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Commission**

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The Juvenile Court Judges' Commission is pleased to announce the appointment of Keith A. Graybill as Director of the Center for Juvenile Justice Training and Research, effective August 21, 2004. Mr. Graybill is now responsible for directing the administration and operations at the Center including the Graduate Education Program, the agency's training and professional development program, the operations of the Information and Technology Division (ITD), the secure detention monitoring program, and the activities associated with the Communities That Care training and technical assistance initiative.

Keith Graybill began his career in 1981 as a probation officer in Juniata County, where he provided services to both juvenile and adult offenders. He was promoted to the position of Chief Juvenile and Adult Probation Officer for Juniata County in 1987, and remained in that capacity until 1999, at which time he accepted a position with the Juvenile Court Judges' Commission as a Juvenile Court Consultant.

Graybill received his Bachelors Degree in Social Work from Eastern Mennonite University in 1981, and his Masters Degree in Criminology from Florida State University in 1988. He can be reached at 717-477-1188, or at kgraybill@state.pa.us.



Graybill appointed director of CJJT&R

Keith A. Graybill, Director of the
Center for Juvenile Justice Training &
Research at Shippensburg University



Bill Ford retires as Bucks County Chief Juvenile Probation Officer

On August 2, 2004, William D. Ford retired as Bucks County's Chief Juvenile Probation Officer. Throughout his stellar 42-year career, Bill Ford had a profound impact on the juvenile court system in Bucks County and throughout the Pennsylvania juvenile justice system.

He was hired as a juvenile probation officer in Bucks County in May, 1962. At that time, he was one of only two juvenile probation officers in the county. In

1974, he was appointed as Chief Juvenile Probation Officer. With the strong support of the judiciary in Bucks County, Bill Ford directed the development of a juvenile probation department and service delivery system that is regarded highly throughout Pennsylvania and the nation.

In the capacity of Chief Juvenile Probation Officer for Bucks County, he dedicated himself to working with community leaders and service providers to develop a wide range of community-based services to address the needs of children and crime victims who come within the jurisdiction of the court.

As a long-term member of the Executive Committee of the Pennsylvania Council of Chief Juvenile Probation Officers and of the Juvenile Advisory Committee of the Pennsylvania Commission on Crime and Delinquency, he has had a tremendous impact on statewide juvenile justice policy.

In 1981, at the first JCJC Awards Program, Bill Ford was honored as Pennsylvania's first "Chief Juvenile Probation Officer of the Year," in recognition of the outstanding leadership he was then providing throughout the juvenile justice system. On November 4, 2004, he will be honored as the first recipient of the "Fred P. Anthony Award," in recognition of the exceptional leadership he has continued to provide. The creation of this award was announced at the 2003 Pennsylvania Conference on Juvenile Justice to recognize the extraordinary contributions of Judge Fred Anthony, who served for 30 years as a member of the Juvenile Court Judges' Commission.

Robert Stanzione has been appointed to succeed Bill Ford as Chief Juvenile Probation Officer for Bucks County.

photo credit: Kim Weimer/Bucks County *Courier Times*

This publication is produced monthly at the Center for Juvenile Justice Training and Research at Shippensburg University.

Guest articles are always welcome; please submit them by email or on a disk. We particularly enjoy your photographs, but we ask that these be mailed - we will be happy to return them to you.

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Competency development for Northumberland County Youth: the CLANCY Program

The therapeutic component of the Northumberland County Juvenile Court, the CLANCY Program, currently has two programs in operation which emphasize the principles of balanced and restorative justice.

The core of the program, therapeutic curriculum, is emphasized to challenge adolescent thinking errors while providing appropriate alternatives. The curriculum allows juvenile offenders the opportunity to explore their negative power acts, identify those victimized directly or indirectly, and introspect on what they were attempting to gain by their actions.

The method provides an opportunity for the juvenile offender to form close relationships with staff and other peers. This is emphasized on a daily basis by the interactions between the juvenile offender and the day treatment staff. Staff are encouraged to use strength-based strategies to positively reinforce expected program behaviors while using positive correction to address disruptive behaviors. Students are given the opportunity to choose appropriate behavior while seeing the staff as a catalyst of change and not an “authority figure” demanding behavioral change.

Another important component is the intergenerational program, which emphasizes the use of foster grandparents and college interns. CLANCY takes advantage of the vast experience of a 78-year-old-foster grandfather. Not only does he provide extra assistance in the classroom, but, more importantly, he provides a strong, positive role model. Students vie for the opportunity to work with him one-on-one in the classroom setting, ask to escort him to his car on a snowy day, and listen with respect to stories from his youth.

The college interns are interested mainly in the behavioral change aspect of the program. They are encouraged to co-facilitate individual and group counseling sessions and therapeutic curriculum sessions, and attend all staff training and interagency meetings. Their level of energy and their fresh concepts are appreciated by staff.

A recent addition to the CLANCY competency development program has been an industrial arts component. The items the juveniles have assembled in the industrial arts course range from birdhouses and shelves to picnic tables and bookcases. They have also provided assistance at a local church in building stage props for a play, and have built stands for a charity carnival. Juveniles must earn the privilege of working in the shop with appropriate behaviors both inside and outside of the program.

To graduate from the CLANCY Program, juveniles must demonstrate leadership skills within the program. The peer accountability theme, co-facilitated by the staff, is used to settle disputes among juveniles, to help in the acclimation of new students (a type of peer mentor to help show the ropes), and to decide on the weekly schedule of events within the program. The final step in the graduation process requires the juvenile to organize a community service project in the community in which he or she offended, thus benefiting the community and the child.

