JUVENILE ASSESSMENT CENTER

Presented By: Molli Barker; Executive Director

CHECK IN!
WHO'S
HERE?

Community Assessment Center

- 2000 Article from the Office of Juvenile Justice Bulletin introduced the concept of a Community Assessment Center
  - *Brings together fragmented service delivery in a collaborative, cost-efficient, and comprehensive manner.*
- How?
  - *Single Point of Entry*
  - *Immediate and comprehensive Assessments*
  - *Management Information System*
  - *Integrated Case Management*

Underlying Theory

- There is more to a child entering the JJ System than the charge itself;
- Information on the WHOLE child/family BEFORE the first hearing allows the judicial officer to make more informed decisions;
- Law Enforcement Officers are NOT social workers, behavioral health clinicians, baby sitters, etc. and need to be on the streets.
- A need for therapeutic intervention in conjunction or in place of fines, sanctions, etc. in order to reduce recidivism

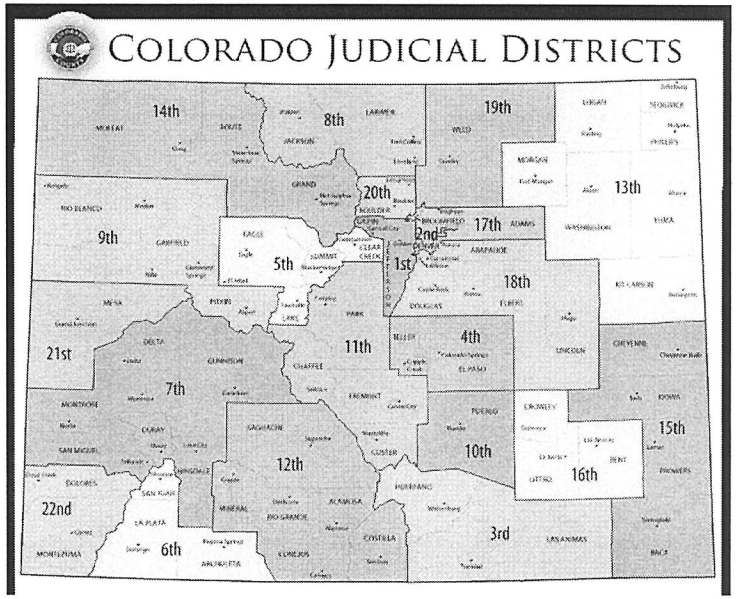
18th Judicial
Juvenile Assessment Center

Provides a coordinated site which contributes to the safety of youth, families, and the community through early intervention, comprehensive assessment and improved access to appropriate services in Arapahoe, Douglas, Elbert and Lincoln counties in Colorado.

Assessment, Referral, Follow-up

18th Judicial District; Colorado

- Population – 1,003,942
  - *About 231,000 under 18*
- 4 Counties
- One of the fastest growing in Colorado
- Rural, Urban and Suburban



Juvenile Assessment Center

- Law Enforcement Program
  - *Serves only youth TRANSPORTED by Law Enforcement*
- Community Assessment Program
  - *Serves any other youth and family referred to the JAC*

THE JUVENILE ASSESSMENT MODEL.jpg

Table Talk - How does your Law Enforcement/Juvenile Justice community operate?

- What happens when a child is picked up for a delinquent offense and they are going (or eligible to go) to juvenile detention?
  - *What do Courts know about that child at the FIRST hearing?*

- What happens when a child is picked up by law enforcement on status offenses or non-offenses?
  - *Runaways*
  - *Beyond the Control of Parent/School*

