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Pennsylvania  
Juvenile Court  
Judges'  
Commission

# P E N N S Y L V A N I A J U V E N I L E J U S T I C E

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## Pennsylvania's Annual Conference on Juvenile Justice Has a New Name and a New Look

The 1999 Pennsylvania Conference on Juvenile Justice will take place November 3–5, at the Harrisburg Hilton and Towers. Several notable changes will be made during this year's program. First, the name has been changed to more appropriately reflect the comprehensive nature of the program. Traditionally called the *Annual Training and Awards Program*, it has grown and evolved over the years to become the premiere juvenile justice gathering in Pennsylvania. Thus, the name has been changed to reflect its value and importance beyond a training and awards program. We hope you like the changes.

The conference will begin on a new day and time. This year's activities will begin Wednesday afternoon, November 3, 1999, with an important and historic discussion commemorating the 100<sup>th</sup> anniversary of the establishment of the first juvenile court in Cook County, Illinois. A distinguished group of policymakers and practitioners from Pennsylvania and the nation will offer their insights on the development, history, impact and future of juvenile courts in

America. The discussion will take place in the Sunoco Theater at the brand new Whitaker Center for the Performing Arts, located next to the Harrisburg Hilton and Towers. Governor Tom Ridge has been invited to offer remarks to attendees at the opening session.

The Opening Night Reception will be hosted by the Pennsylvania Council of Chief Juvenile Probation Officers and will be held in the ballroom of the Harrisburg Hilton and Towers. It will provide a festive and informal setting for attendees to gather and renew professional contacts. Light refreshments and musical entertainment will be featured during the reception that will begin at 9 p.m.

On Thursday morning, the Opening General Session of the conference will begin at 9 a.m. Shay Bilchik, Administrator of the Office of Juvenile Justice and Delinquency Prevention in the United States Department of Justice, will offer opening remarks. At the conclusion of the welcome, attendees will be asked to convene in group caucuses. Individual sessions will be available for facilitated discussions for

Juvenile Court Judges, Chief Juvenile Probation Officers, line probation officers, victim services providers, specialized probation officers, detention, and private and public residential program providers. Additional caucuses will be offered for other groups if a sufficient number register for the program. The caucuses will be led by a facilitator and a group recorder and will be highly interactive, intended to encourage participants to speak out on issues of concern. Individual reports from each group will be prepared and made available at a later date.

The Youth Awards Program and Luncheon will begin at 11 a.m. in the ballroom of the Harrisburg Hilton and Towers. Individual young people from within Pennsylvania's juvenile justice system will be recognized for their significant achievements, despite many of life's obstacles. This program underscores the importance and impact of Pennsylvania's juvenile justice system and the dedicated people working on behalf of thousands of young

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# An Interview with the Honorable Nicholas A. Cipriani

by Marcella Szumanski, Director of Detention Monitoring, CJJT&R

**I**n celebration of the 100<sup>th</sup> anniversary of the juvenile court in America, we promised a series of articles from prominent personalities in Pennsylvania's system. This article, the second in our series, features Senior Judge Nicholas A. Cipriani, of the Philadelphia Court of Common Pleas; an individual who has a sense of history as well as a sense of the moment, and who has made a lasting contribution to our juvenile justice system.

In 1943 Nicholas A. Cipriani earned his Juris Doctorate from Temple University and was admitted to the bar. That same year he entered the United States Army Medical Corps serving until his discharge in 1946 at the rank of Second Lieutenant. Judge Cipriani was elected to the bench in 1970 and served as Administrative Judge, Family Division from 1981 through June 1989. He is an active member of both the Pennsylvania and Philadelphia Bar Associations, serving on multiple committees in Educa-

tion, and Family Law.

Judge Cipriani has participated on and chaired multiple committee and task force efforts for the National Council of Juvenile and Family Court Judges, the Supreme Court of Pennsylvania, the City of Philadelphia, and various state-level commissions. His interest in children and families permeates his impressive body of local, state, and national work on such issues as domestic relations, spousal support, child support and enforcement, permanency planning, service delivery to youth, adoption, and the rights of children. His work has been recognized by his peers and awarded at all levels.

An award from Temple University acknowledges Judge Cipriani's "dedicated service, exemplary accomplishments and outstanding ability," which describes, as well, how he is best remembered, for his dedicated service as a member of the Pennsylvania Juvenile Court Judges' Commission.

