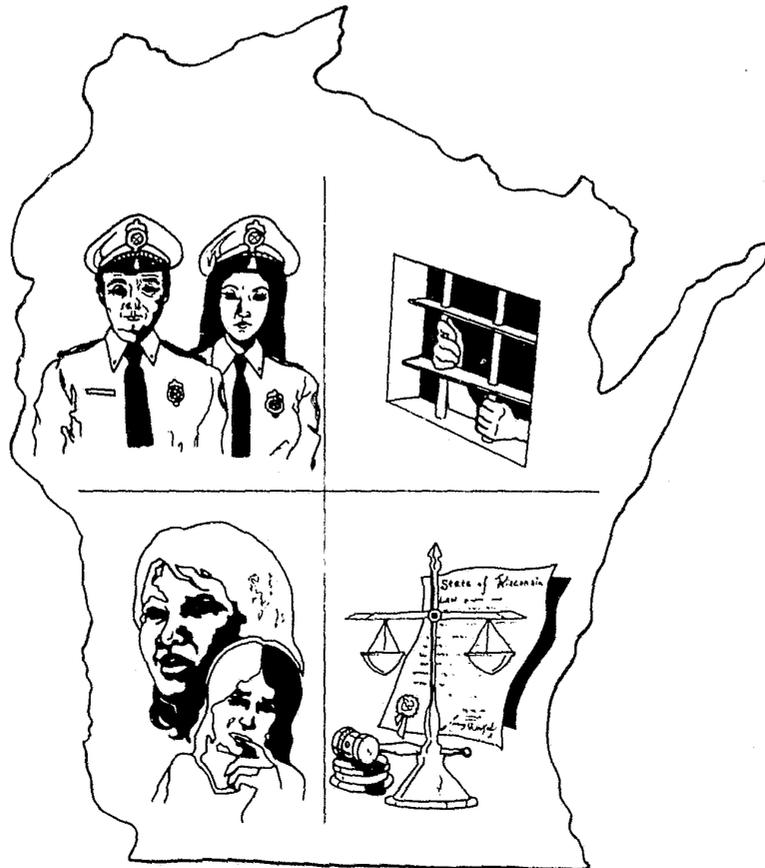




State of Wisconsin \ OFFICE OF THE GOVERNOR

WISCONSIN COUNCIL ON CRIMINAL JUSTICE

Monitor Report:  
Juvenile Justice Training Workshop  
WCCJ Grant #78-10C-SC-3168-7



PROGRAM EVALUATION REPORT

53382



State of Wisconsin \ OFFICE OF THE GOVERNOR

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Monitor Report:

Juvenile Justice Training Workshop

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NCJRS

DEC 18 1978

ACQUISITIONS

by

Arlayne Weston

Wisconsin Council on Criminal Justice  
Program Evaluation Section  
November 1978

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SECTION ONE: ABSTRACT

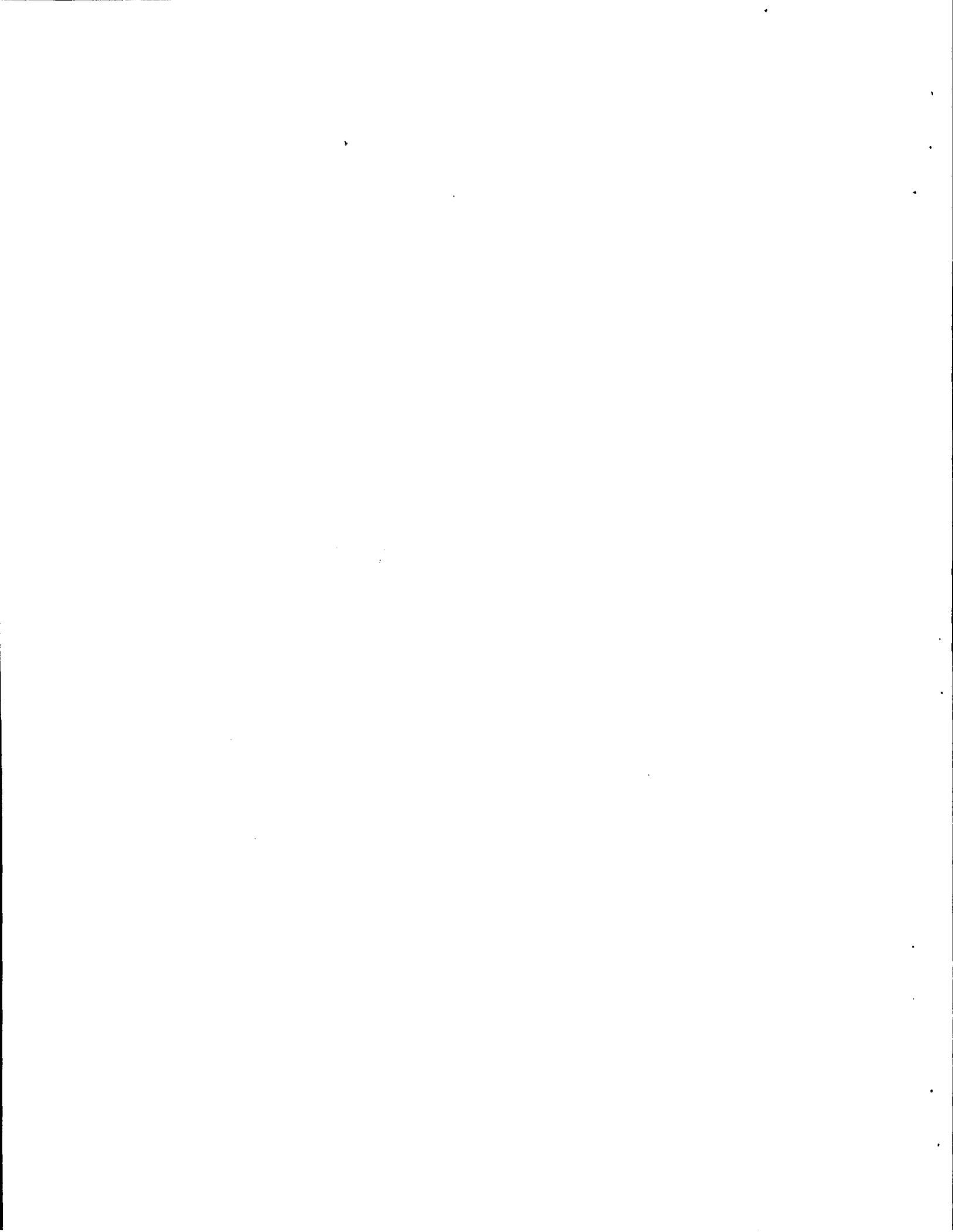
I. ABSTRACT

The University of Wisconsin--Extension Criminal Justice Institute, in cooperation with the Dane County Juvenile Officers' Association, sponsored a Juvenile Justice Training Workshop in Madison, September 20, 1978. The Juvenile Personnel Development Center organized the one-day workshop, which was funded by WCCJ Grant #78-10C-SC-3168-7 in the amount of \$2,000. Participants attended one of three mini-workshops of their choice: Vandalism in the Schools, Stress and Staff Burnout, or Family Dynamics in Working with Youth Problems.

