21st National Symposium on Juvenile Services

PROGRAM
21ST NATIONAL SYMPOSIUM
IMPROVING JUVENILE SERVICES:
IDENTIFYING AND PROMOTING QUALITY PRACTICE

SPONSORS

NATIONAL PARTNERSHIP FOR JUVENILE SERVICES
With a mission to provide professional development, deliver technical assistance and promote best practices and standards to the field of juvenile justice and delinquency prevention, the National Partnership for Juvenile Services (NPJS) will positively impact youth, families and communities and will be recognized as the foremost authority in the field of juvenile justice.

NPJS Executive Leadership Team:
Carol Cramer Brooks, CEO
Randy Farmer, President - Council for Educators of At-Risk and Delinquent Youth
Munna Rubaii, President - Council for Juvenile Justice Trainers
Anne M. Nelsen, President - Council for Juvenile Corrections
Wayne Bear, President - Council for Juvenile Detention

JUVENILE DETENTION CENTERS AND ALTERNATIVE PROGRAMS

SPECIAL THANKS TO OUR OTHER SPONSORS!!!
1. Bob Barker Company (vendor reception / lunch)
2. Jett Corrections Consulting, LLC (name badge pouches)
4. Devereux (pre-conference trauma workshop)
# 21ST NATIONAL SYMPOSIUM AGENDA

## Sunday, September 27

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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| 8:00 A.M. – 6:00 P.M. | **REGISTRATION OPEN**  
NPJS Executive Committee (Closed Meeting)  
NPJS Joint Council Meeting for Youth in Custody Facilities  
NPJS Education Council Meeting  
NPJS Training Council Meeting  
NPJS Membership & Marketing Committee Meeting  
NPJS Standards Committee Meeting | **BALLROOM FOYER 1-3**  
**PRIVATE**  
DUQUENSE (1ST FL)  
BENEDUM (1ST FL)  
STERLING 2-3 (1ST FL)  
BRIGADE (1ST FL)  
DUQUENSE (1ST FL) |
| 9:00 a.m. – 11:45 a.m. | NPJS Executive Committee (Closed Meeting)  
NPJS Joint Council Meeting for Youth in Custody Facilities  
NPJS Education Council Meeting  
NPJS Training Council Meeting  
NPJS Membership & Marketing Committee Meeting  
NPJS Standards Committee Meeting |
| 12:15 p.m. – 2:30 p.m. | NPJS Joint Council Meeting for Youth in Custody Facilities  
NPJS Education Council Meeting  
NPJS Training Council Meeting  
NPJS Membership & Marketing Committee Meeting  
NPJS Standards Committee Meeting |
| 12:15 p.m. – 2:30 p.m. | NPJS Joint Council Meeting for Youth in Custody Facilities  
NPJS Education Council Meeting  
NPJS Training Council Meeting  
NPJS Membership & Marketing Committee Meeting  
NPJS Standards Committee Meeting |
| 12:15 p.m. – 4:00 p.m. | NPJS Joint Council Meeting for Youth in Custody Facilities  
NPJS Education Council Meeting  
NPJS Training Council Meeting  
NPJS Membership & Marketing Committee Meeting  
NPJS Standards Committee Meeting |
| 3:00 p.m. – 5:00 p.m. | NPJS Joint Council Meeting for Youth in Custody Facilities  
NPJS Education Council Meeting  
NPJS Training Council Meeting  
NPJS Membership & Marketing Committee Meeting  
NPJS Standards Committee Meeting |
| 3:00 p.m. – 5:00 p.m. | NPJS Joint Council Meeting for Youth in Custody Facilities  
NPJS Education Council Meeting  
NPJS Training Council Meeting  
NPJS Membership & Marketing Committee Meeting  
NPJS Standards Committee Meeting |

## Monday, September 28

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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| 7:00 A.M. – 6:00 P.M. | **REGISTRATION OPEN**  
NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting | **BALLROOM FOYER 1-3**  
STERLING 2-3 (1ST FL)  
BALLROOM 2 (2ND FL)  
COMMONWEALTH ONE (1ST FL) |
| 8:00 a.m. – 11:30 a.m. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
| 10:00 a.m. – 4:00 p.m. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
| 12:00 p.m. – 5:00 p.m. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
| 12:15 p.m. – 2:30 p.m. | NPJS Joint Council Meeting for Youth in Custody Facilities  
DUQUENSE (1ST FL)  
NPJS Education Council Meeting  
BENEDUM (1ST FL)  
NPJS Training Council Meeting  
STERLING 2-3 (1ST FL)  
NPJS Membership & Marketing Committee Meeting  
BRIGADE (1ST FL) |
| 12:15 p.m. – 2:30 p.m. | NPJS Joint Council Meeting for Youth in Custody Facilities  
DUQUENSE (1ST FL)  
NPJS Education Council Meeting  
BENEDUM (1ST FL)  
NPJS Training Council Meeting  
STERLING 2-3 (1ST FL)  
NPJS Membership & Marketing Committee Meeting  
BRIGADE (1ST FL) |
| 12:15 p.m. – 4:00 p.m. | NPJS Joint Council Meeting for Youth in Custody Facilities  
STERLING 2-3 (1ST FL)  
NPJS Education Council Meeting  
BENEDUM (1ST FL)  
NPJS Training Council Meeting  
STERLING 2-3 (1ST FL)  
NPJS Membership & Marketing Committee Meeting  
BRIGADE (1ST FL) |
| 3:00 p.m. – 5:00 p.m. | NPJS Joint Council Meeting for Youth in Custody Facilities  
BRIGADE (1ST FL)  
NPJS Education Council Meeting  
BENEDUM (1ST FL)  
NPJS Training Council Meeting  
STERLING 2-3 (1ST FL)  
NPJS Membership & Marketing Committee Meeting  
DUQUENSE (1ST FL) |
| 3:00 p.m. – 5:00 p.m. | NPJS Joint Council Meeting for Youth in Custody Facilities  
BRIGADE (1ST FL)  
NPJS Education Council Meeting  
BENEDUM (1ST FL)  
NPJS Training Council Meeting  
STERLING 2-3 (1ST FL)  
NPJS Membership & Marketing Committee Meeting  
DUQUENSE (1ST FL) |
| 5:00 P.M. – 7:00 P.M. | NPJS Board of Directors  
NETWORKING RECEPTION / VENDOR MEET & GREET  
BALLROOM 2 (2ND FL)  
STERLING 2-3 (1ST FL) |
| 7:00 p.m. – 9:00 p.m. | NPJS Board of Directors  
NETWORKING RECEPTION / VENDOR MEET & GREET  
BALLROOM 2 (2ND FL)  
STERLING 2-3 (1ST FL) |

## Tuesday, September 29

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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| 7:00 A.M. – 5:15 P.M. | **REGISTRATION OPEN**  
Morning Yoga Energizer  
COFFEE HOUSE WITH THE VENDORS  
OPENING GENERAL SESSION WITH DR. EDWARD MULVEY | **BALLROOM FOYER 1-3**  
BALLROOM 3 (2ND FL)  
BALLROOM 2 (2ND FL)  
BALLROOM 1 (2ND FL)  
BALLROOM 2 (2ND FL) |
| 7:15 a.m. – 7:45 a.m. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
| 7:15 A.M. – 8:15 A.M. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
| 8:15 A.M. – 9:45 A.M. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
| 9:45 a.m. – 10:15 a.m. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
| 10:15 a.m. – 12:15 p.m. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
| 12:15 p.m. – 1:30 p.m. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
| 1:30 p.m. – 3:00 p.m. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
| 7:15 A.M. – 8:15 A.M. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
| 8:15 A.M. – 9:45 A.M. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
| 9:45 a.m. – 10:15 a.m. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
| 10:15 a.m. – 12:15 p.m. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
| 12:15 p.m. – 1:30 p.m. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
| 1:30 p.m. – 3:00 p.m. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
| 3:00 p.m. – 5:00 p.m. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
| 5:00 P.M. – 7:00 P.M. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
| 7:00 p.m. – 9:00 p.m. | NPJS Critical Issues and Policy Direction  
Exhibit Hall Set-Up  
JDCAP Board & Membership Meeting |
21ST NATIONAL SYMPOSIUM AGENDA

14. Winning Hearts and Minds in Juvenile Justice Education: BIRMINGHAM (1st FL)
Exploring the Potential of a Student Engagement Survey to Understand Student Motivation and Improve Teacher Effectiveness

15. The Importance of an Art Program in Juvenile Confinement RIVERS (2nd FL)

16. Best Practices in Learning and Performance KINGS GARDEN 2 (2nd FL)
Improvement

17. PREA: Risk and Vulnerability Assessment/Classification KINGS GARDEN 1 (2nd FL)

18. Inter-Agency Collaboration: The Key to Successfully Transition Juvenile Offenders Back BALLROOM 4 (2nd FL)

3:00 p.m. – 3:30 p.m.  Break in Exhibit Hall  BALLROOM 2 (2nd FL)

3:30 p.m. – 5:00 p.m.  CONCURRENT WORKSHOPS

19. Room Confinement: Tool or Burden BALLROOM 3 (2nd FL)

20. Federal Enforcement, Litigation, and Compliance KINGS GARDEN 2 (2nd FL)
in Juvenile Confinement

Sense in a World of Cyber Crime

22. Best of the Best: Behavior Management Practices FT. PITT (1st FL)
in Juvenile Detention CANCELLED

23. iPad Implementation & Student Engagement in a BENEDUM (1st FL)
Short Term Detention Setting

24. Implementing Evidence Based Programming through SMITHFIELD (1st FL)
Cooperative Assistance: The PACTT Model

25. Understanding Trauma, Understanding Self BALLROOM 4 (2nd FL)

26. PREA: Working with Youthful Inmates in Adult KINGS GARDEN 1 (2nd FL)
Jails & Prisons

27. Effective Resettlement: Enabling Successful Transition RIVERS (2nd FL)
from Confinement to Community

Wednesday, September 30

7:00 A.M. – 5:00 P.M.  REGISTRATION OPEN  BALLROOM FOYER 1-3

7:15 a.m. – 7:45 a.m.  Morning Yoga Energizer BALLROOM 3 (2nd FL)

7:15 a.m. – 8:15 a.m.  Coffee House with the Vendors BALLROOM 2 (2nd FL)