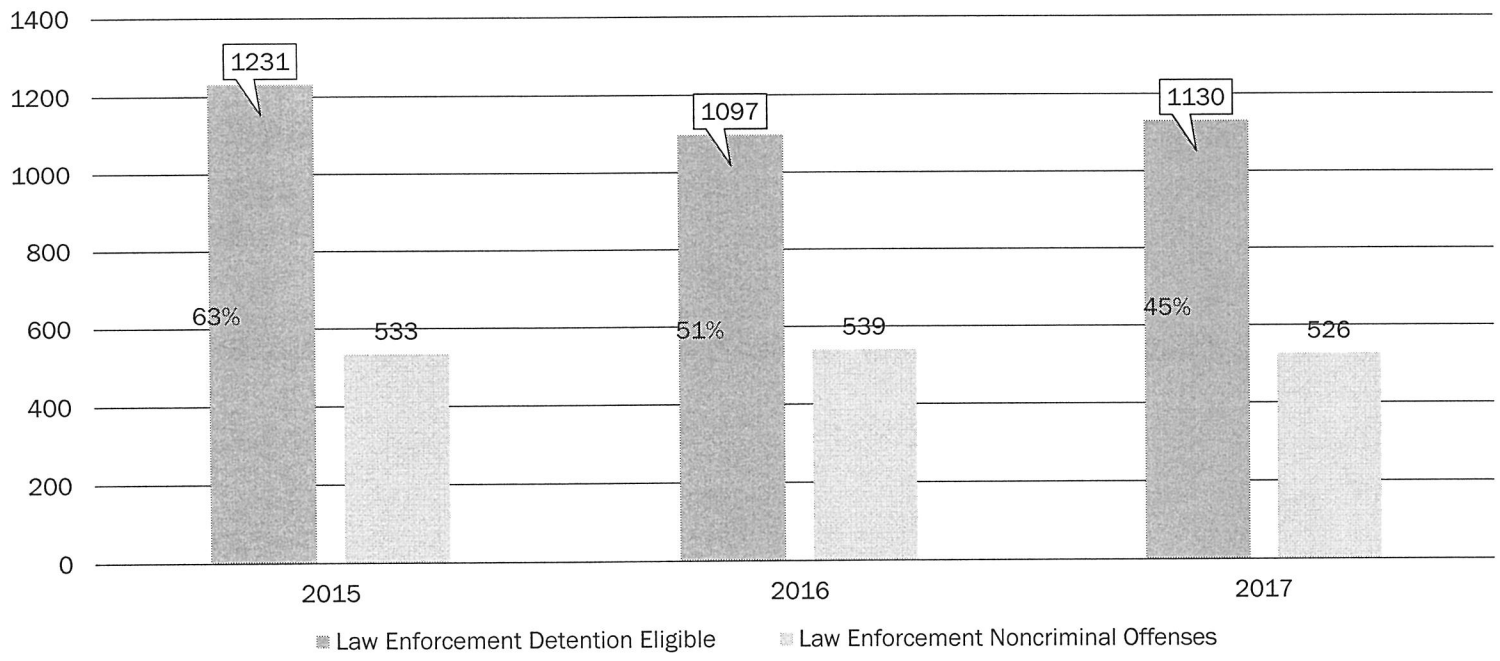
One hour, two hour, three hour, FOUR!!!