One objective of this multi-disciplinary workshop was to provide knowledge and skills to 100 participants from various components of the juvenile justice system. This objective was essentially achieved; actual attendance was 86 (Page 7). The second objective of the project was to obtain positive reports from those in attendance regarding building skilled techniques through participation, and satisfaction with course content and instruction. This objective was partially met (Page 10).

SECTION TWO: PROJECT DESCRIPTION

AND DEVELOPMENT



## II. PROJECT DESCRIPTION AND DEVELOPMENT

### A. Introduction

A juvenile training seminar project entitled "Juvenile Justice Training Workshop" was funded by the Wisconsin Council on Criminal Justice (WCCJ: Grant #78-10C-SC-3168-7) in the spring of 1978. The grant enabled the University of Wisconsin--Extension (UWEX) Juvenile Justice Personnel Development Center, Criminal Justice Institute, to contribute to the training of juvenile justice personnel and community representatives concerned with delinquency and related problems. The grant in the amount of \$2,000 permitted the Center to plan three specialized workshops. Participants were required to pay a fee of \$12.00 to partially contribute to the expenses of the workshop. Dr. Samuel Stellman, Director of UWEX--Criminal Justice Institute, served as the Project Director. William Winter, Director of the Juvenile Justice Personnel Development Center, served as the project's administrator.

### B. Workshop Planning

Members of the Planning Committee for the Juvenile Justice Training Workshop were:

David Cornwall--Middleton Police Department  
Mike Emerson--Student, Middleton High School  
Michele McClung--Mazomanie Police Department  
Gary Meister--UWEX Juvenile Justice Personnel Development  
Center  
Richard Miller--Madison Police Department  
John Powers--Dane County Juvenile Court  
Susan Russell--Student, Wisconsin Heights High School  
Samuel D. Stellman--UWEX Criminal Justice Institute  
Scott Truehl--Student, LaFollette High School  
William F. Winter--UWEX Criminal Justice Institute

The committee met regularly throughout the summer to plan the workshop. Correspondence received by PES staff from the Director of the Juvenile Justice Personnel Development Center indicated that youth participation was valuable to the committee, serving to enhance the understandings of its members.

### C. Workshop Program

Three mini-workshops were held following a welcoming address by the Honorable Shirley Abrahamson, Justice of the Supreme Court of Wisconsin.

Workshop #1, Vandalism in the School, was designed to explore ways of involving professionals and young people interested in developing successful anti-vandalism programs

in their communities. A panel of youth and school officials participated in the design of an action plan for a school vandalism project.

Workshop #2, Stress and Staff Burnout, focused on physical and psychological reactions to stress. Sources of stress, reaction patterns and positive coping patterns were explored. A model of processes involved in stress and its reduction was presented.

Workshop #3, Family Dynamics in Working with Youth Problems, was directed toward the understanding of the family and the acting-out behaviors of youth. A theoretical approach was presented in considering the psychodynamics of the family group.

D. Workshop Instructors

The workshop on vandalism was led by Mickey Finn, Director, Region V Office of Education--Alcohol and Drug Abuse Prevention Education Training Center. A senior student at LaFollette High School, Scott Truehl, presented an anti-vandalism program which operates in several Madison area schools. Both presenters have had experience in establishing and operating prevention and delinquency reduction programs.

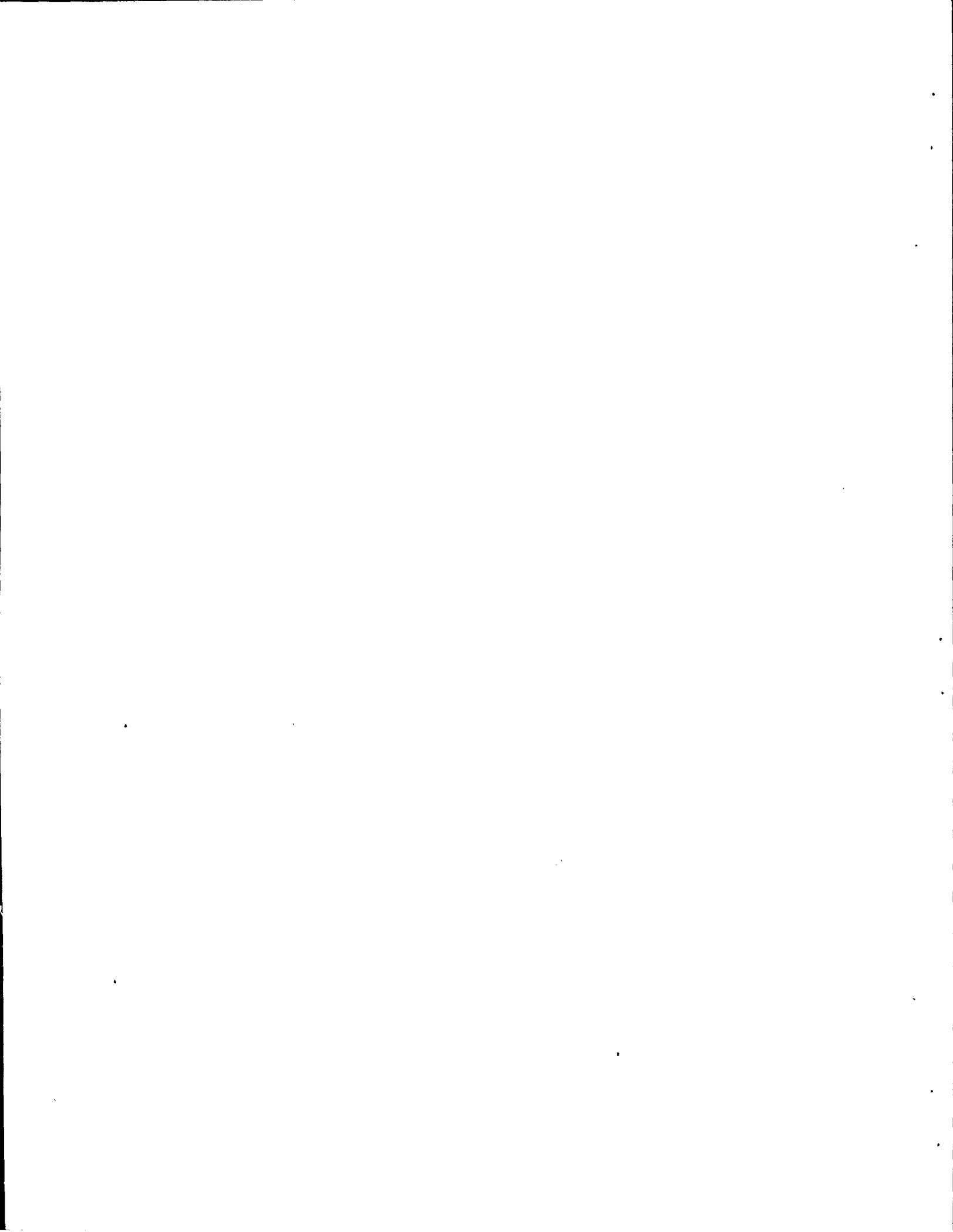
Carlisle Dickson, Associate Director of the Criminal Justice Training Center, School of Social Welfare, University of Wisconsin-Milwaukee, led the workshop on stress. Patrick Linnane, Program Associate with the Center for Advanced Studies in Human Services, University of Wisconsin-Milwaukee, assisted in the presentation.

