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REPORT OF THE  
WORKSHOP TO EXPLORE ALTERNATIVES  
TO INCARCERATION FOR  
JUVENILE OFFENDERS  
  
SPONSORED BY THE  
CRIMINAL JUSTICE DEPARTMENT  
WHEELING COLLEGE  
  
CONDUCTED BY THE  
TRAINING CENTER  
OF THE  
NATIONAL COUNCIL ON CRIME AND DELINQUENCY

SEPTEMBER 12-14, 1979

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411 Hackensack  
Hackensack, New Jersey 07601

WORKSHOP TO EXPLORE  
ALTERNATIVES TO INCARCERATION  
FOR JUVENILE OFFENDERS

FINAL REPORT

INTRODUCTION

At the invitation of Donald Poffenberger, Director, Criminal Justice Program, Wheeling College, Wheeling, West Virginia, the Training Center of the National Council on Crime and Delinquency submitted a proposal to conduct a workshop to explore alternatives to incarceration for juvenile offenders. This workshop was to be presented in cooperation with the Criminal Justice Program at Wheeling College, for judges, juvenile probation officers, law enforcement officers, and educators. The proposal was submitted to the West Virginia Department of Welfare for funding under the Juvenile Justice and Delinquency Prevention Act of 1974. The grant application was approved and the program entitled "Alternatives for Juvenile Offenders Workshop" was presented at Wheeling College, Wheeling, West Virginia on September 12-14, 1979.

The workshop faculty included the following NCCD staff members:

Loren W. Ranton, Director, Training Center; Margaret Woods, Director, Youth Center; and Gerald P. Eggleston, Training Associate, Training Center.

Workshop registration and logistical coordination were handled by Mr. Poffenberger and a number of students involved in the Criminal Justice Program at Wheeling College.

GOALS

The goals of this workshop were:

- To examine trends in the development and utilization of community resources in lieu of institutions for juvenile offenders, with special emphasis on status offenders.
- To stimulate creative thinking and action which will result in the reduction of deinstitutionalization of juvenile offenders in West Virginia.

WORKSHOP PARTICIPANTS

The approximately fifty participants in this workshop represented a cross-section of juvenile justice and youth serving organizations/systems, including:

- Youth service providers (e.g., juvenile probation officers, West Virginia Department of Welfare, youth service workers, detention facility staff)
- Educational system representatives (e.g., persons representing various county boards of education, school attendance directors, school psychologists and counselors)
- Law Enforcement representatives (e.g., representatives from various police and county sheriffs departments)
- Judicial system representatives (e.g., judges, prosecuting attorneys)

Attending the workshop as project monitors were Frank Shumaker, Director, and Karen Hill, Youth Services Program Supervisor, Youth Service Division, West Virginia Department of Welfare.

TRAINING METHODOLOGY

The Wheeling College Criminal Justice Department acted as a "neutral turf

convener" for the program participants, enabling them to review the existing levels of youth services in the state, share feelings and concerns regarding these services, and consider possible alternative programs for juvenile offenders. The NCCD workshop faculty facilitated this sharing, using a combination of training methods (e.g., instrumentation, audio visual presentations, small group discussions, group tasks, and lectures) to allow and encourage participants to exchange information.

Participants were organized into seven table groups prior to the start of the workshop, to provide for a maximum "mix" of participants from various agencies/systems. These groups remained constant throughout the workshop.

#### PROGRAM (See Appendix A for outline)

##### Sentence Completion Test

After a brief workshop orientation and faculty introduction, a sentence completion test was administered to the participants. The purpose of this instrument was to:

- Determine the level of participant familiarity with existing youth services programs in West Virginia.
- Identify participant knowledge of alternative program structures for youth services.
- Attempt to assess the participants' frames of reference regarding issues relating to youth services and alternative programs for juvenile offenders.
- Identify participant expectations for the workshop.

(A sampling of responses can be found in Appendix B.)

Team Effectiveness Criteria (Loren Ranton)

After completion of an intra-group "get acquainted" exercise, the groups were given the task of identifying and listing the characteristics of an effective work group (e.g., trust, understanding, etc.) The products of all of the groups were compiled into the following master list of "Team Effectiveness Criteria."

- Goals and objectives -- clearly defined
- Effective leadership
- Willingness to listen and open-mindedness
- Task-oriented
- Organizational structure
- Varied input and balance of participation
- Effective listening skills
- Common interest and understanding of objectives at the time
- Ability to compromise
- Full participation
- Group facilitator
- Broad-based representation
- Action-oriented participants
- Constructive and educational conclusions

This master list was posted so that the groups could measure their productivity against these criteria, as the workshop progressed.

"Innocent Criminal" Presentation (Loren Ranton, Margaret Woods)

The next program element was a 16 mm color film, "The Innocent Criminal" which focuses on alternatives to the juvenile justice system for status

offenders. After viewing approximately half of the film, the film was stopped to allow for participant discussion. The reaction of the participants varied -- some felt that this film graphically depicted the problems experienced by status offenders, others indicated that the film was not helpful in that it presented no new information to them.

The group then finished viewing the film and discussed its impact and possible use in the promotion of alternative programs for juvenile offenders. Alternative program models available to juvenile offenders were examined, with special emphasis on the structural and functional features of these models. (These alternative models were explored in greater depth at a subsequent point in the workshop.) Discussion leader guides for the film were distributed to the participants; a print of the "The Innocent Criminal" was acquired by Wheeling College for loan to interested groups.

#### Consensual Group Decision-Making (Gerald Eggleston)

The evening session focused on the concept of consensual group decision-making. An instrument entitled "Project Planning Situation" was completed by participants individually. Participants were then asked to respond to the task as a group, employing the guidelines of consensual group decision-making.