8:15 A.M. – 5:15 P.M.  TRAINING SESSIONS

28. Building Healthy Relationships with Youth KINGS GARDEN 3 (2nd FL)

29. Technology in Custody and Alternative KINGS GARDEN 5 (2nd FL)
Education Settings

8:15 a.m. – 9:45 a.m.  CONCURRENT WORKSHOPS

30. The Impact of Fetal Alcohol Spectrum Disorders COMMONWEALTH 2 (1st FL)
(FASD) on Youth in the Juvenile Justice System

31. Research Informed Decision Making: How the Use of STERLING 2&3 (1st FL)
Evidence Based Practices and the Standardized Program
Evaluation Protocol Have Transformed PA’s Juvenile Justice System

32. Becoming a Restorative Leader KINGS GARDEN 2 (2nd FL)

33. The Seven Keys to Process Improvement COMMONWEALTH 1 (1st FL)

34. The Detention Toolbox: Using What You May BALLROOM 3 (2nd FL)
Already Have

35. PREA Audit Experience and Debrief KINGS GARDEN 1 (2nd FL)

36. Four Steps to Better Outcomes BALLROOM 4 (2nd FL)

37. Common Strategies for Addressing Disproportionate KINGS GARDEN 4 (2nd FL)
Minority Contact

9:45 a.m. – 10:00 a.m.  Coffee in the Exhibit Hall  BALLROOM 2 (2nd FL)

10:00 A.M. – 12:00 P.M.  CONCURRENT WORKSHOPS

38. Engaging Aggressive Youth: Key Skills for Success COMMONWEALTH 2 (1st FL)

39. Locked Out: Transgender Youth in Juvenile Justice STERLING 2&3 (1st FL)

40. Working with Difficult Personalities KINGS GARDEN 2 (2nd FL)

41. The Secret: How to Get Staff to Do Their Job! BALLROOM 3 (2nd FL)

42. PREA Audit Experience and Debrief (continued) KINGS GARDEN 1 (2nd FL)

43. Tools for the Juvenile Justice Leader BALLROOM 4 (2nd FL)
21ST NATIONAL SYMPOSIUM AGENDA

12:00 p.m. – 2:00 p.m.  
DISTINGUISHED PROFESSIONALS LUNCHEON  
with Award Presentations  
KINGS GARDEN 4 (2ND FL)  
BALLROOM 1 (2ND FL)

2:00 p.m. – 3:30 p.m.  
CONCURRENT WORKSHOPS  
KINGS GARDEN 2 (2ND FL)  
STERLING 2&3 (1ST FL)  
COMMONWEALTH 1 (1ST FL)

44. Reaching and Teaching Every Student Including the Reluctant Learner  
45. Signs, Symptoms, and Treatments of PTSD  
46. Juvenile Firesetter Typologies and Interventions  
47. Transforming Your Juvenile Detention Center for Youth Release Transition  
48. The Forward-Focused Model: Developmentally-Informed Treatment for Justice-Involved Adolescents  
49. Alternative Learning Strategies  
50. PREA: Staff Education and Training  
51. Stop, Collaborate, and Listen  
52. Youth Thrive: Protective and Promotive Factors for Healthy Development and Well-Being

2:00 p.m. – 3:30 p.m.  
CONCURRENT WORKSHOPS  
KINGS GARDEN 4 (2ND FL)  
BALLROOM 3 (2ND FL)  
BALLROOM 4 (2ND FL)  
COMMONWEALTH 1 (1ST FL)

45. Signs, Symptoms, and Treatments of PTSD  
46. Juvenile Firesetter Typologies and Interventions  
47. Transforming Your Juvenile Detention Center for Youth Release Transition

3:45 p.m. – 5:15 p.m.  
CONCURRENT WORKSHOPS  
KINGS GARDEN 1 (2ND FL)  
COMMONWEALTH 1 (1ST FL)  
STERLING 2&3 (1ST FL)

53. Sexual Behavior Treatment Program Model  
54. Home Grown Violent Extremists  
55. Transgender 101: Why It Matters  
56. Evidence of Undiagnosed Auditory Processing & Language Deficits in Adjudicated Adolescents  
57. Smart Supervision: The Sacramento County Probation Department’s Education Based Supervision Model  
58. PREA: New Mandatory Reporting Laws in PA

3:45 p.m. – 5:15 p.m.  
CONCURRENT WORKSHOPS  
KINGS GARDEN 1 (2ND FL)  
BALLROOM 4 (2ND FL)  
COMMONWEALTH 1 (1ST FL)

53. Sexual Behavior Treatment Program Model  
54. Home Grown Violent Extremists  
55. Transgender 101: Why It Matters  
56. Evidence of Undiagnosed Auditory Processing & Language Deficits in Adjudicated Adolescents

Thursday, October 1

7:00 A.M. – 11:00 A.M.  
REGISTRATION OPEN  
BALLROOM FOYER 1-3

8:00 a.m. – 8:30 a.m.  
Coffee at Registration

8:30 a.m. – 10:30 a.m.  
CONCURRENT WORKSHOPS  
KINGS GARDEN 2 (2ND FL)  
COMMONWEALTH 1 (1ST FL)  
BALLROOM 3 (2ND FL)  
COMMONWEALTH 2 (1ST FL)  
STERLING 2&3 (1ST FL)

61. Navigating Street Culture Inside/Out  
63. PREA and LGBTQI Youth: Real Steps for Better Outcomes  
64. Mindfulness: Tools for Life

10:45 A.M. – 12:00 P.M.  
CLOSING SESSION  
KINGS GARDEN 4-5 (2ND FL)

The Four A’s: Transforming Juvenile Justice  
Larry K. Brendtro, Ph.D.  
President, Resilience Resources  
Professor Emeritus, Augustana University, Sioux Falls (SD)

HOTEL SHUTTLE

The hotel shuttle is provided on a first-come first-serve basis. The shuttle runs within a three (3) mile radius of the hotel, which encompasses a large number of restaurants, shopping areas, sports stadiums, and the casino.

When the guests depart the shuttle, they are given a business card with the shuttle phone number and instructed to call when they are ready to be picked up.

Most days the shuttle runs from 7:00 a.m. – 10:00 p.m. Please check with the front desk for more details on scheduling the shuttle.
THE CORRECTIONAL PEACE OFFICERS FOUNDATION, INC.

Proud to Support

THE NATIONAL PARTNERSHIP FOR JUVENILE SERVICES
21st National Symposium On Juvenile Services

The Wyndham Grand Hotel, Pittsburgh, PA
September 27 – October 1, 2015

THE CORRECTIONAL PEACE OFFICERS (CPO) FOUNDATION, INC. is the national, non-profit charity dedicated to the assistance, preservation and support of the Surviving Families of those who work in the Corrections Profession that lose their lives in the Line of Duty.

The CPO Foundation also has an extensive Catastrophic Assistance Program (CAP) for Corrections Personnel and their Families in times of crisis, emergency or extreme need. As of June 2015, the CPO Foundation had provided $11,986,754.00 in financial assistance through our CAP to over 27,350 Correctional Officers and Families nationwide.

To learn more about the CPO Foundation and our Catastrophic Assistance Program, visit our Booth at this Symposium and talk with our friendly and welcoming Representatives.

The CPO Foundation is a registered 501 (c)(3) charity with the Internal Revenue Service, ID No. 68-0023302.

Correctional Peace Officers Foundation, Inc.
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“Taking Care of Our Own”
PRESYMPOSIUM WORKSHOPS

PRE-SYMPOSIUM WORKSHOP #1 - EMPOWERMENT THROUGH ART / TALISMAN A PERSONAL JOURNEY: THE IMPORTANCE OF ART IN A JUVENILE CONFINEMENT FACILITY

Trainer:  Gerry Florida, Title I Art Instructor
Shuman Juvenile Detention Center
Date:  Monday, September 28
Time:  1:00 pm - 5:00 pm
Location:  RIVERS (2ND FL)
Note:  PREREGISTRATION REQUIRED
Cost:  $50

The value of art programming to youth and to the overall facility operation will be explored. With the proper focus and preparation, an art program can yield positive benefits not only to the youth, but also to the facility and to the community. Participants will create an empowerment amulet that will be used as a tangible reminder of goals, possibilities, wishes and dreams. Through the use of recycled materials, participants will learn ways they can parallel important life messages by integrating life’s imperfections into the creation of a beautiful finished piece. This project challenges negative internal/external influences that overpower healthy life choices. The goal is to inspire and ground at-risk populations to positive core values to create stronger more resilient characters. Participants will explore/discover their own hidden goals, beliefs, dreams and talents while exploring alternative ways to create optimistic attitudes that interrupt negative beliefs/experiences subliminally through art. Using recycled and basic art materials throughout this hands-on activity, participants will simply have fun creating a personal Talisman which will serves to inspire them in life and work. “No” art skill required.

PRE-SYMPOSIUM WORKSHOP #2—COLORING WITH DR. FEEL GOOD: LESSONS IN COMMUNICATING AND TEAM-BUILDING CANCELLED

Trainer:  Charly Skaggs, Chief Probation Officer (Ret.), Williamson Co. Juvenile Services, and President of CAS Coaching (Georgetown, TX)
Date:  Monday, September 28
Time:  1:00 pm - 5:00 pm
Location:  DUQUENSE (1ST FL)
Note:  PREREGISTRATION REQUIRED
Cost:  $50

THIS WORKSHOP HAS BEEN CANCELLED

PRE-SYMPOSIUM WORKSHOP #3 - THINK TRAUMA: A TRAINING FOR STAFF IN JUVENILE JUSTICE RESIDENTIAL SETTINGS (Sponsored by Devereux)

Trainer:  Monique Marrow, Ph.D., Psychologist and Juvenile Justice Consultant, Center on Trauma and Children, University of Kentucky (Lexington, KY)
Date:  Monday, September 28
Time:  1:00 pm - 5:00 pm
Location:  BENEDUM (1ST FL)
Note:  PREREGISTRATION REQUIRED
Cost:  $50

Studies show that up to 90% of youth detained in the juvenile justice system have experienced a traumatically stressful life event (Arroya, 2001) and the typical delinquent youth has experienced an average of 14 distinct traumas in his/her lifetime (Abram et al, 2004). Consequently, the prevalence of Posttraumatic Stress Disorder (PTSD) among delinquent youth is up to 8 times higher than in community samples (Wolpaw and Ford, 2004). Across studies of youth in residential detention, as many as 32% of boys and 52% of girls report significant levels of posttraumatic stress symptoms (Kerig and Becker, 2011). In response to the significant rates of trauma exposure and development of posttraumatic stress symptoms of youth involved in the juvenile justice system, the National Child Traumatic Stress Network (NCTSN) has developed numerous trauma-informed tools, resources, and trainings for juvenile justice professionals. This workshop will provide attendees an opportunity to learn more about the resources and tools available.