The third workshop on family dynamics and youth problems was given by Dr. Edwin Hoepfer and Kenneth Neumann. Dr. Hoepfer is Chief of Staff and Medical Director of the Adolescence Psychiatric Unit, St. Joseph Hospital, Marshfield, Wisconsin. Kenneth Neumann, ACSW, is Chief Social Worker, Department of Psychiatry, Marshfield Clinic.

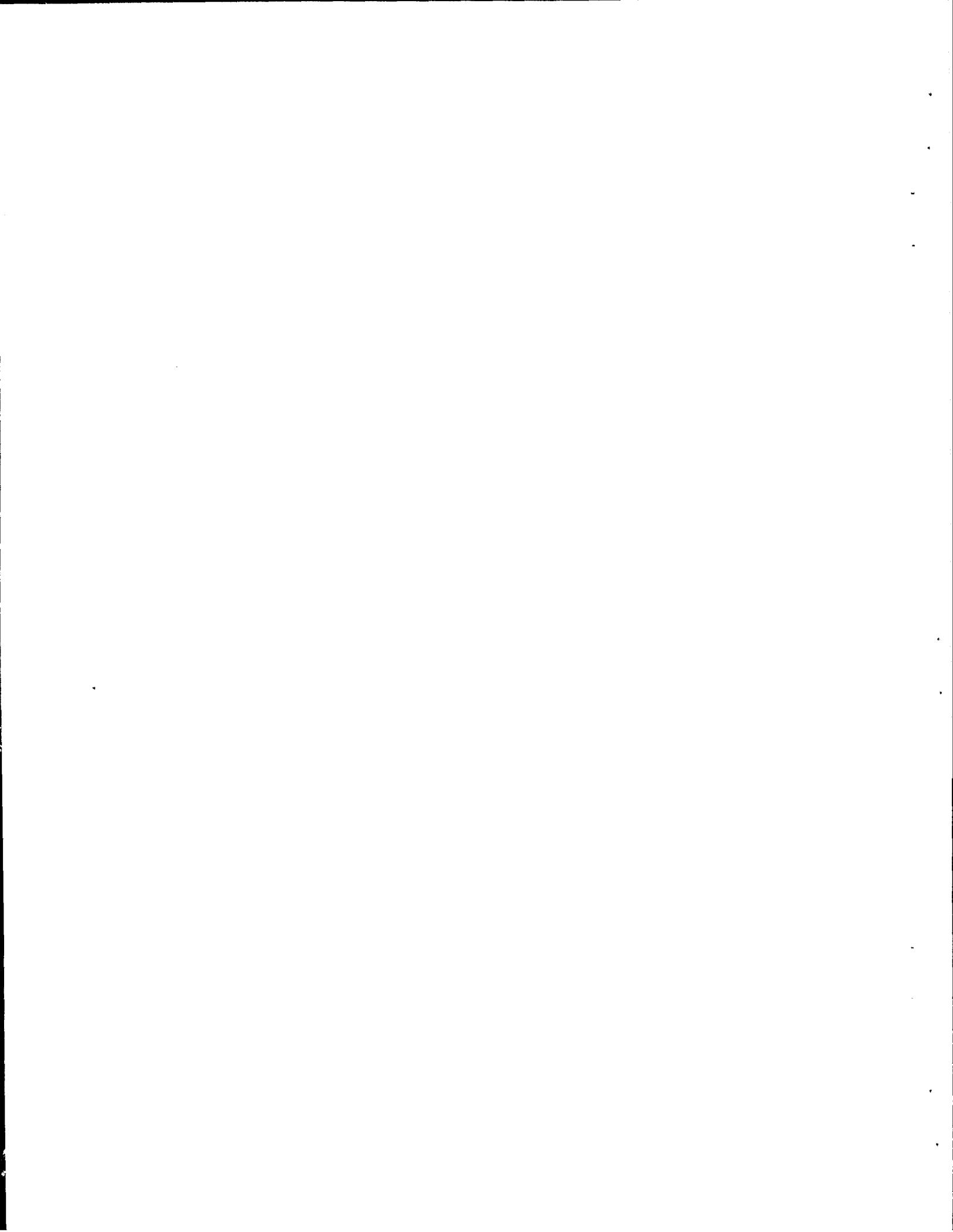
E. Workshop Structure

The Juvenile Justice Training Workshop was held on September 20, 1978 at St. Benedict Center in Madison. The site offered ample space for each of the mini-workshops to meet in separate rooms as well as to assemble for the initial welcome by Justice Abrahamson. The location was considered convenient, although several participants specifically requested that a map to the Center be provided to enrollees in the future.

Both during lunch and at session intermissions, participants were able to exchange views on areas of interest. During the mini-workshops, participants were encouraged to raise questions, contribute ideas and suggest additional considerations. PES staff attended the mini-workshop on vandalism, where questions were frequently asked. Comments from the questionnaires submitted by participants also indicated questions were well-received in the other mini-workshops.



SECTION THREE: PARTICIPANT CHARACTERISTICS



### III. PARTICIPANT CHARACTERISTICS

#### A. Number in Attendance

Program Evaluation Staff (PES) received seventy completed data questionnaires for project monitoring. (See Appendix.) In addition to the 70 participants who supplied ratings for the workshop, an additional sixteen participants were in attendance, bringing the total attendance to 86. There were also eight enrolled participants who did not attend.

Analysis of the participants' backgrounds and their workshop ratings is based upon the 70 who completed questionnaires. This number constitutes 81.4% of the total in attendance. Of the 16 who did not complete questionnaires, at least six educators failed to do so because they left the workshop early.

#### B. Workshop Publicity Sources for Participants

The Juvenile Justice Personnel Development Center maintains an extensive mailing list for publicizing its programs. A brochure was mailed to selected agencies and individuals in the south-central area of Wisconsin. Table 1 specifies the participants' sources of information regarding the Juvenile Justice Training Workshop.

TABLE 1

Informational Sources Concerning Workshop

Source	Number	Percent
Brochure received at work	21	30.0%
Supervisor	15	21.4
Brochure received in mail (home)	15	21.4
Friend	8	11.5
Fellow employee	4	5.7
Other	7	10.0
TOTAL	70	100.0%

C. Affiliation and Occupation

Data was requested from participants specifying their agency or organizational affiliation and their occupation. This information is required by WCCJ in order to assure a range of types of juvenile justice system personnel and agencies are served. Data for each of the three mini-workshops was analyzed separately, and also combined for an assessment of the workshop as a whole.