Scores were computed reflecting both individual and team group efforts. These error scores were then reported to the participants to graphically illustrate that decisions made on a group basis, in each instance, had a better score (fewer errors) than 90 percent of the individual member scores. This emphasized that by identifying and utilizing the resources of all the members of the group, the group product (decision) is usually superior to

individual products (decisions).

The participants were then asked to review the dynamics that occurred within the group as it utilized the resources of the various group members in arriving at a consensus decision.

National Juvenile Justice Collaboration (Margaret Woods)

The second day's sessions began with a presentation about the National Juvenile Justice Collaboration (NJJC). A brief introductory lecture was followed by a slide presentation which described the structure and activities of the National Juvenile Justice Collaboration in considerable detail. The discussion which followed included a review of the information presented and clarification of several concepts including collaboration, citizen advocacy, and citizen monitoring (watchdog) activities.

The "Program Models" booklet published by the National Juvenile Justice Program Collaboration (NJJPC) was reviewed for the participants. Various models contained in this booklet were presented as examples of alternative programs structures for juvenile offenders. Pamphlets regarding NNJPC were distributed to the participants.

Another potential source of information regarding alternative programs for juvenile offenders was the Alternative Information and Referral Service (AIRS) which is available through the NCCD Youth Center. Information on more than 600 programs for juveniles nationwide has been compiled.

Force-Field Analysis (Loren Ranton)

To provide participants with a useful tool for planning and managing change, Kurt Lewin's concept of Force-Field Analysis was presented. The

lecture focused on the phenomenon of change, and the forces involved in bringing about change in individuals, organizations, systems, etc. Force-Field Analysis is a process of looking at the forces which facilitate or impede change. Lewin defines these forces as driving and restraining forces. He states that individuals attempting to bring about change must be capable of properly identifying all the driving and restraining forces which are present. The individual must then determine which of those forces are amenable to his/her influence, and devise ways of increasing the driving forces and reducing the restraining forces.

After working through an example of the Force-Field Analysis strategy with the participants, a task involving its use was given to the groups. They were asked to identify a potential alternative program for juvenile offenders and, by following the Force-Field Analysis process, determine the driving and restraining forces existing which would affect the implementation of that program. They were also asked to develop a plan of action as to how they would influence the driving and restraining forces they had previously identified. The groups were asked to list this information on chart paper and present their products to the total group.

#### Group Tasks (Loren Ranton)

Presentation of the group products began immediately after lunch. The groups were quite thorough in their presentations. They presented the information as instructed, after which they responded to questions and/or comments from faculty and colleagues. The discussion which ensued, as a result of the presentations, was noticeably enthusiastic. The participants appeared eager to review each others' products and to comment on potential for implementation and/or success. (The group products are presented in

Appendix C.)

Mission, Goals, and Objectives (Gerald Eggleston)

This lecture presentation focused on developing mission statements and writing organizational goals and objectives. The mission statement was described as a brief, general statement of purpose.

The organizational goals were defined as descriptions of:

1. The aims of the organization
2. The priorities of the organization
3. The key policy assumptions underlying the aims and priorities

The organizational objectives were defined as the specific, measurable activities (action steps) which are necessary to obtain the organizational goals.

At this time the participants were asked to assist in working through an example in order to illustrate the progression and relationship among mission statement, goals, and objectives.

An Analysis of Juvenile Crime in West Virginia 1973-1977 (Karen Hill)

In order to have participants address the specific problems/needs relative to juvenile offenders in West Virginia, a copy of a report entitled, "An Analysis of Juvenile Crime in West Virginia 1973-1977" published by the West Virginia Department of Welfare in June 1979 was presented to each of the participants. They were asked to review this report to prepare for a question and answer period.

Karen Hill, Youth Services Program Supervisor for the Youth Services Division of the West Virginia Department of Welfare, and co-author of the

report, fielded questions and comments from the participants about the report's contents, and clarified information.

Wrap-Up Session (Loren Ranton)

Closing remarks focused on the key concepts and issues that surfaced during the workshop. The following were identified for the participants with discussion centering around their meaning and applicability back home.

- CONCERN: Determined by the group to be essential and present in those who serve youth in West Virginia.
- CARING COMMUNITY: Must be developed more adequately to nurture youth and attend to their problems when they occur.
- ADVOCACY: Working for change in organizations and systems which serve young people.
- ALTERNATIVES TO INSTITUTIONS: Must continually be creatively developed in order to more adequately deal with the problems of youth in the community.
- SYMPTOMS VS. CAUSES: Frequently the tendency is to treat symptoms rather than the causes of delinquent behavior and greater emphasis should be placed in the community on dealing with those factors which cause and contribute to delinquent behavior.
- COMMUNITY EDUCATION: More intensive community education must be carried out by those who have knowledge relevant to the problems of youth.
- COMMUNITY INVOLVEMENT: All segments of the community need to be concerned and involved in preventing delinquency and dealing with it after it occurs, rather than relying entirely on those receiving paychecks for doing so.
- VOLUNTEERS: Those who are professionally engaged in youth-serving activities can never meet all of the needs and that volunteers are essential to augment services.

YOUTH INVOLVEMENT IN  
SOCIAL PROBLEM-SOLVING,  
PROGRAM DEVELOPMENT  
AND SERVICE DELIVERY:

Often adults design programs and impose them on youth and when youth do not readily accept them the adults become frustrated and at times, angry. It was concluded that there is merit in involving youth themselves in helping to develop solutions to community problems which impact young people.

COALITIONS:

Groups of organizations who band together working together to achieve common goals.

NETWORKS:

Chains of groups and organizations working together to achieve common goals.

MONITORING:

Accountability was seen as an increasing important aspect of youth services in order to more adequately assess and evaluate the effectiveness of services.

WORKSHOP EVALUATION

Of the total number of persons attending this workshop, 36 individuals completed all or portions of the evaluation questionnaire.

