

# NY Juvenile Justice

Youth Bureau's Role

A series of horizontal lines of varying lengths and colors (teal, light blue, white) extending from the right side of the slide towards the center, positioned below the subtitle.

# NYS Juvenile Justice System had a history of being...

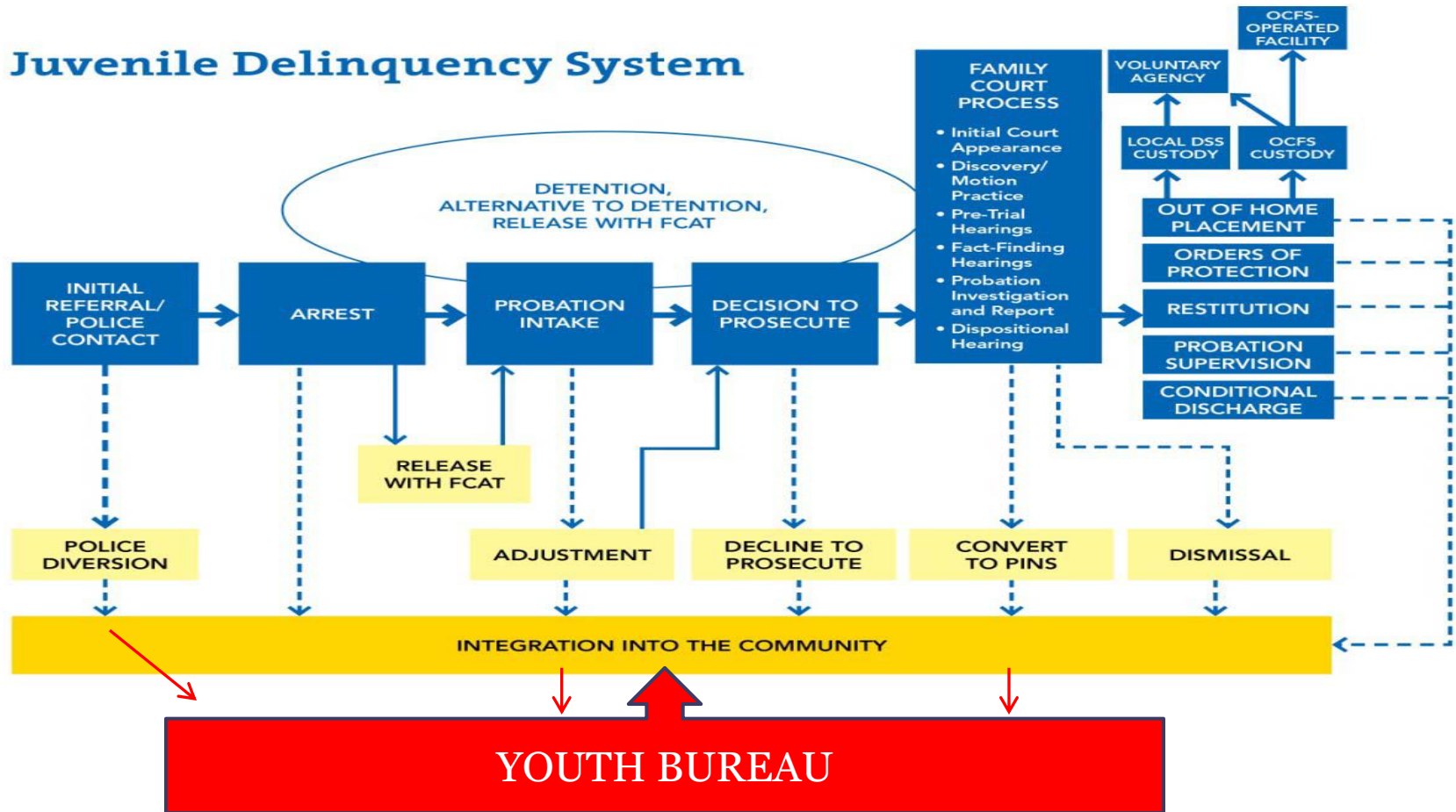
- **Ineffective:** Despite NYS annual placement cost that were among the highest in the nation, the majority of youth detained in the Juvenile Justice system eventually went on to become adult offenders.
- **Inefficient:** Over 60% of youth were rearrested within two years of release from state custody.
- **Unsafe:** State facilities were under investigation by the US Dept. of Justice for brutal conditions of confinement.