The largest proportion of participants came from social service agencies or group homes. Table 2 presents the range of organizations with which participants were affiliated either as personnel

TABLE 2

Type of Organizational Affiliation

Organizational Affiliation	Number	Percent
<u>Social Service Agencies</u>	33	47.1%
State and County Departments	(16)	
Private Agencies	(8)	
Group Homes	(9)	
<u>Law Enforcement Agencies</u>	15	21.4
Police Departments	(6)	
Sheriffs' Departments	(3)	
Juvenile Courts	(6)	
<u>Schools</u>	15	21.4
Staff	(7)	
Students	(8)	
Youth Service Bureaus	3	4.3
Associations	2	2.9
Not Ascertained	2	2.9
TOTAL	70	100.0%

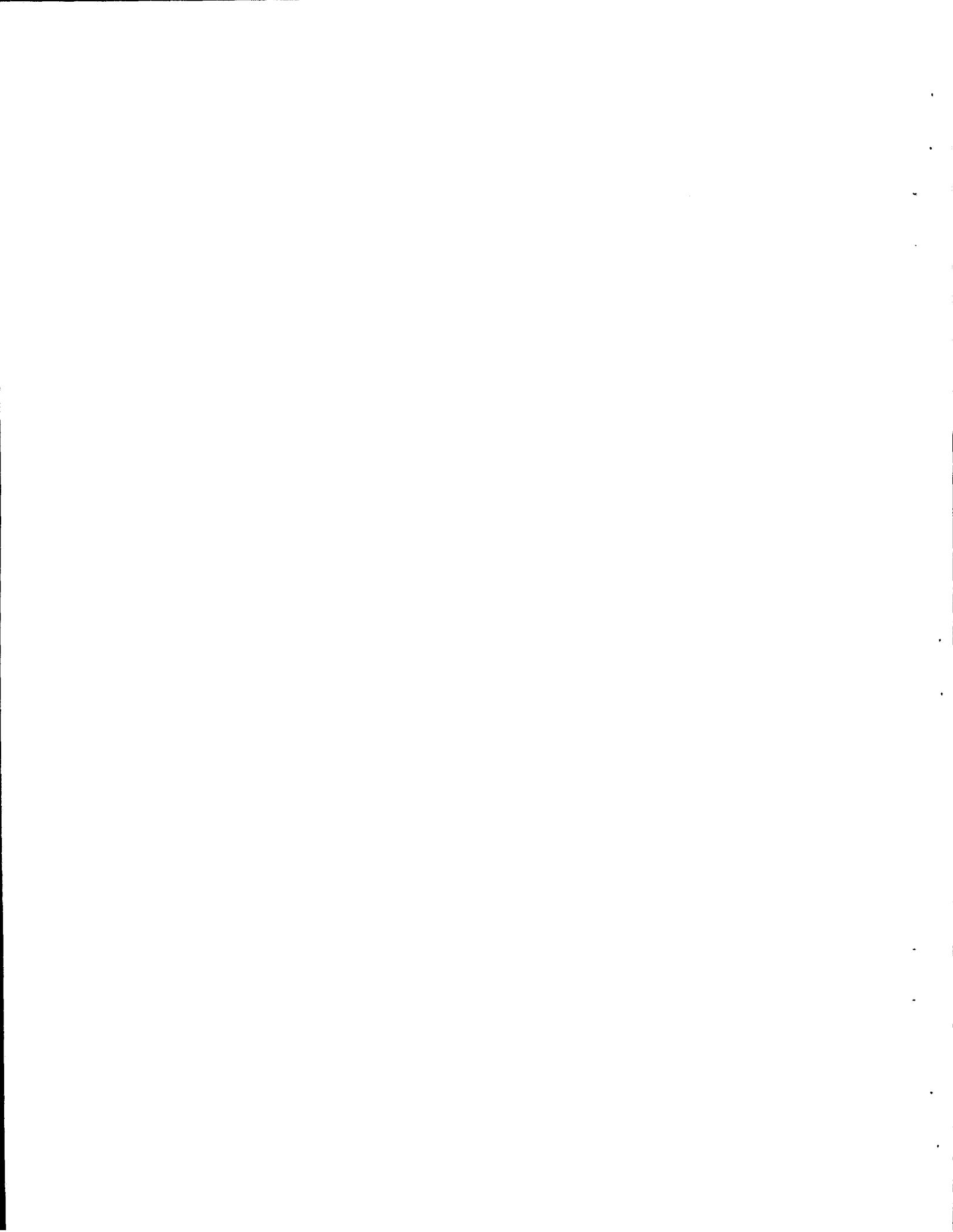
or as members. The workshop on vandalism was attended primarily by those connected with the schools and by a number of law enforcement personnel. Social service agencies were heavily represented in the remaining workshops.

The occupations of workshop participants are given in Table 3. Sixteen different occupations were represented at the Juvenile Justice Training Workshop.

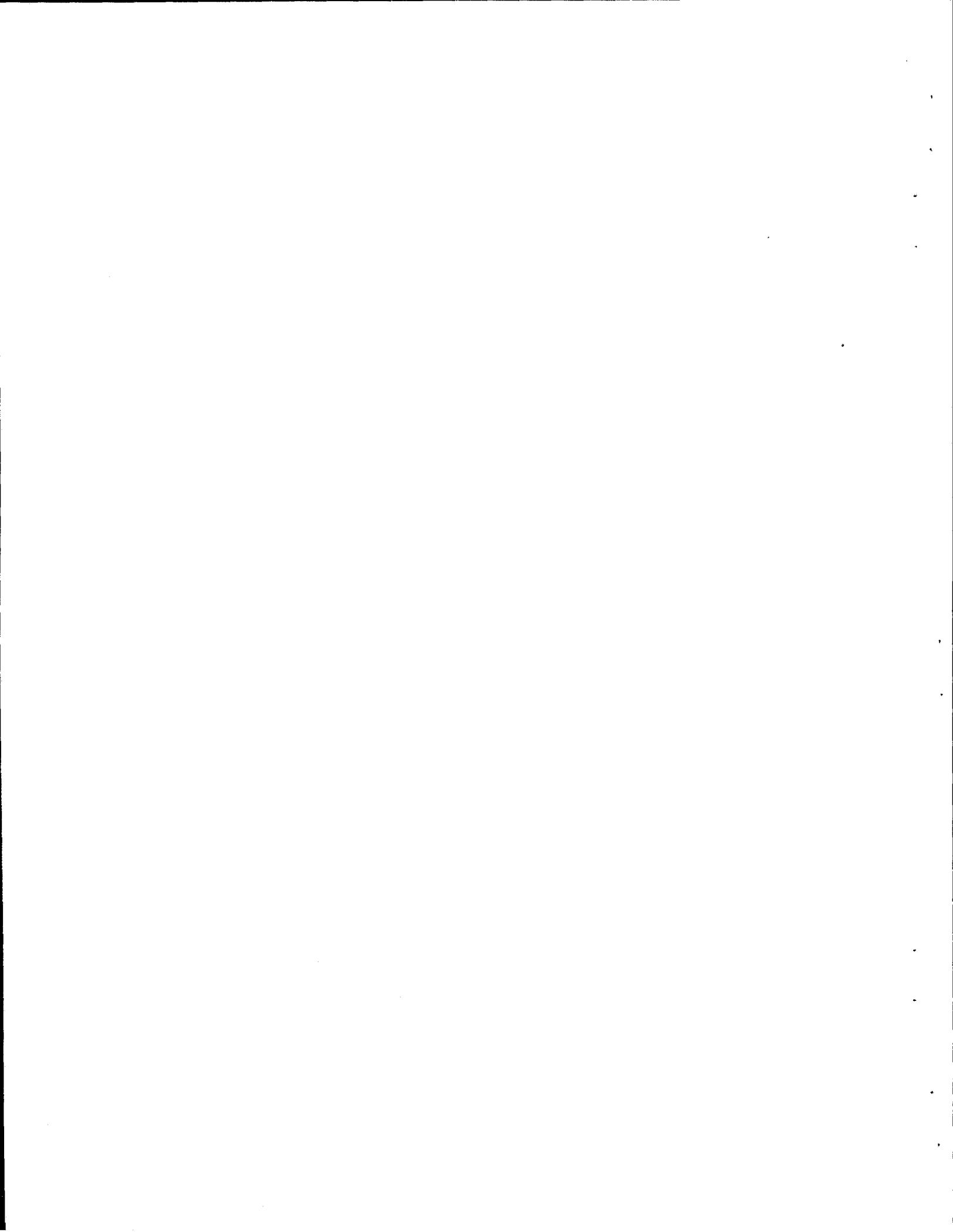
TABLE 3  
Participants' Occupations

Occupational Title	Number	Percent
Social Worker	14	20.0%
Child Care Worker, Houseparent	12	17.1
Project Director or Coordinator	10	14.3
Student	8	11.4
Juvenile Officer	7	10.0
Counselor	5	7.1
School Administrator	4	5.7
Youth Worker	2	2.9
Teacher	2	2.9
Sheriff	2	2.9
Other	4	5.7
TOTAL	70	100.0%

