



**A ROAD WITH MANY TURNS**

11 PM, Saturday night. A sheriff's officer books two juveniles (usually males) on auto-theft (joy riding) and underage possession of alcohol. He's counseled and released one before, transported the other (too drunk to drive home) to the detention center last weekend. One parent arrives at midnight to bail his child; the other kid spends Sunday in lock-up.

1 PM Sunday afternoon. An intake worker, finding too much evidence to dismiss, insufficient damage to refer it to criminal court, recommends a detention hearing.

10 AM, Monday morning. In a 5-min. hearing, a juvenile court judge opts for a dispositional hearing on supervision (vs. waiver to adult court, dismissal) and charges both youths to return in two weeks.

Two weeks later; 10 AM Monday. The intake worker's report and oral testimony by the boys' court-appointed attorney convinces the judge to forego a juvenile correction or residential treatment facility this time. He places the boys on six months probation and orders 25 hours of community service as restitution. Half the town thinks he's been too lenient; half think too harsh...the majority don't think about it at all. Life goes on, with parent, neighbors, schools, youth clubs, or adult organizations giving the boys a second thought...so long as crimes are petty or anonymous.

Meanwhile, court and detention costs rise, youth offenses grow more numerous and serious, repeat offense reports mount like a paper mountain.

"The [juvenile justice] system" is far from perfect but allows a degree of

efficiency and flexibility to quickly respond to individual needs (including placement for child protection as well as delinquency). And the court system cannot meet all those needs.

As part of a comprehensive, family-supportive, community based approach to youth development, Cooperative Extension and other community organizations can play significant roles in:

\*Prevention of behavioral problems and arrest among all youth (esp. those child welfare systems) through life skills, career skills, 4-H activities, leadership, and adult support;

\*Educational programs which provide first offenders with skills, learning and relationship-building activities, meaningful restitution that leads to constructive involvement;

\*Support and training for parents or guardians, teachers, and youth leaders building youth competencies;

\*Sharing of life skills and practical learning resources to youth, families, teachers, police, parole officers as tools for growth and rehabilitation;

\*Special youth-at-risk programs for teens in detention centers, shelter care, training schools, and aftercare;

\*Public policy education uncovering the issues, programming options, and costs of old and new approaches;

\*Community action, bringing small and large multi-age and inter-disciplinary teams together to plan, act and evaluate ways to create better spaces for youth and families.

It's certainly cheaper than a year in detention at \$50,000 a pop.

**ROUNDUP ON THIS EDITION**

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**Temptation:**

***It is easier to stay out than to get out.***

**--Mark Twain**

## FAMILY LIFE SPECIALIST ADVENTURES

- 11/10 **Head Start Directors Meeting, Casper**  
*Presenting Extension resources and programs available to Head Start statewide.*
- 11/13-19 **National Council on Family Relations Annual Conference, Portland, OR.**  
*Presenting on Extension resources on resiliency, training needs assessment and receiving continuing education.*
- 11/29 **Resiliency: Research and Programming Implications Professionals Workshop, Greybull.**  
*Summary of research insights on resilient youth and families, with recommendations for programs and discussion forum.*
- 11/30 **Strengthening Families and Communities Conference, Greybull.**  
*Workshop for professionals and paraprofessionals on critical issues affecting families.*

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**GOPHER HOLE** "Gopher" is a popular name for electronic files accessed via Internet. Both Extension and 4-H (CYFERNET) offer "gophers," as well as universities, government agencies, and private organizations. Newsletters, program information, research, and statistical reports, grant announcements, and much other info appear on menus.

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Located on Univ. of MN-CES/CYF Consortium gopher:

**U. OF NE CENTER FOR CHILDREN, FAMILIES, & THE LAW**  
(121 South 13th St., Suite 302, P.O. Box 880227, Lincoln, NE 68588-0227; Phone (402)472-3479, FAX(402)472-8412)

Est. in 1987, CCFL engages in interdisciplinary research, teaching and public service on state, national, and international issues related to child and family policy and services, with collaborators in HI, IA, NY, PA, SC, and VA, the Am. Bar Ass'n, and the Am. Psychological Ass'n. Recent research and policy analyses have focused on out-of-home placement and family reunification, procedures for testimony by child victim-witnesses, future demands on the juvenile and family legal system and possibilities for a comprehensive neighborhood child protection system.

### *Samples of National Program Initiatives*

- \*Consultation to Senate Subcommittee on reauthorization of Juvenile Justice and Delinquency Prevention Act
- \*Analyses of ethical and legal issues in pediatrics research
- \*Parents Anonymous program evaluation design

### *Samples of statewide roles and projects*

- \*Technical aid to legislators; analysis of data on needs to implement NE Family Policy Act for child/family programs
- \*Family-centered services training to NE Social Svs. staff
- \*Publishes Futures newsletter for child and family services

## "Cut to the Chase"

### PROGRAMMING PRIORITIES FOR ADDRESSING JUVENILE DELINQUENCY

**Prevention:** Life skills, career education, and community recreation and service activities are by far the least expensive deterrent. Target areas should include drug/alcohol education, alternatives to violence, esteem-building, school success, and service to others.

**Early Intervention in Crisis:** Special camps, recreation programs, tutoring, or project services and/or sharing of Extension resources with parole officers, school counselors, DFS or youth programs may reach first offenders.