PRE-SYMPOSIUM WORKSHOP #4 - FACILITY TOURS

Trainer:  Gerry Florida, Title I Art Instructor
Shuman Juvenile Detention Center
Date:  Monday, September 28
Time:  1:00 pm - 5:00 pm
Location:  BRIGADE (2ND FL)
Note:  PREREGISTRATION REQUIRED
Cost:  $50

Attendees will tour the Shuman Juvenile Detention Center in Pittsburgh and the Energy Innovation Center.
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NETWORKING RECEPTION

Monday, September 28, 2015 • 5:00 pm - 7:00 pm • Location: BALLROOM 2 (2ND FL)

Don’t miss this unique opportunity to relax and network with other professionals in your field. Come and enjoy visiting with exhibitors and experts in the field of juvenile justice. Sponsored by Bob Barker Company.
OPENING SESSION
Tuesday, September 29, 2015 • 8:15 am - 9:45 am • Location: BALLROOM 1 (2ND FL)

Keynote Speaker
Edward Mulvey, PhD
Professor of Psychiatry and Director of the Law and Psychiatry Program
University of Pittsburgh School of Medicine

Dr. Edward Mulvey’s research focuses on violence and mental illness, prediction of future violence and crime, juvenile offenders, service provision in the juvenile justice system, and criminal justice policy. His research has investigated how clinicians make judgments about the risk posed by adults with mental illness and juvenile offenders, and what treatments are appropriate in these types of cases. He is also interested in the performance of public agencies serving criminal justice-involved individuals with mental health problems.

Dr. Mulvey directs the Law and Psychiatry Program at the University of Pittsburgh School of Medicine, and is a Fellow of the American Psychological Association and the American Psychological Society, a recipient of a Faculty Scholar’s Award from the William T. Grant Foundation, a visiting scholar at the Russell Sage Foundation, and a member of the National Science Foundation-funded National Consortium on Violence Research. He has also consulted for and written reports on mental health and juvenile justice policy for the U.S. Surgeon General’s Office, the National Institute of Mental Health, the Office of Technology Assessment, and the U.S. Secret Service. He serves as a member of the Science Advisory Board for the Office of Justice Programs at the U.S. Department of Justice and was a member of the MacArthur Foundation’s Network on Mental Health and the Law and their Network on Adolescent Development and Juvenile Justice.

Dr. Mulvey graduated from Yale University before earning his Ph.D. from the University of Virginia in 1982. Dr. Mulvey’s bibliography contains over 120 publications in peer-reviewed journals.

CLOSING SESSION
Thursday, October 1, 2015 • 10:45 am - 12:00 pm • Location: KINGS GARDEN 4-5 (2ND FL)

Keynote Speaker
Larry K. Brendtro, PhD
Professor Emeritus - Augustana University
President - Resilience Resources

The Four A’s: Transforming Juvenile Justice
Gold standard research resulting from the U.S. District Court take-over of the Cook County juvenile temporary detention center shows that our field is being left behind in its understanding of positive youth development, brain research, and resilience science. Detention reforms have left custody programs with a high proportion of youth showing extreme histories of relational trauma, neurological challenges, lags in conscience development, and resulting lack of self-regulation. Drawing from his most recent book, Deep Brain Learning, Dr. Brendtro describes how successful youth workers are incorporating strategies to strengthen the Four A’s: universal growth needs for Attachment, Achievement, Autonomy, and Altruism. Opportunities for deep transformational change even occur in the short period youth are in custody.

Larry K. Brendtro, PhD., is Professor Emeritus at Augustana University in Sioux Falls, SD, and President of Resilience Resources which provides strength-based research, evaluation, and publications. Dr. Brendtro is former president of Starr Commonwealth and served during three presidential administrations on the Coordinating Council on Juvenile Justice and Delinquency Prevention. He is cofounder of the Circle of Courage model and Reclaiming Youth International.
NPJS PILOT TEST TRAINING/PREA AUDIT EXPERIENCE

We have three special training sessions during the National Symposium on Juvenile Services that require advance registration to reserve a limited seat in the class. The two full-day pilot training sessions are modules recently developed with funding from the U.S. Office of Juvenile Justice and Delinquency Prevention (OJJDP). Attendees will receive a participant manual and access to other resources. More information on the courses is below.

The 3rd session is the PREA Audit Experience, which will take place at the Shuman Juvenile Detention Center in Pittsburgh. Transportation is limited, so advance registration for this course is required.

To reserve a seat in one of these sessions, please see Kristen Dahl at the Symposium Registration Desk.

BUILDING HEALTHY RELATIONSHIPS WITH YOUTH
Wednesday 8:15 am - 5:15 pm

This program introduces staff to the concepts of Building Healthy Relationships with Youth and provides examples and practice in developing and facilitating those relationships. It also provides material for agency and program administrators to help support their staff in building relationships and to follow up after the learning experience to ensure staff practice what they learn on the job. Following this workshop, you will be able to:

• Identify the purpose and importance of each of the multiple roles youth care workers need to have with youth
• Practice active listening and other appropriate communication skills staff need in order to be an effective role model for youth
• Identify the skills youth need to develop to engage in healthy peer-to-peer relationships
• Identify the challenges staff face in promoting and encouraging supportive relationships with and among youth
• Develop a personal plan for building healthy relationships with youth

TECHNOLOGY IN CUSTODY AND ALTERNATIVE EDUCATION SETTINGS
Wednesday 8:15 am - 5:15 pm

Educators in confinement often are constrained in their use of technology in the classroom because of safety and security concerns, budget challenges, or unfamiliarity with technology terms, devices, and opportunities. This course is designed to address concerns of both the educator and the facility administration, guide participants to explore and practice using a range of devices and applications, and become familiar with terminology. Participants will develop a plan for next steps to enhance their use of technology in the classroom and thus to enhance the educational experience of their students.

PREA AUDIT EXPERIENCE AND DEBRIEF
Wednesday 8:15 am - 11:00 am

This session will provide participants with a PREA experience facilitated by certified PREA Auditors at the Shuman Juvenile Detention Center. The experience will walk participants through initial meetings with administrative staff, document review, as well as a tour of a living unit, programming, intake, and operational practices. Following the tour, presenters will debrief the experience and provide participants guidance and clarification on what was observed. Transportation will be provided. The tour and session should conclude by 11:00 a.m.
WORKSHOPS BY TRACK

Current and Emerging Issues for the Juvenile Justice Practitioner
1. Moving from Family Informed to Family Involved Care in the Juvenile Justice System
2. XXX-pendable Youth (Domestic Minor Sex Trafficking) and Our Expendable Youth
5. LGBTQI Youth: Creating a Culture of Awareness & Safety
8. Taking Juvenile Justice Initiatives to a Statewide Scale: Lessons Learned in Pennsylvania
9. Traumatized Moms and Abusive Youth
10. NeuroResource Facilitation for Youth with Brain Injury in Juvenile Detention
12. Effective Strategies for Advancing Evidence Based Practices in Juvenile Justice
19. Room Confinement: Tool or Burden
20. Federal Enforcement, Litigation, and Compliance in Juvenile Confinement
25. Understanding Trauma, Understanding Self
28. Building Healthy Relationships with Youth
30. The Impact of Fetal Alcohol Spectrum Disorders (FASD) on Youth in the Juvenile Justice System
10. NeuroResource Facilitation for Youth with Brain Injury in Juvenile Detention
14. Winning Hearts and Minds in Juvenile Justice Education: Exploring the Potential of a Student Engagement Survey to Understand Student Motivation and Improve Teacher Effectiveness
15. Why Art? The Importance of an Art Program in Juvenile Confinement
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40. Working with Difficult Personalities
44. Reaching and Teaching Every Student Including the Reluctant Learner
47. Transforming Your Juvenile Detention Center for Youth Release Transition
52. Youth Thrive: Protective and Promotive Factors for Healthy Development and Well-Being
55. Transgender 101: Why It Matters
56. Evidence of Undiagnosed Auditory Processing & Language Deficits in Adjudicated Adolescents
62. “Future Ready” – A Personalized Approach to Supporting Youth in Juvenile Justice Settings in Making Progress towards a Brighter Education and Career Focused Future
64. Mindfulness: Tools for Life

Training and Performance Improvement for Staff
16. Best Practices in Learning and Performance Improvement
25. Understanding Trauma, Understanding Self
28. Building Healthy Relationships with Youth
30. The Impact of Fetal Alcohol Spectrum Disorders (FASD) on Youth in the Juvenile Justice System
38. Engaging Aggressive Youth: Key Skills for Success
40. Working with Difficult Personalities
41. The Secret: How to Get Staff to Do Their Job!
45. Signs, Symptoms, and Treatments of Post Traumatic Stress Disorder
49. Alternative Learning Strategies
50. PREA: Staff Education and Training
55. Transgender 101: Why It Matters
59. If You Want to Know the End, Look at the Beginning: Trauma & Risk Assessment in Juvenile Detention
64. Mindfulness: Tools for Life

Implementing and Evaluating Effective Educational Strategies for Youth
6. Engaging the Disengaged: A Thematic, Interdisciplinary, Project-Based Approach to Teaching Incarcerated Youth
10. NeuroResource Facilitation for Youth with Brain Injury in Juvenile Detention
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**Leadership Issues**

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1. MOVING FROM FAMILY INFORMED TO FAMILY INVOLVED CARE IN THE JUVENILE JUSTICE SYSTEM

Presenters:
- Rebecca Garza, Family Supports Coordinator, Texas Juvenile Justice Department;
- Tracy Levins, Administrator of Prevention & Early Intervention Services, Texas Juvenile Justice Department

Room: Kings Garden 2 (2nd Floor)

Family involvement is critical for youth who are involved with the juvenile justice system. Families need information, training, and support to help them become knowledgeable about the juvenile justice system and effective advocates for their children. At the same time, juvenile justice systems need to ensure that their policies and procedures support family involvement and that staff are trained to better understand the family perspective, the benefits of family involvement, and specific strategies for family engagement. This highly interactive session will provide the participants with practical strategies and procedures for engaging families and making their roles effective and meaningful.