Many have had the pleasure of working directly with Judge Cipriani in Philadelphia's Family Court and at the state level. Fewer have had the privilege to experience Judge Cipriani as an instructor in the Juvenile Court Judges' Commission Master's Degree Program at Shippensburg University. Fellow graduates of the Program now understand what a rare opportunity it was to listen to this renowned jurist talk about the evolution of the law in general and the Juvenile Court in particular. We offer these remarks from the Honorable Nicholas A. Cipriani on the

able Nicholas A. Cipriani on the 100th anniversary of the juvenile court.

## **As we celebrate the 100<sup>th</sup> anniversary of the creation of the juvenile court, what are your thoughts as you reflect on this milestone?**

These past 100 years have seen many profound changes in Juvenile Law, both as to delinquent and dependent proceedings. Further, this past century has witnessed the recognition and development in the law of rights of children.

## **What was the role of the judge in the juvenile court proceedings at the turn of the century?**

At the turn of the century, the role of the Judge was molded under the doctrine of *parens patriae*. The Judge was the "good parent" who oversaw the welfare of the children brought to Court. Under this system, we had some wonderful Judges in Philadelphia; namely, Judge Nochem S. Winnet and Judge J. Sydney Hoffman. With good judges, we obtained good decisions. There were judges who were not sympathetic to juveniles, resulting in harsh decisions.

## **How has the role of the judge changed?**

Today, juveniles have rights arising from the application of the law, and the constitutional rights afforded juveniles. The role of the Judge is to preside over a Court proceeding and apply the law. As a result, there is less subjectivity on the part of the Judge.

**There have been many reforms in juvenile law and procedure in the last 30 years. What do you regard as the most significant of these?**

The reforms in juvenile law commenced with the *Kent* and *Gault* decisions. These seminal cases brought about procedural due process rights for children. Today, juveniles have the same procedural due process rights in delinquency cases as adults in criminal cases except that juveniles may be detained prior to adjudication; juveniles are not entitled to bail; juveniles do not have right to a trial by jury (unless the State authorizes one).

Under the Juvenile Act of 1972, the principle which guided the Court was the development of programs for treatment, rehabilitation and supervision, rather than incarceration. It was always recognized that a small percentage of juveniles were anti-social or psychopaths, and had to be removed from society. Rehabilitation, however, was the guiding star. With the introduction into our society of drugs, guns and violence, and the serious violent and habitual offenders, the emphasis changed from rehabilitation to public safety.

Our Legislature adopted Act 33 in 1996, changing the underlying philosophy from rehabilitation to the "balanced approach" principle. Public safety and offender accountability are the hallmark of the new philosophy of juvenile justice. Under this Act, certain categories of juveniles may be prosecuted in Adult Court, rather than the Juvenile Court. In transfer cases (certification), the Juvenile Court must first consider public safety prior to determining a child's amenability to treatment in the juvenile system. Today, public safety is

the guiding star.

**How have society's expectations changed with regard to the juvenile courts?**

The expectation of society with regard to the Juvenile Court changes from decade to decade. In the early 1970's, there were complaints that Juvenile Courts were too punitive and that juveniles should not be incarcerated. Judges were criticized for being too harsh - that incarceration was damaging the well being of juveniles.

Since the 1970s, the expectation of Society has changed. With juveniles committing serious and violent offenses and with juveniles being habitual offenders, the public now wants the Court to make public safety the primary goal.

**Are these expectations realistic?**

The public is justified in speaking out against juvenile crimes. On the other hand, their expectation as to what the Court should do is based on perceptions and not on the full understanding of the problem. Incarceration of every juvenile will not solve the problem nor is it necessary or desirable. Effective programs to rehabilitate juveniles with strong treatment programs are needed to provide effective protection for the public.

The public should also work to change the conditions which produce delinquency, such as poverty, guns, drugs, lack of parental supervision and truancy (children are not getting an education). Truancy is one of our most serious social problems.

The Court cannot be expected to provide instant relief when there are so many complicated social

problems impacting on the behavior and conduct of juveniles. Let us not "throw away" juveniles without first endeavoring to formulate a program to modify, if possible, the behavior of the juveniles. This is a difficult balancing act which challenges our Juvenile Court at this time.

**Is there still a need for a separate juvenile court?**

I do not believe there should be a separate *Juvenile* Court, but I strongly believe there should be a separate *Family* Court which would deal with all the problems in a family - delinquency, dependency, support, custody, divorce and protection from abuse. These are interrelated matters that should be handled by one Court only - not separate Courts. If possible, we should work for a Court with one Judge for one family.

**What needs to be done to ensure that juvenile courts remain viable social institutions?**

The Juvenile Courts must apply the law, keeping in mind the changing society in which we live. Among the factors in our changing society are: the changing family structure; parents often are not married or are divorced; children are being reared by single parents; the economic status of the children; parents and juveniles are exposed to drugs, alcohol, weapons and the internet. These components must be evaluated and assessed when the Court develops a disposition plan for the juvenile. The public is looking to the Juvenile Courts to provide public safety.