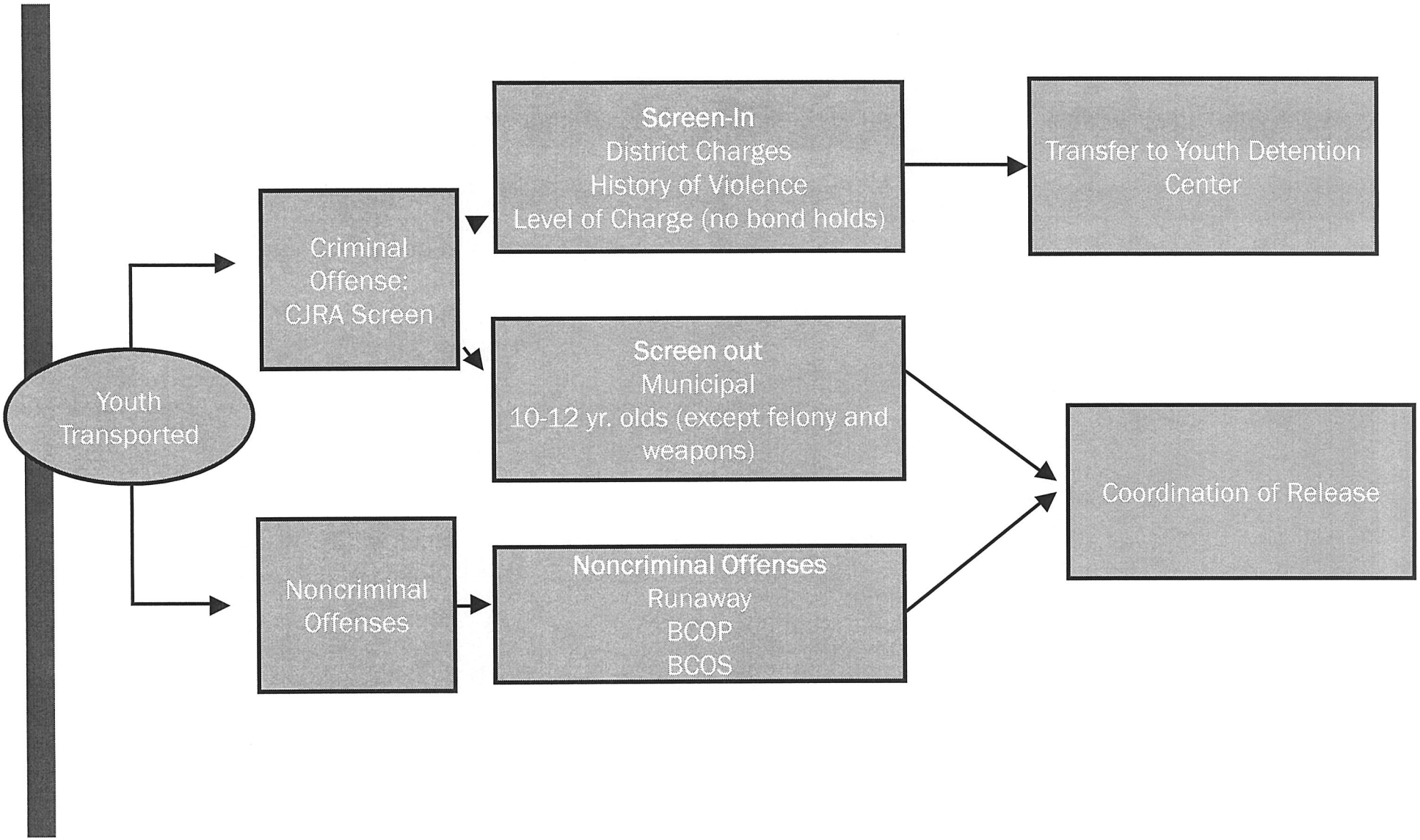
Juvenile Assessment Center
Law Enforcement Program

- Law Enforcement drop off to the Juvenile Assessment Center takes an average of 5 minutes and 34 Seconds.

Saves law enforcement in the 18th Judicial District **7,397 HOURS!**

Youth Served




Youth Transported
Criminal Offense: CJRA Screen
Noncriminal Offenses
Screen-In
District Charges
History of Violence
Level of Charge (no bond holds)
Screen out
Municipal
10-12 yr. olds (except felony and weapons)
Noncriminal Offenses
Runaway
BCOP
BCOS
Transfer to Youth Detention Center
Coordination of Release

Core Services

- Screening
  - *Juvenile Detention Screening*
- Assessment Services
  - *Assessments*
    - Colorado Juvenile Risk Assessment
    - Behavioral Health (Mental Health, Substance Use, Trauma, etc.)
    - Human Trafficking
  - *Assessment Reports*
- Coordination of Release
  - *Home/Community*
    - Respite Bed
  - *Juvenile Detention*
  - *Department of Human Services*
- Follow-up Services (Voluntary)
  - *Contact with families to ensure connection to services or need for further assistance*

