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JUVENILE JUSTICE TRAINING PROGRAM REVISION

**for the
Montana Board of Crime Control**

By:

Virginia Roberts

B.A., University of Montana, 1984

Presented in partial fulfillment of the requirements for the degree of

Master of Arts

UNIVERSITY OF MONTANA

1986

Approved By:

Chairman, Board of Examiners

Dean, Graduate School

Date: _____

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CHAPTER I: MASTER'S PROPOSAL

1. I worked with the staff of the Montana Board of Crime Control for approximately nine weeks during the Summer of 1985. I assisted in the development of the curriculum for training juvenile probation officers and other juvenile officers, and collected and analyzed data on the criminal justice system in the State of Montana. I worked from 9:00 a.m. to 5:00 p.m., Monday through Friday, beginning June 18, 1985, and my supervisor was Steve Nelsen.
2. I registered for both Summer sessions (1985) for a total of ten hours of SOC. 599 "Field Work Practicum".
3. As a graduate student, I have taken the following classes in Sociology:

SOC. 501	Qualitative Methods
SOC. 509	American Lifestyles
SOC. 413	Sociology of Poverty
SOC. 502	Quantitative Methods
SOC. 330	Sociology of Work
SOC. 407	Machiavelli & Social Psychology
SOC. 503	Research Statistics
SOC. 505	Social Theory
SOC. 509.1	Survey Research Practicum (coding)
4. My major field of study within Sociology is criminology/deviant behavior; therefore, having assisted in the development of the curriculum for the training of juvenile probation officers and other juvenile officers has enabled me to better understand the juvenile system and also enabled me to utilize my research techniques. Additionally, my career plan, after I finish my schooling, is to seek employment with the juvenile justice system; involvement in this project was a plus as regards my career goals.

5. I completed project readings as suggested by my supervisor.
6. The Board of Crime Control is located in Helena; therefore, I met with my faculty supervisor at the conclusion of the project in September, 1985.
7. I submitted a written report on the completed project to my faculty supervisor for evaluation in September, 1985.

CHAPTER II: INTRODUCTION

As part of its training program, the Montana Law Enforcement Academy, located in Bozeman, Montana, trained state law officials in juvenile procedures, and also conducted statewide workshops for other state employees who had contact with juvenile offenders. When the MLEA Director of the Juvenile Justice Program retired in June, 1985, the Board of Crime Control felt the Juvenile Justice Program could be better administered out of the Board's offices in Helena and thus arranged for the transfer. The Juvenile Justice Program was to be reviewed and reorganized during the Summer of 1985 so that the new trainer, when hired in September, 1985, could implement this newly revised Juvenile Justice Program beginning January 1, 1986.

It was my responsibility as an intern for the Board of Crime Control to review the existing Juvenile Justice Program used at the MLEA in Bozeman, develop a "philosophy", or Mission Statement, for the new Helena-based Juvenile Justice Program, chart the timetable for this program review, and determine the training needs of state employees handling juvenile offenders. My internship began on June 18, 1985, and continued through August 23, 1985, as documented by my Daily Journal, attached as "Appendix A".

CHAPTER III: SUMMARY OF INTERNSHIP

A. MISSION STATEMENT FOR REVISED PROGRAM

In order to develop a Mission Statement for the Helena-based Juvenile Justice Program, it was necessary not only to review the MLEA juvenile program but also to review programs in states demographically similar to Montana. States with new and effective juvenile justice programs were also contacted, so that any innovative programs in use in these states could be studied for possible adoption into our new program. A search of the literature was completed to determine the current trends in the area of juvenile justice.