# The Juvenile Justice System was poised for reform due to...

- **Momentum:** Multiple factors underscored the timeliness, urgency, and potential for change. Both Governor Cuomo and NYC Mayor Bloomberg had publicly made the case for juvenile justice reform.
- **Great work to build upon:** There were numerous promising reform efforts around the state, though not aligned toward common goals.
- **Evidence:** There was a trend toward embedding evidence-based practices in various localities and parts of the system, but they were largely isolated from one another.

# Juvenile Justice Flowchart...Where does the Youth Bureau fit in?

## Juvenile Delinquency System



# Youth Bureau Role in the Juvenile Justice System

- **Contract** with Agencies that can deliver effective program models and insure that contracted agencies adhere to evidence based principles when administering programming.
- **Deliver** Effective Program Models with fidelity.
- **Deliver** programming utilizing the principles of effective adolescent justice practice, the evidence based principles of effective interventions, the Risk, Need, Responsivity principles.

# Effective Program Models

- Multisystemic Therapy
- Functional Family Therapy
- Cognitive Behavioral Therapy
- Brief Strategic Family Therapy
- Aggression Replacement Training
- Thinking For a Change

# Principles of Effective Adolescent Justice Practice

## *Risk, Need, Responsivity*

- Research has been able to identify standards to which the most effective programs tend to conform, yielding a set of “evidence-based principles” for juvenile justice practice. Three of these, the principles of risk, needs, and responsivity, are collectively referred to as the “RNR model.”
- Research has consistently shown that programs and practices that are grounded in the RNR model have much larger effects on recidivism than those that are not. In fact, one meta-analysis estimated that programs that depart from these principles have little to no impact on recidivism, while those that conform to them are associated with an average reduction in recidivism of 50 percent.

- ***Risk Principle:*** According to the risk principle, services and supervision should be provided in direct proportion to an offender's risk of reoffending, with lower-risk youth receiving less-intensive interventions and higher-risk youth receiving interventions of higher intensity. It also warns against placing youth in settings that are more restrictive than necessary for their actual level of risk, which can yield counterproductive results in terms of increased recidivism. According to this principle, more restrictive programming and supervision should be concentrated on higher-risk youth.
- ***Need Principle:*** The need principle states that treatment and programming should be administered to youth based on their assessed criminogenic needs. Criminogenic needs are factors that are related to the risk of reoffending but are amenable to change. Consequently, if a criminogenic need is addressed, it can lower a youth's risk level. Examples of criminogenic factors are time spent with antisocial peers and truancy.
- ***Responsivity Principle:*** Finally, the responsivity principle states that interventions should be tailored to a youth's learning style, level of motivation, abilities, and strengths. In other words, services should be delivered in the manner to which youth will be most receptive.



*“Therapeutic programming achieves greater reductions in recidivism than interventions organized around control and supervision”*

- Family Group Conferencing
- Youth Court
- Community Justice Boards
- Mediation
- Restorative Justice Practices
- Drug/Alcohol Counseling
- Why Try
- Cognitive Restructuring
- Skill Building
- Mentoring
- Parenting Classes
- Community Restoration
- Alive @ 25