**Peer Education/Support:** Non-offenders who share peer networks with offenders may be targeted (i.e., through school or community programs) both as an extra measure of prevention for those at risk and as a positive influence on those engaging in juvenile delinquency.

**Community Action:** Youth crime rates are highest in neighborhoods/communities characterized by disorganization and lack of (growth and economic) opportunities. Creating a comprehensive youth development plan is the best investment a community can make in itself.

### *TheoryBase: Why Juvenile Delinquency?*

Researchers and practitioners from many disciplines have sought to explain causes, processes, and viable interventions for adolescent misbehavior. In a nutshell, explanations fit the following categories:

**Biological and Psychological** theories emphasize individual factors ranging from biochemical and genetic differences to personality, learning disability, and relational abilities. These unique traits best account for repeated and violent offenses.

**Social Disorganization and Anomie** theories view societal influences alienating youth or leading alternate attachments (i.e., gangs). Doesn't explain why some "connected" youth commit crimes and some isolated youth conform.

**Subculture** theories focus on class conflicts (opportunities and values) which lead less affluent youth to see economic and social options outside the system (individual crimes, gangs, black market) as more reasonable than those in the system. Best explains gang behavior.

**Interpersonal and Situational theories** identify patterns of peer association, limited commitment/attachment, views and choices in specific situations as key factors leading to delinquent behavior. Vague concepts make testing difficult, but the idea of positive attachments is central to intervention.

**Control** theories argue that nonconformity is predictable in absence of barriers (superego, self-concept) and positive attachments (to family, peers, school, religion, etc.).

**Labeling/Societal Reaction** theories urge that negative label and societal reaction to it, reinforced by racial discrimination justice system problems, create a self-fulfilling prophecy.

Source: Donald J. Shoemaker. (1990). *Theories of Delinquency*. Second Ed. New York: Oxford Univ. Press.

**STATS AND FACTS**  
**Youth Risks and Records**

**Uniform Crime Index: WY Offenses Cleared\*(1994)**

Offenses	Total	Pct. by Juveniles#
Murder/ Manslaughter	16	12.5%
Forceable Rape	143	8.1%
Attempted Rape	17	40.0%
Firearm Robbery	14	50.0%
Cutting Instrument	18	7.7%
Other Weapon	11	0.0%
Strong-Arm	36	50.0%
Firearm Assault	179	11.0%
Cutting Instrument	188	23.9%
Other Weapon	286	16.2%
Personal Weapon	385	14.6%
Forcible Entry Burglary	1536	29.0%
Unlawful Entry Burglary 1241	29.3%	
Attempt.Forcible Entry	277	15.2%
Total Larceny-Theft	15142	37.0%
Motor Vehicle Theft	758	24.7%
Arson	173	69.8%
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Violent Crimes (Type I)	293	16.2%
Property Crimes (Type II)	8954	35.2%

\*Cleared= offender IDd; evidence for charge; offender in custody  
#Youths, 10-17 were 13.3% of 1990 WY Census

Arrests in WY	1993	1994	%Change
Adult Male	17,797	19,236	+ 8.1%
Adult Female	4,200	4,721	+ 12.4%
Juvenile Male	4,484	4,996	+ 11.4%
Juvenile Female	1,785	2,064	+ 15.6%

**WY Frequent Juvenile Violations/Arrests(1993, 1994)\***

	1993	1994
Misc/NonTraffic	992M; 331F	1208M; 417F
Liquor Laws	777M; 360F	814M; 412F
Disorderly Con.	356M; 93F	366M; 127F
Runaways	317M; 350F	266M; 296F
Vandalism	151M; 20F	218M; 31 F
Other Assaults	182M; 79F	206M; 116F
Drug Abuse	97 M; 14 F	159M; 38 F
Weapons	76M; 4F	127M; 19F
DUI	52 M; 12 F	49 M; 18 F
Curfew/Loitering	192M; 89F;	299M; 115F

**The young always have the same problem--how to rebel and conform at the same time. They have now solved this by defying their parents and copying one another.** Quentin Crisp

**Juvenile Arrests, by County (1994)**

Albany, incl.UW (352); BigHorn (49); Campbell (864); Carbon (360); Converse (112); Crook (46); Fremont (652); Goshen (185); Hot Sps (58); Johnson (29); Laramie (1432); Lincoln (42); Natrona (1145); Niobrara (0); Park (291); Platte (209); Sheridan (405); Sublette (6); S'water (537)'; Teton (317); Uinta (216); Wash. (2); Weston (39)

Source: "Crime in WY: Jan-Dec 1994." WY Attorney General, Division of Criminal Investigation. (For full report with county data, call Richard Russell at 307-777-7625)

**WY Youth Risk Behavior Survey Summary(1995)**

(1687 students, grades 9-12, 31 public high schools)  
-34% had property stolen or deliberately damaged on school property during the past 12 months  
-24% had someone offer, sell, or give the, an illegal drug on school property in the past 12 months  
-17% had a physical fight at school (36% anywhere) past yr.  
-26% carried a weapon in the past 30 days  
-81% ever drank alcohol, 73% tried cigarettes, 38% ever used marijuana, 10% ever tried cocaine  
-49% ever had intercourse; of those 54% used a condom during their last intercourse  
-8% attempted suicide