This part of the program review culminated in the preparation of a Mission Statement for the Helena-based juvenile justice program as follows: **The mission of this program is to encourage cooperative cross-jurisdictional training of youth care personnel which will effect discussions in juvenile justice responsibilities, resulting in increased communication, better understanding, awareness, and compatibility, and ultimately increased productivity within and among agencies serving juvenile needs.**

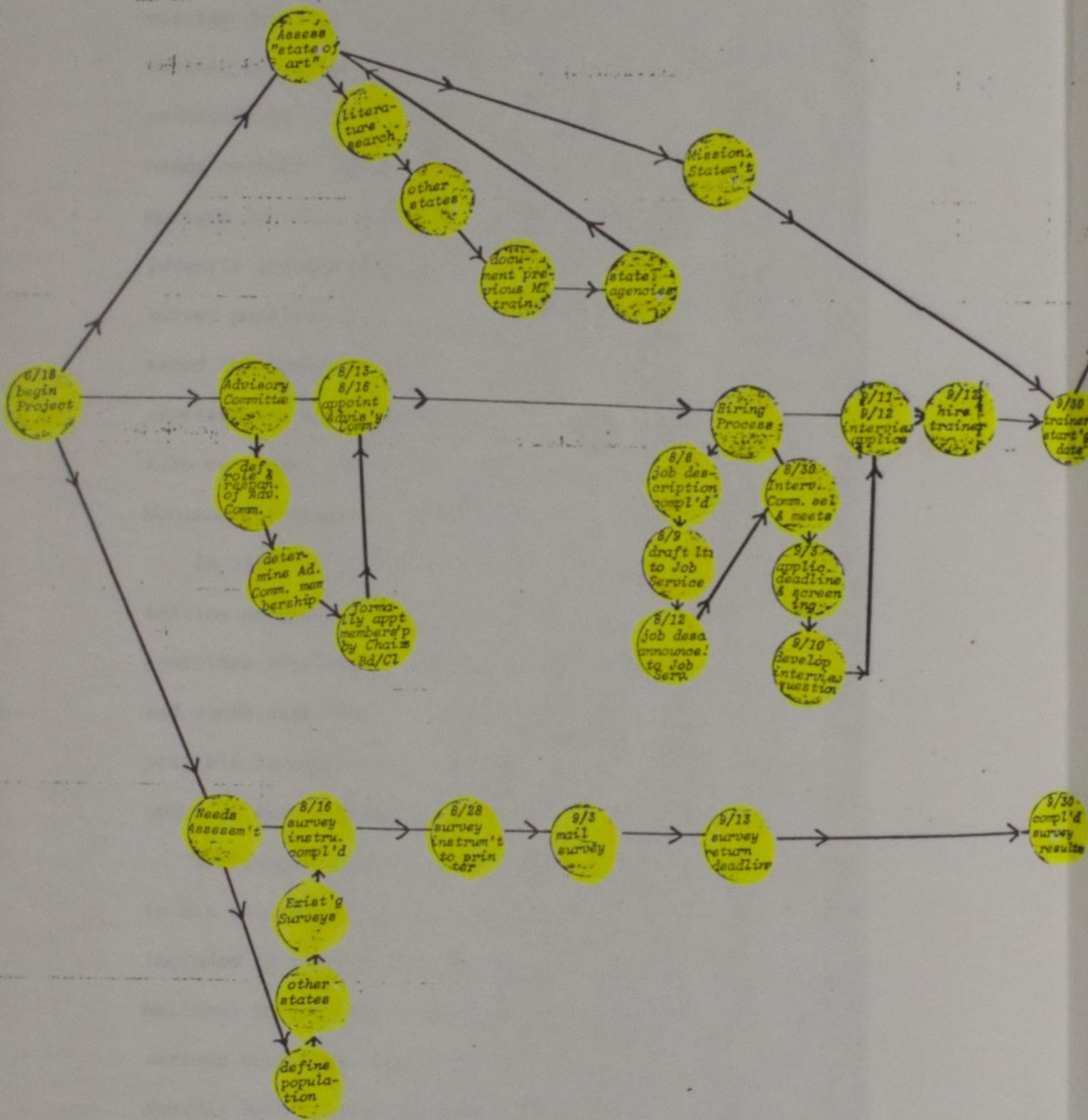
B. FLOW CHART

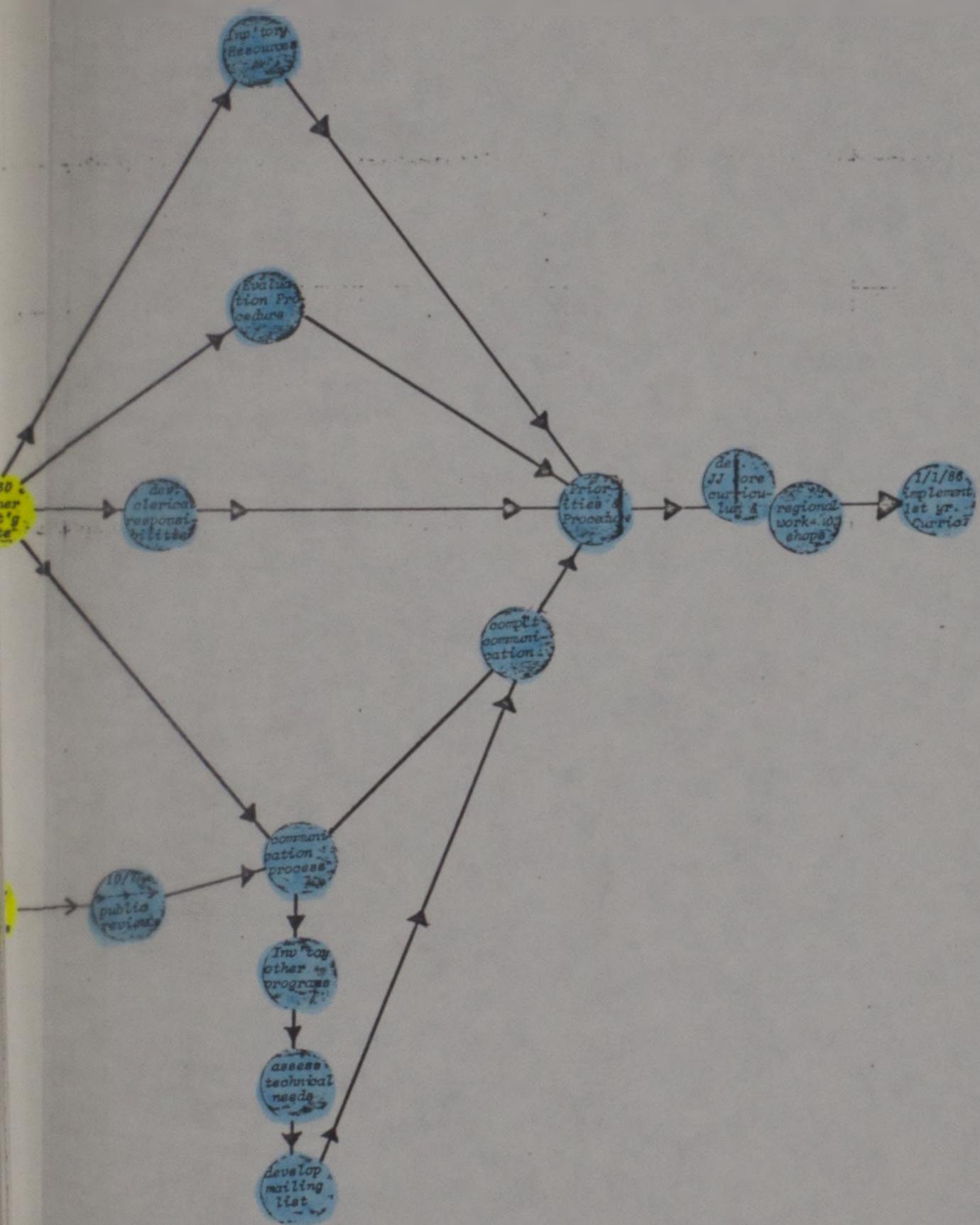
In conjunction with developing the program's Mission Statement, the timetable for this project was also charted. I established important interim dates from the time the program began on June 18, 1985, through January 1, 1986, the projected date the Helena-based juvenile justice program was to be implemented. Due to the nature of this project, the majority of the key dates are designated in the latter part of August and September.

Prior to interviewing for the trainer position, which was scheduled on September 11-12, 1985, an Advisory Committee had to be selected. This process was scheduled for completion during the week of August 13, 1985. With the Advisory Committee appointed, the applicant screening and interview questions were submitted for the applicants' personal interviews.