Question 1 of the evaluation form requested that the participants rate the overall workshop in terms of its value to them, on a range of 1 to 9 (1 equals poor; 9 equals excellent). The data received indicated that the participants were mixed in their feelings regarding the program. The majority rated the program between average and very good in terms of its value to them (20 persons rated the overall program in the 6 to 8 range). The rating (mode) score most often selected by the participants was 7 -- good.

Nine individuals rated the program in the poor to fair range (1 to 3). Comparing the rating of these individuals with their responses to other questions, it appears to indicate that the:

- Participants felt that the material was outdated in terms of the steps that West Virginia has already

taken toward providing alternatives for and the deinstitutionalization of status offenders.

- Participants were looking for much more detailed information regarding alternative programs for juvenile offenders, including specific methods for development and implementation of such programs.
- Participants did not agree philosophically with the issues being presented regarding the treatment of juvenile offenders specifically in the provision of community-based alternatives for these offenders.

The average (mean) rating of the overall program of the 36 respondents was 5.27. This fell into the average range of the scale.

Questions 2-4 of the evaluation questionnaire attempted to identify more specific information regarding:

- Utility of the information/material presented within the workshop.
- Potential impact of the information presented in terms of participants acquisition of knowledge and/or modification of attitudes regarding the use of community alternatives to juvenile offenders.
- Suggestions for future juvenile justice workshops/programs in West Virginia.

The final section of the evaluation questionnaire requested that participants rate the specific workshop program as to the value of the content and the method of presentation.

Responses were analyzed as to:

- The number of participants who rated that particular segment of the program.
- The distribution of ratings.

- The mean score (average rating) of the participants responding to that specific segment. For example, on a rating scale with a range of 1 (lowest rating) to 5 (highest rating) a mean score to 2.50 would be mid-range or average; a mean score to 3.50 would be above average; a mean score to 4.50 or above would be excellent.

(Appendix D contains summaries of the participant evaluation responses.)

Most of the participants felt that information provided by the faculty and the exchange of ideas among themselves was useful. Some people expressed an interest in keeping in touch with each other even though they are geographically separated. Some recommended that workshops of this nature should be held on an on-going basis.

#### SUMMARY

The "Workshop To Explore Alternatives to Incarceration For Juvenile Offenders" was a unique event which convened a mix of people from different roles, backgrounds, and points of view who expressed an interest in working together for common goals. Even though West Virginia has taken a number of measures to implement the provisions of the Juvenile Justice and Delinquency Prevention Act, this workshop brought together a number of caring people who want to proceed further in the development of community alternatives to institutions for youth who are in trouble.

If the American people want less delinquency and fewer youngsters who quit school prematurely, run away from whatever reason or who are out of parental and community control, we must think and act creatively together. At this workshop fifty key people in West Virginia took another step in that

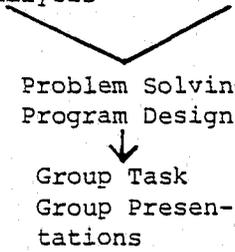
direction.

Even though not all of the participants went home with all the tools they felt they needed to have a significant impact, the big step was taken by many in the sharing of ideas and feelings, the results of which have a potential to make a positive difference in the lives of countless young people and their families.

Wheeling College, and specifically the Department of Criminal Justice under the leadership of Don Poffenberger, is to be congratulated for having made this effort and the National Council on Crime and Delinquency is pleased to have been a part of this "exploration."

ALTERNATIVES FOR JUVENILE OFFENDERS WORKSHOP

WHEELING COLLEGE  
 WHEELING, WEST VIRGINIA  
 SEPTEMBER 12-14, 1979

WEDNESDAY	THURSDAY	FRIDAY
	8:30 a.m. - National Juvenile Justice Collabo- ration <hr/> Program Models	8:30 a.m. - Mission Goals and objectives <hr/> Analysis of Juvenile Crime in West Virginia <hr/> Final Discussion & Wrap-Up <hr/> 11:30 a.m. - Fini
12:00 LUNCH		
1:30 p.m. - Get Acquainted <hr/> Orientation <hr/> Team Effectiveness Criteria <hr/> Film "Innocent Criminal" <hr/> Task <hr/> Discussion	1:15 p.m. - Force-Field Analysis  Problem Solving Program Design ↓ Group Task Group Present- ations	
5:00 DINNER		
7:15 p.m. - Planning and Group Decision-Making	NIGHT OFF	

SENTENCE COMPLETION TEST RESPONSES

SENTENCE	DIRECT SERVICE e.g., Juvenile Probation Officers, Administrators, Youth Services	EDUCATION e.g., Administrators, Counselors, Board Members	LAW ENFORCEMENT	JUDICIAL e.g., Judges, Prosecutors
1. Status offenders	<p>are not criminal offenders and should not be treated as such.</p> <p>are a problem and difficult to deal with.</p> <p>hard to deal with no resources, usually family problems.</p>	<p>those persons under 18 years of age who have broken a minor law.</p> <p>are sometimes left in limbo.</p> <p>in state of West Virginia cannot be jailed and is a big problem for educational institutions.</p>	<p>should be put in a facility where they can be counseled and if they cannot be reformed, they should be treated like adults.</p> <p>needs stricter supervision.</p> <p>repeat violator.</p>	<p>are offenders of juvenile law which give indication of future criminal violation.</p> <p>are unfairly and arbitrarily placed in juvenile detention.</p> <p>are non-criminal delinquents.</p>
2. The juvenile court	<p>system is coming of age.</p> <p>should be an end result.</p> <p>often moves very slowly.</p>	<p>judicial system for youth.</p> <p>court that has the responsibility with dealing with juveniles that break the law.</p> <p>bad news for truant offenders.</p>	<p>too lenient.</p> <p>various judges do not give strict enough punishment.</p> <p>is by no means effective with current laws and facilities available to them.</p> <p>needs to be looked at for better correctional procedures.</p>	<p>must respond to the full need of the status and criminal delinquent.</p> <p>is handcuffed by lack of mid-range alternatives.</p> <p>has a high caseload.</p>