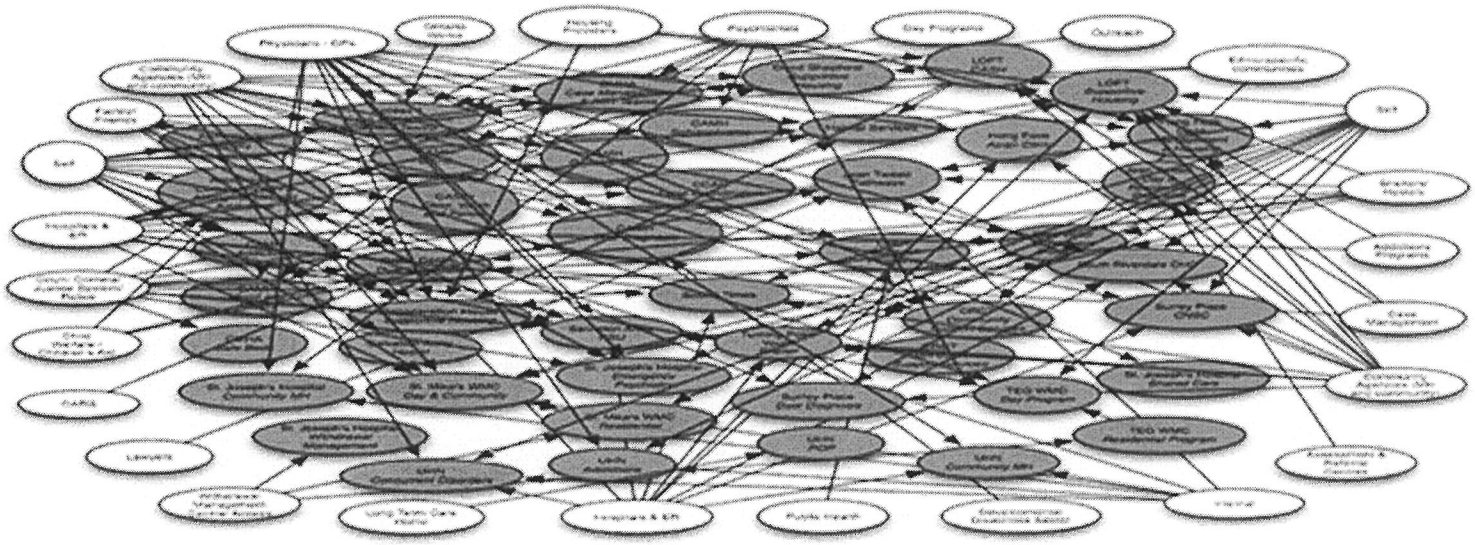
Outcome Measurement Framework[1] Program: Law Enforcement Program

Outcome(s)	Indicators (may be more than one per outcome)	Data Source	Data Collection Method
Law Enforcement are able to drop of youth safely and quickly (BOTH)	Time spent to transfer custody to JAC	Data Management System - Times	Reports on CiviCore
Courts, Professional, and parents are more informed of youth's underlying issues	Number of Detention Assessment Reports completed	Data Management System	Reports on CiviCore
Youth with Human Trafficking concerns are connected to Innocence Lost Taskforce	Number of referrals to Innocence Lost Task Force	Data Management System	Reports on CiviCore
	Number of youth pulled away from their trafficking situation	Data from Innocence Lost	TBD
Youth have a supportive experience at the JAC	Percentage of youth indicating they felt heard and supported by JAC Staff	Youth Survey (Post Assessment)	Aggregate Survey results
Families volunteering for follow-up services are engaged in services	Number of families engaged	Data Management System	Reports on CiviCore
Youth volunteering for follow-up services are engaged in services	Number of youth engaged	Data Management System	Reports on CiviCore

[1] From *Measuring Program Outcomes: A Practical Approach*, p. 60.

Table Talk – Where does your community turn to FIRST for youth with behavioral concerns?

- When behaviors become an issue at school or in the classroom, at what point do schools reach out for help and where do they go?
- When DHS screens out a youth/family for neglect or abuse because of a child's behavior issues, where do they refer a family?
- When a child gets caught with drugs or alcohol at school, what is the school's first, second and third response?
- What happens in your community to youth who are charged with a crime (tickets or summons) but released back home?