Objective I-A of the project was to provide a one-day training workshop to 100 participants working in various areas of the juvenile justice system. This objective was essentially achieved.



SECTION FOUR: PARTICIPANT RATINGS



#### IV. PARTICIPANT RATINGS

##### A. Overall Workshop Ratings

An aggregate measure of satisfaction with the mini-workshops has been calculated based on the sum of participant ratings assigned to seven workshop characteristics. Ratings were selected on a five-point scale: 1 = poor, 2 = fair, 3 = average, 4 = good, 5 = excellent. These overall ratings were as follows:

Workshop #1	-	3.61	(n = 25)
Workshop #2	-	3.36	(n = 18)
Workshop #3	-	2.93	(n = 27)

The length of time participants had worked in the juvenile justice system influenced the ratings to some extent. Youth, who attended Workshop #1 on vandalism, were generally inclined to assign high ratings to the workshop. However, the above ratings reflect comparative levels of satisfaction when length of experience is controlled. Those with three or more years of experience in juvenile justice were less satisfied with the workshop than were those with less working experience; they were also less satisfied with the second and third workshops.

##### B. Workshop Characteristic Ratings

Objective I-B of the project was to obtain a favorable reaction to the workshop in terms of:

- a. utility of knowledge/skills gained through participation, and
- b. satisfaction with course content, method of instruction and training received.

In view of these objectives, PES staff requested participant ratings on seven factors related to training workshop benefits. Table 4 (next page) presents the average rating for each of these characteristics.

Based upon these ratings, Objective I-B (a) was rated as average by participants. Average ratings of the two specific characteristics listed in Table 4 concerning concrete skills gained through participation and clarification of work-related issues was 3.0. Objective I-B(b), related to satisfaction with instruction, course content, and insights gained, received an average rating of

TABLE 4

Ratings of Workshop Characteristics

Characteristic	Average Rating
General satisfaction with mini-workshop instruction	3.49
General satisfaction with mini-workshop course content	3.33
Concrete Skills you gained personally through mini-workshop participation	2.88
New specific insights/understanding from instruction	3.33
Clarification of several work-related issues you have encountered	3.11
Opportunity to exchange views with other participants	3.84
Additional understanding of roles of others in juvenile justice area	3.03
GRAND AVERAGE	3.29

3.38. Two additional factors which relate directly to a goal of the WCCJ 1978 Improvement Plan concerning the opportunity for exchange of views with people from differing components of the juvenile justice system and the increase in understanding of varying roles received an average rating of 3.4.

The criteria PES staff has established for assessing the degree to which training programs have successfully met the objective of obtaining participant satisfaction is as follows:

<u>Range of Participant Ratings*</u>	<u>Level of Achievement</u>
Less than 3.0	Not met
3.0 - 3.99	Partially met
4.0 or more	Fully met

\* Based on a 5-point rating scale.

It should be noted that only the measure of opportunity for an exchange of views received a rating closely approaching the description of "good." For this reason, Objective I-B has been rated as partially achieved by PES staff. While participants did have a generally favorable reaction to the workshop, this reaction was given a rating of only slightly over average. The single major criticism of participants concerned the difficulty they had relating the theoretical models presented to the practical situations which they confront daily in their work. One major outcome of the workshop on vandalism was that the content related specifically to problem-solving action approaches.

C. Participant Comments

Participants were asked to describe what they felt were the strengths and weaknesses of the workshop. The comments which follow were selected to illustrate the range of views most frequently given.

#1 - Vandalism in the School

Student: "Scott Truehl and Mickey Finn were great. They provided a lot of information for us. I really don't think there were any major weaknesses."

School counselor: "Strengths: Presentation by LaFollette student on the prevention program in his school. Weaknesses: A lot of irrelevant chatting and wasting time by the other presenter--I don't need entertainment for possibility of interaction with others. I'm sure many participants could have made valuable contributions."

Court counselor: "Participation by a variety of individuals from different professional areas (e.g., police, courts, schools) - a strength. Speaker Mr. Finn did not allow his audience to become bored - a plus."

School superintendent: "Strengths - Being able to talk with others that have concerns over vandalism problems. Hearing about the program in operation in Madison. Weaknesses: Program had little real direction. Mickey Finn was fun and interesting to listen to - but did not seem to be able to keep to the subject - and did not seem to know much about the school problem of vandalism. . ."

#2 - Stress and Staff Burnout

Court counselor: "Strength: Excellent theoretical model! It provided a backdrop for a number of helpful insights. The enthusiasm of the instructors added much to the workshop - it was infectious. Weakness: I didn't get as much out of the Spinks/Ali model. . ."

Social worker: ". . .I tend to think social workers - people in juvenile justice - experience more than the normal 'stressors' and often burn out very quickly. . .I was looking more for a workshop to deal more specifically with our particular problems. . ."

Youth center director: "Too much time spent on introductory material and explanation of terms. Too little time spent on actual means of coping with stressors and stress/strain."

Childcare supervisor: ". . .The theoretical model presented was weakly defined and presented and correlation of the model with practical situations was vague."

Social worker: "Both leaders were well prepared, enthusiastic and knowledgeable in their fields in the area of stress in general. I would have appreciated a less theoretical approach. . ."

#3 - Family Dynamics in Working with Youth Problems

Counselor: "Strengths - Instructors and formats were good. Weaknesses - Seemed to be a problem with subject matter as related to participants."

Childcare aide: ". . .To top it off he had us fill out a survey, saying he wanted to 'turn you into guinea pigs.' Is that what we pay him for?"