2. XXX-PENDABLE YOUTH, (DOMESTIC MINOR SEX TRAFFICKING) AND OUR EXPENDABLE YOUTH

Presenter:
- Adriane Reesey, Professor, Broward College of Criminal Justice & CEO, TriggerFish Criminal Justice Consulting

Room: Ballroom 3 (2nd Floor)

This workshop provides an overview of the crime of Domestic Minor Sex Trafficking which encompasses every demographic, but focuses on the extremely vulnerable juvenile. The commercial sex trade and human trafficking has become the second most lucrative criminal enterprise in the world, second only to drug trafficking. This workshop will pay specific attention to youth, vulnerabilities, the online grooming process, and recognizing the signs of trafficking. Runaways, throwaways, and vulnerable children fall prey to traffickers, and systems working with youth need to “look beneath the surface” to recognize potential victims.

3. BUILDING HEALTHY RELATIONSHIPS WITH COMMUNITIES AND POLICE

Presenter:
- Andrew C. Smith, DMC Coordinator, New Hampshire Department of Juvenile Justice Services

Room: Brigade (2nd Floor)

The new civil rights theme that “Black Lives Matter” has caused many communities to come out and protest against Law Enforcement Practices that disproportionately impact the same group of people in adverse ways. This workshop is designed to help all people understand the difference between grand juries and criminal court hearings since their purposes are different. We also need to address and understand the need to channel energies away from protests that are in violation of existing laws and more toward systems change and strategies to make Law Enforcement Careers more attractive to minorities. An insight-based methodology and group activities are the core of the training.

4. CLINICAL ACCOUNTABILITY IN RESIDENTIAL CARE: USING AN EVALUATION LOGIC MODEL TO CAPTURE, IMPROVE, AND COMMUNICATE TREATMENT IMPACT AND OUTCOMES

Presenter:
- Jonathan A. Roberds, Psy.D., Clinical Director, Edison Court, Inc.

Room: Birmingham (1st Floor)

This presentation examines the endeavor toward clinical accountability via the application of clinical impact and outcome measurement beyond conventional output tracking at residential treatment programs. Specifically, it will examine a systematic evaluation logic model for measuring the value of residential intervention as has been recently implemented at Edison Court’s residential treatment facilities. Discussion will focus upon the practical challenges and inherent rewards related to the improvement of practices within residential treatment systems by way of implementing an ongoing, reliable, and evidence-guided clinical research protocol ‘in-house’. Improving upon the current lack of systematic measurement of client outcomes by using quantifiable clinical gains resulting from Residential Treatment Facility curricula, an ongoing research endeavor purposed toward increased clinical accountability is framed as a public health imperative. Practical suggestions are offered to clinical personnel with regard to initiating or improving outcomes and clinical impact measurement, as well as an outline of what probation departments/referring parties might come to expect from residential treatment programs with regard to measurable improvements for the clients that they refer.

5. LGBTQI YOUTH: CREATING A CULTURE OF AWARENESS AND SAFETY

Presenter:
- ToriShana Johnson, Training Specialist, Cook County (IL) Juvenile Temporary Detention Center

Room: Smithfield (1st Floor)

This workshop will provide participants with a brief introduction of basic LGBTQ nomenclature and cultural issues. The session will highlight the cultural clash of sex segregated juvenile justice facilities against the competing and specific needs of transgender and/or gender non-conforming youth. Using their own experience and expertise, participants will be encouraged to think critically about policy and cultural issues in their own facilities to determine if they are meeting the needs of LGBTQ youth.
TUESDAY 10:15 AM-12:15 PM WORKSHOPS

6. ENGAGING THE DISENGAGED: A THEMATIC, INTERDISCIPLINARY, PROJECT-BASED APPROACH TO TEACHING INCARCERATING YOUTH

Presenters:
• Diana Velasquez-Campos, Founder, Road to Success Academy, Los Angeles County Office of Education;
• Diem Johnson, Senior Program Specialist, Road to Success Academy, Los Angeles County Office of Education

Room: Benedum (1st Floor)

Los Angeles County Office of Education’s Road To Success Academy (RTSA) is an award-winning model used to educate incarcerated youth through a Thematic, Interdisciplinary, Project-Based Learning curriculum that is tailored to students’ socio-emotional needs and promotes motivation and engagement for students who have not succeeded in traditional classroom settings.

In this session, participants will explore how student achievement when academic mind set are cultivated through relevant and meaningful curriculum and experiences that value student interests and connect to their lives. Participants will explore how the elements of the RTSA model can be incorporated into their school’s curriculum.

7. PREA COMPLIANCE MANAGER (PCM): PRACTITIONER PANEL

Presenters:
• Jeff Meehan, PREA Coordinator, The Glen Mills School, Concordia (PA);
• Mike Booth, BJJS PREA Coordinator;
• Megan Delaney, PREA Coordinator, County of Chester (PA); Cheyenne Patterson, Compliance Coordinator, Alleghany County (PA)

Moderator:
• Steve Jett, Certified PREA Auditor & Director of the Southwest Idaho Juvenile Detention Center

Room: Kings Garden 1 (2nd Floor)

This session will include a panel with representative from state agencies, detention centers, and provider networks. Panelists will discuss expectations for the second round of PREA audits, mitigating physical plant issues regarding supervision and monitoring, agency protection against retaliation, data collection and reporting, and documentation for unannounced rounds. Participants will be able to ask questions and receive guidance.

8. TAKING JUVENILE JUSTICE INITIATIVES TO A STATEWIDE SCALE: LESSONS LEARNED IN PENNSYLVANIA

Presenter:
• Stephanie Bradley, Managing Director, EPISCenter - Penn State University

Room: Rivers (2nd Floor)

The scale-up and dissemination of evidence-based, system improvement initiatives require substantial stakeholder education, financial investment, and relatively uniform implementation. Backbone organizations bring value to these initiatives through a number of different activities, including building public will, guiding vision and strategy, supporting aligned strategies, establishing shared measurement, advancing policy, and mobilizing funding (SSIR, 2012). Backbone organizations are an emerging model for advancing social and policy change, can be found at both the local and state levels, and have varying organizational structures. One example is the Evidence-based Prevention and Intervention Support Center (EPISCenter) which functions as a backbone organization leveraged to support three state-level initiatives organized and funded by the Pennsylvania Commission on Crime and Delinquency (PCCD). EPISCenter reflects a unique state-agency and university partnership, and is a unique model for advancing state agency priorities for improving the lives of children, families, and communities. Leaders interested in methods for scaling up and rolling out statewide initiatives will come away with several strategies for consideration in their own jurisdictions.

9. TRAUMATIZED MOMS AND ABUSIVE YOUTH

Presenter:
• Hugh Hanlin, Ph.D., HSPP, CSAYC, Private Practice Psychologist, Plainfield (IN)

Room: Ballroom 4 (2nd Floor)

Service providers often serve family that struggle to engage and/or utilize treatment services successfully with their delinquent children. This workshop addresses how parental trauma influences the treatment process of their children who are delinquent and/or sexually abusive. Parental trauma may act as a barrier to successful treatment. The workshop identifies parenting styles of traumatized parents, how the styles may act as barriers to their child’s progress in treatment, and family intervention strategies to resolve this barrier. The workshop utilizes several case examples to identify specific engagement, case management, and family therapy strategies. The workshop may interest participants who provide community services, transition services, and/or family therapy.
TUESDAY 1:30 PM-3:00 PM WORKSHOPS

10. NEURORESOURCE FACILITATION FOR YOUTH WITH BRAIN INJURY IN JUVENILE DETENTION

Presenters:
- Monica Vaccaro, MS, CBIS, Program Manager, Brain Injury Association of Pennsylvania;
- Amy Flaherty, Public Health Program Manager, PA Department of Health

Room: Ballroom 3 (2nd Floor)

This session will describe a 4-year demonstration project being implemented in two counties in Pennsylvania to create and implement protocols for the early identification of youth with brain injury so that they can be offered strategies and supports that will allow them to become successful and make positive contributions to their communities. The project educates professionals working with juvenile detainees at various points in the juvenile justice system about brain injury, how to identify it, and about what interventions are available. A NeuroResource Facilitator with expertise in brain injury works in the detention centers to implement protocols and make connections to resources. Specific protocols in place and findings from the project to date will be presented.

11. SENATE BILL 200: JUVENILE JUSTICE REFORM IN KENTUCKY

Presenters:
- James Hopson, Juvenile Services Manager, Kentucky Administrative Office of the Courts;
- Heather Dearing, Policy Advisor, Kentucky Cabinet for Health and Family Services;
- Karen King-Jones, Executive Staff Assistant, Kentucky Department of Juvenile Justice

Room: Brigade (2nd Floor)

Kentucky ranks 4th in the nation for use of secure detention for status offenders. Significant resources are used on out-of-home placement for low-level status and public offenders and lack of community services/alternatives has likely contributed to more youth being placed out-of-home. This workshop will examine the recent passage and expected impact of Senate Bill 200 in Kentucky and will provide participants with information and tools needed to implement juvenile justice reform in their own communities. Key aspects of the bill we be highlighted, including information on Kentucky’s enhanced pre-court diversion process and development of multidisciplinary teams around the state in order to ultimately keep young people out of the court system by instead providing community supports and services needed by youth and their families.

12. EFFECTIVE STRATEGIES FOR ADVANCING EVIDENCE BASED PRACTICES IN JUVENILE JUSTICE

Presenters:
- Douglas Thomas, Senior Research Associate, National Center for Juvenile Justice

Room: Smithfield (1st Floor)

Juvenile justice professionals are increasingly required to demonstrate that the interventions and programs they use are grounded in Evidence Based Practices. Using results from NCJJS’s Juvenile Justice Geography, Policy, and Statistics (JJGPS) website national scan of “state frameworks for organizing knowledge and advancing practice for research-based interventions,” the presentation will present trends in state-wide practices for advancing EBPs. It will include descriptions of several states that appear to be taking the lead in implementing EBPs through statewide EBP resource centers and the impact of EBPs on juvenile justice professionals and local service providers. The presentation will include:

1. A comprehensive definition of EBP;
2. Describe current “state of the nation” regarding EBP in the states.
3. Define characteristics of effective statewide EBP resource centers.
4. Describe one or more existing EBP resource centers exhibiting desired characteristics
5. Identify and discuss recent gains and outcomes of EBP resource centers.