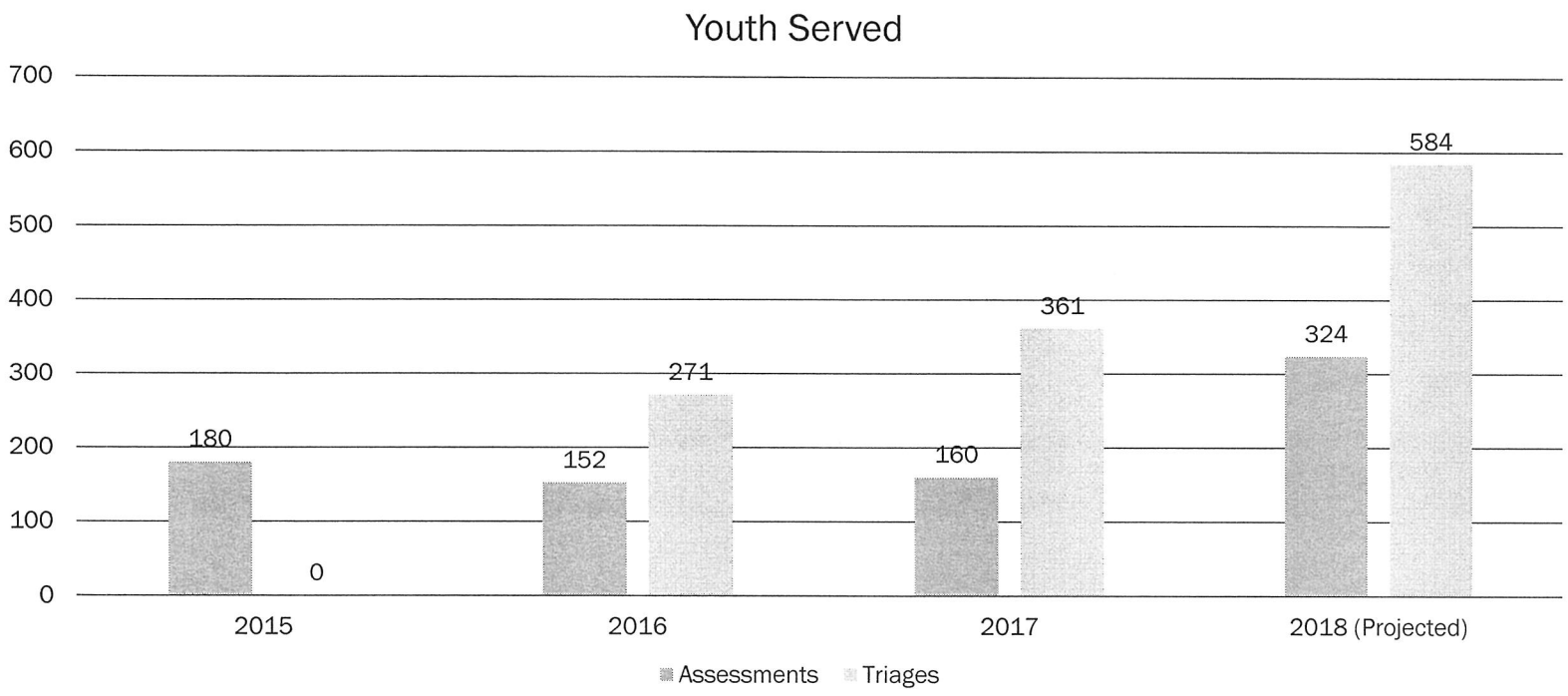


Juvenile Assessment Center Community Assessment Program

- Serves youth and families on a voluntary basis to better understand the underlying factors contributing to behaviors such as truancy, disruptive behavior in the home, school, etc.

  - *98% of Youth Report a Supportive Experience*
  - *80% of Parents Express Hope in Their Ability to Get Help*
  - *77% of Families are* ***ENGAGING*** *in resources recommended by JAC Clinicians*

Community Assessment Program

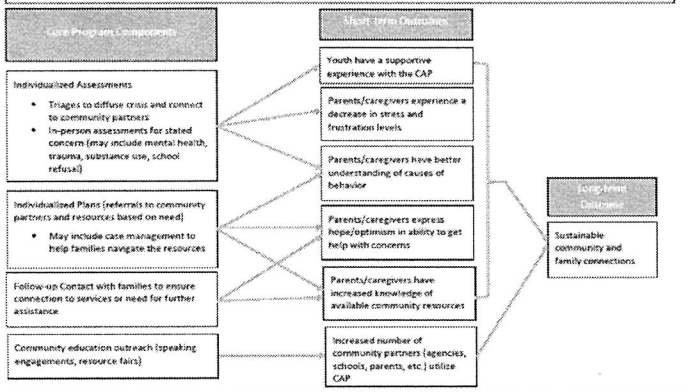


Core Services

- Assessments
  - *Triages to diffuse crisis and connect to community partners*
  - *In-person assessments for stated concern (may include mental health, trauma, substance use, school refusal)*
- Individualized Plans
  - *Referrals to community partners and resources based on need*
- Follow-up Services
  - *Contact with families to ensure connection to services or need for further assistance*
- Community education outreach

Community Assessment Program Theory of Change

Population of Focus: Any school-aged youth exhibiting concerning behaviors



Assumptions
Parent/caregiver feels behaviors are a problem and wants help; families are seen in a timely manner; families are honest in responses; assessments accurately identify needs; staff are educated, trained, professional, and demonstrate cultural competence; staff verify quality of referred sources and that they are able to take clients; CAP is appropriately resourced to meet need for services (sufficient staffing and funding)