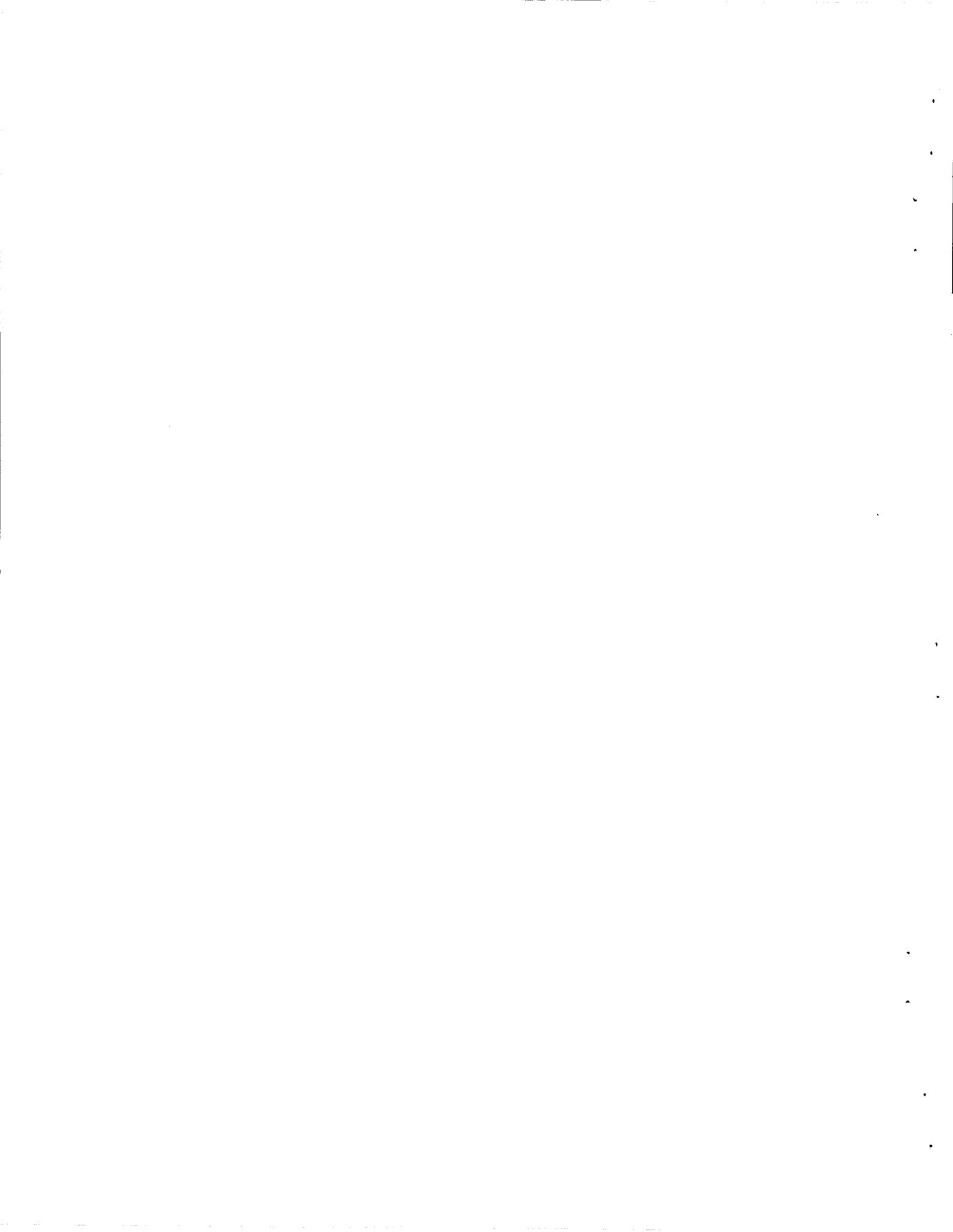
Social worker: "Not related to public welfare (social services) caseload - our volume and nature of cases are quite different from viewpoint of teachers."

Student coordinator: "Tended to deal with two-parent families and ignore the single-parent families where most of the problems lie."

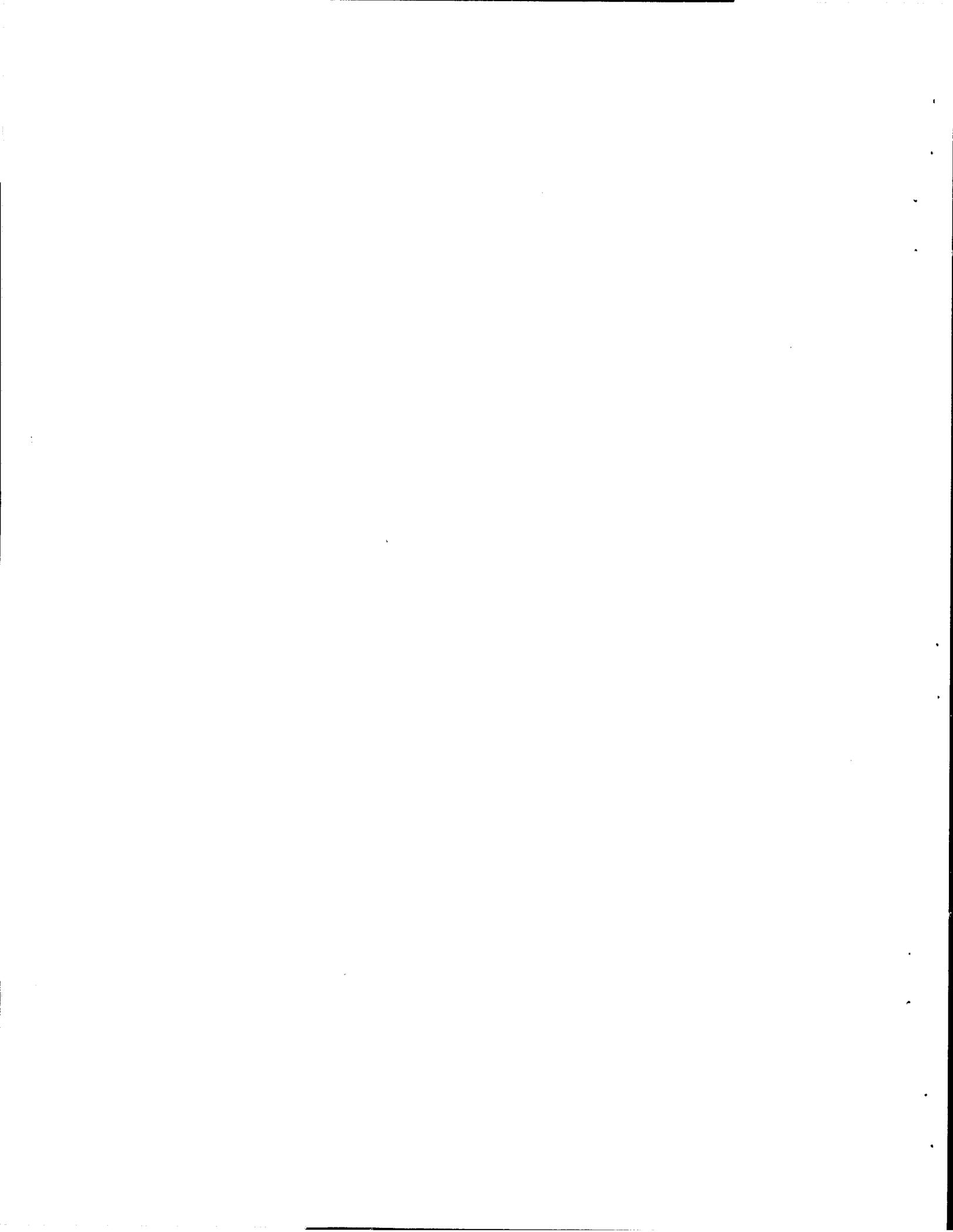
Houseparent: "If the leaders were acting as catalysts with their opinions. . .then it was worthwhile. In a way it made me feel good to be so radically different from someone and still have the self-confidence to continue my beliefs."