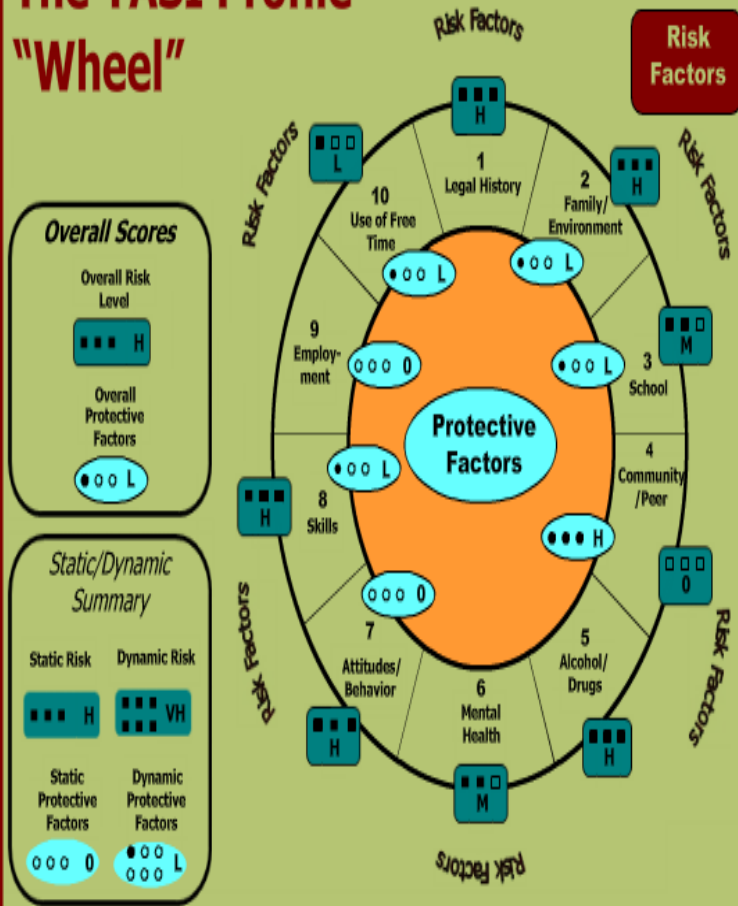
**SAME WORLD...Different  
Language**

# Juvenile Justice vs. Youth Bureau

## Juvenile Justice

## Youth Bureau

### The YASI Profile "Wheel"



### 40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible.

#### External Assets

- FAMILY SUPPORT** → Family life provides high levels of love and support.
- POSITIVE FAMILY COMMUNICATION** → Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
- OTHER ADULT RELATIONSHIPS** → Young person receives support from three or more nonparent adults.
- CARING NEIGHBORHOOD** → Young person experiences caring neighbors.
- CARING SCHOOL CLIMATE** → School provides a caring, encouraging environment.
- PARENT INVOLVEMENT IN SCHOOLING** → Parent(s) are actively involved in helping young person succeed in school.
- COMMUNITY VALUES YOUTH** → Young person perceives that adults in the community value youth.
- YOUTH AS RESOURCES** → Young people are given useful roles in the community.
- SERVICE TO OTHERS** → Young person serves in the community one hour or more per week.
- SAFETY** → Young person feels safe at home, school, and in the neighborhood.
- FAMILY BOUNDARIES** → Family has clear rules and consequences and monitors the young person's whereabouts.
- SCHOOL BOUNDARIES** → School provides clear rules and consequences.
- NEIGHBORHOOD BOUNDARIES** → Neighbors take responsibility for monitoring young people's behavior.
- ADULT ROLE MODELS** → Parent(s) and other adults model positive, responsible behavior.
- POSITIVE PEER INFLUENCE** → Young person's best friends model responsible behavior.
- HIGH EXPECTATIONS** → Both parent(s) and teachers encourage the young person to do well.
- CREATIVE ACTIVITIES** → Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
- YOUTH PROGRAMS** → Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
- RELIGIOUS COMMUNITY** → Young person spends one or more hours per week in activities in a religious institution.
- TIME AT HOME** → Young person is out with friends "with nothing special to do" two or fewer nights per week.

#### Internal Assets

- ACHIEVEMENT MOTIVATION** → Young person is motivated to do well in school.
- SCHOOL ENGAGEMENT** → Young person is actively engaged in learning.
- HOMEWORK** → Young person reports doing at least one hour of homework every school day.
- BONDING TO SCHOOL** → Young person cares about her or his school.
- READING FOR PLEASURE** → Young person reads for pleasure three or more hours per week.
- CARING** → Young person places high value on helping other people.
- EQUALITY AND SOCIAL JUSTICE** → Young person places high value on promoting equality and reducing hunger and poverty.
- INTEGRITY** → Young person acts on convictions and stands up for her or his beliefs.
- HONESTY** → Young person "tells the truth even when it is not easy."
- RESPONSIBILITY** → Young person accepts and takes personal responsibility.
- RESTRAINT** → Young person believes it is important not to be sexually active or to use alcohol or other drugs.
- PLANNING AND DECISION MAKING** → Young person knows how to plan ahead and make choices.
- INTERPERSONAL COMPETENCE** → Young person has empathy, sensitivity, and friendship skills.
- CULTURAL COMPETENCE** → Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- RESISTANCE SKILLS** → Young person can resist negative peer pressure and dangerous situations.
- PEACEFUL CONFLICT RESOLUTION** → Young person seeks to resolve conflict nonviolently.
- PERSONAL POWER** → Young person feels he or she has control over "things that happen to me."
- SELF-ESTEEM** → Young person reports having a high self-esteem.
- SENSE OF PURPOSE** → Young person reports that "my life has a purpose."
- POSITIVE VIEW OF PERSONAL FUTURE** → Young person is optimistic about her or his personal future.