Source: WY HIV/Ed. School Health Project, c/o Campbell Co.School District, 1000 W. 8th St., Gillette, WY 82716 (307-686-0317)

**Most Costly Youth Services(WY, 1994)**

Court-ordered Placement \$8,673,589 (much, but not all, related to juvenile justice)  
Counseling \$1,188,182  
**Out-of-Home Placements, by Type (WY, 1994)**  
Foster Care (826; 31.7%); Group Home (449; 17.2%); Residential/In-state (408; 15.6%); Boys' School (269; 10.3%); Spc.Foster Care (196; 7.5%); Girls' School (147; 5.6%); Sub.Adoption (106; 4.1%); Relative (105; 4%); YTC (93; 3.6%); Jail (72; 2.8%); State Hospital (55; 2.1%); Private Psych. (52; 2%); Residential Out-state (41; 1.6%); Indep.Living (40; 1.5%); Duplicated Placements: 84

Source: Mgt.Info.&Stat.Report, WY Dept.of Family Svs., Cheyenne, p. 28.

**Wyoming is...**

2nd (USA) in per inmate spending on local jails  
3rd in juvenile custody rate (326/100,000 youth)  
6th in dollars per capita spent on police  
6th in Federal spending on Justice Assistance  
39th on spending on corrections (\$23,248,000)

Source: V.VanSon. (1993). CQ's Fact Finder. Washington: Cong.Quarterly.

Casper Alliance for Children and Youth (1994) published a statistical summary on "Natrona County's Children and Youth" which includes poverty, employment and income, drop-out rate, teen birth, prematal care and infant mortality, alcohol consumption, domestic violence, juvenile arrest, and AIDS/HIV data as well as comments from focus groups, needs statements, and listing of participating agencies. The guide, funded by a Casper Area Community Foundation, is one example of collaborative needs documentation, visioning, and goal setting.

***It is Your Business***

**WHAT WORKPLACES CAN DO TO OFFER  
NEW FUTURES TO AT-RISK YOUTH**

**Home Grown: WY Boys School Work Programs**

Acting on the principle of **restorative justice** (restitution must involve meaningful, pride-promoting work), WY Boys School Superintendent Dave Renaud and staff have engaged adjudicated youth in many local projects including:

- \*Maintenance of Washakie Co. Museum and Cultural Center
- \*6,000-7,000 hrs/yr. in contracted BLM/Forest Service work (completing trailheads at West TenSleep Lake and Falls, Boulder Park handicap access & training of other crews)
- \*Aid to Kiwanis apple sale and community cleanup
- \*Snow shoveling for elders and shut-ins
- \*Building planters for several buildings in Worland
- \*Assisting Yale Univ. with a dinosaur dig at Meeteetse

In the ten years since program inception, only 1-2 minor problems have occurred. The recidivism (repeat offense/incarceration) rate at the school is 22% (vs. 30-75% in similar facilities elsewhere), and a positive spirit of cooperation and acceptance has been cultivated with many community members.

**Safe Streets, Tacoma, WA (206) 272-6824**

This anti-gang/anti-drug project links schools, social services, businesses, and 3,000 volunteers (19 staff) and provides drug education, family counseling and support, referral, tutoring and mentoring, latchkey, and **connections to employment services for youth** on a 1.2 mil. budget.

**UAW-Chrysler Training Ctr, Newark, DE (302) 738-3051**

One of 18 regional centers **sponsored by unions and an automaker** providing tutoring, mentoring, computer classes, drug education, and self-esteem programs for 875 children ages 5-18 during the school year (7 staff) and a **week-long summer camp in collaboration with Delaware 4-H.**

.....  
***I'm convinced that every boy, in his heart,  
would rather steal second base  
than an automobile.***

-Justice Tom Clark  
.....

.....  
***The study of crime begins with  
the knowledge of oneself.***

-Henry Miller  
.....

***Paths of Success, Paths of Pain:***

**YOUTH WHO GET BEYOND RISKS AND TROUBLE**

**Internal Assets of Successful Youth:**

**Educational Commitment**(achievement motivation, high aspirations, school performance, homework)

**Positive Values** (helping people, world hunger, empathy, sexual restraint)

**Social Competencies**(assertiveness, decision-making, friendship-making, planning, self-esteem, optimism)

**External Assets of Successful Youth:**

**Support** (family encouragement and communication, parent and other adults seen as resources, parent involvement in school, positive school climate)

**Control** (parent standards, discipline, monitoring, time at home, positive peer influence)

**Structured Time Use**(music, extracurricular activities, community activities, church/synagogue involvement)

Source: D.A. Blyth & E.C. Roelbartian. (1993).Healthy Communities, Healthy Youth. Minneapolis: Search Institute.