Psychiatric social worker: "Strengths - Ideas about acting-out adolescents and families. Weaknesses - Things went down hill trust-wise with the outrageous comment re there not being any good foster homes."

Project coordinator: ". . .Would have liked it to stress these subjects mentioned in the brochure. They seemed to be more of a sideline - especially acting-out female adolescent and 'traps' juvenile justice personnel fall into."



SECTION FIVE: SUMMARY AND CONCLUSIONS



## V. SUMMARY AND CONCLUSIONS

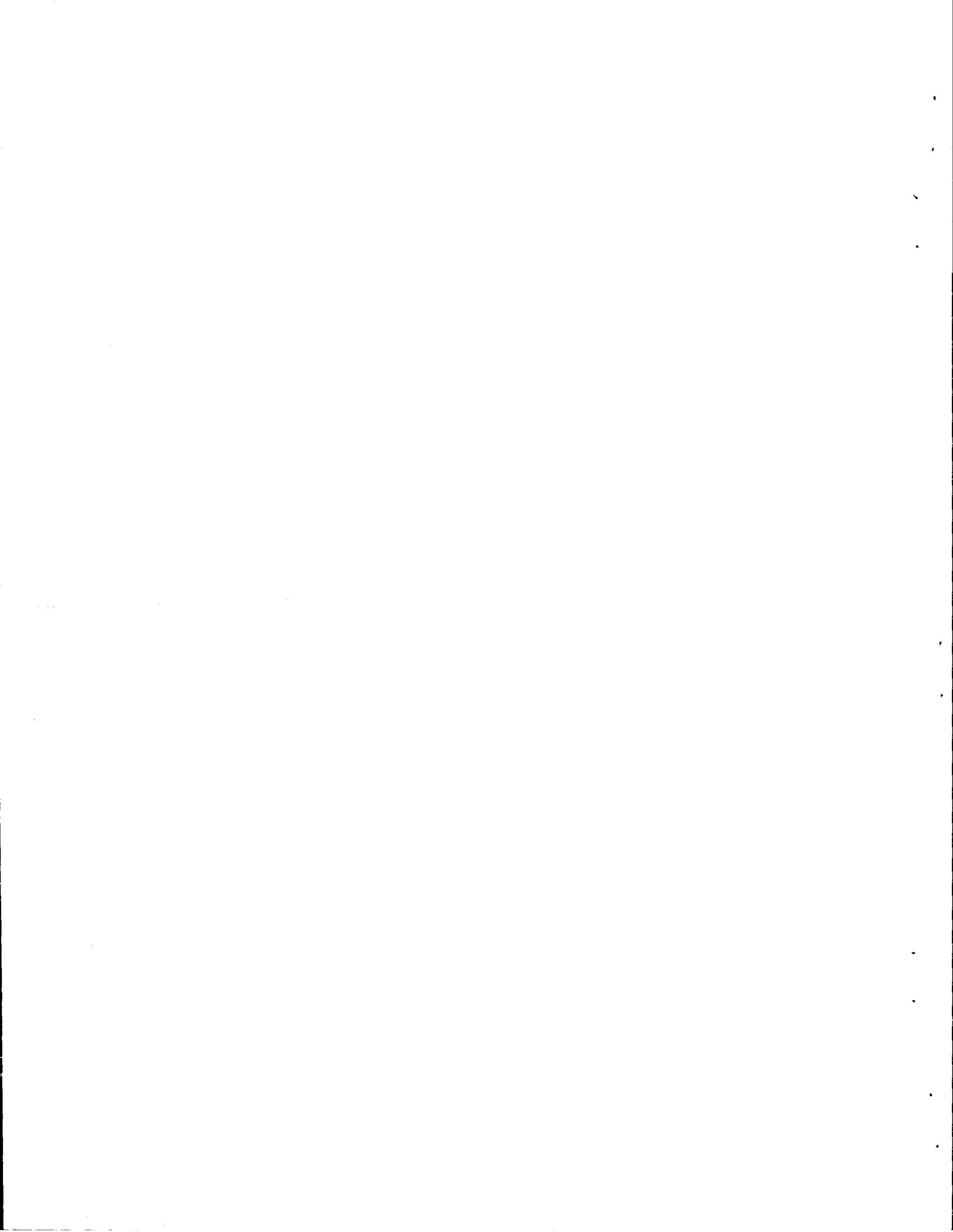
In the project's quarterly report, the workshop was summarized as follows by William Winter, coordinator:

some workshop instructors came poorly prepared for their presentations; some teaching members did not follow the content of what they agreed to instruct;

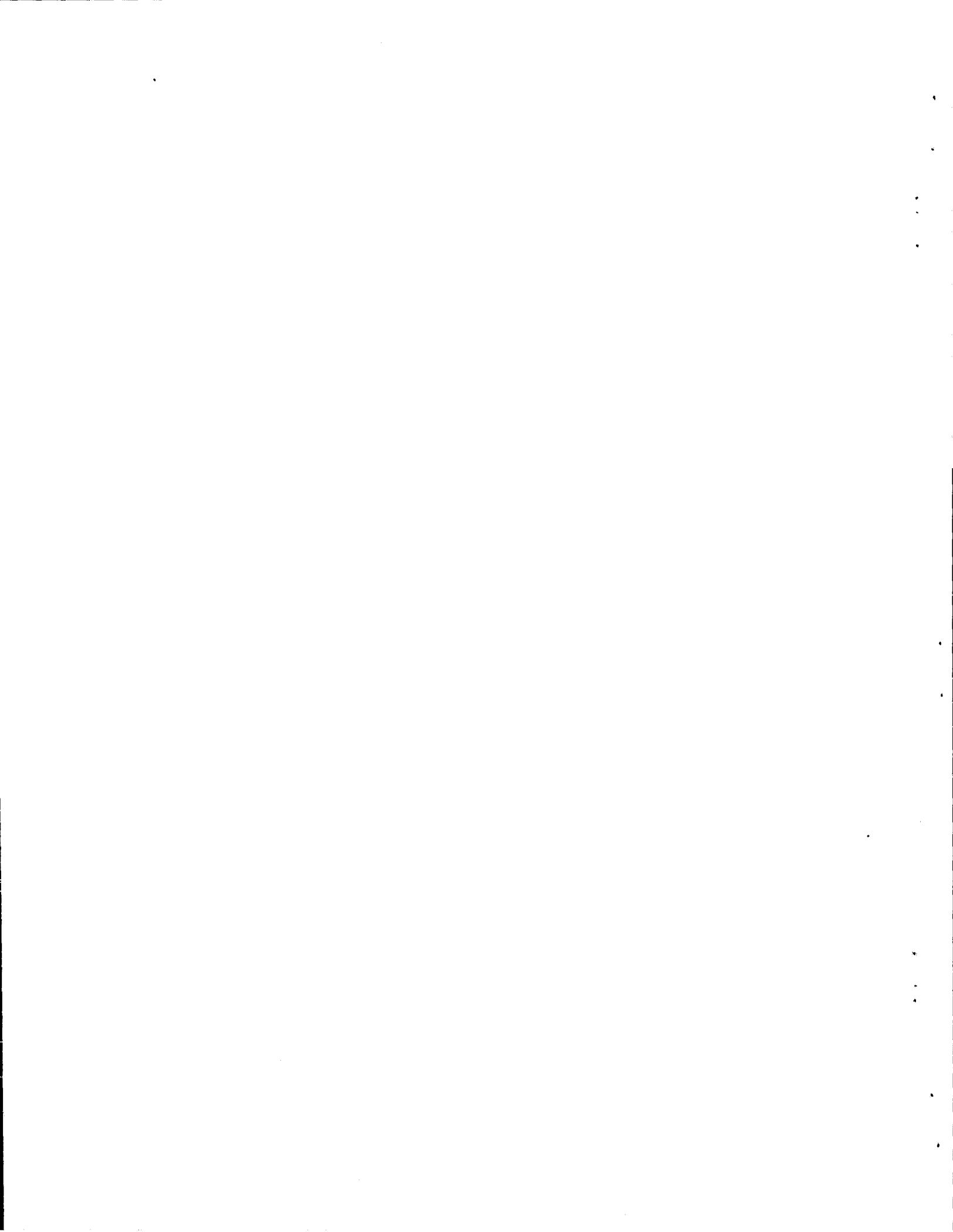
some presentations were too 'academic' rather than being presented as practical aides for participants; and some workshop leaders made statements that were totally unfounded, general, and stereotypical (e.g., 'I have never seen a good foster home.')