ALTERNATIVES FOR JUVENILE OFFENDERS WORKSHOP - WEST VIRGINIA

SENTENCE COMPLETION TEST RESPONSES

SENTENCE	DIRECT SERVICE e.g., Juvenile Probation Officers, Administrators, Youth Services	EDUCATION e.g., Administrators, Counselors, Board Members	LAW ENFORCEMENT	JUDICIAL e.g., Judges, Prosecutors
3. Juvenile female offenders	<p>are girls who commit delinquent acts.</p> <p>truancy.</p> <p>are usually runaways. They are often active sexually. This is what scares authorities.</p>	<p>are more difficult to deal with.</p> <p>exploited and abused youth - discriminatory treatment</p> <p>are becoming a bigger problem today than the male offenders.</p>	<p>should be treated the same as males.</p> <p>problem child.</p> <p>growing problem.</p>	<p>cannot be lumped into one class for common action.</p> <p>in Ohio County are not treated as equals when detained.</p>
4. Kids who violate the law	<p>need help early in their development.</p> <p>need to not "get off" because of legal technicalities.</p> <p>Kids who need direction and supervision.</p>	<p>are asking for attention and usually come from poor environment</p> <p>should be prosecuted for the more serious offenses.</p> <p>must be dealt with in a manner that will lead to more acceptable behavior.</p>	<p>should be treated like adults if the crimes are serious enough.</p> <p>need to be dealt with regardless how serious the violation may be.</p> <p>need help.</p>	<p>should receive some sort of penalty relevant to the crime to make them aware of their responsibility for their actions.</p> <p>are looking for aid and incarceration is not helpful because it does not rehabilitate.</p>
6. Community-based programs	<p>work and cost taxpayers less.</p> <p>need more - can help.</p> <p>almost non existent.</p>	<p>are designed to deal with problems in local environment without referring it some place else.</p> <p>agencies working to aid juvenile offenders.</p> <p>very helpful if organized and have complete follow-up.</p> <p>very good if people understood the problem.</p>	<p>are usually not effective no one wants to work or donate time.</p> <p>not enough - school - church or by the police department.</p> <p>something done or held by some clubs or groups on the welfare groups.</p>	<p>without central direction, difficult to use effectively.</p> <p>In my area came to little to late for the habitual offender to derive any good from them.</p> <p>are not efficient utilized.</p>

ALTERNATIVES FOR JUVENILE OFFENDERS WORKSHOP - WEST VIRGINIA

SENTENCE COMPLETION TEST RESPONSES

SENTENCE	DIRECT SERVICE e.g., Juvenile Probation Officers, Administrators, Youth Services	EDUCATION e.g., Administrators, Counselors, Board Members	LAW ENFORCEMENT	JUDICIAL e.g., Judges, Prosecutors
7. Deinstitutionalization	<p>should be emphasized more and more.</p> <p>community-based programs.</p> <p>to move away from institutional setting.</p> <p>is almost impossible.</p>	<p>who knows how to effectively carry task out.</p> <p>providing other alternatives for people that have been institutionalized.</p> <p>student who has paid his dues to society and on the road back.</p>	<p>can't be done.</p> <p>one on one basis with kids.</p> <p>the need in a few selected cases not a way to correct all juvenile cases.</p>	<p>is a necessity but due to a lack of alternatives, unfortunately is a long way away.</p> <p>is a high goal.</p> <p>is an overworked term.</p> <p>is an attempt to use alternatives to detention.</p>
10. Least restrictive alternatives	<p>should and must be used first.</p> <p>are great for first offenders.</p> <p>alternatives that may be used in a community type setting as opposed to institutions.</p>	<p>the particular environment which is most conducive in facilitating the mediation of existing conditions which produce and maintain delinquent behavior.</p> <p>personal home setting vs. institutional setting.</p>	<p>should be for juveniles with less serious crimes.</p> <p>work program - probation.</p> <p>alternative that will best help person involved.</p>	<p>to be used with juvenile and adult offenders.</p> <p>are hard to utilize effectively because of lack of program and facilities.</p> <p>are those "resorts" which are not as harsh as detention; such as group home is less restrictive than foster camp.</p>
12. The community	<p>needs more education on adolescents often falls short, but is the key.</p> <p>needs to be more supportive of kids and their problems.</p>	<p>must become more actively involved in understanding and dealing with juveniles.</p> <p>a place which should foster responsible behavior by hiring trained personnel to help develop young people.</p> <p>a battleground.</p>	<p>does not get involved enough.</p> <p>very lax with young people's activities.</p> <p>is that stable part of society in which responsibilities for others wrong doing is placed.</p>	<p>is intensifying its efforts to cope.</p> <p>is unconcerned.</p> <p>believes punishment is more appropriate than rehabilitation.</p>