**BULLY FOR YOU: SEEDS OF TROUBLE**

Both perpetration and victimization often begins on the school playground, as this research on bullies suggests:

- \*Bullying transcends rough-and-tumble play to display belligerence, force and intimidation, domination
- \*A high number of bullying children underachieve in school and careers, commit adult crimes, or abuse family members
- \*Dan Olweus, Bergen Univ/Norway found 15% of kids involved in bully-victim problems; 1/10 regularly harassed
- \*In a 22-year Chicago study by Leonard Eron, bullies had a 1/4 (vs. typical 1/20) chance of a criminal record by age 30
- \*A 25+ year NY study found bullies tended to raise bullies
- \*Boy bullies are 3-4 times more likely to physically assault; girls use more subtle manipulation (shunning, ostracizing)
- \*Children raised with harsh or inconsistent discipline, exposed to TV or neighborhood violence tend to bully
- \*Parents may not notice or be aware of bullying behavior
- \*Victims are often weaker, but are otherwise pretty typical
- \*Studies in the US, Europe, and Japan link anxiety, missing school, suicide, and carrying of weapons with victimization
- \*Harvard psychologist Robert Selman sees bullying arising from immature, UNILATERAL (one-way assertions or compliance) thinking. Training may help children learn SELF-REFLECTIVE/RECIPROCAL (persuasive, negotiated processes) or COLLABORATIVE (relationship- sustaining vs. self-serving) interaction to show understanding and dialogue which transcends anger and aggressiveness. Adult monitoring is also recommended.

Few adults would tolerate bullying by their peers (they'd talk, fight, or sue back). Children need support and constructive alternatives to bullying and victimization.

Source: The National School Safety Center, Pepperdine University (Malibu, CA 90263; 818/377-6200) resource paper for the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs U.S.Dept. of Justice

## **Making a Difference:**

### **AVOIDING POWER STRUGGLES**

#### **WITH CHALLENGING KIDS**

*Gail Muskina, Family Therapist*

- 1. Be in control of yourself.**  
-Monitor feelings, responses  
-Pace interaction to avoid reactivity, overload
- 2. Be prepared**  
-Know soft spots or hot buttons  
-Think through scenarios which may spell "trouble"?
- 3. Don't feel like you have to react immediately.**  
-Reflect; seek input from child, peers, or others at scene  
-Teach child to live with anxiety
- 4. Ask what's wrong.**  
-Ask if basic physical (food, sleep), safety, and psychological needs are being met?  
-Ask how is change is affecting a child/youth or his support systems
- 5. Be an adult.**  
-Project confidence; allow child to own the problem.
- 6. Don't personalize situations.**  
-A child's behavior is not necessarily a reflection on you
- 7. Give kids a way out--a way to save face.**  
-Allow plenty of response time, choice of alternatives, chances to change their minds, compromise if needed, opportunity to own your idea as their own
- 8. Disengage!**  
-Note overload symptoms and back off when you feel emotionally out-of-control; allow another to take over

### **Shaping Programs to Fit Families**

*Ric McDowell, 4-H Youth Dev.  
Agent*

*Hamlin (Lincoln Co), WV  
Since 1991, Ric has worked for WV-  
CES with youth in juvenile probation  
and at risk for dropping-out of  
school*

- 1. Consistency and stability are key building blocks.** Often at-risk youth have no consistency in the way they are treated. Respect and understanding, logical and dependable consequences are critical to change.
- 2. Basic social skills are touchstones for more mature development.** Many youth, for example, haven't learned to accept NO for an answer and argue routinely; until this basic pattern is changed solutions are superficial.
- 3. Programs for at risk youth need to be long-term.** Youth/family dysfunction evolves over years and so must solutions to and support in resolving these issues.
- 4. The earlier we start intervening,** the better chance we have to build resiliency. Early elementary is best.
- 5. Involving parents helps** strengthen what we do and helps parents build skills for supporting children.
- 6. Youth gain resiliency when they** have close, long-term relationships with caring adults and/or peers.
- 7. Youth need a clear under-  
standing of limits in activities  
and relationships.** Simple ground rules, logical consequences and dependable caregivers work best.

## **COMMUNITY-BASED RESPONSES:**

### **YOUTHQUAKE**

*Mary Martin, Teton Co. Ext. Educator*

*4-H Youthquake, a juvenile diversion program, was implemented in collaboration with county sheriff and judge with 10-13 yr.-old first-time offenders and their families. A second Youthquake, 6 mo. later, included adjudicated juveniles and parents as well as at-risk youth (mostly without parents). In a 5-week, 2 hr/wk format, parents, Extension educators, and youth officers from Sheriff's and Police departments taught about self-esteem, values, stress, communication, and peer pressure, and supported youth in completing self-determined projects and demonstrations. Seven of nine participants in Youthquake 1 had no repeated offenses after two years. Offenses were not grave, but both cases involved continuing family problems. None of the 17 youth in the second session was arrested in the subsequent 18 mo. Non-offenders in both groups used parents, law enforcement, 4-H, and newfound skills to enhance their lives and stay out of trouble. Collaborators felt Youthquake was a viable alternative to the juvenile justice system.*

### **4-H RESOURCES**

#### **FOR YOUTH AT RISK**

*Teddy Jones, Park Co. Ext.  
Educator*

*Park Co. Research and Extension Center provided 4-H Gardening materials, facilities, guidance to help Youth Services supervise community service (bedding plants, landscaping, etc.) projects by juvenile offenders. Kids learned marketing, problem solving, planning, and job skills, and were supported by caring adults. County Dept. of Family Services Youth Advocates received SERIES (science education) and Talking with TJ training and other 4-H resources used with at-risk youth via a \$240 4-H Community Pride grant.*

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*We thought, because we had power,  
we had wisdom.--Stephen V. Benet*

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**Moral Man, Immoral Society?****GANG VIOLENCE KNOWS NO BOUNDARIES****Gwen Smith, Laramie Police Department**

Contrary to popular belief, gang violence can occur in any size city or neighborhood. Behavior is the best gang signal.