CAP Initiatives

- AGRIP –Focuses on preventing youth from becoming involved with gangs; intervening with gang-involved youth and their families; reducing gang-related crime and violence; and creating an environment that inhibits gang activity.
- School-based – JAC Clinician's integrated into school systems. Provide assessments, coordination of services, consultation, etc.
- Municipal – Early intervention efforts before cases are filed in State courts.
- RISC – Early intervention process designed to meet community needs (parents, teachers and/or community members) which are focused on the needs of youth before proceeding with the juvenile court system

Special Education within Schools

- Differ from school district to school district in terms of referring to us for guidance,
- Typically they are looking for insight into whether an IEP or 504 Plan could be helpful based more on Social Emotional Disabilities, rather than learning disabilities.
- Guidance from JAC around accommodation ideas (Counselor passes, quiet space, smaller classrooms, etc) they may not have thought of or have used in the past.
- We also explain the process of IEP testing to parents, as well as how to request the testing, as most parents are unaware of the process.

Assessment Services (Both Programs)

- Utilizes Motivational Interviewing
- Uses evidence-based tools to AID in the assessment
  - *CRAFFT; DAST; MAYSI; Trauma Screens (2); School Refusal Screen*
  - *More tools with Licensed Clinicians*
- Human Trafficking Screen
- Reports detailing assessment to referring partners in order to bridge communication.

Staff Training

- **Week 1-2:**
  - *Discuss referral process/how we obtain referrals from partners and the community*
  - *Go through Appointment Process step by step*
  - *Discuss Assessment Process and completion of the Bio-Psycho-Social*
  - *Review all tools utilized by CAP team*
  - *Review Parent and Youth Surveys*
  - *Review resources within our Database (Civicore)*
  - *Review Release of Information*
  - *Create and go over required Disclosure Form (unique to each Clinician)*
  - *Sit in on and observe scheduled appointments with other Clinicians*
  - *Tag along with co-workers and Supervisor to different meetings, trainings, site visits, etc*
- **Week 2-3:**
  - *Discuss juvenile justice system within the State of Colorado and 18th Judicial District*
  - *Observe court process*
  - *Discuss Child Welfare system within the State of Colorado and 18th Judicial District*
  - *Observe Red Team process*
  - *Sit in on and observe scheduled appointments with other Clinicians*
  - *Tag along with co-workers and Supervisor to different meetings, trainings, site visits, etc*
  - *Create a check-in process with Supervisor*
  - *Create a Licensure Supervision schedule with assigned Clinician (if applicable)*

Question/Considerations for Implementation

- Answer the Table Talk Questions with other stakeholders in your community?
- Who are the stakeholders who see value in a JAC?
- Rural or Urban – Can this model be adapted to fit rural communities?
- Does it make sense to be 24/7?
- What type of facility is needed? Bricks and Mortar or Mobile?
- What resource gaps are there in the community?

HANDLE WITH CARE

A trauma-informed collaboration between Law Enforcement, Schools and Community Providers.

What is Handle With Care?

Handle With Care (HWC) is a trauma-informed response model.

Goal: To mitigate the negative affects experienced by children's exposure to trauma, and to increase knowledge and awareness trauma, specifically among law enforcement and educators.

The bottom line; educating school staff on childhood traumatic events, and responding to behavior incidents in a trauma informed way. This means addressing disruptive or difficult behaviors with a trauma-informed approach.

This Simple HWC Notice

Provides Law Enforcement with the ability to alert the school that this child was involved in a police incident last night and may have academic or behavioral problems today

No details are given

Just 3 simple words

Handle with Care

Law Enforcement Protocol

- Law enforcement encounter a child or children on scene (or effected) during a call:
  - *Abuse, abandonment, neglect*
  - *Arson*
  - *Assault (physical, sexual)*
  - *Burglary, home invasion*
  - *Homicide, Death or death investigation including suicide*
  - *Domestic disturbance or order violation*
  - *Drug investigation/Meth manufacturing*
  - *Harassment*
  - *Shots fired*
  - *Search warrant of home where children are witness*
- Law Enforcement Issues Handle With Care notice to schools with following information: Date of incident, Child's name, DOB, HWC wording

School District Protocol

- Identify district level employees to receive the HWC emails (must be willing to receive and respond to HWC email alert 24/7).
- When emails arrive, identified district employees will immediately contact the principal and school counselor for each student in the following manner:
  - *Generate a new email to the student's school principal and school counselor/s*
  - *In subject line put HWC*
  - *In email body put students name only, nothing else*
  - *Send email to principal/s and counselor/s.*
  - *School Principals/counselor will send email to student's teacher/teachers ASAP*

