

**REPORT**  
**MacArthur Models for Change Legacy Invitational**  
**for the National Adoption/Adaptation of the**  
**Family Involvement in Pennsylvania’s Juvenile Justice System Curriculum -Train the**  
**Trainer**  
**8/20&21/2013**

**INTRODUCTION**

The Pennsylvania Family Involvement in Pennsylvania’s Juvenile Justice System Curriculum was developed and tested from 2009 to 2011, when it was adopted as an official curriculum within the PA Center for Juvenile Justice Training and Research’s training modules for the PA Juvenile Justice System. The curriculum is recognized as a Juvenile Justice Strategic Innovation by the John T. and Catherine D. MacArthur Foundation, Models for Change Action Networks, which funded and supported its development, in coordination with the National Center for Mental Health and Juvenile Justice and the Pennsylvania Council of Chief Juvenile Probation Officers. The Legacy Invitational was convened in order to further the goals of the Models for Change Action Networks, which seek to share effective practices across states and jurisdictions

This original curriculum was developed to assist juvenile probation officers in understanding how to effectively involve families in their day-to-day responsibilities and, in the process, improve outcomes with youth. The curriculum uses didactic and interactive activities to assist participants to understand factors that enhance and impede effective family involvement and acquire specific family engagement skills and tools that can increase the quality of our interaction with families. It has application to individual practice, as well as to the supervisory, administrative and policy level. For example, the Worksheet provided to assist probation officers in tracking enhancement of their family engagement activities is being used in supervision to further support adoption of measurable family support practices within a jurisdiction. In 2013, the curriculum was been adapted by Pennsylvania’s Juvenile Defenders Association for use in training defenders.

Effective family involvement has been identified as a strong factor for successful outcomes for juvenile justice involved youth. This curriculum supports the goals of the PA Juvenile Justice System Enhancement Strategy, a statewide effort to promote practices that result in successful outcomes for youth, their victims, and the community. The contents of the training are based on the findings of the monograph, Family Involvement in Pennsylvania’s Juvenile Justice System (2009). This monograph has been nationally recognized as foundational resource in most substantial national research paper to date on the same topic- Safety, Fairness, Stability: Repositioning Juvenile Justice and Child Welfare to Engage Families and Communities (2011). This national paper was developed by Center for Juvenile Justice Reform, Georgetown University, in coordination with the U.S. Office of Juvenile Justice Delinquency Prevention. Most recently, the monograph was cited in The National Academies, Committee on Assessing Juvenile Justice Reform report, Reforming Juvenile Justice: A Developmental Approach, 2012. <sup>1</sup>The National Academies report reinforces the monograph’s conclusion in its Introduction that research and development of evidence based family involvement practices are essential to effective juvenile justice practice.

**TRAINERS**

The Legacy Invitational was conducted by two of the three authors of the Curriculum, who now serve as its lead trainers, Wendy Luckenbill and Susan Blackburn. The trainers have also piloted the curriculum, and delivered several of the subsequent trainings, evaluated participant outcomes, done revisions of the curriculum in response to the original trainings. They developed a Train the Trainer training to expand the number of trainers, evaluated

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<sup>1</sup> [http://www.nap.edu/catalog.php?record\\_id=14685](http://www.nap.edu/catalog.php?record_id=14685)

these new trainers as they delivered the training for their ability to deliver the training with fidelity to the content and purpose and evaluated and adapted that Train the Trainer training to this Legacy training.

Wendy Luckenbill is a nationally recognized Family Involvement expert, and currently serves as the Senior Recovery and Resilience Specialist for children, youth, and their families, with Community Care Behavioral Health Organization and is the founder and co-chair of the Family Involvement Committee of the Pennsylvania Council of Chief Juvenile Probation Officers.

Susan Blackburn is a Juvenile Court Consultant with the Pennsylvania Juvenile Court Judges' Commission. She holds the position of Balanced and Restorative Justice Specialist at the Center for Juvenile Justice Training and Research at Shippensburg University and serves as a central point of contact for Balanced and Restorative Justice in Pennsylvania.

### **PARTICIPANT REQUIREMENTS FOR LEGACY INVITATIONAL**

For this training and technical assistance event for other states, participants were required to commit to a two day training, in order that state representatives experienced the actual training from the Pennsylvania curriculum as well as received technical assistance on adapting the curriculum to their specific juvenile justice jurisdictions. Participants were provided with a hard copy of the training materials that they followed as the trainers presented. They will also receive all materials such as resources, power points, handouts etc on zip drives. Technical assistance will be available to each state as they develop the curriculum for their jurisdiction.