**Gangs and Illegal Activity.** White, Black, and Hispanic gangs operate in a similar manner, identifying with a name, color, and hand sign, and using member nicknames. Some gangs maintain fortified houses use graffiti to claim territory for distribution of drugs (esp. crack and powdered cocaine). Rural areas are also favorites because of limited policing. Terrorism, illegal arms and munitions dealings, robberies, and burglaries may also be used to fund gang operations and member benefits. Gang members often use intimidation to discourage reporting illegal activity.

**Gang Member Traits.** Usually males, 12 to 25 years, generally unsupervised and often underperforming in school, often from abusive homes, but sometimes just bored.

**Gang Traits.** Members tend to travel or hang out together, wear distinctive clothing colors and styles, symbols (five or six pointed stars, pitchforks, a crown, the cross in various forms, a heart with horns, a spear, the all-seeing eye, gang initials, a cane and various numerals are popular), haircuts. Members often carry beepers, (concealed) guns, wear expensive jewelry, or tattoo arms, hands, or other body parts. Nonverbal greetings and other signs are typical. May possess large sums of cash whose source is unaccounted for. Loyalty (to death, or via revenge on enemies), instant gratification, and calculated amorality are typical attitudes.

**Why Youth Join Gangs.** Like other groups, belonging, friendship, attention, and love are important. In poverty and threat conditions, sense of control (over others or situations) and protection, as well as money, guns, women, jewelry, clothes may be rewarding. For those with few successes elsewhere, a sense of purpose, feelings of self-worth, status, success, and respect may reinforce gang membership.

**What Parents Can Do**

Nurture, respect, spend time together, listen from infancy  
Talk with children about the dangers involved in gangs  
Get to know your child's friends and their parents  
Don't go paranoid, but don't deny clear signs  
Hold child accountable for time, source of money, etc.  
When in doubt, ask questions  
Remind child that copy-cattng behavior attracts interest  
Urge child to avoid gang members or hang-outs  
Discourage graffiti on books, clothes, etc.  
Keep clothing, hats, jackets, shoes, and laces a neutral color  
.....

**When I see the Ten Most Wanted Lists...I always have this thought: If we'd made them feel wanted earlier, they wouldn't be wanted now.** --Eddie Cantor

**Not for the Faint of Heart or Small of Faith  
THERAPEUTIC FOSTER CARE****Dr. James Mitchell, Youth Svs., WY Dept. of Family Services****Client Profile**

1. Children who are seriously emotionally disturbed and at high risk for placement in group homes, residential treatment centers, and psychiatric hospitals.
2. Children served by effective parents and professional support systems, adjusting in family (vs. institutional) homes
3. Children with histories of out-of-home placement and previous mental health treatment (often restrictive settings).
4. Many children have a history of physical or sexual abuse.
5. Medicaid payments linked to DSM-IV-category diagnosis.
6. Most programs do not accept children with chronic or recent histories of fire setting, violence, sexual offenses, substance abuse, suicidal behavior, active psychoses, or severe retardation.

**Philosophy**

1. Family setting represents best treatment environment.
2. Adjustment works best in a setting like "the real world."
3. Parenting/relationship skills grow from a healthy family.
4. Separation from family may be a time of respite, growth.
5. Treatment is best in least restrictive, most normal setting.
6. Intensive, individualized treatment can occur in minimally-restrictive, family-based settings.

**Goals**

1. Provide family-based alternative to institutional placement.
2. Facilitate positive emotional and behavioral adjustment and strengthen a child's effective functioning in community.
3. Return child to family; adoption; foster care; independence
4. Aid adjustment to family and community life on discharge
5. Sometimes, long-term placement.

**Common Features of TFC Programs**

1. Nurturant, family setting for 1-2 special needs children.
2. Parents viewed as professional staff, trained and partners in planning, implementing, and evaluating care plan.
3. Frequent consultation, supervision, support to treatment parents from program staff.
4. Low staff caseloads (6-12); intensive interaction.
5. Treatment services in home context.
6. 24-hr. crisis services to youth and/or families.
7. Careful selection, training of treatment parents.

**Staffing: Professional and Parent**

Counselor/case manager who assesses, recruits, coordinates placement and training, implementation and support (incl. crises), evaluation and discharge planning; supervises and supports youth, treatment and natural family, advocates and networks with community institutions.

Parents who provide adequate food, clothing, shelter, and a combination of warmth, discipline, flexibility, tolerance; active; well-linked to community resources; team players.

Source: *Therapeutic Foster Care Program Summary*, WY Dept. of Family Services, March 1994. Based on Beth A Stroul, *Therapeutic Foster Care, Vol. 3*.