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- **Family Support:** Parenting, Mediation, Family Group Conferencing
- **Other Adult Relationships:** Mentoring
- **Caring Neighborhood:** Community Justice Boards
- **Service to Others:** Community Restoration, Community Justice Boards



#### SUPPORT

1. **Family Support** | Family life provides high levels of love and support.  
[SHOW ME HOW TO TAKE ACTION](#)
2. **Positive Family Communication** | Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.  
[SHOW ME HOW TO TAKE ACTION](#)
3. **Other Adult Relationships** | Young person receives support from three or more nonparent adults.  
[SHOW ME HOW TO TAKE ACTION](#)
4. **Caring Neighborhood** | Young person experiences caring neighbors.  
[SHOW ME HOW TO TAKE ACTION](#)
5. **Caring School Climate** | School provides a caring, encouraging environment.  
[SHOW ME HOW TO TAKE ACTION](#)
6. **Parent Involvement in Schooling** | Parent(s) are actively involved in helping the child succeed in school.



#### EMPOWERMENT

7. **Community Values Youth** | Young person perceives that adults in the community value youth.  
[SHOW ME HOW TO TAKE ACTION](#)
8. **Youth as Resources** | Young people are given useful roles in the community.  
[SHOW ME HOW TO TAKE ACTION](#)
9. **Service to Others** | Young person serves in the community one hour or more per week.  
[SHOW ME HOW TO TAKE ACTION](#)
10. **Safety** | Young person feels safe at home, school, and in the neighborhood.  
[SHOW ME HOW TO TAKE ACTION](#)

- **Family Boundaries:**  
Parenting
- **Adult Role Models:**  
Mentoring
- **Positive Peer Influence:**  
Youth Court, Why Try, Skill Building, Cognitive Restructuring
- **Youth Programs:** Why Try, Youth Recreation Programs
- **Time at Home:** Parenting



#### BOUNDARIES AND EXPECTATIONS

11. **Family Boundaries** | Family has clear rules and consequences and monitors the young person's whereabouts.  
[SHOW ME HOW TO TAKE ACTION](#)
12. **School Boundaries** | School provides clear rules and consequences.  
[SHOW ME HOW TO TAKE ACTION](#)
13. **Neighborhood Boundaries** | Neighbors take responsibility for monitoring young people's behavior.  
[SHOW ME HOW TO TAKE ACTION](#)
14. **Adult Role Models** | Parent(s) and other adults model positive, responsible behavior.  
[SHOW ME HOW TO TAKE ACTION](#)
15. **Positive Peer Influence** | Young person's best friends model responsible behavior.  
[SHOW ME HOW TO TAKE ACTION](#)
16. **High Expectations** | Both parent(s) and teachers encourage the young person to do well.



#### CONSTRUCTIVE USE OF TIME

17. **Creative Activities** | Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.  
[SHOW ME HOW TO TAKE ACTION](#)
18. **Youth Programs** | Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.  
[SHOW ME HOW TO TAKE ACTION](#)
19. **Religious Community** | Young person spends one hour or more per week in activities in a religious institution.  
[SHOW ME HOW TO TAKE ACTION](#)
20. **Time at Home** | Young person is out with friends "with nothing special to do" two or fewer nights per week.