Tier 1 Response (Everyone): ***Awareness***

- Sensitivity is key:
  - *Staff should not approach students and ask, "what happened last night?"*
  - *Some students may show no signs of trauma or difficulty and will move on without problems.*
- An appropriate response to **any** outburst:
  - *"This isn't like you, do you need some time to chill and then maybe we can talk?"*
  - *Refer to Counselor's Office instead of Principal/Deans Office*
- Allow Resiliency to Occur:
  - *Give the student space;*
  - *Allowing them to talk if they need to;*
  - *Give an option to turn in an assignment or take a test at a later time;*
  - *Let them go to a quiet place to gather their thoughts;*
  - *Give them a quiet place to rest (Nurse) if they have not slept;*
  - *Give a snack if they have not eaten.*

Tier 2/3 Response (Counselor/Therapist): Intervention

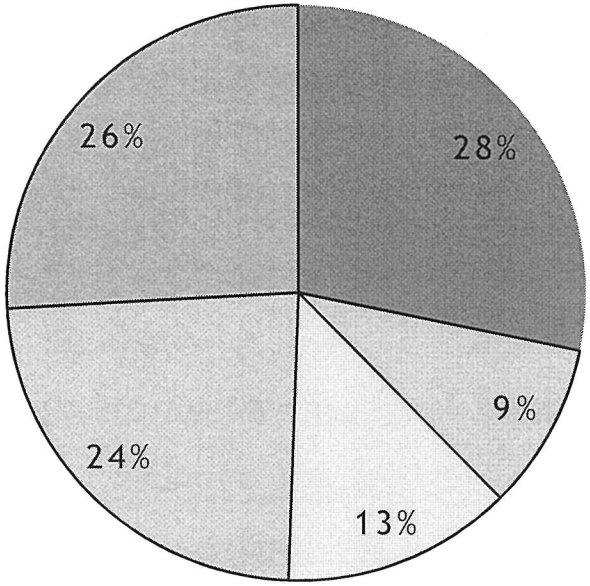
- Provide an environment for the student to talk;
- Give choices
- Help them to understand what happens next
- Help find ways to express emotions and feelings (journaling, writing stories or poems, art, etc.
- Consider one-on-one (short-term) counseling
  - *If needs are outside of short-term; refer to the JAC*
- Consider small groups
- Other school-based interventions?