### **What are the most difficult decisions that you face as a juvenile court judge?**

The most difficult decision in Juvenile Court is in disposition. Adjudication is not difficult, but what to do with the juvenile is most important and will determine if the child's behavior will be constructively modified for the benefit of the juvenile and the safety of the public.

### **What are the highlights of your distinguished career?**

There are two initiatives which I believe are the highlights of my career. The first occurred shortly after I became the Administrative Judge of the Family Division of the Court of Common Pleas in Philadelphia. As a result of the requirements of the changing laws and the increase in juvenile delinquency, our procedures were inadequate to provide effective administration of the cases. I received many suggestions as to how to address the problem, including a study to be made by consultants who would make recommendations. This would have been costly and the Court and the City had a very tight budget.

I appointed a committee, entitled, "The Stakeholders Committee," composed of representatives from the Court, State Department of Welfare, Juvenile Aid Division of the Philadelphia Police Department, State Court Unit, Youth Services Coordinating Office of Philadelphia, Philadelphia Department of Human Services, Juvenile Law Center, the Defender Association, the District Attorney's Office, the Philadelphia Youth Study Center, the City Law Department, and the Juvenile Court Judges' Commission. Clay R. Yeager of the Juvenile Court Judges' Commission chaired the Commit-

tee. The committee members were dedicated and submitted recommendations that were enthusiastically and favorably received. The recommendations were adopted and implemented, vastly improving our Court system. Above all, there was no cost to the Court or City. It also promoted good will among the segments of the system.

Another highlight of my career was my appointment by the National Council of Juvenile and Family Court Judges as Chairman of the Committee of Metropolitan Courts in the United States. Our Committee was charged to study the problem of the Juvenile Court and serious offenders. The Committee consisted of thirty-four Judges from approximately twenty-three States. After studying the problem and submitting its findings, the National Council of Juvenile and Family Court Judges adopted the Report and Recommendations and published them in its Journal in the Summer of 1994, entitled, "The Juvenile Court and Serious Offenders - 38 Recommendations."

### **What are the characteristics of a good juvenile court judge?**

A good Juvenile Court Judge must be firm, compassionate and understanding as to children and their actions. The Judge must assess the juvenile's acts, taking into account all background factors, such as immaturity, peer pressure, child's family life and personal surrounding circumstances. The more information the Judge has about a juvenile, the better the Judge can mold a plan for rehabilitation and provide for protection of the society.

### **What advice would you give to a new juvenile court judge?**

I would tell a new Juvenile Court Judge that he or she is assuming an awesome responsibility equal to that of presiding over a civil claim involving millions of dollars. The Judge is affecting the lives of people in the community at the grass roots level.

I would tell the new Juvenile Court Judge that he or she should learn as much as possible about the background of the juveniles who come before the Court so as to make a proper assessment of the needs of the juveniles.

The Juvenile Court must do justice by doing all that is possible to rehabilitate a juvenile with reasonable assurance that the public will be safe.

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## **John Lemmon Joins SU Faculty**

**J**ohn Lemmon, Ph.D., Director of the Graduate Education Program, accepted a faculty position with the Department of Criminal Justice at Shippensburg University. Dr. Lemmon joined the staff of the Juvenile Court Judges' Commission in 1989 as Director of the Statistical Analysis Unit. In 1990, he accepted the challenge to direct the graduate program. In addition to his responsibilities as director of the graduate program, he directed several important research projects. Under Lemmon's direction, the graduate program continued to flourish and remains an important component of improving the juvenile justice system in the Commonwealth. Friends and colleagues will miss his intellect and sense of humor.

# Act 36 Expands Eligibility for School Violence Grants

**H**B 456(2117) was signed into law by Governor Ridge as Act 36 of 1999 on June 26, 1999, and became effective on July 1, 1999. Among amendments to The Public School Code contained in Act 36 are amendments to §1302-A. of The Public School Code that expands the grant-making authority of the Office for Safe Schools. Section 1302-A. was amended as follows:

\* \* \*

(C) In addition to the powers and duties set forth under subsection (A), the office is authorized to make targeted grants to schools to fund programs which address school violence, including, but not limited to, the following programs:

- (1) Conflict resolution or dispute management.
- (2) Peer helpers programs.
- (3) Risk assessment, safety-related or violence prevention curricula.
- (4) Classroom management.
- (5) Student codes of conduct.
- (6) Training to undertake a districtwide assessment of risk factors that increase the likelihood of problem behaviors among students.
- (7) Development and implementation of research-based violence prevention programs that address risk factors to reduce incidents of problem behaviors among students.
- (8) Comprehensive, district-wide school safety and violence prevention plans.
- (9) Security planning, purchase of security-related technology which may include metal detectors, protective lighting, surveillance equipment, special emergency communications equipment, electronic locksets,

deadbolts and theft control devices and training in the use of security-related technology. Security planning and purchase of security-related technology shall be based on safety needs identified by the school entity's board of directors.