For more information on how TFC is being implemented in WY, contact Pat Beglau 307/745-8915 or K'Tay McAllister 307/632-9362 at SE Mental Health (Laramie & Cheyenne)

**Restoring Youth to Healthy Settings**  
**WORKING WITH, NOT AGAINST FAMILIES OF ADJUDICATED JUVENILES**  
*Jim Peters, Family Therapist, SE Mental Health, Cheyenne*

**Comprehensive and Integrated Family Support** (Ronald G. Olson, 1988, *Focal Point*, pp. 1-6)

Crisis	Respite		Information	Newsletter incl. Community Activities
Stabilization	In-home Services		Education	Resource Guide
	Parent-to-Parent	Post-Crisis		Informal Parent-to-Parent, Sharing, Support
	Crisis Line	Services		Formal Classes (legal, family systems, consumer)
		for	Skills	Informal Dev. (observation, modeling)
		Families	Dev.	Formal Classes (behavior mgt., parenting, coping, negotiation, communication, social network dev.)

**Components of Family Support in Crisis and Post-Crisis Settings**

Emotional Support	Regular Support Groups	Indiv: Education, Treatment, Respite	Task-Oriented Activities
	Parent-to-Parent; Informal Sharing	Community: New resource development	
	Counseling, Therapy	System: Legislative action, policy-making;	
	Discussion/Problem-solving Groups	Increased funding for programs	

**Understanding the Context of Work with High-Risk Families**

\*Families referred to child welfare agencies are often fearful, angry, distrustful, and expecting to be blamed (based on family experiences, but also on previous experiences with "helpers.")

\*Chronically dysfunctional families are generally unresponsive to traditional family or individual therapies.

\*Working with families with a long history of severe problems can be overwhelming...practice stepping back rather in order to avoid getting caught up in hopelessness, cynicism, or hostility.

\*Understanding the underlying dynamics (i.e., patterns by which members interact to meet their needs) is a crucial tool in engaging individuals and families in change.

**Basic Principles for Working with Families** (which may be useful to community educators working with families)

1. The therapist (educator) must begin where the family is. (i.e., maintain safety, but don't force specific changes).
2. Resistance often reflects unresolved issues with extended family that are acted out with community agencies, therapists, and others. (i.e., confrontive style, reactivity with certain issues, poor listening skills may have to be worked around to reach them).
3. A family's level of resistance to counseling corresponds to both the pressure experienced for change and the pain inherent in confronting the family's dilemma. (i.e., it's a classic approach/avoidance dilemma).
4. The type of resistance fits the emotional stage of individuals in the family and serves to maintain the family system at its current stage of development. (i.e., each stage raises unique issues, triggers memories of losses, secrets, abuses as well as joys).
5. Resistance tests the usefulness of the therapist (educator)-family relationship. (i.e., resistance reflects trust-testing, struggling and willingness to deal with difficult issues which brought them to seek change or help).

**Youth Want a Way Out But Don't Know How**

In a study of 14-19 year-olds in inner-city Cleveland, inner-city Denver, suburban Cleveland, and a small Ohio city, found: an overall association between violence exposure and violent/predatory behavior at each and all sites. Exposure to shooting, knife attack, recent victimization at school or in neighborhood strongly predicted violent behavior as did witnessing or experiencing violence in the home or neighborhood. In all but suburban locales, 25-55% of boys and girls had been threatened or punched, suggesting consistently high levels of hostility. Aggressive reciprocity was evident in the 35-80% of boys and girls (in all but the suburban setting) who threatened peers, hit before or after being hit (lower percentages beat up, stabbed or shot peers). The most violent males and females were as likely as less-violent peers to cope with violence by listening to music, spending time alone, sleeping, joking, talking with adults, or helping others; but they much more often responded by getting angry, using alcohol/drugs, spending time with girl/boyfriend, and "saying something mean (actions likely to escalate personal emotions and relationship tensions). Interviews with inner-city youth revealed pervasive fear, suspicion, belief that violence and victimization was inevitable, and numerous calls for help in changing individual, family, and community environments.

*Source: Singer, Mark I. (1994). The mental health consequences of adolescents' exposure to violence. Final Report. Cleveland, OH: Case Western Reserve University Center for Practice Innovations.*

## **Prevention First: Programs for Troubled Youth**

### **NV-CES "BUILDING COMMUNITIES OF SUPPORT FOR ALTERNATIVES TO JUVENILE DETENTION"**

*Bill Evans, Youth Dev. Specialist, NV-CES*

NV jails more juveniles and spends little on prevention or community-based alternatives to detention in rural areas. Based on pilot programs in communication, problem solving, decision making, self-responsibility, conflict resolution, goal setting showing low recidivism (1%), NV-CES, in collaboration with state and local organizations, sought and received a Dewitt Wallace "Strengthening Our Capacity to Care" grant in June 1994 to offer alternatives to detention in 3 northern NV counties. Objectives with first-time offenders: 1) enhance social and interpersonal skills; 2) exhibit positive behavioral changes; 3) be referred to a program and help plan efforts to reduce recidivism by 50%. Strategies for action include redirecting local CES goals, community collaboration, expanded life skills training, and strengthening working relationships within CES disciplines.

Thirty youth per month will take 20-hour life skills course; parent training meetings or self-paced lessons and support groups; community service projects (latchkey programs, safety and alcohol prevention, helping in after-school science enhancement, local beautification and recreation) will engage youth following training. To expand programming to 150 or more contact hours, juvenile offenders will be referred to other collaborating programs.