ALTERNATIVES FOR JUVENILE OFFENDERS WORKSHOP - WEST VIRGINIA

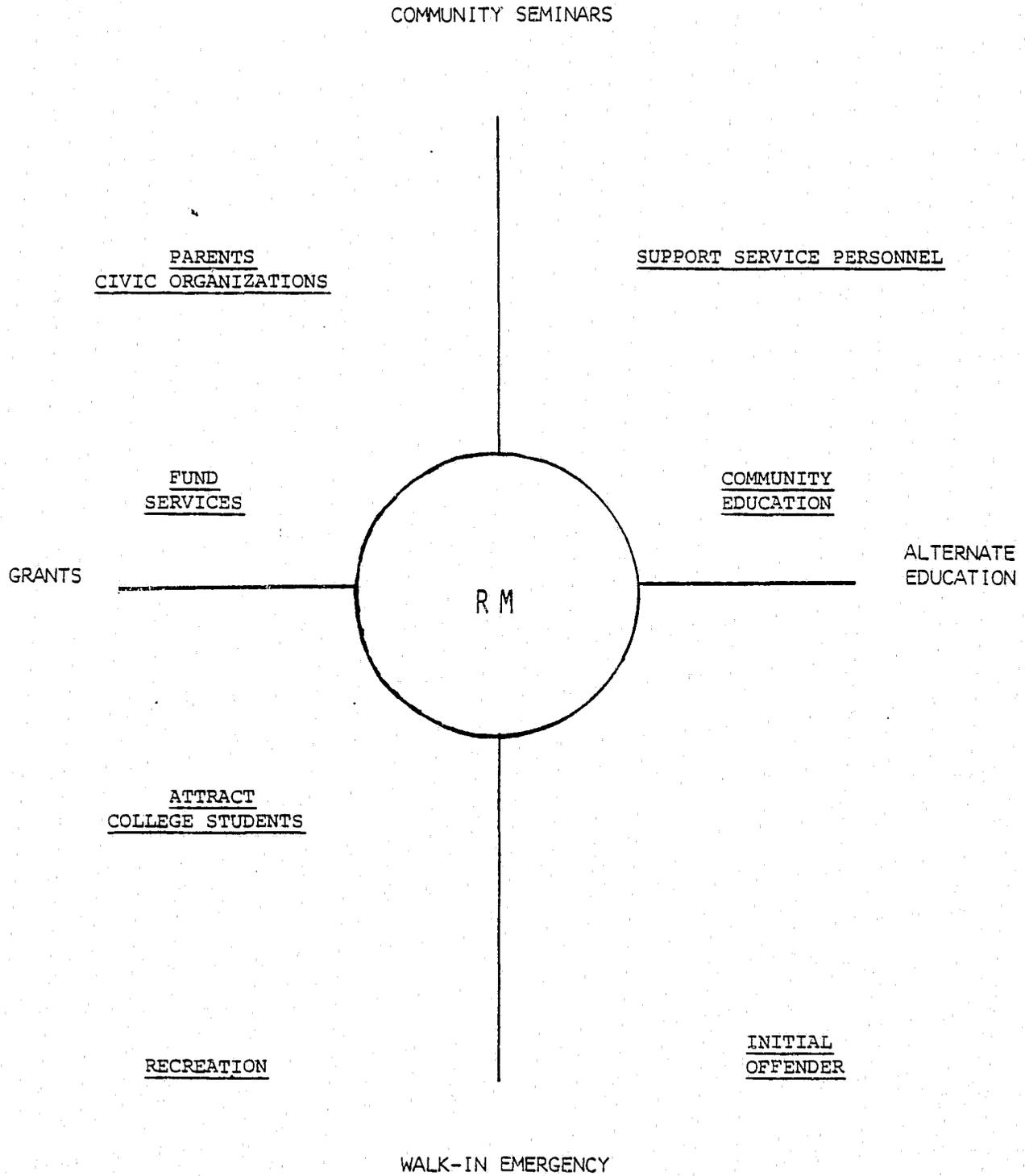
SENTENCE COMPLETION TEST RESPONSES

SENTENCE	DIRECT SERVICE e.g., Juvenile Probation Officers, Administrators, Youth Services	EDUCATION e.g., Administrators, Counselors, Board Members	LAW ENFORCEMENT	JUDICIAL e.g., Judges, Prosecutors
15. Citizen advocacy	<p>a mystery in my area.</p> <p>can be helpful or harmful.</p> <p>people interested in taking on the problem.</p>	<p>need more of it.</p> <p>community citizens who volunteer time to ascertain whether or not the rights of juveniles are being met.</p> <p>good guys.</p>	<p>should be tolerated.</p> <p>concerned but don't want to take part.</p> <p>very good.</p>	<p>difficult to implement in small communities.</p> <p>is almost nonexistent.</p> <p>is important to gain the community's thoughts.</p>
18. I expect	<p>to gain insight and information from others.</p> <p>ideas, many things from my people in the course of my work.</p> <p>to hear frustrations and get few "answers" - hopefully ideas that will "maybe" work - sometimes.</p>	<p>to learn more effectively how to work with particularly status offenders.</p> <p>to use information from the workshop to help our system.</p> <p>to help me in my position.</p>	<p>to learn some alternatives.</p> <p>if the community would get on the job and find out houses for these kids, it would help the problem.</p> <p>to participate in the workshop.</p>	<p>to gain some materials that may aid our program.</p> <p>to find at least some possibilities as alternatives.</p> <p>to gain information to help kids I deal with in my county.</p>