13. TECHNOLOGY FOR ENGAGING OPEN LEARNING IN CLOSED SETTINGS

Presenters:
- Anne Sherrard Bostwick, Title I Teacher, Shuman Juvenile Detention Center;
- Jessica Kaminsky, Project Director, Hear Me Initiative, CREATE Lab, Carnegie Mellon University

Room: Benedum (1st Floor)

Learning, as well as every aspect of life, has been transformed by technology, so how has it changed your teaching? This session discusses how changing technology is offering us new opportunities to reach students, new challenges especially in secure settings and additional responsibilities if we want youth to be able to reenter our tech-savvy communities after detention. If taught how to utilize technologies, students will be able to become agents in their own education, advocates for their futures and be employable. Technology also allows us to reach diverse learning styles and encourage collaboration. As teachers, technology allows us to play a supporting role as a coach, adviser, encourager as students take more control over their own learning. Digital information is constantly updated and connects students to a wider world of knowledge and experience. This session will offer examples of technological tools and strategies that are very powerful in the effort to motivate and engage students. We will also discuss how to open your classroom to learning, while maintaining security and required supervision of students in detention.
14. WINNING HEARTS AND MINDS IN JUVENILE JUSTICE EDUCATION: EXPLORING THE POTENTIAL OF A STUDENT ENGAGEMENT SURVEY TO UNDERSTAND STUDENT MOTIVATION AND IMPROVE TEACHER EFFECTIVENESS

Presenters:
- Gwynne E. Morrissey, Ph.D., Senior Research and Evaluation Specialist, Collaborative Educational Services;
- Woody Clift, Director of DYS Education Initiative, Collaborative Educational Services

Room: Birmingham (1st Floor)

Student engagement is an exceptionally important consideration in educating incarcerated youth. Given the strong relationship between classroom engagement and academic achievement and attainment, Massachusetts has focused on changing outcomes for youth in custody through rigorous academics, high expectations, and respectful, mutually trusting relationships with adults. To understand the results of such efforts, the state, through its education provider, the Collaborative for Educational Services, developed a survey of youth perceptions of their own and peers' classroom engagement. Researchers carried out focus groups with youth at multiple programs to validate survey findings. As part of an ongoing commitment to improve youth engagement and program quality, the focus group process and its results are guiding the design of tools teachers and program staff can use together to talk with students and make use of findings. Participants will have an opportunity to reflect and share feedback on the value of such tools for their own settings or work.

15. WHY ART? THE IMPORTANCE OF AN ART PROGRAM IN JUVENILE CONFINEMENT

Presenters:
- Joseph Szafarowicz, Owner, JTS ArtWorks LLC;
- Jan Revill, Associate, JTS ArtWorks LLC

Room: Rivers (2nd Floor)

Lessons plans and examples of art programming will be presented. The instructors will explain the basic fundamentals of art programming, its strategy, design and delivery. The instructors will lead the participants in hands on activities. Sample activities will be provided that the participants can take with them to use in their facility.

16. BEST PRACTICES IN LEARNING AND PERFORMANCE IMPROVEMENT

Presenters:
- Barbara Collins, Consultant, Haines Centre for Strategic Management (MD);
- Cindy Thacker, Learning and Performance Improvement Consultant, Private Practice (NC);
- Munna Rubaii, Manager, Regional Training Center, New York State Office of Children and Family Services;
- Margaret Davis, Learning and Performance Improvement Consultant, Private Practice (NC)

Room: Kings Garden 2 (2nd Floor)

Does your agency create a supportive learning environment for staff and managers? Are you using the most effective strategies to help staff learn their jobs and perform well? Are you accessing all of the valuable resources available to support learning? Find out in this informative and interactive workshop, which will introduce a completely revised and updated “Best Practices in Juvenile Justice Training,” now an online self-assessment and resource guide.

17. PREA: RISK AND VULNERABILITY ASSESSMENT/CLASSIFICATION

Presenter:
- Wendy Leach, Senior Consultant, The Moss Group

Room: Kings Garden 1 (2nd Floor)

The PREA Standards require that residents are screened for their risk of being victims of sexual abuse and their risk of sexually abusing other residents. This session will discuss these standards and provide information on screening and how to best use the screening results to increase safety and security for residents.

18. INTER-AGENCY COLLABORATION: THE KEY TO SUCCESSFULLY TRANSITION JUVENILE OFFENDERS BACK

Presenter:
- Robyn Gordon, Ph.D., Director of Curriculum, Instruction, and Assessment, Spokane (MO) R-VII School District

Room: Ballroom 4 (2nd Floor)

The focus of this session will be on the characteristics of successful re-entry programs for youth as they transition back into the educational mainstream. We will also discuss the implementation needed for effective inter-agency coordination to promote successful student transition. The three overarching questions answered in this session will include: What inter-agency involvement is necessary in implementing a successful re-entry program? What are the characteristics of successful re-entry programs for juvenile offenders as they re-enter the public school setting? What are the implications of practice for various social service leaders to support the personal and educational success of students? Inter-agency involvement is necessary for successful re-entry plans.
19. ROOM CONFINEMENT: TOOL OR BURDEN

Presenter:
• Erica Blaskey, Training Specialist, Cook County (IL) Juvenile Temporary Detention Center
Room: Ballroom 3 (2nd Floor)

The use of solitary confinement as a safety and disciplinary tool is quickly losing appeal. Legislation, on all levels, is curbing the use of confinement in nearly every state. This leads to dramatic institutional changes that can affect the professional culture of an institution. In order to establish the best practices in reducing confinement times, one must first start with the mentality and culture of the direct care staff. We will explore the evolution of staff as an institution undergoes changes in confinement, common staff concerns when working with limited confinement times and how to address them.

20. FEDERAL ENFORCEMENT, LITIGATION, AND COMPLIANCE IN JUVENILE CONFINEMENT

Presenters:
• Joshua C. Delaney, Trial Attorney, Department of Justice, Civil Rights Division, Special Litigation Section;
• James Eichner, Trial Attorney, Department of Justice, Civil Rights Division, Education Opportunities Section;
• Shelley R. Jackson, Deputy Chief, Department of Justice, Civil Rights Division, Special Litigation Section;
• Wendy Leach, J.D., Department of Justice Certified PREA Auditor, Expert Consultant;
• Amie Murphy, Assistant U.S. Attorney, U.S. Attorney’s Office for the Western District of Pennsylvania;
• David Roush, Ph.D., Federal Monitor;
• Elissa Rumsey, Program Manager, Office of Juvenile Justice and Delinquency Prevention
Room: Kings Garden 2 (2nd Floor)

This presentation will provide an overview of the Department of Justice’s enforcement and compliance activities in the area of juvenile justice. Topics will include: (1) dismantling the “school to prison pipeline,” a national pattern of funneled at-risk children – and disproportionately children of color and children with disabilities – out of public schools and into the juvenile and criminal justice systems; (2) stories from the trenches, featuring national experts in juvenile conditions of confinement with experience in the Department’s enforcement activities; and (3) the intersection of the Juvenile Justice and Delinquency Prevention Act and the Prison Rape Elimination Act. Attendees will come away with a better understanding of the types of events or patterns that may precipitate an investigation, the steps of an investigation, and the role parents, teachers, advocates, and experts can play in the process.

21. COMPUTER SECURITY BEST PRACTICES AND COMMON SENSE IN A WORLD OF CYBER CRIME

Presenter:
• Rita Reynolds, Chief Information Officer, County Commissioners Association of Pennsylvania
Room: Brigade (2nd Floor)

This session will focus on current trends in cyber security. Come hear about the reasons for the increase in cyber events and how you can increase protection of your agency’s assets, as well as your personal assets. You will also be presented with ways in which you can educate your staff on good security practices with agency data and equipment. Finally, you will learn about best practices, as well as practical tips for password, credit card and smart phone protection.

22. BEST OF THE BEST IN BEHAVIOR MANAGEMENT PRACTICES
- CANCELLED

23. IPAD IMPLEMENTATION & STUDENT ENGAGEMENT IN A SHORT TERM DETENTION SETTING

Presenters:
• Joe Vilcheck, Science Teacher, Alternative Education Program, Shuman Juvenile Detention Center;
• Pete Garretson, English Teacher, Alternative Education Program, Shuman Juvenile Detention Center
Room: Benedum (1st Floor)

The session is designed for educators, administrators, and center leaders who wish to know how the Allegheny Intermediate Unit School in the Shuman Detention Center, Pittsburgh, PA, successfully implemented tablets (iPads) into their daily instruction. The session will be divided into two parts. In Part 1, participants will gain comprehensive working knowledge of the background, incorporation, training considerations, and results of iPad implementation; in Part 2 participants will examine iPad basics and apps that work in a detention center’s unique learning environment.
24. IMPLEMENTING EVIDENCE BASED PROGRAMMING THROUGH COOPERATIVE ASSISTANCE: THE PACTT MODEL

Presenters:
- Melody Gaudlip, Career & Technical Education Advisor, PA-DHS/Bureau of Juvenile Justice Services;
- Carolyn Stubler, M.Ed., PACTT Youth Forestry Camp #3
Room: Smithfield (1st Floor)

Systemic change is most broadly defined as “change that pervades all parts of a system, taking into account the interrelationships and interdependencies among those parts.” The Commonwealth of Pennsylvania has achieved such meaningful impact in its juvenile justice community through an original initiative designed to increase collaborative activities and the efficient exchange of information contributing to successful community reintegration and connectedness with its youthful offenders. The Pennsylvania Academic & Career Technical Training Alliance (PACTT) was a Macarthur Foundation initiative created in 2009 that has become a valued permanent service offering housed within the Department of Human Services (DHS). In July of 2013 a transitional relationship commenced that provided the founding PACTT staff a 12 month training partnership that transferred responsibility in facilitation to the state’s Bureau of Juvenile Justice Service. The session will focus on exploring that process and successes realized thus far in the Pennsylvania juvenile justice community.