Tier 3 Response – Connection to Resources
Juvenile Assessment Center Services

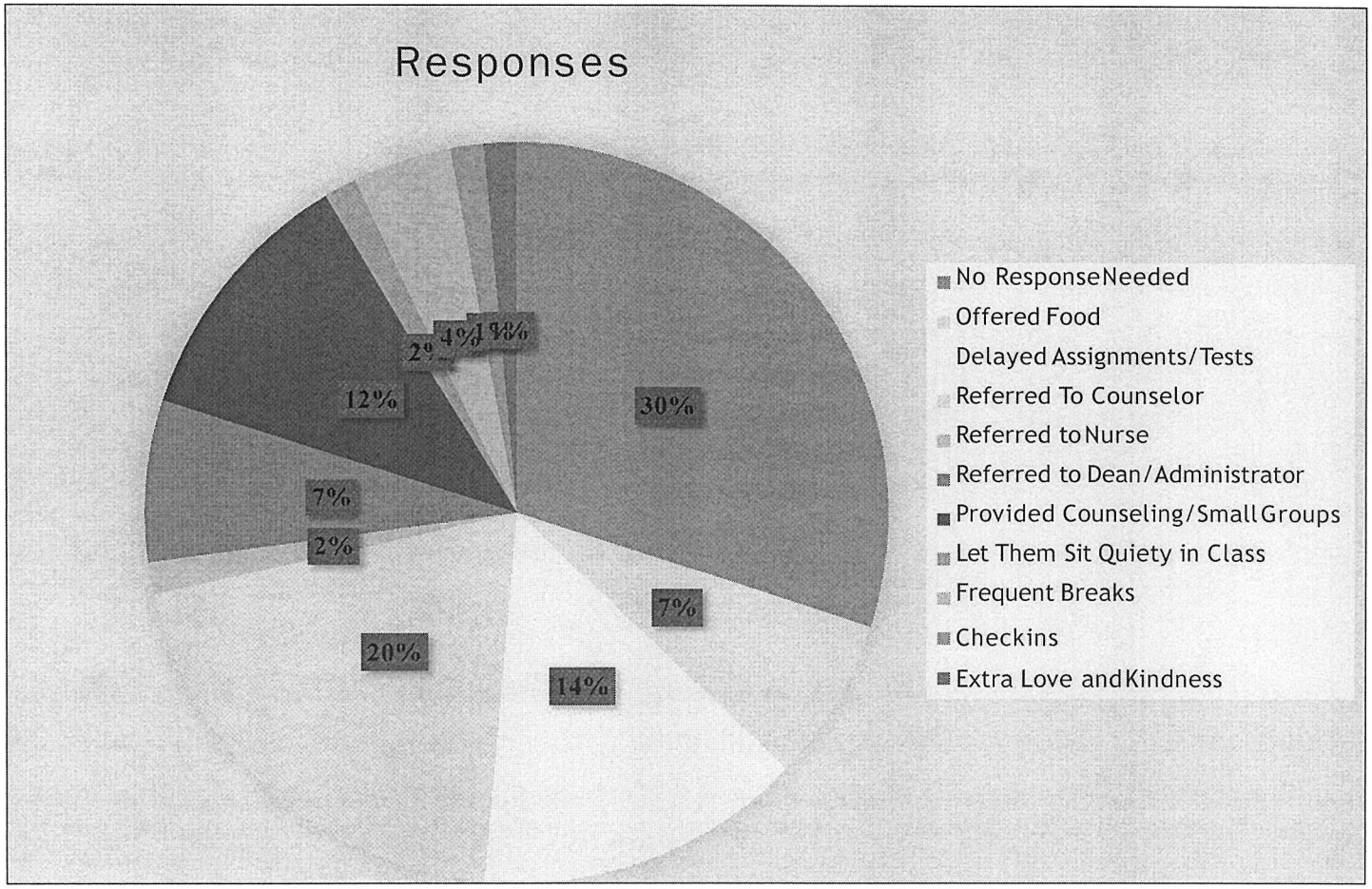
- If observed behavior continues to be concerning to school personnel and/or if school-based interventions are unsuccessful, a referral to the Juvenile Assessment Center can be made.
- JAC Assessments:

1. Gather perspective from parents, youth and referring party
2. Licensed behavioral health specialists assess for the following by through motivational interviewing and utilizing evidenced-based tools
   a) *Family History*
   b) *Mental Health*
   c) *Trauma*
   d) *Substance Use*
   e) *High-risk Victims*
   f) *Basic needs*
3. Families (and youth) are linked to **APPROPRIATE** and **ACCESSIBLE** resources within community
4. If referral was received from the school; a report is given to referring party on results of assessment
5. Follow-up completed with all families to ensure access and no further assistance is needed

"Out of the Ordinary" Behaviors Observed



Tired Anxious Disruptive Behavior Shy/Quiet Distracted


Responses
30%
7%
14%
20%
2%
7%
12%
2%
4%
No Response Needed
Offered Food
Delayed Assignments/Tests
Referred To Counselor
Referred to Nurse
Referred to Dean/Administrator
Provided Counseling/Small Groups
Let Them Sit Quiety in Class
Frequent Breaks
Checkins
Extra Love and Kindness

BENEFITS-QUOTES FROM SCHOOL PERSONNEL

- "Provides additional empathy to teacher and provides a more supportive classroom environment."
- "Helps to know when a kid has had a bad night, we can offer TLC."
- "Staff is more aware in case the student is acting like their typical self. It also helps if a student has visited the counselor multiple times in one day we know it is legit and they are not just avoiding class."
- "It was a reminder to always come from a place of love when interacting with a student."
- "It is very helpful to have an awareness, so that we can monitor how the student is doing, and to help understand possible changes in behavior or family stressors"

BENEFITS CONTINUED....

- "The notices have allowed us to be ready for supporting the student(s) with a very positive approach."
- "The student I was given the HWC notice on was non-communicative, and therefore the notice was invaluable in providing information I would not have gotten otherwise."
- "I am aware that my student is suffering. I don't have to wonder or have a negative interaction with this person."
- "Having the HWC notices allows us to respond to the students involved through a different lens. We could then react appropriately to any circumstances that arose."

QUESTIONS?

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