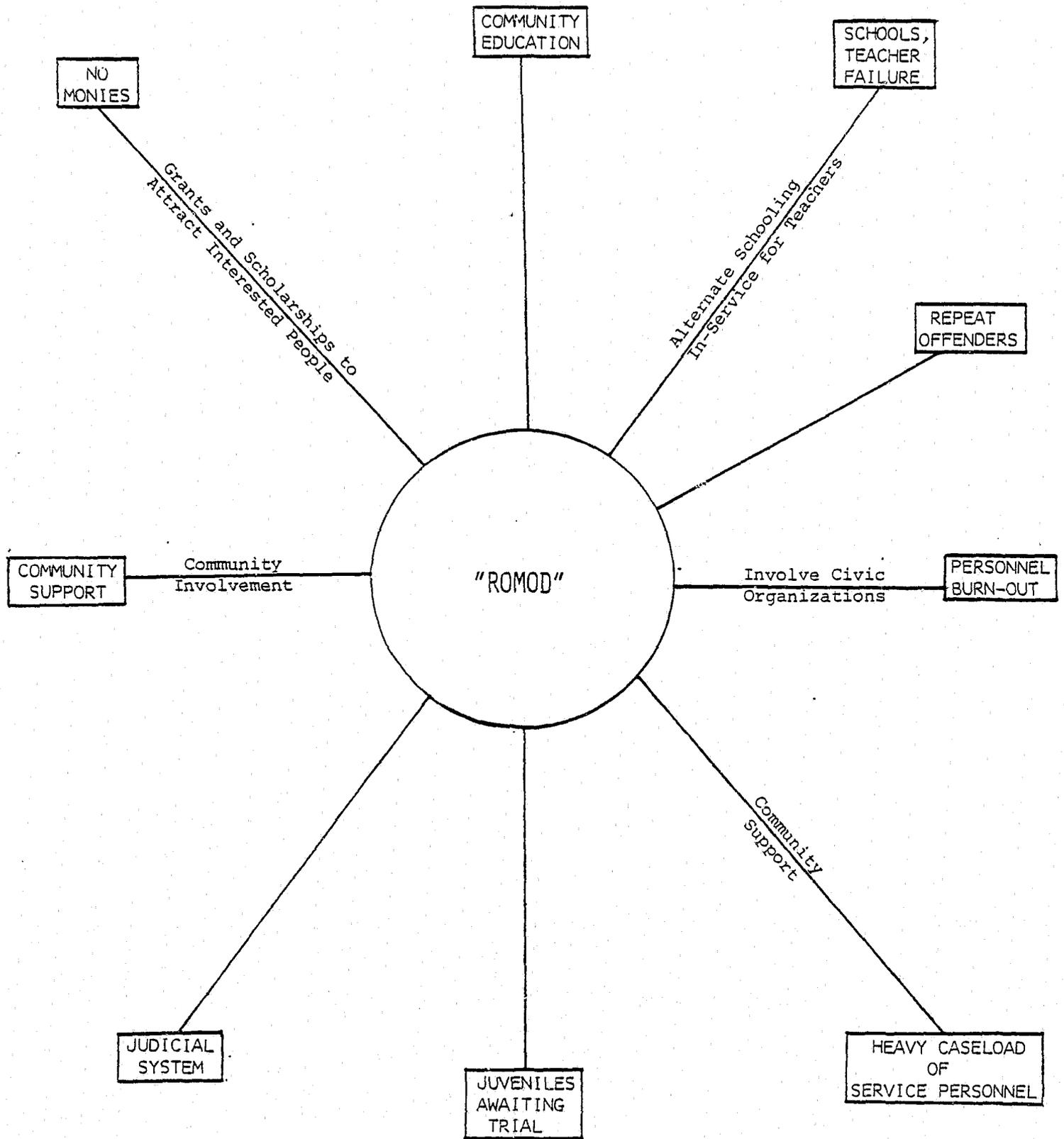
GROUP I: ROMOD -- FORCE-FIELD

DRIVING	RESTRAINING
Necessity	Lack of Parental Support
Number of Kids	Lack of Qualified Personnel
Failure of Institution- alization	Time Problems with Personnel
Failure of Justice Sys- tem	Lack of Community Support
Repeat Offenders	School Teachers
Desire to See Behavior Change	Repeat Offenders
Educate Parents to Pro- vide Parental Support	Personnel Burnout
Funding	Heavy Caseloads
	Slow Judicial System

GROUP I: ROMOD - PLAN OF ACTION



GROUP I: ROMOD - SYSTEM IMPACT



GROUP II: ONE-TO-ONE - FORCE-FIELD

DRIVING FORCES	RESTRAINING FORCES
Expense	Lack of Resources (can't find appropriate models)
Rehabilitation	Paperwork involved in funding
Personalization	Lack of relative education programs to fit child's needs
Law	Community Resistance
Concern	Rules } Time } Coordination

GROUP II: ONE-TO-ONE - PLAN OF ACTION

1. Beat the bushes for appropriate model.
2. Organize community Task Force.
3. Task Force meet with Board of Education.
4. Counseling-Group meetings
5. Public Relations-Education-Awareness Activities
6. Rules-Time } Meet with court, p.a., parents, child,  
model, funding sources to gain more of  
flexibility. (compromise)

GROUP III: BEHAVIORAL EXPECTATION CLASS IN THE SCHOOL SETTING K-12 - FORCE-FIELD

DRIVING	RESTRAINING
Concern	Constitutional Rights
Parents Not Taking Responsibility Or Time To Parent	Parents
Realization That Children Not Being Taught	School Personnel
Optimism That Child Can and Will Learn	Peer Pressure
	Kids Themselves

GROUP IV: TWELVE BED PLACEMENT - FORCE-FIELD

DRIVING	RESTRAINING
Rehabilitation	Expense
Education	Attitude
Concern	Wanting offenders locked up
Supervision	Not located in community
Reduction in Delinquency	Threatening of other agencies
Development of Skills	Location
Laws	Isolation
Socialization	Transportation

GROUP IV: TWELVE BED PLACEMENT - PLAN OF ACTION

ATTITUDE: Community education, community involvement in planning and government, involvement of other agencies.  
(By the above hopeful community acceptance)

LOCATION: Near school system and other resources.

EXPENSES: Through community involvement to raise funds and massive federal funding.

MUST REMOVE ALL RESISTANCE !

GROUP III: BEHAVIORAL EXPECTATION CLASS IN THE SCHOOL SETTING K-12 - PLAN OF ACTION

FIVE BASIC OBSERVATIONS MADE BY GROUP:

1. Considerable progress has been made and more can be made.
2. Where can we be most effective?  
Traditional approach = after offense - before incarceration.  
Our approach = prior to commission of the offense.
3. Types of attributes child should have:
  - Respect
  - Responsibility
  - Manners
  - Maturity
  - Attitudes
  - Love
  - Caring
  - Disposition/personality

Also basic areas of concern
4. The attributes identified in #3 should come from parents.
5. Our program = behavioral expectations; for children from kindergarten thru 12th grade.