### **OVERVIEW of TRAINING**

The Legacy training was a unique opportunity to train participants from other states on the PA FIJJ curriculum, and to support these states to adopt and adapt it while preserving fidelity to the original intent and content. It was funded through Models for Change Mental Health and Juvenile Justice Action Network Legacy dollars that are overseen by the Juvenile Law Center. The Center was the project manager for Models for Change-Pennsylvania, as well as a member of the national Models for Change Resource Bank. It was emphasized during this event that it was critical to present this curriculum within the narrow parameters of the original document, along with learnings on the delivery of the curriculum by the presenters and the substitution of content specific to each state/jurisdiction. The curriculum was updated to include nationally significant activities and publications that have emerged since the original curriculum was published in 2011.

The curriculum is best delivered by a team of two trainers, a juvenile justice professional and a family advocate, who can bring both experience and expertise to the topic of family involvement in juvenile justice.

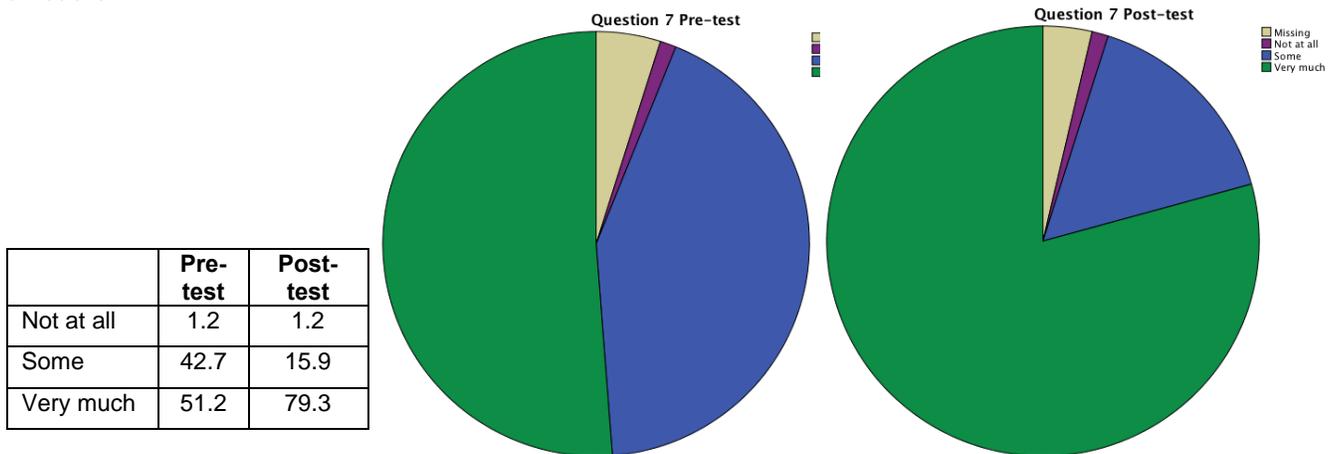
Goals for Legacy Invitational- participants will be able to:

1. Understand how family involvement is incorporated within Pennsylvania's juvenile justice system, its foundational philosophy and framework.
2. Understand that progress is possible for families if they have the knowledge, skills, and supports they need.
3. Understand what families want from the juvenile justice system.
4. Explain the strengths that support, and the needs that challenge, a family's ability to participate in the process.
5. Understand that collaborating with and empowering families supports the juvenile justice system's overall mission of aiding families in regaining appropriate control of their children's behavior.
6. Understand how to help families identify and use their strengths to actively be engaged in the process and participate in their child's juvenile justice experience.
7. Understand how to help families access needed services and supports.
8. Understand the factors that support or challenge a probation officer's ability to involve families within the juvenile justice system.

9. Develop plans to further implement family involvement in their work and their juvenile court, including explanations of the system, process and rights.
10. Additionally, participants in the Legacy Invitational will be able to adapt the Curriculum to their state’s or jurisdiction’s needs. *Participants are requested to send any products developed post-training to the National Center for Mental Health and Juvenile Justice, attention Kathy Skowyras as well as Wendy Luckenbill.*

Participants were trained on the critical intent of developing this curriculum as an evidence-based product and that to accomplish this, the curriculum was a highly structured product, developed with a script for prospective trainers, with designated times for all segments, as well as experiential and pragmatic content. The participants were instructed that the curriculum must be delivered with fidelity. The participants also learned how the approaches and skills taught within the curriculum support the enhancement of family involvement and engagement practice and policy within the juvenile justice system. An important part of the training was demonstrations of how to use the curriculum to trigger participant “attitude shift” and concurrent acquisition of skills, which is tracked through a pre and post assessment. This curriculum has consistently demonstrated a statistically significant shift in participant attitude during the training towards engaging with families as a positive practice.<sup>2</sup>