Two other key dates for this program were August 16, and September 3, 1985, for the completion and mailing of the "Needs Assessment Survey Instrument", respectively. Approximately one month was set aside for the survey instrument to be mailed (9/3/85), returned (9/13/85), and the results analyzed (9/13 to 9/30/85).

Since the Board of Crime Control had targeted September 30, 1985, as the date of hire for the new trainer, it was imperative that she be able to discern what had occurred on the project prior to her tenure and the responsibilities she would assume after that date. Accordingly, the Flow Chart (appearing on Page 6) also reflects this shift in program responsibility.





BCC Staff Responsibilities: \rightarrow
Trainer's Responsibilities: \triangleright

C. NEEDS ASSESSMENT SURVEY INSTRUMENT

Of primary importance to this juvenile justice program review was the determination of who would be involved in future juvenile justice training efforts, i.e., Social Rehabilitation Services, probation officers, judges, etc., and also the areas of training needs as perceived by those personnel who come into contact with Montana juvenile offenders. I used attendance sheets from prior juvenile justice training workshops as the basis for selecting our survey population. Once our survey population was identified, I asked the juvenile justice officers in other states how they had assessed the needs that had resulted in their training efforts. I also continued to review existing surveys that had been used in Montana for previous assessments.

In 1981, an Ad Hoc Committee was formed to assess the youth-serving programs at that time in Montana. The efforts of this committee resulted in the collection of numerous personnel training and youth care data. I reviewed and organized these data for possible incorporation into the new juvenile justice program. An index of this inventory is attached as "Appendix B".

Training materials used by the Juvenile Justice Director prior to his retirement from the MLEA were available for my review. Included in these materials were audio cassettes produced by the National Council of Juvenile And Family Court Judges from the various workshops they had conducted in 1984 and 1985 in Las Vegas, Nevada; Point Clear, Alabama; and Albuquerque, New Mexico.

The Board of Crime control has a library of videotapes that it makes available to the various Montana jurisdictions for training purposes. I viewed the films applicable to juvenile handling to determine trends and areas of need.

In order that the new juvenile justice program meet state regulations, my search of the literature included the Montana Codes Annotated, and the Juvenile Justice Standards as set forth by the American Bar Association. After compiling and evaluating all of this information, I began to construct the Needs Assessment Survey Instrument.

I presented my first draft of the Needs Assessment Survey Instrument to Steve Nelsen, Chief of the Juvenile Bureau of the Board of Crime Control on August 19, 1985, because his schedule did not permit our meeting before that time. This draft was discussed at a meeting on August 21, 1985, the first available date for all six members of the Board of Crime Control interested in this project.

On August 22, 1985, I presented my second and final revision of the Needs Assessment Survey Instrument to Steve Nelsen, who approved it for printing and mailing. A copy of this Needs Assessment Survey Instrument appears on Pages 9 to 11 herein.

September 3, 1985

BOARD OF CRIME CONTROL
JUVENILE JUSTICE TRAINING NEEDS ASSESSMENT SURVEY

Listed below are a number of topics that might potentially be included as part of our Juvenile Justice training program. We request your assistance in helping us to determine the need for training in each topic area listed below by evaluating the topics in the spaces provided, according to the rating scales as follows:

IMPORTANCE:

- 1 = not important
- 2 = fairly unimportant
- 3 = fairly important
- 4 = important
- 5 = very important

FREQUENCY:

- 1 = do not anticipate ever using
- 2 = one to six times per year
- 3 = one to four times per month
- 4 = one to five times per week
- 5 = one or more times daily

Please rate the importance and frequency of each topic as it would relate to tasks performed by personnel in your agency, complete the other portions of the survey as requested, and return it in the provided envelope to the Board of Crime Control, 303 N. Roberts, Helena, Montana 59620, by September 19, 1985.