(10) Institution of student, staff and visitor identification systems.

(11) Establishment or enhancement of school security personnel, including school resource officers.

(12) Provision of specialized staff and student training programs, including training for student assistance program team members in elementary, middle and high schools in the referral of students at risk of violent behavior to appropriate community-based services, including mental health services.

(13) Alternative education programs provided for in article XIX-C.

(14) Counseling services for students enrolled in alternative education programs.

The Commonwealth's General Fund Budget for FY '99-'00 includes approximately \$22 million for these grants and the Department of Education is in the process of developing the guidelines that will govern the program.

## CJJT&R Gets a New Telephone Prefix

Please note that the Center for Juvenile Justice Training and Research will have a new phone prefix effective **August 1, 1999**. The new three-digit prefix is **477**. The main number will now be 717-477-1704.

## Cynthia Wess Joins Staff of JCJC

**T**he Juvenile Court Judges' Commission is very pleased to announce that Cynthia A. Wess joined its staff as the Juvenile Accountability Incentive Block Grant (JAIBG) Program Specialist. Ms. Wess brings a tremendous amount of experience to the Commission; she worked for Cambria County Juvenile Court Services for the past 25 years and has served as the Director of Juvenile Court Services for the last ten years.

Ms. Wess has been active at both the state and local level for many years, serving on a number of local advisory boards and state-wide steering committees. She has been particularly active with the Pennsylvania Council of Chief Juvenile Probation Officers, serving as its President from 1996-1997. She holds a Bachelor of Arts in Criminology from Indiana University of Pennsylvania, a Bachelor of Science in Accounting from Saint Francis College, a Master of Arts in Counseling from Indiana University of Pennsylvania, and a Certificate of Advanced Graduate Study in Administration of Justice from Shippensburg University of Pennsylvania.

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people. This year's special guest speaker is David Peltzer. Mr. Peltzer is a remarkable and dynamic man who travels the country speaking out on behalf of young people at risk. He should know, he was one. David Peltzer was at one time a client of the system. He has experienced a truly extraordinary life. As a child, he endured the horrors of child abuse, including physical torture, mental cruelty, and near starvation. Peltzer was a child who could have given up, destined for a life of delinquency and violence. Instead, after being rescued at age 12, he was determined to better himself – no matter what the odds. A gifted author, speaker and humorist, his unique accomplishments have been recognized in this country and throughout the world. In 1993, he was recognized by the United States Junior Chamber of Commerce as one of Ten Outstanding Young Americans, joining a select group of previous honorees including John F. Kennedy, Anne Bancroft, Walt Disney and Nelson Rockefeller. A year later, he was *the only American* to receive the Outstanding Young Persons of the World award, given by the Junior Chamber International at the World Congress in Kobe, Japan. Recognized as one of the nation's most effective and gifted communicators, his personal, emotional and inspirational message touches the hearts of audiences everywhere. A former juvenile probation officer, detention center counselor, and Air Force veteran who served in Operations Desert Storm, Desert Shield, and Just Cause, he has recently completed *The Lost Boy*, the second book in his planned trilogy. His first publication, *A Child Called It*, was nominated for the prestigious Pulitzer Prize.

At the conclusion of the Youth Awards program, a unique and memorable production, "A Centennial Remembrance 1899-1999," will be presented on stage in the ballroom. The California-based *Raven Radio Theater of the Air* will present "To Be A Child's Friend", a specially written 'live' radio broadcast, circa 1935, that tells the story of Jane Addams as she looks back on the creation of the nation's first Juvenile Court in Cook County, Illinois. Performed on a sound stage by conference 'volunteers' with period microphones and a variety of imaginative sound effects, this truly unforgettable performance takes the audience back to a time in American history when many issues were as relevant as they are today.