**Pre and Post Assessment, Question 7, “The benefits of family involvement in the court process outweigh the drawbacks.”**



A key approach to this teaching approach is to include the trainer’s personal experiences and insights to supplement but not supplant the curriculum content. The trainers were also orientated to the unique structure of the curriculum, which is intended to lead participants through an opportunity to explore their own attitudes and approaches towards families and to gain insight on how those attitudes and approaches can inhibit or enhance family involvement. The trainers were given extensive support and instructions on the fact that the curriculum is designed to constantly elicit participant’s contributions to curriculum topics rather than be passive receivers of trainer examples of their own experiences.

**ADAPTING AND ADOPTING THE CURRICULUM ACROSS JURISDICTIONS**

Participants were invited to this training based on specific criteria. All were asked to verify that they were attending in order investigate the possibility of bringing the curriculum back to their state or jurisdiction for adaption and adoption. Most had seen the one or both of the curriculum authors present at a variety national venues, including

<sup>2</sup> Family Involvement in Pennsylvania’s Juvenile Justice System Training Curriculum – Pilot Program Outcomes Report, Kelly Waltman-Spreha and Wendy Luckenbill, 2012, PA Council of Chief Juvenile Probation Officers

the 2012 Annual Models for Change Conference, and had expressed interest to the authors in using the curriculum in their states. An additional group of participants were recruited through Justice for Families, which is a national coalition of state and local family advocacy groups working for juvenile justice reform.

### **Participant States and Representatives**

1. District of Columbia, Department of Youth Rehabilitation Services (DYRS), Family Engagement Coordinator, and Families and Allies of Virginia's Youth/Justice for Families, Liane Rozzell
2. Illinois- Ouida Cunningham, Cook County Probation Officer and Grace Warren, Justice for Illinois/Justice for Families
3. Louisiana- Calcasieu Parish Office of Juvenile Justice Services William Sommers Assistant Director and New Orleans Parish, Families and Friends of Louisiana's Incarcerated Children (FFLIC)/Justice for Families , Ernest Johnson
4. New Mexico- Children Youth and Families Department, Juvenile Justice Services (4), Theodore Lovato, Juvenile Justice Mgr. for Field Service., Tommy Rodriguez, Chief JPPO District-1 at State of New Mexico; Chief Juvenile Probation Officer, Mark Gomez, Professional Development Bureau, Training and Development Supervisor, and Heidi Alvarez
5. Wisconsin- Pierce County Health and Human Services, Julie Krings, Youth Services Director



**Wendy, Tommy, Susan, Grace, Mark, Ouida, Julie, Ernest, Ted, Bill, Heidi and Liane**

### **PARTICIPANT NEXT STEPS**

At the conclusion of the training, participants were asked to describe their thoughts on how this curriculum could be used within their jurisdiction. All participants believed the curriculum would improve their system's efforts to enhance family engagement and involvement.

#### **Liane Rozzell- District of Columbia and Virginia**

Liane reported that in her new job as the Family Engagement Coordinator for the Department of Youth Rehabilitation Services (DYRS) she has a mandate to develop trainings and that she would look to extend to related departments. She proposed to begin by bringing together a team of family members who can be compensated for their time, in addition to juvenile justice personal representatives. This workgroup would then adapt the curriculum for the District of Columbia. She will involve workforce development and community partners including the System of Care project, which may be able to support the work as part of their own goals, as they are just starting. The Total Family Care Coalition and National Federation of Families for Children's Mental Health and other family advocacy groups can also be invited to join the work. Susan Blackburn recommended Juvenile Justice line officer and supervisor staff also be included. Liane will also be adding juvenile justice facility representatives, to ensure that the curriculum is appropriate for their use.

#### **Grace Warren and Ouida Cunningham- Illinois, Chicago**

Grace will be coordinating with county court probation staff that she regularly works with. Grace and Ouida are working with a small clinical group that is still starting up. This group was started from the earlier Balanced and Restorative Justice work with judges and the juvenile advisory committee. Grace and Ouida may begin by taking the curriculum unit to unit. Some of these units are more community based. Grace and Ouida agree that the historical information in the curriculum on PA's development of juvenile justice family involvement will be useful for Illinois juvenile justice to learn about. This historical content could be incorporated into the 20 hours of training offered statewide. Grace also thought an additional resource available through the one family support agency in Philadelphia; the Mental Health Association in Southeastern Pennsylvania, Parents Involved Network will be of use to her. They reported that they have quite a few judges interested in the family engagement piece, they may move faster once they see package, as well as probation officers on the advisory board. Susan Blackburn recommended they work with Sallie Wolfe, who is from Illinois and an early implementer of BARJ, as well as Julie Biehler and Judge Hall which is state BARJ. Ouida will start at the local level. Susan will send the curriculum to Sallie, who Susan has worked with previously on BARJ implementation.