Goals for year 1 focus on staff training, initiating projects; for years 1-3, tracking youth for support and evaluation, and enhancing mental health services, probation officer training, services to culturally-diverse youth, recreation and tutoring opportunities, time in community service (to 150 hours); for years 3-5, raising support and funding to state norms, reaching out to at-risk youth, sustaining prevention and rehabilitation impact are priorities. Evaluations will be based on locus-of-control, self-esteem, and life skills portfolio review, recidivism, and parent attitude changes. NV-CES has committed 4.39 faculty FTE and 10 volunteer staff to the endeavor. For more information, contact Dr. Bill Evans at Dept. of Hum. Dev. & Fam. Studies, Univ. NV-Reno, Reno, NV 89557 (702/784-6490).

## **PURDUE-CES PROJECT LEAD**

**Legal Education to Arrest Delinquency** is a videotape and activity program developed by Michael Henry Stitsworth for Indiana 4-H to teach Sixth Graders how to put themselves in another person's shoes and make decisions which keep them out of trouble with peers, teachers, parents, and the law. More info: Purdue Univ.-CES, W.Lafayette, IN 47907-1267.

## **US SENATE JUDICIARY CATALOGUE OF HOPE**

### **Fast Facts**

- \*Nationally, juveniles (10-17 yrs.) commit twice their share of crimes (i.e., 11% of population arrested for 18% of crime; 15% of murders, 16% of rapes, 26% of robberies, 15% aggravated assault, 23% weapons arrests)
- \*From 1983-1992 juvenile arrest for murder increased 128%
- \*From 1988-1993 youth weapons arrests increased 66%

### **Generalizations about Juvenile Crime**

- \**Relatively few account for most of violent juvenile crime*
  - 6-7.5% of kids commit 52-61% of serious youth crime
- \**Children are the prime targets of juvenile crime*
  - 6/10 of child homicide victims are killed by peers, friends
  - 81% of 12-15 yr., 55% 16-19 yr. victimized by < 21 yr-old
  - an estimated 160,000 children stay home from school each day due to fear of injury by classmates
- \**Guns exacerbate the problem*
  - 3/4 of juvenile murderers, 83% other offenders had a gun
  - 55% routinely carried guns 1-2 years prior to arrest
- \**Violence is learned*
  - 85% of delinquents abused; abuse/neglect increases likelihood of juvenile arrest by 53%, adult arrest 38%
  - Witnessing abuse has effects similar to receiving abuse
- \**Poverty and inadequate supervision increase risk*
  - 70% of juveniles in long-term detention lived with 1 parent (Reinforces the need for father and community support)
  - Victimization risk 2.5 times higher for families in lowest 20% on income (hence more fear, self-protection)
- \**Drugs accelerate a juvenile's crime propensity*
  - Violence associated with alcohol related to 65% of homicides, 40% of assaults, 55% of fights and assaults at home
- \**Negative peer influences can lead to criminality*
  - Kids more likely than adults to commit crimes in groups
- \**School failure/dropout increases likelihood of criminality*
  - 9.2% of offenders graduated high school (vs. 74% overall)
  - 2% of juveniles detained long-term are high school grads (only 41% have completed 8th grade)

### **Programs Which Create Hope**

Several successful efforts are cited in each of the following:

- \*Mentoring and School-Based Programs
- \*Police Officers as Prevention Partners
- \*Preventing and Treating Drug Abuse
- \*Family Support and Preservation

Source: *Catalogue of Hope: Crime Prevention Programs for At-Risk Children*. Washington, DC: US Senate Committee on the Judiciary, Majority Staff (Apr. 1994) 215 p. ERIC Document ED376 232 available on request from UW Coe Library.

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A Cambridge Study of Delinquent Development found that offending up to age 32 was best predicted by a complex of childhood factors including socio-economic deprivation, poor parenting, family deviance, school problems, hyperactivity-impulsivity attention deficit and antisocial child behavior. Source: D.P. Farrington. (1990). Implications of criminal career research for the prevention of offending. *Journal of Adolescence*, 13, (2), 93-113.



## RESOURCES FOR PROGRAMMING

American Academy of Pediatrics. (1995). *Caring for Your School age Child: Birth to Age 5, and Ages 5 to 12.* (AAP, 141 Northwest Point Blvd., Box 927, Elk Grove Village, IL 60009-0927 (1-800-433-9016) for resources on bullying, self-esteem.

Help Me Grow Project of Ronald McDonald Children's Charities (1-800-994-4769)

National Association of Social Workers (750 First St., NE, Suite 700, Washington, DC 20002-4241) publishes an informative bulletin "Stopping Violence Starts with Me."

Association of Child Advocates, Box 5873, Cleveland, OH 44101 (216/881-2225) provides info on child welfare, juvenile justice, education, and public policy for youth.

Big Brothers/Big Sisters of America, 230 N. 13th St., Philadelphia, PA 19107 (215/567-7000) and locally matches children from single-parent homes with adult friends.

National Association of Counsel for Children., 1205 Oneida St., Denver, CO (303/321-3963) works to develop and improve laws affecting juveniles; promotes legal training and better representation of children in court.

National Center for Juvenile Justice, 701 Forbes Ave., Pittsburgh, PA 15219 (412/227-6950) encourages progressive administration of juvenile justice.

## Resources for Continuing Education

National Research Council. (1994). *Losing Generations: Adolescents in High-Risk Settings.* Washington, DC.: National Academy Press provides succinct review chapters on Risk, Earnings and Employment, Families, Neighborhoods, Health/Care, Schooling, Juvenile Justice, and Child Welfare, Good Practice, and Overall Conclusions.