Thursday evening will feature the "Annual Awards Dinner and Program" honoring outstanding individuals and programs from Pennsylvania's juvenile justice system for their dedication and commitment to improving the lives of children. This annual tribute honors those special people who have helped shape the lives of thousands of young people. Friday morning the 1999 Pennsylvania Conference on Juvenile Justice will conclude with *Resource Day - 1999*, offering participants an informal juvenile justice marketplace and providing an opportunity to meet with representatives from public and private residential service providers, informational services, and others whose products and services are available to improve juvenile justice in Pennsylvania. Registration materials for the 1999 Pennsylvania Conference on Juvenile Justice will be mailed later this summer. Plan now to join your colleagues at this new—and hopefully even better—premiere juvenile justice event.

## Youth Tree USA's Web Site

**Y**outh Tree USA is an agency that provides a comprehensive internet directory of programs, services and resources promoting healthy development of young people and families. Their mission is to provide an affordable means of enhancing youth and family service providers' ability to use electronic communications to expand their efforts in local communities across America. They also foster networking and information-sharing among youth and family service providers and facilitate opportunities for collective partnerships. Youth Tree USA's web site can be found at [www.youthtreeusa.com](http://www.youthtreeusa.com).

Their Directory section is a place to search for "real-life" youth and family programs from across the nation. The marketplace section provides a searchable on-line catalog of youth and family development and education related products, services and resources including professional services (lifeskills training), informational services (books, magazines, and tapes), workshops and training sessions, computer software, and games.

The Youth Tree USA Services and Information section contains their electronic newsletter, grant tips, advertising opportunities, and information about Youth Tree USA's partnership programs. There is also a Kids Only! Web Pals Directory where kids can create their own web page, find and e-mail web pals from across the nation and around the world, and much more.

Youth Tree USA's web site really is a comprehensive youth-related internet resource. It offers parents, teachers, youth workers and kids centralized information about local and national youth programs and resources.

## Act 23 Mandates Driver's License Suspension for School-related Terroristic Threats

**H**B 10(2065) was signed into law on June 5, 1999, as Act 23 of 1999. This comprehensive Vehicle Code legislation addressed many issues, including provisions relating to licensing of minors and learner's permits. However, Act 23 also contains an amendment to 75 Pa.C.S.A. §1532 "Suspension of operating privilege" as follows:  
§1532. Suspension of operating privilege.

\* \* \*

(c) Suspension.— The department shall suspend the operating privilege of any person upon receiving a certified record of the person's conviction of any offense involving the possession, sale, delivery, offering for sale, holding for sale or giving away of any controlled substance under the laws of the United States, this Commonwealth or any other state, *or any person 21 years of age or younger upon receiving a certified record of the person's conviction or adjudication of delinquency under 18 Pa.C.S. § 2706 (relating to terroristic threats) committed on any school*

*property, including any public school grounds, during any school-sponsored activity or on any conveyance providing transportation to a school entity or school-sponsored activity.*

- (1) The period of suspension shall be as follows:
  - (i) For a first offense, a period of six months from the date of the suspension.
  - (ii) For a second offense, a period of one year from the date of the suspension.
  - (iii) For a third and any subsequent offense thereafter, a period of two years from the date of the suspension.
- (2) For the purposes of this subsection, the term "conviction" shall include any conviction or adjudication of delinquency for any of the offenses listed in paragraph (1), whether in this Commonwealth or any other Federal or state court.

This amendment to the Vehicle Code contained in Act 23 will become effective on December 22, 1999.

## CTC National Recognition Conference in Hershey

**D**evelopmental Research and Programs and the Governor's Community Partnership for Safe Children will be hosting a National and State Communities That Care (CTC) Recognition Conference from October 24-26, 1999, at the Hershey Lodge and Convention Center. Several workshops of importance to both national and state participants are planned. These include sessions on data collection; nuances of the CTC survey; new Promising Approaches; the Seattle Social Development Project; new CTC tools; meaningful community collaboration; funding; and including youth in the CTC process. Each workshop will repeat, allowing participant's a second chance to see workshops.

An additional feature of this year's conference will be a "Community Showcase." Each community will have the opportunity to bring displays of their CTC effort, including sample plans, mission statements, marketing materials, and media coverage. This area will be open throughout the conference.

The highlight of the conference will be the national and state recognition events. The CTC National Recognition Awards Banquet will be held Monday evening, October 25. Last year three Pennsylvania communities received national recognition for their CTC effort. The conference will conclude on October 26 with the Pennsylvania State Awards Luncheon.

For additional information on the conference contact Mike Kovacevic at 717-532-1237.