25. UNDERSTANDING TRAUMA, UNDERSTANDING SELF

Presenters:
- Patricia A. Jameson, Ph.D., Assistant Professor of Psychology, College of Leadership and Social Change, Carlow University;
- Sheila Gillespie Roth, Ph.D., LCSW, EMT, Professor and Chair of the Social Work Department, Carlow University;
- Marsha Frank, Ph.D., LCSW, Professor, Department of Social Work, Carlow University
Room: Ballroom 4 (2nd Floor)

This session will present recent research discoveries gleaned from a collaborative endeavor between Carlow University and Auberle, assessing a recently established adolescent girls’ residential treatment facility: The Gate/Bloom Program. Nationwide the issue of delinquent girls experiencing trauma mounts daily. Providing punishment is no longer considered adequate. Treatment must fervently consider the kind of care that can 1) facilitate healing, 2) build life skills, 3) facilitate making healthy connections, and 4) promote a sense of belonging. With this kind of approach adolescent girls can glean the fundamentals needed which can encourage life success and healthy relationships for the future. Our research collaboration explored these significant areas. To this end, we will present our initial work to discover an appropriate research design which fit the need; the discoveries our investigation revealed; our conclusions and further recommendations.

26. PREA: WORKING WITH YOUTHFUL INMATES IN ADULT PRISONS AND JAILS

Presenter:
- Cheryl Henigin, Corrections Classification Program Manager, PA Department of Corrections
Room: Kings Garden 1 (2nd Floor)

This session will provide guidance for adult facilities that house inmates under the age of 18. Participants will discuss “sight and sound separation” and agency strategies to avoid placing youthful inmates in isolation as well as maintaining daily large-muscle exercise. This session will also discuss cost, feasibility, and preservation of state laws related to youthful inmates.

27. EFFECTIVE RESETTLEMENT: ENABLING SUCCESSFUL TRANSITION FROM CONFINEMENT TO COMMUNITY

Presenters:
- Paul Brownlee, Associate Partner, Newcastle Youth Offending Team (United Kingdom/England);
- David Beatty, Information Technology/Career & Technical Education Teacher, Pathfinder Education Program, Lancaster County (NE) Youth Services Center
Room: Rivers (2nd Floor)

The session will refer to recent research and evaluation of effective approaches to promoting effective resettlement and desistance following a period of youth confinement. The session will draw upon a trans-national review of throughcare approaches conducted by the presenters and explore the links between delivering effective, high quality, person centered treatments, skill building and education services in the secure setting which are able to continue in the community and which promote long term desistance. The presenters will use their substantial experience of both custodial and community practice to propose a framework for effective partnership based resettlement of youth. The session will provide examples of assessments, documentation and partnership management tools, which can aid practitioners and managers to deliver successful outcomes for youth both in and post confinement.
28. BUILDING HEALTHY RELATIONSHIPS WITH YOUTH

Presenter:
- Pam Clark, MSW, LSW, CYC-P, Consultant & Trainer, National Partnership for Juvenile Services’ Institute for Applied Juvenile Justice Services
  Room: Kings Garden 3 (2nd Floor)

This program introduces staff to the concepts of Building Healthy Relationships with Youth and provides examples and practice in developing and facilitating those relationships. It also provides material for agency and program administrators to help support their staff in building relationships and to follow up after the learning experience to ensure staff practice what they learn on the job. Following this workshop, you will be able to:
- Identify the purpose and importance of each of the multiple roles youth care workers need to have with youth
- Practice active listening and other appropriate communication skills staff need in order to be an effective role model for youth
- Identify the skills youth need to develop to engage in healthy peer-to-peer relationships
- Identify the challenges staff face in promoting and encouraging supportive relationships with and among youth
- Develop a personal plan for building healthy relationships with youth

29. TECHNOLOGY IN CUSTODY AND ALTERNATIVE EDUCATION SETTINGS

Presenter:
- David Beatty, Information Technology/Career & Technical Education Teacher, Pathfinder Education Program, Lancaster County (NE) Youth Services Center
  Room: Kings Garden 5 (2nd Floor)

Educators in confinement often are constrained in their use of technology in the classroom because of safety and security concerns, budget challenges, or unfamiliarity with technology terms, devices, and opportunities. This course is designed to address concerns of both the educator and the facility administration, guide participants to explore and practice using a range of devices and applications, and become familiar with terminology. Participants will develop a plan for next steps to enhance their use of technology in the classroom and thus to enhance the educational experience of their students.
FASD is a non-diagnostic umbrella term describing the range of effects that can occur in an individual whose mother consumed alcohol during pregnancy. These effects may include physical, mental, behavioral, and/or learning disabilities with possible lifelong implications. Due to the range of deficits – and variability in the degree of severity of each deficit – within the diffusely damaged brain, FASD can present as functionally different in each individual that is affected. However, certain cognitive, behavioral, and adaptive functioning problems are common across the spectrum including lower IQ, impaired learning ability, and difficulty processing information (such as not being able to remember or follow instructions, or poor verbal receptive skills). Other functional issues include attention deficit, decreased proficiency in cognitive planning, reduced working memory, and deficits in fine motor and visual spatial functions. A disproportionate number of youth in the juvenile justice system are identified as having disabilities. Still more youth are likely to have unidentified or misidentified disabilities. Youth with undiagnosed FASD may receive harsher treatment at arrest adjudication, and disposition. Youth with FASD are more likely to be depressed, have mental health problems, abuse alcohol and drugs, and have school problems and trouble with the law. Because of their poor memory, and problems with cognitive retention and retrieval they may have more probation violations, missed court appearances, make false confessions, and have difficulty appreciating the long term consequences of their behaviors. Judges who are educated can make a power difference for youth with a FASD. A youth with FASD in the juvenile justice system needs an advocate. The key strategies for working with FASD youth are: concreteness; consistency; repetition; routine; simplicity; specificity; structure; and supervision.

Pennsylvania has made great strides in the past 5 years to improve their juvenile justice system by the use of evidence based programs and practices. EBPs have been incorporated into services provided to youth at every stage of the juvenile justice process, including detention. Presenters will share the approach PA has taken to ensure that youth in the system are matched with the appropriate service to address their identified recidivism risk factors, and to ensure that services are provided for the right amount of time. Presenters will share how use of the SPEP tool has been effective in identifying “homegrown” services that are positively impacting recidivism reduction.

Restorative leadership will facilitate a positive staff community, improve work performance and make you a happier, more confident leader. During this session, we will discover restorative skills and tools that will enhance and refine your understanding and practice of restorative leadership.
34. THE DETENTION TOOLBOX: USING WHAT YOU MAY ALREADY HAVE

Presenter:
• Rodney Verdine, Assistant Director, LaSalle County (IL) Detention Home
Room: Ballroom 3 (2nd Floor)

Using the character & temperament sorter from Keirsey & Bates, participants will identify which of the 16 types is theirs. They then will be given the opportunity to read a description of common characteristics of people with their character & temperament type. They will also have explained to them which behaviors & characteristics are common with the 8 different temperaments and explore how to understand people with different temperaments than their own and then hopefully not take certain behavior personally that is related to that temperament. Other basic skills such as listening and encouraging will also be explored as tools in the detention setting.

35. PREA AUDIT EXPERIENCE AND DEBRIEF*

Presenters:
• Joshua Delaney, Senior Trial Attorney, U.S. Department of Justice Civil Rights Division;
• Maureen Raquet, Consultant, The Moss Group;
• Wendy Leach, Senior Consultant, The Moss Group,
• Steve Jett, Certified PREA Auditor, Director of the Southwest Idaho Juvenile Detention Center
Room: Kings Garden 1 (2nd Floor)
*This workshop will last until approximately 11:00 am

This session will provide participants with a PREA experience facilitated my certified PREA Auditors at the Shuman Juvenile Detention Center. The experience will walk participants through initial meetings with administrative staff, document review, as well as a tour of a living unit, programming, intake, and operational practices. Following the tour, presenters will debrief the experience and provide participants guidance and clarification on what was observed. Transportation will be provided. The tour and session should conclude by 11:00 a.m.

36. FOUR STEPS TO BETTER OUTCOMES

Presenters:
• Teri Deal, M.Ed., Research Associate, National Center for Juvenile Justice;
• Anne Rackow, M.S.Ed., Research Associate, National Center for Juvenile Justice
Room: Ballroom 4 (2nd Floor)

Continuous quality improvement (CQI) is often talked about in terms of increasing profits in a business or maintaining safe, quality care in the healthcare industry. However, this research-based process has its place in juvenile justice, too! In this interactive workshop, learn about the general principles of CQI including building a foundation for success, collecting and analyzing information, and implementing improvement strategies. Also hear about concrete examples of organizations that implemented CQI processes to improve outcomes for youth. Participants will leave with an understanding of the first steps necessary to mobilize CQI and how to access supportive resources.

37. COMMON STRATEGIES FOR ADDRESSING DISPROPORTIONATE MINORITY CONTACT

Presenters:
• Lauren Vessels, Program Manager, National Center for Juvenile Justice;
• Kim Booth, Allegheny County (PA) Juvenile Probation
Room: Kings Garden 4 (2nd Floor)

Disproportionate Minority Contact (DMC) is an issue that has gained national attention in the juvenile justice system. Efforts to reduce DMC can occur as statewide policies or be implemented by local juvenile justice professionals. Come to this session to learn about a variety of methods communities across the country are using to promote system fairness such as engaging law enforcement, establishing a multisystem steering committee, and implementing structured decision-making practices. Presenters from Allegheny County Juvenile Probation will discuss efforts to train local law enforcement on adolescent development and effective communication with youth and how Pennsylvania’s Juvenile Justice System Enhancement Strategy has led to the implementation of several policies and structured decision making tools that impact DMC issues.
38. ENGAGING AGGRESSIVE YOUTH: KEY SKILLS FOR SUCCESS

Presenter:
• Barbara Baumann, Ph.D., Clinical & Developmental Psychologist, University of Pittsburgh
Room: Commonwealth 2 (1st Floor)

This workshop focuses on skills for engaging aggressive families and youth involved with the juvenile justice system. The components are part of a larger supportive model for non-mental health professionals, Alternatives for Professionals (AFP). AFP is derived from an evidence-based model for aggressive and abusive families. The first topic, Intentional Processes, includes active learning of key engagement strategies that can be implemented at all levels of services. Specifically, the discussion and exercises will focus on validation, normalization, and instilling hope. We will use examples from popular media to emphasize these skills. Although youth come into juvenile justice with specific goals, the workshop will include instruction on working collaboratively with youth and caregivers to develop service goals in which they are invested as a means of engaging them in meeting their required goals. Lastly, we’ll go over a decision making model that empowers youth to think through decisions they are making.