### **Bill Sommers and Ernest Johnson- Louisiana, Calcasieu Parish**

Bill noted that his jurisdiction, Calcasieu Parish, is already involved in substantial juvenile justice reform, including as part of both Models for Change, and JDA. He is planning on incorporating this curriculum into existing efforts. He will start small and get some pieces in place internally, but also plans to work with a faith based group contract that will be integral to this effort. Families from Calcasieu Parish and FFLIC will have town hall meetings on family engagement regarding how well the local juvenile justice system is doing with family engagement. This community alliance will be used to educate community partners about the juvenile justice system in the Parish. From there they can then build the effort with the Calcasieu Children and Youth Planning Board using the Juvenile Justice Workgroup as a subset of this board. Eventually, the Calcasieu Multi-Agency Resource Center (MARC), a one-stop shop that offers same-day intake, immediate assessment, and service referral for youth and families in crisis, could use the curriculum, impacting over 85 employees. Calcasieu Parish is unique in Louisiana as it is a self-governing system within a primarily state directed juvenile justice system.

### **Ernest Johnson- Louisiana, City of New Orleans**

Ernest's family advocacy group, Families and Friends of Louisiana's Incarcerated Children (FFLIC) has been talking for a year about how to expand their efforts and this curriculum can enhance their previous curriculum. He wants to use Bill's program to demonstrate effectiveness, but also take this training back to his group in New Orleans to test at least part of it. Because New Orleans operates within a state governance, he will also need to speak with the judges and will need state approval for system implementation of the curriculum. He believes the neighboring parishes of Jefferson and Lake Charles may be open to jump-start the curriculum with FFLIC, for replication statewide. FFLIC is also part of national organization, Justice for Families, which is currently looking to build and sustain their national work; including establishing stable funding. Ernest is interested in enhancing the collaboration and coordination for this national and local effort so that everything is connected all together.

### **Ted Lovato, Tommy Rodriguez, Mark Gomez and Heidi Alvarez- New Mexico**

This team has plans to present the curriculum in an overview to a larger planning group. They identified as a first step the need for this team to meet as a small group and "mexico-nize" and the content to their culture. They will also look at adding training piece to meet their needs. They want to have an implementation plan for beginning of 2014, and roll into professional development for the Cambiar (Change) facility and field curriculum. "Cambiar (Change) New Mexico" refers to the name designated by the children, youth and families department (CYFD) for its juvenile justice reform initiative that focuses on rehabilitation and relationships. Clients and juvenile justice services' staff members build one-on-one relationships with each other and learn to interact in a completely different way than the old "correctional" model. Group building activities designed to build trust and communication are key components as well as family and community involvement. This would be similar to the current weeklong training and be combined with as well as possibly be offered as a standalone training as well. The team thinks it would be helpful to do a pilot to ensure appropriateness. This curriculum will help their system in

standardizing the family engagement approach. They think it will help to emphasize that practitioners are already doing family engagement, and that the training will support them in having tools to do it. The numerous tools being giving out throughout the curriculum will make a big difference. They also think that the curriculum’s recommended system tools including a good customer survey and giving families information and respect are helpful. They want to do the best approaches to involve families. They would like to come back in a year to check in and get additional technical assistance. The team plans on using parts of the curriculum right away with juvenile justice facilities, and one of the team, Mark is directly responsible for that training. They are also going to look at how facility staff can contact families to engage them in being part of the family involvement work. They think the Juvenile Probation Officer Family Involvement Worksheet is going to be useful as a very goal orientated component. Family involvement in facilities is not “big” yet, and needs to be. They expressed sincere thanks for the “awesome” tools, including the worksheet and the eco map. Any changes they will make they will send back to the trainers to have accessed for fidelity to the curriculum.