Carnegie Council on Adolescent Development (Box 753, Waldorf, MD 20604; 202/429-7979; \$10) has recently published "Great Transitions: Preparing Adolescents for a New Century," which details developments (rise in smoking, homicide) and decisions (health, education, drugs, suicide) faced by youth and outlines solutions for building a web of support across parents, neighborhoods, schools, and agencies.

Starer, Daniel. (1992). *Who to Call: The Parent's Source Book.* NY: Wm. Morrow, is a national and state-by-state guide to many 800 numbers, hotlines, and organizations providing info and assistance on a variety of issues. Not Included in the Above: Boys Town (1-800-448-3000)

## It's the Law

### PUBLIC POLICY ISSUES RELATED TO JUVENILE JUSTICE

Vanessa Summerfield, Attorney at Law, Laramie, WY

In July of 1995, several changes were made in the WY laws relating to children and families, most notably those cited below: **Parental responsibility expanded and clear liability established for guardians** WY Statutes, Title 3, Guardian and Ward, Section 3-2-2019e) generally safeguards guardians from liability for the parent-child type relationship by stating: "The Guardian of a minor has the powers and responsibilities of a parent who have not been deprived of custody of his unemancipated minor child. A guardian who is not a parent of the minor is not obligated to spend his own funds in support of the ward **and is not liable to third persons for acts of the ward by reason of the relationship of guardian and ward.**"(emphasis added)

#### **Parental liability for failure to exercise reasonable control and authority**

W.S. 14-6-224 will require parents and guardians to post a \$500 bond if the child or ward is the subject of a delinquency petition and the Court finds that the parent or guardian has "failed or neglected to subject the juvenile to reasonable parental control and authority, and that such failure or neglect is the proximate cause of the act or acts of the juvenile upon which a finding or delinquency is based." W.S. 14-6-242 imposes a fine of up to \$500 or imprisonment for up to 90 days, or both for contempt of court for any person who willfully violates, or neglects or refuses to obey or perform any order or provision contained in the juvenile court act. W.S. 14-6-229(f) allows the court to make parents and guardians responsible for restitution for the child's wrongful acts up to \$2,000 plus taxable court costs. Nothing in this section requires a showing of neglect. I wonder if requirements of this third statute will be too hard on a lower income family whose teen commits a minor act of mischief.

#### **School expulsions**

A new state law accommodates 1994 Crime Bill requirements on expelling a student for one year for possessing a deadly weapon on school grounds or in a school bus, but doesn't prohibit OR require alternative educational settings. This amends W.S.21-4-305(d), allowing expulsions "not to exceed one year," which, if enforced mid-year, may cause a student to lose 2 yrs. schooling. Expulsions of children 7-18 yrs. are increasing; without alternatives, how will this affect elementary, middle, and secondary kids? *Send comments and suggestions in writing to Vanessa M. Summerfield, Attorney at Law, 107 S. Fifth St., Laramie, WY 82070.*

## **PARADOXES: A PARTING THOUGHT**

### **Lock 'em Up and...But They're Just Children**

*Youth development, family relations, and juvenile justice are complex issues rarely understood or resolved by glib generalizations that try to capture their truths.*

**I don't care if they're kids! They committed a crime and deserve to be punished.**

**Not so fast. They're basically good kids who just need love.**

*While many kinds of punishment are counter-productive (i.e., isolation reinforces the alienation within many offenders; harsh treatment evokes resentment), the messages of accountability and restitution can be important correctives. Delinquent youth need love (many have a history of abuse or neglect), strategically mixed with discipline and self-control over an extended time. If first/minor offenders are jailed with repeated/ serious offenders, the "education" which takes place may ultimately punish the public.*

**These kids wouldn't be getting into trouble if they just stuck with some good wholesome activities.**

**There's really not much to keep kids out of trouble in in this town. You really can't blame them, especially the way they're treated.**

*Research on youth development suggests that successful kids generally find friends and activities that keep them positively occupied. At the same time, a community's attitudes and activities significantly influences choices available to youth. Moreover, in communities where minority or low-income youth are harassed, arrest may say more about the place than about those persons. Still, the record shows that delinquency is not inevitable and we can learn more from some overcome poor conditions than from explaining the "predictable" outcomes of those who succumb.*

**Parents ought to be responsible for these out-of-control kids and not "let off the hook" so easily.**

**Some parents who try very hard just can't get through. Then it's time for a professional to take over.**

*Many parents of emotionally disturbed or socially deviant kids have tried everything they know how (often living in fear of kids' unpredictable behavior). A CINS (Children in Need of Supervision) petition to the court requires relinquishing custody (to DFS), and giving up the front lines of the struggle. However, a family-based therapy plan can give those parents a meaningful role alongside professionals, helping them realize their dreams for their child's balance, self-sufficiency, and growth.*

#### **Public Policy Addendum:**

*A Select Committee on Court-ordered Placement (WY legislative Appropriations & Judiciary Comm.) as well as a Task Force of the Co. Commissioners have been studying how to make juvenile justice more effective and efficient. No new legislation is anticipated, but movement toward changes may begin in the next year. Following restructuring in state departments, the Governor's Task Force on Juvenile Justice is expected to become more active.*

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