### Breaking the Victim/Victimizer Cycle XII August 4-6, 1999

**Conference Sponsored by the Sexual Abuse Prevention & Education Network**

**For more information, please call Jeff Sunderman or Chuck Mitcham at 724-656-7320 - OR - Eric Dorman or Mary Tracy at 412-321-0365**

**Accommodations at the Days Inn Penn State are available by calling the hotel, 814-238-8454.**

**conference registration is \$105 per person**

# Youth Violence: Prevention and Intervention Strategies

**A**rnold Goldstein has written extensively on the subject of controlling student aggression, e.g. *The Prepare Curriculum* (1988), *The Equip Program* (1995). The following, *Break It Up* (1995) and *Aggression Replacement Training* (Revised Edition, 1998) feature some of his and his colleagues current ideas on this subject. *Break It Up: A Teacher's Guide to Managing Student Aggression* by Arnold P. Goldstein, James Palumbo, Susan Striepling, and Anne Marie Voutsinas is available from Research Press (1995) in Champaign, Illinois.

Aggressive, disruptive, and disrespectful students have become a permanent fixture of our public education system. The pranksters of the past are much different from a number of today's students who are more angry and aggressive. A problem that at one time was isolated in disadvantaged, urban schools, now affects classrooms in rural and suburban communities, and occurs at all levels of education, from the early elementary years onward.

The plight of gang violence in urban school systems has been well-documented. However, violence occurs in rural and suburban schools. The ambush-style killings on the playground at a rural elementary school or the execution-style murder of a teacher in an auditorium of a suburban middle school illustrates the point. Of course, these are the most egregious situations, the nightmare of every parent, student, and educator. However, the threat is real, and every day students and teachers are exposed to a barrage of aggression, provocations, and disrespect that

easily and often escalates into something more serious. It is clear that aggressive student behavior is one of the most serious problems currently facing public education.

In their introduction, Goldstein and his colleagues point out that a great deal of information has been written *for* teachers on how to deal with students' in-school behaviors. However, nothing has been written *by* teachers on this subject. *Break It Up* seeks to remedy this situation. The book is divided into three chapters beginning with a brief discussion about creating a low-aggression teaching environment to prevent abhorrent student behaviors. The content covered in the chapter includes teaching plans, instructional behaviors, classroom rules and procedures, physical classroom arrangements, and parent-teacher collaboration.

A theme that Goldstein states throughout the book is that teacher preparation for unruly behavior and readiness to respond to provocations will prevent matters from escalating out-of-hand. Prevention is built around organization. Teachers in low-aggression classrooms are more capable of organizing their classrooms to meet both the academic as well as the safety needs of their students. Organization is reflected in the teaching of rules, procedures, and consequences for inappropriate behaviors as explicitly as they teach content (p.7). According to Goldstein, the establishment of prosocial norms, along with community-building among students, and establishing home-school collaboration implants the notion that a teacher is strict, but fair, and is capable of mobilizing

support to address any problem that arises.

As noted in the introduction, this book is for teachers by teachers. Chapter 2 reports discussions by classroom teachers obtained from 1,000 incident reports provided by experienced and novice teachers in urban, suburban, and rural schools at the elementary, middle, and senior high school levels. The incidents are grouped into 15 broad categories with the first 13 ranging in ascending order of severity, e.g. horseplay to group aggression.

Grouping the incidents into categories helps extrapolate lessons from the various incidents. One general observation is that poor management of aggression at the lower level facilitates its high-level expression. Conversely, the teacher skilled at maintaining compliance or thwarting student disruptiveness is considerably less likely to be faced with out-of-control, or armed students. Thus, Goldstein's intervention axiom is "Catch it low, prevent it high".

The final chapter covers physical intervention. Since teachers and students are more vulnerable to physical assaults *Break It Up* provides step-by-step instructions, via text and illustration, in a full array of self-protection and other student containment techniques that can be employed in classroom and other school-based settings. The first step in learning self-protection and restraining techniques begins with the development of a school-wide intervention plan that emphasizes fight-scene management, teaming, and training. Goldstein recommends that a planning committee be

created to establish policies concerning a variety of issues including acceptable methods for stopping fights, types of post-fight disciplinary measures, degree of parental involvement, and the conditions under which legal action should be taken.

*Break It Up* is an excellent resource for educators and other staff working with children in school-type environments. With its emphasis on organization and preparation, the book provides administrators and staff with a recipe for developing their own policies and program to deal with student disruptions. The physical intervention techniques certainly demand more training than can be offered by a book or a video. However, they do offer the reader/viewer tangible ideas on how effective intervention would work. Finally, the book, through the vignettes highlighted in the incident reports, provides honest and helpful ideas about what to do or not to do when dealing with aggressive student behaviors.