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**Planning and Implementing Family Involvement Worksheet- Excerpt**

<b>Supportive Family Involvement Measures</b>	<b>I currently do this... (check box)</b>	<b>Factors that support me in doing this measure.</b>	<b>Factors that challenge me in doing this measure.</b>	<b>Next Steps (check box)</b>
I immediately phone families to speak to them and introduce myself, confirm pertinent dates (intake, hearing, etc), and provide my contact information.	<input type="checkbox"/> N/A <input type="checkbox"/> Frequently <input type="checkbox"/> Sometimes <input type="checkbox"/> Never			<input type="checkbox"/> Already Do and it's OK <input type="checkbox"/> Improve/Increase ___ 1. Begin in Next 3 Mo. ___ 2. Implement in Future
During the intake interview, I provide families with information about the juvenile justice system, Court process, and services.	<input type="checkbox"/> N/A <input type="checkbox"/> Frequently <input type="checkbox"/> Sometimes <input type="checkbox"/> Never			<input type="checkbox"/> Already Do and it's OK <input type="checkbox"/> Improve/Increase ___ 1. Begin in Next 3 Mo. ___ 2. Implement in Future
I explain the steps in the process, including assessment, case plan development, and what to expect for a diversionary program or a court appearance, as applicable.	<input type="checkbox"/> N/A <input type="checkbox"/> Frequently <input type="checkbox"/> Sometimes <input type="checkbox"/> Never			<input type="checkbox"/> Already Do and it's OK <input type="checkbox"/> Improve/Increase ___ 1. Begin in Next 3 Mo. ___ 2. Implement in Future

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**Julie Krings- Wisconsin**

Julie noted that this curriculum would serve as a foundation curriculum for juvenile probation officers. She added that her state is in the middle of a substantive juvenile justice reform, but that to date; they have not addressed family engagement. She noted that she is currently working with Mark Carey, the Juvenile Justice Evidence Based Consultant that is also working with Pennsylvania and that she has discussed with him the need to address family involvement from a child and youth perspective in his materials. She praised a specific document in the Curriculum, the Comparing Principles of Juvenile Justice Best Practice Chart as ground breaking in its analysis of the connections between family involvement principles and leading juvenile probation evidence based practices. She

thought it was notable that the curriculum directly addresses the issue of families with multiple challenges, currently commonly labeled by the field as “dysfunctional” or “resistive” families by offering skills and ideas for engaging families along the continuum of their needs and capacities. Julie described the challenges of working with a predominately rural population, and that she would have the resource of a family advocacy center, Wisconsin Children Come First, the Wisconsin Family Assistance Center for Education, Training, and Support (WI FACETS), and WI NAMI as well as the Subcommittee of Governor’s Juvenile Justice Commission to help with adapting and adopting the curriculum.

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## Comparing Principles of Juvenile Justice Best Practice

BARJ	JJSES- Evidence Based Practice	Motivational Interviewing	PA Family Involvement Principles (abridged)	Functional Family Probation
Community Protection	Risk, protective factors & strength assessment	Integrate with risk, strength, & responsivity monitoring, thru objective & shared decision-making.	System engages with family & to support the youth in repairing harm & becoming a competent & responsible community member.	Risk, protective factors & strength assessment
Accountability	Data collection & analysis	Practitioner monitors outcomes of engagement	Systems support families by respecting their involvement & linking to needed supports	Objective decision making focused on what works
Competency Development	Objective decision making tracks outcomes & focuses on individual strengths & needs/responsivity	Support youth & family's recognition of any discrepancies of personal goals & current situation	<ul style="list-style-type: none"> <li>Families supported in choosing beneficial change</li> <li>Staff does “with” not “for” or “to” youth &amp; families</li> </ul>	Staff works “with” not “on” youth & families.
Individualization	<ul style="list-style-type: none"> <li>Engagement of youth &amp; families through Motivational Interviewing, shared case planning, &amp; Cognitive Behavioral counseling</li> <li>Respect of individual difference, culture ethnicity, family form</li> <li>Rejects punitive, problem focused, crisis driven, &amp; subjective responses.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate empathy</li> <li>Collaborate rather than confront thru rapport, trust, &amp; mutual understanding</li> <li>Ground in point of view &amp; experiences of client</li> </ul>	<ul style="list-style-type: none"> <li>Family is child's primary resource.</li> <li>Families have needed knowledge, skills &amp; supports</li> </ul>	<ul style="list-style-type: none"> <li>Relational focus &amp; use of motivational engagement of families through alliance/involvement</li> <li>Respect of individual difference, culture ethnicity, family. Form</li> <li>Rejects punitive, problem focused, crisis driven, subjective responses.</li> <li>Recognizes “Nobel Intent”</li> </ul>
Balance	Commitment to BARJ	Facilitate change that matches youth & family's values & promotes responsible autonomy.	Family involvement is supported at the individual & system level	Integrative supervision & case management

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**CONCLUSION**

Pennsylvania and the Family Involvement in Juvenile Justice Committee leadership and members are hopeful that their work advancing family engagement and involvement within the justice system will continue to support efforts nationwide to advance this practice.

Wendy Luckenbill, September 20, 2013