduated response to violations

Employ a developmentally appropriate approach to system supervision by focusing resources on promoting positive behavior change and using a graduated response to violations.



Hold youth accountable for their actions in ways that address the harm caused to victims and communities and that support positive behavior change

Punishment



Accountability

Growing evidence suggests that *restorative justice accountability practices* can improve youth behavior, increase youth's and victim's satisfaction with the legal system, and reduce victims' post-traumatic stress symptoms and related costs.



- Community service
- Monetary or preferably other forms of restitution
- Family-conferencing
- Victim conferences and mediation

Promote youth's respect for and compliance with the law by engaging them in system decisions/processes and by addressing system bias and the disparate treatment of youth of color and other groups disproportionately represented in the juvenile justice system.



Advance Procedural Justice and System Equity

- Provide youth with opportunities to meaningfully participate and shape system decisions, service environments, and interventions.
- Collect and analyze data on system equity at all decision points and set goals for improvement.
- Designate clear leadership for improving system equity, and partner with a broad constituency, including communities of color, to better define and help solve the problem
- Employ structured decision-making tools, and train staff on cultural competence to support their use.
- Establish culturally-competent services/supports.

How Do You Know if You're Doing it?

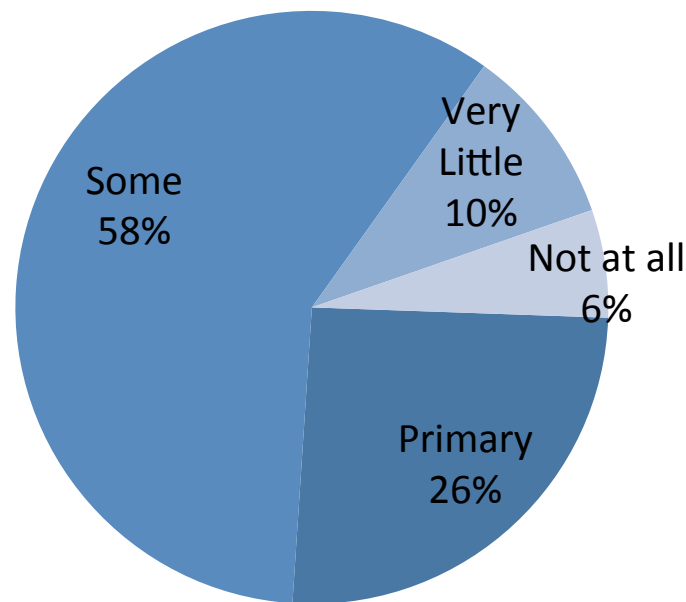
Principle 4: Key Takeaway Questions for Juvenile Justice Systems

- Are youth and families meaningfully engaged in key system decisions and interventions?
- Are conditions of supervision understandable to youth and families and realistically achievable?
- Are supervision agencies focused primarily on engaging youth and helping them to improve their behavior rather than monitoring and compliance?
- Do supervision agencies respond in developmentally appropriate and graduated ways to youth's violations of supervision conditions?
- Are youth held accountable for their actions in ways that help repair the harm caused to victims and communities?
- Are all systems engaged in significant efforts to improve the equity of system decisions, processes, and interventions?

Measuring and Using Juvenile Recidivism Data to Inform Policy, Practice, and Resource Allocation



States' Use of Recidivism Data and Other Performance Measures to Guide Juvenile Justice Policy, Practice, and Resource-Allocation Decisions



Forthcoming Webinar:

Thursday, September 11th at 2pm EST. Sign up at <http://csgjusticecenter.org/youth/>

Translating Theory to Practice

The experiences of Oregon Youth Authority



Panelists:

Shannon Myrick

Cherie Lingelbach

Paul Bellatty

What is JJIS?

- Comprehensive statewide integrated juvenile justice information system
- Collaborative partnership between OYA and 36 counties - (37 autonomous government entities)
- Approved external partners
- Access to JJIS data for approved research projects that support county and statewide research priorities

Oregon Juvenile Justice System Diagram

VALUES

- Public Safety • Accountability • Reformation • Restitution

Positive Youth Development → *positive connections with community, family, peers and school*