39. LOCKED OUT: TRANSGENDER YOUTH IN JUVENILE JUSTICE

Presenter:
• Kelly Kroehle, MSW, Director of The Bryson Institute of The Attic Youth Center, Philadelphia (PA)
Room: Sterling 2-3 (1st Floor)

This session is targeted toward all juvenile justice professionals looking to enhance the safety and support systems for transgender and gender nonconforming youth. Requiring no prior knowledge or experience, this session will provide basic information regarding gender identity and transgender youth, raise awareness around barriers facing transgender youth in both community and juvenile justice settings, and assist participants in developing personal and professional action steps to ensure their spaces are maximally safe for all.

40. WORKING WITH DIFFICULT PERSONALITIES

Presenter:
• ToriShana Johnson, Training Specialist, Cook County (IL) Juvenile Temporary Detention Center
Room: Kings Garden 2 (2nd Floor)

Personalities will clash in the work place. By making all employees aware of the different personality types and tips to coping with difficult personalities, may initiate individuals to change their personal thinking patterns, which in turn will positively change the way they behave. This workshop will examine four personality identifiers and several common personality types that will allow participants learn coping techniques to work with blended personalities.

41. THE SECRET: HOW TO GET STAFF TO DO THEIR JOB!

Presenters:
• Sarah Grove, Training Director, Abraxas Youth and Family Services;
• Gerald Gay, Training and Development Officer, Philadelphia Department of Human Services
Room: Ballroom 3 (2nd Floor)

Have you ever wondered why staff frequently struggle to do what they were taught in training? We will take an in depth look at how the very nature of juvenile facilities often creates unnoticed and unnecessary barriers to the transfer of learning from the classroom to job performance. Come join us as we discuss strategies to overcome these barriers and determine ways to work toward reducing turnover and developing more competent staff who ensure safety!
43. TOOLS FOR THE JUVENILE JUSTICE LEADER

Presenters:
- Andrew Wachter, Research Associate, National Center for Juvenile Justice;
- Nina Hyland, Research Assistant, National Center for Juvenile Justice

Room: Ballroom 4 (2nd Floor)

Are you in a leadership position in the juvenile justice field and looking to improve policy or practice? Could you use a few resources to help answer questions or provide examples of how other jurisdictions have handled complex issues? This unique workshop will provide examples of web-based resources that contain valuable information for practitioners, policymakers, and advocates engaged in reform. We will introduce several valuable resources including the National Center for Juvenile Justice’s Juvenile Justice GPS and Statistical Briefing Book and the Models for Change Resource Center Partnership. Participants will learn how to apply information from these resources to inform and improve policy and practice.

44. REACHING AND TEACHING EVERY STUDENT ESPECIALLY THE RELUCTANT LEARNER

Presenters:
- Joseph & Judith Ann Pauley, Ph.D. Retired Lifelong Educators and Advocates of At-Risk Youth, (MD)

Room: Kings Garden 4 (2nd Floor)

David was a 15 year old in trouble with OJJDP since age 12 including a jail term for assault. After his release he was court-ordered back to school. He did not want to be there, was disruptive, abusive and late to every class, did no homework, swore at his teachers, and bullied his classmates. One of his teachers applied the concepts of Process Communication with him. He turned his life around. He was first to class, began doing his homework, improved his grades, and became a model student and a positive role model and student leader. The concepts also have been used successfully in a Juvenile Detention facility in Louisiana resulting in a 44 percent decrease in student incidents, a significant improvement in student academic achievement, and recidivism rate of less than 20%. In this session, participants will learn (1) research-based strategies that have proven effective in inspiring students in confinement to want to learn; (2) individualize instruction to utilize the character strengths of six different personality types, their preferred learning style and how to communicate with them; (3) how to communicate with and motivate each of the six types so they will keep out of distress and be able to think clearly and learn; (4) what each type will do in distress and how to intervene positively to invite them out of distress.

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45. SIGNS, SYMPTOMS, AND TREATMENTS OF POST TRAUMATIC STRESS DISORDER

Presenter:
• Gary Lewis, Coordinator, Pennsylvania Post Traumatic Stress Disorder Project, Westmoreland County (PA) Juvenile Probation
Room: Commonwealth 2 (1st Floor)

In 1998, the state of Pennsylvania conducted a study to explore what gender-specific programming was needed for girls in the juvenile justice system, and they discovered that 88% of girls entering detention facilities had experienced significant trauma. To address this problem, the Pennsylvania Post Traumatic Stress Disorder Project was created. The goal of the PTSD Project is to train professionals statewide on the signs, symptoms, and treatments of PTSD, so that they can better serve their clients that have experienced trauma. The Project also developed the Residential Treatment Curriculum, which is a twelve-week psycho educational series used to address trauma in juveniles.

46. JUVENILE FIRESETTER TYPOLOGIES AND INTERVENTIONS

Presenters:
• Jennifer Barnhart, Clinical Director, Abraxas Youth Center;
• Brian Dean, Program Manager, Abraxas Youth Center
Room: Sterling 2-3 (1st Floor)

Juvenile firesetters are responsible for approximately half of all the arson incidences in the United States and the costs of their behaviors far outweigh those of any other juvenile delinquent activity. Within our culture and our traditions, fire is a common and meaningful element. We will explore how our culture and traditions are connected to juvenile firesetters. We will explain the different juvenile firesetter typologies and how trauma/chronic adversity play into youth firesetting. We will provide an overview of the psychobiology of the brain as it relates to trauma and chronic adversity. Appropriate interventions (treatment milieus) for different types of juvenile firesetters will also be explored as well as typical diagnoses that are often associated with firesetting behaviors.

47. TRANSFORMING YOUR JUVENILE DETENTION CENTER FOR YOUTH RELEASE TRANSITION

Presenters:
• John Luvera, Teacher, Coupeville Schools, Island County (WA) Juvenile Detention Education Program; Aimee Bishop, Teacher, Coupeville Schools, Island County (WA) Juvenile Detention Education Program
Room: Kings Garden 2 (2nd Floor)

Attending this session will provide you with an opportunity to learn how one small detention center transformed instruction and programming to meet the needs of the at-risk youth of our community. If you join this session you will hear the story of our twenty-one bed detention center’s journey of reinventing itself to serve individual student needs. During this session:
• You will see examples of our hands-on educational program and hear how we implemented life-skills by including our line-staff, administration, probation, courts & judges in our educational programming.
• You will hear how our JDC came to offer grocery shopping & budgeting, cooking, cleaning, personal finance, self-care, and job skills for employment searches.
• We will share success stories from community partnerships, helping our students quit tobacco use, gain healthy relationship skills & live safer lifestyles.
• Our Transition Specialist will share how we help students set transition goals for post-release and earn high-school credits.
• In addition, we will share our unique option to detention through our on-line education program, where students facing life/educational-barriers earn credits and a high school diploma through a once-a-week session.

When you leave this session, we hope you will be empowered to reinvent your JDC to meet your student needs.

48. THE FORWARD-FOCUSED MODEL: DEVELOPMENTALLY-INFORMED TREATMENT FOR JUSTICE-INVOLVED ADOLESCENTS

Presenter:
• Nancy G. Calleja, Ph.D., LPC, University of Detroit Mercy
Room: Commonwealth 1 (1st Floor)

This session will introduce practitioners and other juvenile justice professionals to the Forward-Focused Model, an empirically-guided treatment program for serious juvenile offenders based on the most recent research and best practices in juvenile justice. Participants will learn about the manner in which the treatment addresses critical issues such as adolescent brain development, trauma, motivation, and various complex issues related to juvenile offending. Implemented in California and Michigan, the Forward-Focused Model is a comprehensive and inclusive treatment model for justice-involved adolescents ages 14 – 23 years, in residential treatment.

Excerpts from the Facilitator’s Manual and Youth Workbook are distributed to illustrate various components of the treatment, and video clips are used to illustrate the treatment in action.
**WEDNESDAY 2:00 PM-3:30 PM WORKSHOPS**

49. ALTERNATIVE LEARNING STRATEGIES

**Presenters:**
- Barbara Collins, Consultant, Haines Centre for Strategic Management (MD);
- Cindy Thacker, Learning and Performance Improvement Consultant, Private Practice (NC)

**Room:** Ballroom 3 (2nd Floor)

When you talk about training, do you immediately picture a room with tables and chairs, an image on a screen and a person standing in the front of the room talking? Lucky for all of us, that picture no longer defines training. Now, learners can be alone in front of a computer, together with others via computer, using a mobile device to learn something just in time for a meeting or a project, using social media to explore what others are doing about a problem or playing a game to learn online, or any of a number of different strategies that we were not able to use just a few years ago. This session focuses on introducing learners and learning professionals to some of the newer ways to facilitate learning. We will explore the use of learning objectives to point the way to choosing the most effective strategies for the learning need. We will talk about using technology, but not just fancy gadgets. This is about what works to improve and enhance workplace performance, high tech or low. Join us for a lively, fun session.

50. PREA: STAFF EDUCATION AND TRAINING

**Presenter:**
- Steve Jett, Certified PREA Auditor and Director of the Southwest Idaho Juvenile Detention Center

**Room:** Kings Garden 1 (2nd Floor)

This session will examine the relationship between PREA and organizational culture change as well as staff buy-in to achieve a safe environment. Participants will discuss the PREA requirements under §115.331 and review ways to increase safety through training on operational practices such as staffing, classification, cross-gender supervision, investigations, and first responder training.

51. STOP, COLLABORATE, AND LISTEN

**Presenters:**
- Teri Deal, M.Ed., Research Associate, National Center for Juvenile Justice;
- Anne Rackow, M.S.Ed., Research Associate, National Center for Juvenile Justice

**Room:** Ballroom 4 (2nd Floor)

This workshop will walk agency and organization leaders through the steps to implement reform efforts using real-world examples of jurisdictions addressing different types of issues, at various stages of implementation, and with multiple systems. For example, we will highlight a jurisdiction in the planning stages of implementing a diversion program for school-based offenses as well as a program just starting to analyze data. Presenters will also offer project management and communication strategies to make the most of multisystem collaborations.