*Break It Up: A Teacher's Guide to Managing Student Aggression* is published through Research Press. The ISBN for the papercovered edition is (0-87822-351-7). The cost of the paper covered edition is \$19.95. The video can also be purchased through Research Press at a cost of \$295, with a rental fee of \$55 for three days. For more information call or write: Research Press, 2612 N. Mattis Ave., Champaign, IL 61821. Phone: 1-800-519-2702; fax: 217- 352-1221; e-mail: rp@researchpress.com

## Rehabilitating Young Offenders Saves Money

A report released by the Washington State Institute for Public Policy found that some programs that are designed to rehabilitate juvenile offenders work, and save taxpayers money because they do so in a cost-effective manner. The Institute is a research agency designed to offer lawmakers advice about which programs they should and should not support.

The most effective programs were found in the area of rehabilitating juvenile delinquents. The benefits included dollars for reductions in harms suffered by victims of crime, as well as savings to the criminal justice system because the rehabilitated youth were less likely to commit criminal acts.

The Institute measured the effectiveness of various types of offender rehabilitation and crime-prevention programs. For each program they estimated the benefits in terms of crimes prevented, and compared that amount to the cost of the program. The most highly rated program was an aggression-replacement training program for juvenile offenders in which the juveniles were trained to recognize what triggers their anger, and how to control that anger. The Institute found that the program had \$31.40 in benefits for every dollar spent.

Juvenile boot camps received very low marks. The report cites studies that showed while boot camps cost less than other programs for juvenile offenders, they resulted in higher recidivism rates, thus offsetting the

lower costs.

For a copy of the report *The Comparative Costs and Benefits of Programs to reduce Crime: A Review of National Research Findings with Implications for Washington State*, contact the Washington State Institute for Public Policy at 110 East 5th Avenue, Suite 214, Box 40999, Olympia WA 98504-0999. 360-586-2677, or [www.wa.gov/wsipp](http://www.wa.gov/wsipp).

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## Verrecchia Named Acting Director of Graduate Education Program

PJ Verrecchia will become the Acting Director of the Graduate Education Program sponsored by the Juvenile Court Judges' Commission on August 1, 1999. He will function in this role until a full-time director is hired.

Verrecchia is currently Assistant Director of Training at the Center for Juvenile Justice Training and Research at Shippensburg University. He is a former probation officer from Chester County, and earned his Master's Degree in the Administration of Justice (1995) from Shippensburg in the non-traditional weekend program sponsored by the JCJC. Verrecchia joined the Center in January 1996. He is currently working toward his Ph.D. in Human Development at Marywood University in Scranton.

# Juvenile Court Judges' Commission Adopts CASA Standards

Pursuant to the provisions of 42 Pa.C.S. §6342, added by Act 128 of 1999, the Juvenile Court Judges' Commission has adopted new "Standards Governing the Qualifications and Training of Court-Appointed Special Advocates." These Standards were published in *The Pennsylvania Bulletin* as a statement of policy on July 10, 1999 (29 Pa.B. 3633). This statement of policy of the Juvenile Court Judges' Commission was added in 237 Pa. Code §201.1, 201.2, 201.11 and 201.21 to read as follows:

237 Pa. Code Ch. 201

## Standards Governing The Qualifications and Training of Court-Appointed Special Advocates

### General

#### 201.1. Appointment.

Under 42 Pa.C.S. §6342 (relating to court-appointed special advocates), court-appointed special advocates (CASAs) may be appointed to participate as advocates for children who are dependent or alleged to be dependent. CASAs shall be appointed only by the court and shall be sworn in by the court in recognition of both the importance and confidential nature of their duties.

#### 201.2. Program.

Court-appointed special advocates (CASAs) shall, at all times, be under the supervision of a CASA program which has the legal authority to operate, and which is recognized and supported by the court. Unless the CASA program is administered by the court, the program shall likewise have a written agreement with the court defining the working relationship between the

CASA program and the court. CASAs may not be assigned to a case until it is determined that all preservice training and qualification requirements have been met.

### Qualifications

#### 201.11. Qualifications.

(a) A court-appointed special advocate (CASA) shall be 21 years of age or older.

(b) Prior to appointment, a CASA shall:

(1) Successfully pass all screening requirements, including criminal history and child abuse background checks.

(2) Complete a written application containing information about educational background and training, employment history and experience working with children.

(3) Submit the names of three or more references of persons unrelated to the prospective CASA.

(4) Authorize the CASA program and other appropriate agencies to conduct a criminal record check, a child protective services background check as permitted by the laws of the Commonwealth and, if the duties of the CASA could include the transportation of children, a driving record check.

(5) Attend and participate in personal interviews with CASA program personnel.