TEACH THEM THE BASICS !

GROUP IV: TWELVE BED PLACEMENT - FORCE-FIELD

DRIVING	RESTRAINING
Rehabilitation	Expense
Education	Attitude
Concern	Wanting offenders locked up
Supervision	Not located in community
Reduction in Delinquency	Threatening of other agencies
Development of Skills	Location
Laws	Isolation
Socialization	Transportation

GROUP V: RUNAWAY SHELTER (STATUS OFFENDERS) - FORCE-FIELD

DRIVING	RESTRAINING
Need - By kids	Attitudes: encourages runaways
Concern - For kids	Misinformation
Possibility of crisis intervention	Location of facility - Not in <u>my</u> neighborhood
Avoid possible tragedies - murder, rape, drugs, prostitution	Funding
Prevent future involvement in crime	Agency ego
Court system - Law	

GROUP V: RUNAWAY SHELTER (STATUS OFFENDER) - PLAN OF ACTION

ATTITUDES - encourage runaways  
- not in my neighborhood

1. Education of community to facts
  - neighborhood meetings
  - involve people in planning
2. Media blitz
3. Coordination-collaboration of agencies

FUNDING - church, civic groups  
- donated services  
cities, courts, state donations

LOCATION - neighborhood opposition  
- cost of facility  
- facility vs network of homes, accessible  
to kids thru hot line

PUBLIC MISINFORMATION - education - see Attitudes

AGENCY EGO - get agencies involved in decision-making  
- tap all available resources  
- do a good P.R. job

GROUP VI: ELIGIBILITY FOR YOUTH SUBSISTANCE PROGRAM - FORCE-FIELD

DRIVING	RESTRAINING
Ease of administration	A threat to existing social agencies
Lack of intervention by authoritarian figures in a child's life	Cost
Develop and maintain individual responsibility of child	Community opposition to "giveaway" program
Reduce workload of police, courts, and other related agencies	Threat to family unity
Decrease behavioral problems in school	Legislative opposition due to voters opposition
Assist in reducing frustration of parents	Punitive attitudes
Support of advocacy groups	Legal inability to contract

GROUP VII: TEACHER PROBATION OFFICER - FORCE-FIELD

DRIVING	RESTRAINING
Success in other areas	No funds available for program
Use existing resources	Attitude of teacher
Increase supervision	How involved teacher really is
Child stays in home	Resistance from administration
Supports family	Turf problems
Authority to supervise	Threat to other departments such as lay-offs etc.
Select from trained people	Community in general does not like probation
Small budget to operate	School may feel court is taking over
Child stays on own turf	The reaction to court officers
Familiar face to child	Approaching large agencies such as Board of Education, County Commission etc. for funds

GROUP VII: TEACHER PROBATION OFFICER - PLAN OF ACTION

1. Work with existing agencies on state level to get funds. Apply for soft money.
2. Be very selective of personnel.
3. Appeal to his reasoning. Show the child will do better in school. Track record.
4. Make program extension of their service.
5. Truly supervised probation.
6. Work with school personnel to help them understand the needs of the child, needs of the court, needs of the schools for help.
7. The court officer (teacher) plays down whenever possible his role as an officer of the court.
8. Lots and lots of public information and the dissemination of some in key areas of influence.

EVALUATION: ALTERNATIVES FOR JUVENILE  
OFFENDERS WORKSHOP - WEST VIRGINIA

1. Overall, how would you rate this program in terms of its value to you?

	RATING								
SCORE	1	2	3	4	5	6	7	8	9
NUMBER OF PARTICIPANTS	3	4	2	5	2	1	14	5	0
	Poor	Fair	Average	Good	Excellent				

SUMMARY DATA

36 Number of participants completed overall program evaluation form

7 Mode score

6 Median score

5.27 Mean score

The responses received for questions 2, 3, and 4 of the evaluation will be outlined in summary form. Responses to the questions have been grouped according to similarity of thought/information/suggestion. The number preceding the response indicates the number of participants whose answers were grouped into this response. Please note that partial statements/sentences will be presented.

2. *What aspects of the workshop do you think will be most helpful to you either in the performance of your job or in your future activities relative to juvenile offenders.*

- 15 Opportunity to speak/share information with other professionals
- 10 Information regarding additional alternative services for juvenile offenders
- 5 The group task involving the development of alternatives for juvenile offenders
- 4 Concept of force-field analysis
- 3 Cleared up misconceptions regarding status offenders
- 2 Information regarding juvenile justice collaboration
- 2 Small group problem solving activities
- 2 Insight into new funds that might be available
- 2 The project planning activity/group decision-making
- 2 Karen Hill's presentation of specific information regarding West Virginia
- 1 Information emphasizing the need for community involvement
- 1 Idea of dealing with symptoms rather than causes
- 1 Community advocacy
- 1 Information regarding how to get programs started
- 1 Information regarding publications related to services for the juvenile offenders
- 1 Entire program

3. *Do you feel that your participation in this workshop has had any impact on your knowledge/feelings regarding deinstitutionalization of juvenile offenders and/or use of community alternatives for status offenders? If so, please elaborate.*

Please note that responses to this question will be reported in two groups: affirmative responses and negative responses.