In sum, despite all of the planning that went into this workshop, the ad hoc teaching teams selected for the three mini-workshops did an 'inadequate job in their presentations.'

In conclusion, the Juvenile Justice Training Workshop brought together a wide variety of concerned people who work in different areas and hold different positions of authority in the juvenile justice system. It provided an opportunity for frankly discussing divergent points of views and for sharing in the concerns of those working in different areas. Many of the participants indicated they had been exposed to thought-provoking ideas in the mini-workshops. They were generally pleased with the audio-visual materials. Their ratings of the workshops and of individual workshop characteristics were generally slightly above average.



APPENDIX: MONITOR QUESTIONNAIRE FOR PARTICIPANTS



Monitor Questionnaire for Participants

Please provide the following information:

Occupational title \_\_\_\_\_

Agency or organizational affiliation  
\_\_\_\_\_

Number of years worked in juvenile justice \_\_\_\_\_

Number of workshops, seminars, and conferences attended since  
January 1977  
\_\_\_\_\_

How did you hear about this workshop? (Circle one)

- a. Supervisor
- b. Fellow employee
- c. Friend
- d. Brochure circulated at work
- e. Received brochure in mail
- f. Other \_\_\_\_\_

How would you rate each of the following?

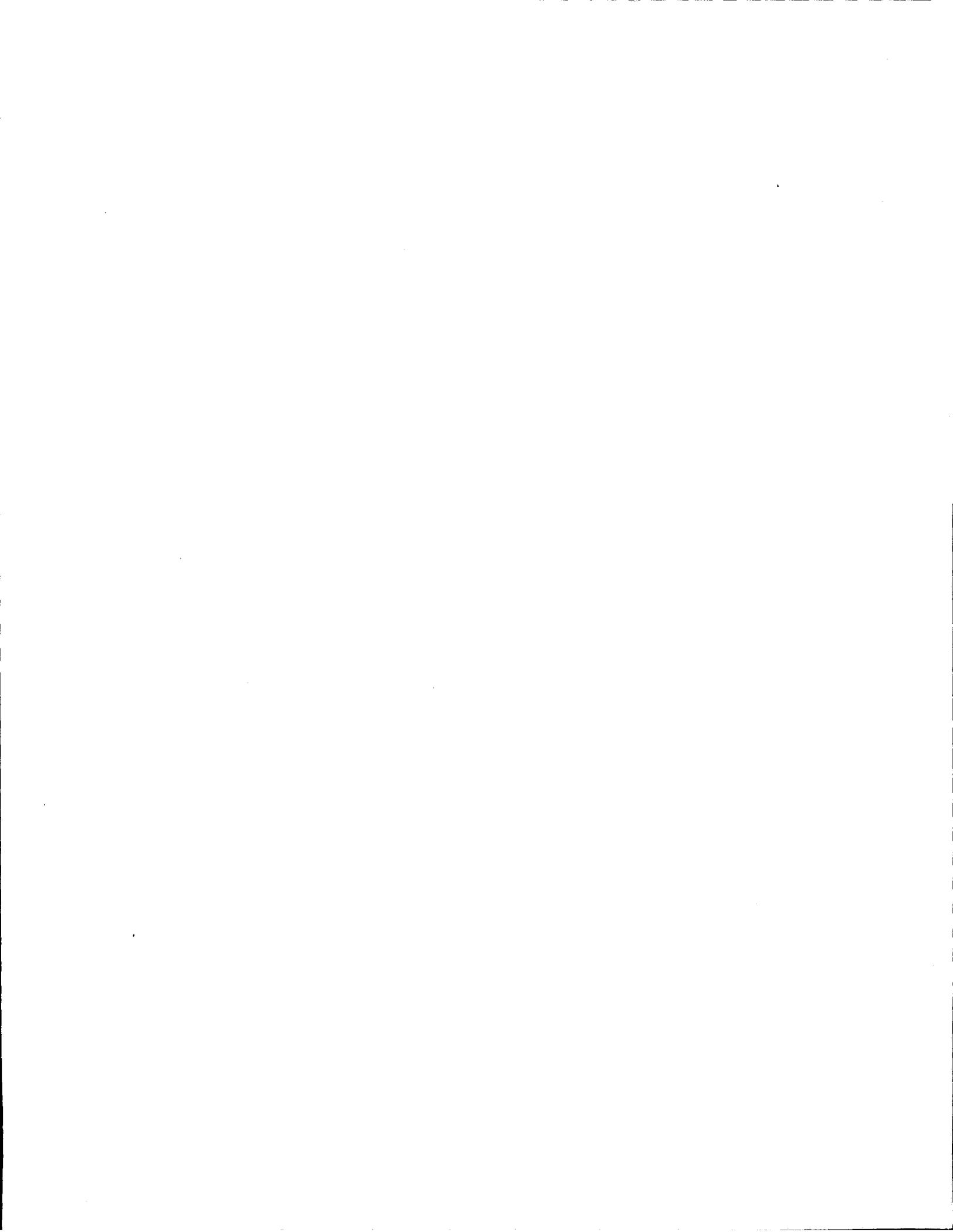
1= poor    2= fair    3= average    4= good    5= excellent

Circle One

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. General satisfaction with mini-workshop instruction                       | 1 | 2 | 3 | 4 | 5 |
| 2. General satisfaction with mini-workshop course content                    | 1 | 2 | 3 | 4 | 5 |
| 3. Concrete skills you gained personally through mini-workshop participation | 1 | 2 | 3 | 4 | 5 |
| 4. New specific insights / understanding from instruction                    | 1 | 2 | 3 | 4 | 5 |
| 5. Clarification of several work-related issues you have encountered         | 1 | 2 | 3 | 4 | 5 |
| 6. Opportunity to exchange views with other participants                     | 1 | 2 | 3 | 4 | 5 |
| 7. Additional understanding of roles of others in juvenile justice area      | 1 | 2 | 3 | 4 | 5 |

(over)





**END**