(6) Be able to make a 12-month minimum commitment to a case, in addition to the time required for preservice training.

(c) A CASA shall respect a child's inherent right to grow up with dignity, in a stable, safe, loving

and nurturing environment.

(d) A CASA shall have the ability to relate effectively to the children and families to whose cases the CASA may be assigned.

(e) A CASA shall keep information confidential and work within the scope of established program guidelines and orders of the court, maintain objectivity and relate to a variety of people.

(f) A CASA may not accept reimbursement for time, or for routine travel or other expenses ordinarily incurred in the discharge of assigned duties, and shall comply with the requirements established by the CASA program under whose supervision the CASA is providing services.

(g) An individual may not be appointed as a CASA who is found to have been convicted of, or to have charges pending for, a felony or a misdemeanor involving a sex offense, child abuse or neglect, or related acts that would pose risks to children or the credibility of the CASA program. If a prospective CASA is found to have committed a misdemeanor or felony that is unrelated to or would not pose a risk to children and would not negatively impact the credibility of the CASA program, the program may consider the extent of the prospective volunteer's rehabilitation and other factors that may be relevant in determining whether to accept the applicant as a CASA volunteer.

(h) Grounds for dismissal of a CASA include the following:

(1) Taking action without CASA program or court approval that endangers a child or is outside the role or powers of the CASA program.

(2) Engaging in ex parte communication with the court.

(3) Violation of a program policy, court rule or law.

(4) Failure to complete required in-service training.

(5) Failure to demonstrate an ability to effectively carry out assigned duties.

(6) Falsification of an application, or a misrepresentation of facts during the preappointment screening process.

(7) Allegations that the CASA is the subject of child abuse or neglect allegations.

(8) Existence of a conflict of interest that cannot be resolved.

## Training

201.21. Training.

(a) The Court-appointed special advocate (CASA) shall have the benefit of a training and skill development program that is offered by a CASA program and which is reviewed annually and revised based on the program's assessment of its training needs.

(b) Training provided to CASAs shall conform to the curriculum "Comprehensive Training for the CASA/GAL", available from the National Court Appointed Special Advocate Association, or

its equivalent.

(c) The training that is offered to CASAs shall utilize a variety of instructors, including CASA program staff, attorneys, judges, agency representatives and volunteers.

(d) CASAs shall successfully complete at least 30 hours of preservice training before being assigned to a case. This preservice training shall, at a minimum, include the following:

(1) The roles and responsibilities of a CASA volunteer.

(2) Court process, including dependency proceedings under 42 Pa.C.S. §§6301-6365 (relating to the Juvenile Act) and involuntary termination of parental rights proceedings under 23 Pa.C.S. §§2101-2910 (relating to the Adoption Act).

(3) The dynamics of human behavior associated with child abuse and neglect.

(4) Relevant State and Federal laws.

(5) Confidentiality and record-keeping practices.

(6) Child development.

(7) Child abuse and neglect.

(8) Permanency planning and resources.

(9) Community agencies and resources.

(10) Communication and information gathering, to include interviewing and report writing skill development.

(11) Advocacy.

(12) Special needs of the children served, including differences in cultural and socioeconomic norms, values and heritage.

(13) The identification of personal and institutional bias or discrimination as it relates to the children and families being served.

(14) The opportunity to visit and observe court proceedings conducted by judges and masters involving hearings under 42 Pa.C.S. §§6301-6365, as well as proceedings involving the involuntary termination of parental rights under 23 Pa.C.S. §§2101-2910.

(15) Ethics relating to the role of the CASA.

(16) Expectations regarding appearance and demeanor.

(e) CASA volunteers shall be provided with at least 12 hours of in-service training annually.

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## DPW will Close Bensalem Youth Development Center

On July 12, 1999, Secretary of Public Welfare Feather Houstoun announced plans to close the Bensalem Youth Development Center, citing the Bensalem YDC's declining resident population and rising institutional costs. At the time of the announcement the facility had 13 juveniles in residence and a staff of 191. The YDC at Bensalem opened in 1969 and consists of 11 buildings on 125 acres near Bensalem, Bucks County. The Department of Public Welfare will work with the Department of General Services and elected officials to plan for re-use of this property.

The Juvenile Forensic Unit (JFU), a small psychiatric unit for juveniles who are alleged to be or found to be delinquent, also operates on the Bensalem property. The JFU is administered by DPW's Office of Mental Health and Substance Abuse Services and was transferred to Bensalem following the closure of Eastern State School and Hospital in 1996. Currently, the JFU serves approximately 11 youth who will continue to receive treatment consistent with existing court orders while alternative plans for the Unit are developed.