#### AFFIRMATIVE

- 5 Persons answering yes without additional comment
- 6 Yes, in the area of community alternatives for juvenile offenders
- 4 Reinforce my feelings regarding deinstitutionalization of juvenile offenders
- 3 Provided additional information regarding deinstitutionalization of juvenile offenders
- 2 Gain from interaction from other participants
- 2 A look of what is going on outside our area
- 1 Use of community to help in development of community alternatives for juvenile offenders
- 1 Shown that more can be accomplished by groups working together
- 1 Something needs to be and can be done
- 1 Definitely feel gain in clear perspective on the whole topic of deinstitutionalization and need for more community alternatives
- 1 Relative to the planning aspect of program development and implementation

#### NEGATIVE

- 8 Persons answering no without additional comments
- 3 No significant change or impact as we are already there
- 1 No with respect to deinstitutionalization
- 1 No change in feelings but a new list of alternatives
- 1 Useful but ...
- 1 I believe status offenders are given many opportunities but they are not very successful

4. *Do you have any suggestions for/regarding future juvenile justice training programs in West Virginia?*

- 9 Activities that address the specific problems experienced in West Virginia
- 1 More specific information on the West Virginia State Code, possibly including a briefing by the West Virginia Supreme Court
- 5 More specific information regarding direct services available in West Virginia
- 2 Alternatives for juvenile offenders should be explored in more depth, including detailed program information
- 2 This workshop was in the right direction - future meetings should be conducted
- 2 More involvement of a cross section of juvenile and criminal justice professionals i.e., judges, prosecutorial staff, and direct service personnel. More of the service consumers (juveniles) should be involved in the presentation.
- 1 Enjoyed group participation format, this should be continued
- 1 More information regarding other aspects of juvenile offenders
- 1 Need to exchange "real information"
- 1 Need better training facilities
- 1 More information on community education and collaboration
- 1 Sentencing issues
- 1 Present these workshops on a regional basis
- 1 "Burn out" by professionals working with juveniles
- 1 Get more school personnel involved
- 1 More updated visual aids
- 1 Continued educational programs regarding all aspects of the system
- 1 More workshops

ALTERNATIVES FOR JUVENILE OFFENDERS  
 WORKSHOP: PROGRAM RATINGS  
 ( ) = NUMBER OF PARTICIPANTS WHO SELECTED THIS RATING

ACTIVITY	CONTENT	PRESENTATION
<u>ORIENTATION</u>  Loren Ranton	1 (3) 2 (3) 3 (14) 4 (11) 5 (5)  N = 36 MEAN SCORE: <u>3.33</u>	1 (5) 2 (2) 3 (11) 4 (12) 5 (6)  N = 36 MEAN SCORE: <u>4.03</u>
*****		
<u>INNOCENT CRIMINAL FILM</u>	1 (9) 2 (7) 3 (11) 4 (5) 5 (4)  N = 36 MEAN SCORE: <u>2.67</u>	1 (7) 2 (6) 3 (9) 4 (11) 5 (3)  N = 36 MEAN SCORE: <u>2.92</u>
*****		
<u>INNOCENT CRIMINAL DISCUSSION</u>  Loren Ranton Marge Woods	1 (2) 2 (6) 3 (14) 4 (10) 5 (4)  N = 36 MEAN SCORE: <u>3.22</u>	1 (2) 2 (4) 3 (11) 4 (13) 5 (6)  N = 36 MEAN SCORE: <u>3.47</u>
*****		
<u>PROJECT PLANNING</u>  Jerry Eggleston	1 (2) 2 (3) 3 (7) 4 (15) 5 (8)  N = 35 MEAN SCORE: <u>3.69</u>	1 (2) 2 (1) 3 (10) 4 (13) 5 (9)  N = 35 MEAN SCORE: <u>3.74</u>
*****		
<u>NATIONAL JUVENILE JUSTICE COLLABORATION: DISCUSSION</u>  Marge Woods	1 (3) 2 (8) 3 (11) 4 (6) 5 (8)  N = 36 MEAN SCORE: <u>3.22</u>	1 (0) 2 (7) 3 (11) 4 (7) 5 (11)  N = 36 MEAN SCORE: <u>3.61</u>

ACTIVITY	CONTENT	PRESENTATION
<u>NATIONAL JUVENILE JUSTICE COLLABORATION SLIDE PRESENTATION</u>	1 (5) 2 (4) 3 (12) 4 (11) 5 (4)  N = 36 MEAN SCORE: <u>3.14</u>	1 (5) 2 (4) 3 (9) 4 (11) 5 (7)  N = 36 MEAN SCORE: <u>3.31</u>
*****		
<u>FORCE-FIELD ANALYSIS</u>  Loren Ranton	1 (1) 2 (0) 3 (9) 4 (12) 5 (10)  N = 32 MEAN SCORE: <u>3.94</u>	1 (1) 2 (1) 3 (6) 4 (10) 5 (14)  N = 32 MEAN SCORE: <u>4.09</u>
*****		
<u>GROUP TASK: ACTIVITY AND FEEDBACK</u>  Loren Ranton	1 (0) 2 (1) 3 (6) 4 (15) 5 (13)  N = 35 MEAN SCORE: <u>4.14</u>	1 (0) 2 (1) 3 (6) 4 (11) 5 (17)  N = 35 MEAN SCORE: <u>4.26</u>
*****		
<u>WEST VIRGINIA REPORT - AN ANALYSIS OF JUVENILE CRIME IN WEST VIRGINIA QUESTION AND ANSWER</u>  Karen Hill	1 (1) 2 (4) 3 (13) 4 (10) 5 (7)  N = 35 MEAN SCORE: <u>3.51</u>	1 (1) 2 (1) 3 (14) 4 (8) 5 (11)  N = 35 MEAN SCORE: <u>3.77</u>
*****		
<u>FINAL DISCUSSION AND WRAP UP</u>  Loren Ranton	1 (2) 2 (2) 3 (10) 4 (12) 5 (9)  N = 35 MEAN SCORE: 3.69	1 (2) 2 (0) 3 (10) 4 (13) 5 (10)  N = 35 MEAN SCORE: <u>3.83</u>