- **Integrity:** Why Try, Skill Building
- **Honesty:** Why Try, Skill Building
- **Responsibility:** Community Accountability Boards, Community Restoration, Mediation, Drug/Alcohol Counseling
- **Resistance Skills-** Why Try, Cognitive Restructuring, Skill Building
- **Peaceful Conflict Resolution:** Mediation, Why Try



#### POSITIVE VALUES

26. **Caring** | Young Person places high value on helping other people.  
[SHOW ME HOW TO TAKE ACTION](#)
27. **Equality and Social Justice** | Young person places high value on promoting equality and reducing hunger and poverty.  
[SHOW ME HOW TO TAKE ACTION](#)
28. **Integrity** | Young person acts on convictions and stands up for her or his beliefs.  
[SHOW ME HOW TO TAKE ACTION](#)
29. **Honesty** | Young person "tells the truth even when it is not easy."  
[SHOW ME HOW TO TAKE ACTION](#)
30. **Responsibility** | Young person accepts and takes personal responsibility.  
[SHOW ME HOW TO TAKE ACTION](#)
31. **Restraint** | Young person believes it is important not to be sexually active or to use alcohol or other drugs.



#### SOCIAL COMPETENCIES

32. **Planning and Decision Making** | Young person knows how to plan ahead and make choices.  
[SHOW ME HOW TO TAKE ACTION](#)
33. **Interpersonal Competence** | Young person has empathy, sensitivity, and friendship skills.  
[SHOW ME HOW TO TAKE ACTION](#)
34. **Cultural Competence** | Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.  
[SHOW ME HOW TO TAKE ACTION](#)
35. **Resistance Skills** | Young person can resist negative peer pressure and dangerous situations.  
[SHOW ME HOW TO TAKE ACTION](#)
36. **Peaceful Conflict Resolution** | Young person seeks to resolve conflict nonviolently.  
[SHOW ME HOW TO TAKE ACTION](#)

# Youth Bureau's Role...





Capital Region Youth Justice Team

Free Training and Educational Symposium  
on  
**Principles in Juvenile Justice:  
Adolescent Brain Development and  
Risk, Needs, and Responsivity Framework**

Featuring Dr. Ed Latessa and other speakers

June 21<sup>st</sup>, 12:00pm – 4:00pm

June 22<sup>nd</sup>, 9:00am – 1:00pm

(same symposium on both days, only attend one day)

Palace Theatre  
19 Clinton Ave, Albany, NY 12207

**No fee or registration required**

Street parking and several garages, including Quackenbush garage (\$3/hr), available nearby

Presented by the Capital Region Youth Justice Team

Please join the Capital Region Youth Justice Team in a 4-hour symposium on either June 21 or June 22, 2016, featuring the topic: "Principles in Juvenile Justice: Adolescent Brain Development and Risk, Needs, and Responsivity Framework." This symposium will provide a basic understanding on the issues related to adolescent brain development and the risk, needs, and responsivity framework. These topics are core underlying principles of modern research and reform in the field of juvenile justice and its related applications. Everyone is invited to attend, especially those who interact with youth in the juvenile justice system or youth with behavior difficulties. No registration or fee is required.

For questions, please email [Grant.Cowles@dcis.ny.gov](mailto:Grant.Cowles@dcis.ny.gov).





Capital Region Youth Justice Team

Release and Conference Announcement  
for

# The Capital Region Juvenile Justice Strategic Plan

June 6<sup>th</sup>, 2016, 9:00am – 4:30pm  
(Registration and coffee begins at 8:30am)

Proctor's Theater  
432 State Street, Schenectady, NY 12305

Register at <http://CapitalJuvenileJusticeStrategicPlan.eventbrite.com>

Free parking available at 208 Broadway. Lunch provided.

Presented by the Capital Region Youth Justice Team

The Capital Region Youth Justice Team is proud to release the Capital Region Juvenile Justice Strategic Plan. This Strategic Plan includes specific policy direction and recommendations for the 9 counties in the Capital region to improve and reform the juvenile justice system over the next 5 to 10 years. The Strategic Plan is the result of an 18-month process that included eight workgroups, hundreds of participants, hundreds of meetings and workshops, and representatives from all nine counties and all stakeholders of the juvenile justice system, including education, police, probation, courts, residential treatment centers, service providers, community based organizations, youth and families, community advocates, and others.

The conference will include plenary keynotes and breakout sessions that focus on particular topics and sets of recommendations.

This event is open to everyone and free, with lunch provided. Juvenile justice policymakers, organization leaders, and advocates are especially encouraged to attend.

For questions, please email [Grant.Cowles@dcjs.ny.gov](mailto:Grant.Cowles@dcjs.ny.gov).