52. YOUTH THRIVE: PROTECTIVE AND PROMOTIVE FACTORS FOR HEALTHY DEVELOPMENT AND WELL-BEING*

**Presenters:**
- Frank Eckles, CYC-P, Executive Director, Academy for Competent Youth Work;
- Cindy Carraway-Wilson, CYC-P, Director of Training, Youth Catalytics

**Room:** Kings Garden 4 (2nd Floor)

*This is a 3-hour session (2:00 p.m. – 5:00 p.m.)*

Research conducted by The Center for the Study of Social Policy has identified a set of key competencies that have been shown to help young people increase protective and promotive factors while reducing risk factors. Research shows that these supports help young people move beyond trauma and the impact of poorly resourced environments to become more resilient in addressing their developmental needs. This workshop will overview the key components of the newly developed Youth Thrive™ Framework including how the brain develops, the impact of trauma on adolescent development, the importance of social connections, promoting cognitive & social-emotional competence, concrete supports in times of need, and increasing youth resilience.
53. SEXUAL BEHAVIOR TREATMENT PROGRAM MODEL AND COMPONENTS

Presenter:
• Heather C. Bowlds, Psy.D., Director, California Division of Juvenile Justice’s Sexual Behavior Treatment Program

Room: Commonwealth 2 (1st Floor)

The field of treating adolescents who have engaged in sexually abusive behavior is dynamic and evolving. Historically, approaches for treating these youth were based in adult research and assumed that the two populations were similar in their motivations for committing sexual offenses as well as their risks to re-offend. A wide body of research now exists indicating significant differences between adults and adolescents. These differences include: lower recidivism rates, a more heterogeneous population, less entrenched deviant sexual arousal patterns, greater responsivity to treatment interventions, and a higher prevalence of trauma among the youth. This presentation will focus on informing the audience of the newest advances in the field, important considerations when assessing risk, and an introduction to important treatment components when working with this population as well as introduce the Division of Juvenile Justice (DJJ) Sexual Behavior Treatment Program model and components.

56. EVIDENCE OF UNDIAGNOSED AUDITORY PROCESSING AND LANGUAGE DEFICITS IN ADJUDICATED ADOLESCENTS

Presenter:
• Deborah Moncrieff, Ph.D., Researcher, Communication Science and Disorders Department, University of Pittsburgh

Room: Commonwealth 1 (1st Floor)

Untreated auditory processing disorders (APD) are linked to weaknesses in reading, learning, and language, can exacerbate academic underachievement, and may contribute to negative behaviors including delinquency. Screening methods with dichotic listening and language tests were used to identify adjudicated adolescents at risk for auditory processing (n=399) and language (n=340) deficits. Auditory processing risks were identified in 72% of the adolescents and 34% of those tested scored below criterion for language. Adolescents with auditory processing risks were at the greatest risk of language deficits with 45% of them testing below criterion. Dichotic listening scores from adjudicated adolescents were similar to scores obtained by children assessed clinically for APD. The high prevalence of abnormal auditory processing scores together with evidence of significant risk for language and communication difficulties in this population indicate a dramatic need for follow-up screening, diagnosis and intervention.

54. HOME GROWN VIOLENT EXTREMISTS

Presenter:
• Captain Jim Giles, Pennsylvania Department of Corrections

Room: Sterling 2-3 (1st Floor)

This session is in overview of trends involving religious extremism. The PA Department of Corrections Participation in the Joint Terrorism Task Force (JTTF) and the Correctional Intelligence Initiative (CII) will be discussed. How can correctional facilities and people who work with offenders identify possible extremism and what can they do to report it?

57. SMART SUPERVISION: THE SACRAMENTO COUNTY PROBATION DEPARTMENT’S EDUCATION BASED SUPERVISION MODEL

Presenters:
• Michael Shores, Assistant Chief of Probation, Sacramento County (CA) Probation;
• Keith Bays, Chief Deputy, Sacramento County (CA) Probation

Room: Ballroom 3 (2nd Floor)

Traditional methods of supervising youth on Probation have excluded formal connectivity to schools. In Sacramento County, it is recognized that engagement in the educational process is critical to adolescent growth and is a key factor in successful completion of Court requirements and successful transition into adulthood. The presentation will introduce you to the Sacramento County Education Based Supervision Model and how supervision is changing in one department and County and having a dramatic impact on both educational and Court outcomes.

55. TRANSGENDER 101: WHY IT MATTERS

Presenters:
• Joanne Goodall, Certified Registered Nurse, Center for Adolescent and Young Adult Health;
• Ann McCurdy, MSW, LSW, Case Manager, Shuman Juvenile Detention Center

Room: Kings Garden 2 (2nd Floor)

Transgender and gender nonconforming youth are “coming out” in all arenas these days as society loosens its traditional roles and sanctions. We in detention are therefore working more frequently with these clients and want to share our experiences and best practices on how to work with this community. Presented by a nurse practitioner and social worker, this program will discuss the issues from an inside perspective both medically and in the detention center itself.
58. PREA: NEW MANDATORY REPORTING LAWS IN PENNSYLVANIA

Presenters:
• Maureen Raquet, Consultant, The Moss Group;
• Amber Kalp, Regional Director, PA Department of Human Services
Room: Kings Garden 1 (2nd Floor)

This session will discuss the PREA standards that interface with the Pennsylvania Child Protective Services Laws as well as the role of the PREA Compliance Manager/Coordinator ensuring compliance with these requirements. Participants will also hear from PA DHS to discuss an overview of the legislative package, applicable definitions, as well as the role and process for mandated reporters.

59. IF YOU WANT TO KNOW THE END, LOOK AT THE BEGINNING: TRAUMA AND RISK ASSESSMENT IN JUVENILE DETENTION

Presenter:
• Amanda D. Zelechoski, JD, Ph.D., Assistant Professor of Psychology, Valparaiso University
Room: Ballroom 4 (2nd Floor)

The number of incarcerated youth with histories of traumatic exposure is disproportionately high and increasingly concerning. Despite strong evidence of a trauma-delinquency link, there remain many questions regarding the nature of the relationship between traumatic exposure and offending behavior among youth. In addition, the manner in which trauma history is assessed is inconsistent across jurisdictions. This workshop will provide an in-depth analysis of the relationship between traumatic exposure and delinquent behavior and how trauma history is assessed in juvenile justice-involved youth. Using a case study format, participants will recognize how trauma reporting varies greatly among informants (e.g., youth, parent, staff) and how one should handle resultant behaviors.

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61. Navigating Street Culture “Inside/Out”

Presenter:
• Leroy Crawford, Assistant Superintendent/Training Coordinator, Youth Study Center, New Orleans (LA)
Room: Commonwealth 1 (1st Floor)

This workshop will highlight an innovative approach to dealing with street culture, gang activity and youth that frequently create territory issues. Our key areas will be:
• Understanding “Street Kids” Value Systems
• Understanding “Street Kids” Priorities
• Understanding The Influence of Street Rules
• Are We Sending Mix Messages


Presenters:
• Briana Wales, Director of Education & Workforce Development Initiative, Massachusetts Department of Youth Services;
• Christine Kenney, Director of Educational Services, Massachusetts Department of Youth Services;
• Gwynne E. Morrissey, Ph.D., Senior Research and Evaluation Specialist, Collaborative Educational Services;
• Woody Clift, Director of DYS Education Initiative, Collaborative Educational Services
Room: Kings Garden 2 (2nd Floor)

Participants in this workshop will gain knowledge and understanding of key components of the personalized approach to education and career readiness being implemented with youth in the care of Massachusetts Department of Youth Services. This workshop will highlight and allow participants time to practice using tools such as the “Empower Your Future” career readiness and life skills curriculum, an Education and Career Plan process and protocol, and a youth-centered Education Orientation meeting. Examples of how DYS has piloted and evaluated projects to support youth in gaining hands-on work experience and attend college courses while in residential treatment settings will be provided in addition to examples of specialized staff roles and responsibilities such as Education and Career Counselors that support youth in making progress towards their goals.

63. PREA and LGBTQI Youth: Real Steps for Better Outcomes

Presenters:
• Missy Sturtevant, LCSW, Director/Owner, MaeBright Group, LLC (Somerville, MA); Ev Evnen, MPP, MBA, Senior Data Nerd & Partner, MaeBright Group, LLC
Room: Kings Garden 1 (2nd Floor)

In 2014, Massachusetts Department of Youth Services adopted Guidance for Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Gender Non-Conforming Youth. This session will discuss how PREA was the driving factor and the work that Massachusetts did to create safer spaces for all youth as a case study. This session will include resources and lessons learned.

64. Mindfulness: Tools for Life

Presenter:
• Munna Rubaii, Manager, Regional Training Center, New York State Office of Children and Family Services
Room: Commonwealth 2 (1st Floor)

Mindfulness is a trendy term these days, we hear it in the media, in the helping professions, in the leadership literature. While it’s not a panacea, mindfulness can help us manage stress, get a handle on and healthy habits and develop skills for healthy living. In this workshop we’ll define mindfulness and take a brief look at some of the research that assesses its effectiveness. We will spend the majority of the workshop learning specific skills and techniques that we can use ourselves and teach our friends, family, coworkers and the youth with whom we work.

The National Partnership for Juvenile Services would like to extend its sincere thanks to all of the faculty for their commitment to the 21st National Symposium on Juvenile Services.
Editorial Policy
The Journal of Applied Juvenile Justice Services (JAJJS), sponsored by the National Partnership for Juvenile Services, is a refereed publication and all manuscripts go through a blind review process. The Journal is published electronically only and will be housed at www.npjs.org/jajjs.

The focus of JAJJS is on a wide continuum of juvenile justice related topics and issues. The Journal is intended to disseminate timely information to juvenile justice practitioners and researchers focusing on an array of critical issues. Examples of potential articles include, but are not limited to, effective strategies for working with at-risk youth; the operation of juvenile facilities such as detention, shelter facilities, group homes and other community-based and institutional placements for youth; programming (e.g., educational, physical and mental health, life skills); trends in juvenile justice; legal issues affecting juvenile justice practice; ethical issues in juvenile treatment; leadership challenges; and training in juvenile justice.

Submission Procedures
Manuscripts should be submitted electronically (Microsoft Word format only) and attached to an e-mail message stating that the manuscript has not been simultaneously submitted for publication and/or published elsewhere. Submissions are accepted at anytime throughout the year. Accepted manuscripts will be posted to the website when the editing process is complete. Papers should be typed, double-spaced, in Times New Romans font (size 12) and with 1-inch margins (top, bottom, and sides). There is no page limit. Citations and references must conform to the current American Psychological Association format. Manuscripts should be accompanied by an abstract of approximately 150-200 words, complete references, and a brief biographical sketch of the author(s), including affiliation, research interests, and recent publication. Authors are responsible for obtaining permission to reproduce copyrighted information and materials. Submitting a manuscript indicates the author(s) agree(s) to transfer of copyright to the National Partnership for Juvenile Services. Address manuscripts and inquiries to:

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