Juvenile Delinquency and Crime

County Juvenile Departments

Oregon Youth Authority

Transition
and
Re-Entry

Transition
and
Re-Entry

Imminent Risk Youth

Informal
Sanctions
and Supervision

Formal
Sanctions,
Supervision
County Probation

Detention

Detention
Based
Youth
Care

Probation with
Residential Placement

YCF
Close Custody

Parole

Return to
DOC

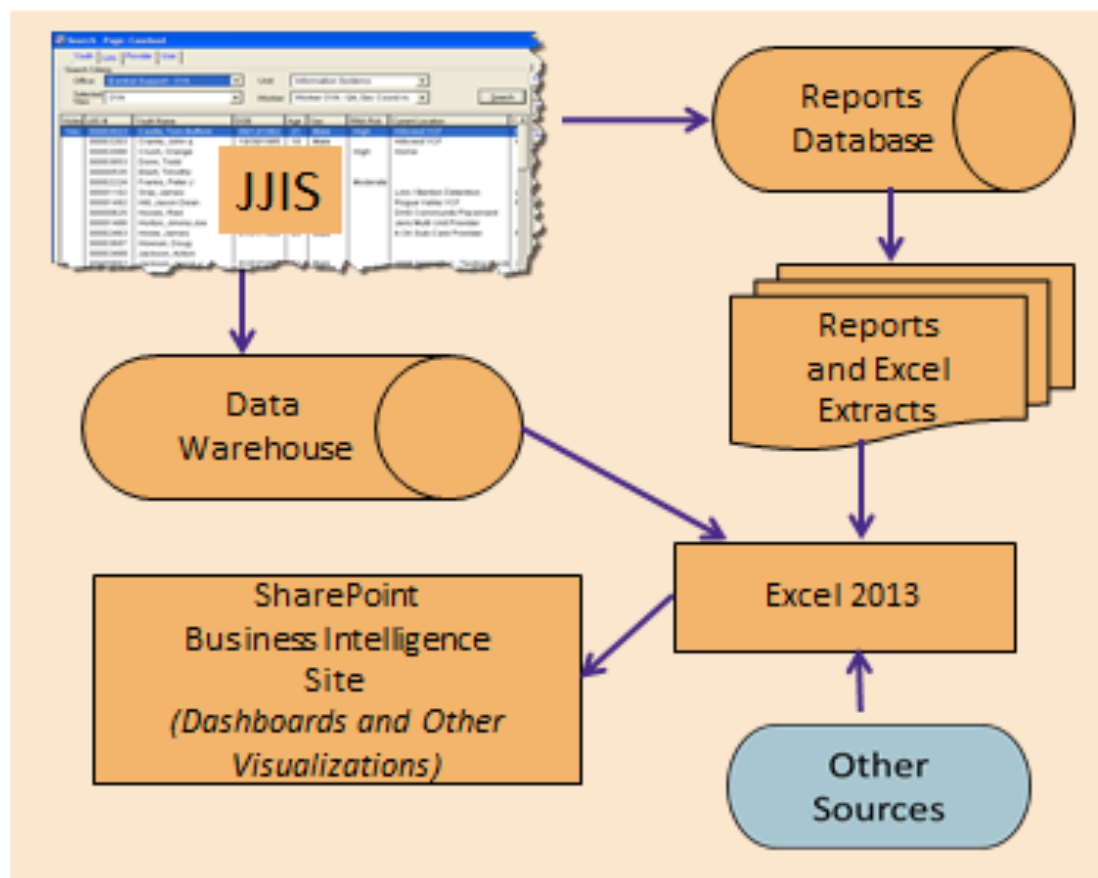
Dept of Corrections

◀ Assessment and Evaluation ■ Treatment ■ Education ▶

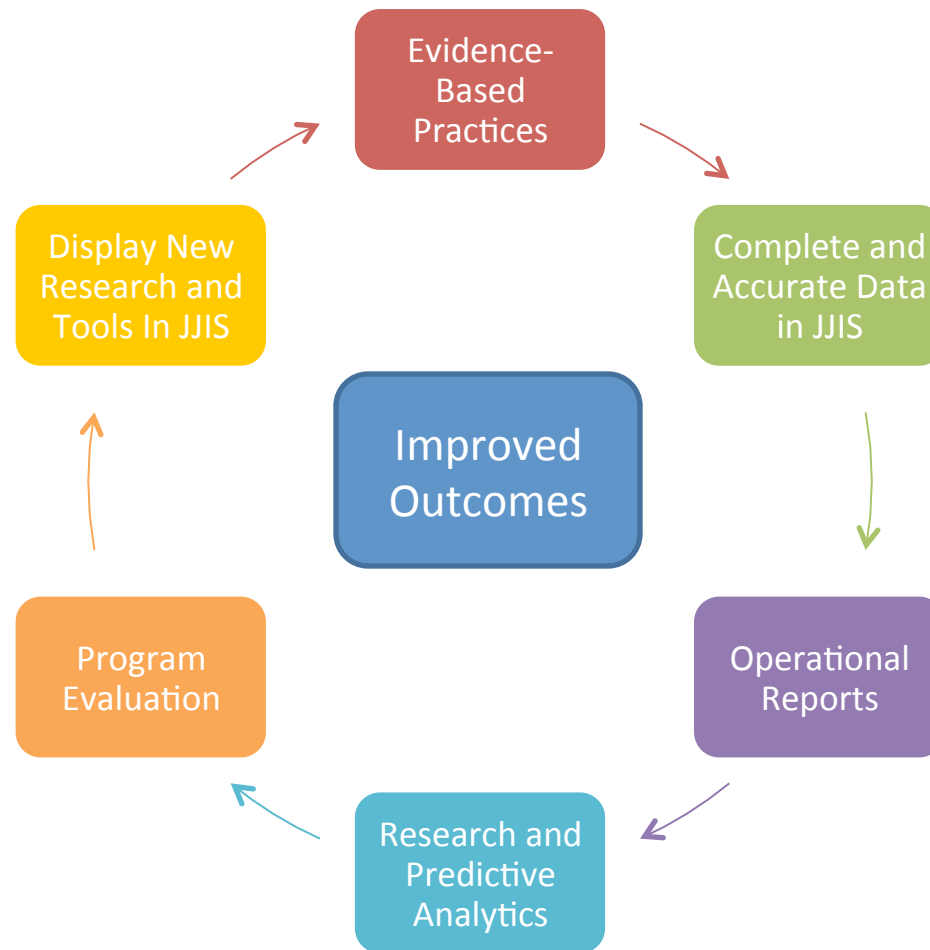
JJIS

&

JJIS Reporting
Environment



Integrity and Use of Data



Enhancing Decisions through Data

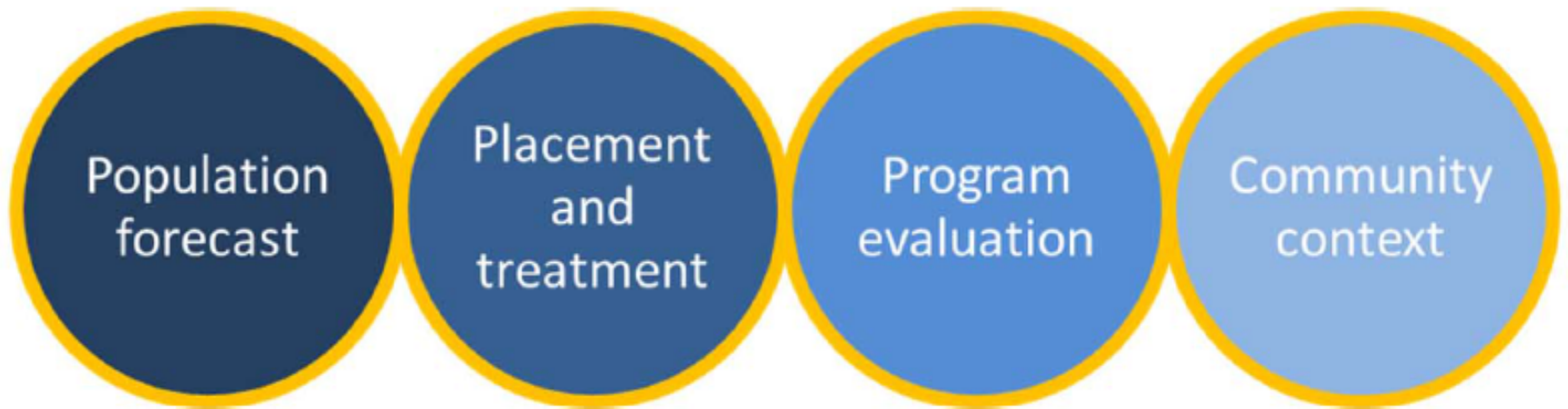
- What should the capacity of our system be today and in the future?
- Are we bringing the right youth into the system and placing them in the right environments?
- What should the length of stay be in each part of our service continuum?
- What interventions are needed to maximize youth success?

Enhancing Decisions through Data

- How do we hire and support a workforce that is effective with youth we serve?
- How do we create environments where youth are viewed as assets and resources to be developed?
- How do we support integration of youth into their communities in ways that support success?
- How do we know our investments are effective and achieving the desired results?

Building a Data-Driven System

Four key components of YRS



Achieving Better Outcomes



Creating a Culture of Success





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Thank You

Join our distribution list to receive CSG Justice Center project updates!

www.csgjusticecenter.org/subscribe

Additional Resources:

Core Principles: <http://csgjusticecenter.org/youth/publications/juvenile-justice-white-paper/>

Measuring Juvenile Recidivism: <http://csgjusticecenter.org/youth/publications/measuring-juvenile-recidivism/>

Juvenile Reentry and Resources: <http://csgjusticecenter.org/youth/juvenile-reentry/>

Juvenile Justice Project: <http://csgjusticecenter.org/youth/juvenile-justice-project/>

For more information, contact Nastassia Walsh (nwalsh@csg.org)