<u>TOPICS</u>	<u>IMPORTANCE</u>	<u>FREQUENCY</u>
1. Youth rights vs. personal liability of officials	_____	_____
2. Dispositional alternatives and diversion for youth	_____	_____
3. Social and economic determinants of delinquency.	_____	_____
4. Juvenile's method of operation (M.O.'s)	_____	_____
5. Juvenile justice interagency relations	_____	_____
6. Interviewing and interrogating juveniles	_____	_____
7. Identification of dangerous drugs/alcohol and drug effects	_____	_____
8. Stationhouse adjustment	_____	_____
9. Teen suicide	_____	_____

<u>TOPICS</u>	<u>IMPORTANCE</u>	<u>FREQUENCY</u>
10. Group home training	_____	_____
11. Child sexual abuse	_____	_____
12. Youth mediation and contracting	_____	_____
13. Juvenile delinquency theories	_____	_____
14. Neurolinguistic programming	_____	_____
15. Understanding adolescent behavior and personality factors	_____	_____
16. Adolescent/family counseling	_____	_____
17. Extra-parental placement	_____	_____
18. Crisis intervention	_____	_____
19. Juvenile records systems	_____	_____
20. Use of community and referral agency resources.	_____	_____
21. Working with adolescents and schools	_____	_____
22. Update on juvenile justice law and the Youth Court Act	_____	_____
23. Creative use of restitution	_____	_____
24. Serious adolescent offenders	_____	_____
25. Anger/mourning process	_____	_____
26. Search and seizure procedures	_____	_____
27. Listening/communication skills	_____	_____
28. Working with developmentally and learning disabled juvenile offenders	_____	_____
29. Juvenile sexual offenders	_____	_____
30. Writing skills	_____	_____
31. Juvenile transportation and security issues	_____	_____

<u>TOPICS</u>	<u>IMPORTANCE</u>	<u>FREQUENCY</u>
32. Project planning	_____	_____
33. Ethics	_____	_____
34. Management skills	_____	_____
35. Clerical skills/office automation	_____	_____
36. Workload and case management	_____	_____
37. Budgeting and personnel policies	_____	_____

Other suggested topics: _____

Does your agency currently conduct any in-house training regarding the handling of juveniles? YES ____ NO ____

If YES, in what areas? _____

Please provide a list of trainers you have used successfully:

Which session(s) would best fit the schedules of personnel attending the training (check all that apply):

	YES	NO
-- training done in part-day sessions	_____	_____
-- training done in day-long sessions	_____	_____
-- training done in two-day sessions	_____	_____
-- training done in three-day sessions	_____	_____
-- which day(s) of the week:	_____	

Your job title: _____

Your agency/department name: _____

THANK YOU FOR YOUR COOPERATION!

CHAPTER III: CONCLUSION

A. RESULTS OF NEEDS ASSESSMENT SURVEY

The questionnaire was mailed to the targeted population on September 3, 1985, with the request that it be returned to the Board of Crime Control by September 13, 1985. The responses were then analyzed and put into tabular form by the Board of Crime Control, as appears in Figure 1 and Table 1. Although I was not directly involved in this portion of the Needs Assessment, as my internship had ended on August 23, 1985, I was invited to attend the public meeting held in Missoula, Montana, on November 18, 1985. The Board of Crime Control felt it was vital that state personnel who had participated in this Needs Assessment Survey be advised of the outcome by the new trainer. Accordingly, the trainer, Kathy Kendall, traveled around the state holding public meetings in which she discussed the results of the survey and requested feedback from those who were in attendance.

1. **Figure 1. Ten Most Highly Rated Survey Topics**

This chart shows the ten "most needed" training areas as perceived by the survey population.¹ Ninety-one percent of the respondents saw child sexual abuse as the area in which the most training was needed, and 80 percent of the respondents felt

¹Of the 37 topics provided in the Needs Assessment Survey Instrument, the Board of Crime Control chose only the top ten choices as selected by the survey population.

interviewing and interrogation skills were important. Other topics responded to, in descending order, were Teen Suicide, Communication Skills, Juvenile Law/Youth Court Act, Youth Rights/Officer Liability, Juvenile Sex Offenders, Crisis Intervention, and Serious Adolescent Offenders, represent 79.9 percent to 72.9 percent, respectively, of the respondents' perceived juvenile training needs. Last of these ten topics is Adolescent and School, with 69.9 percent of the respondents expressing a need for this training.

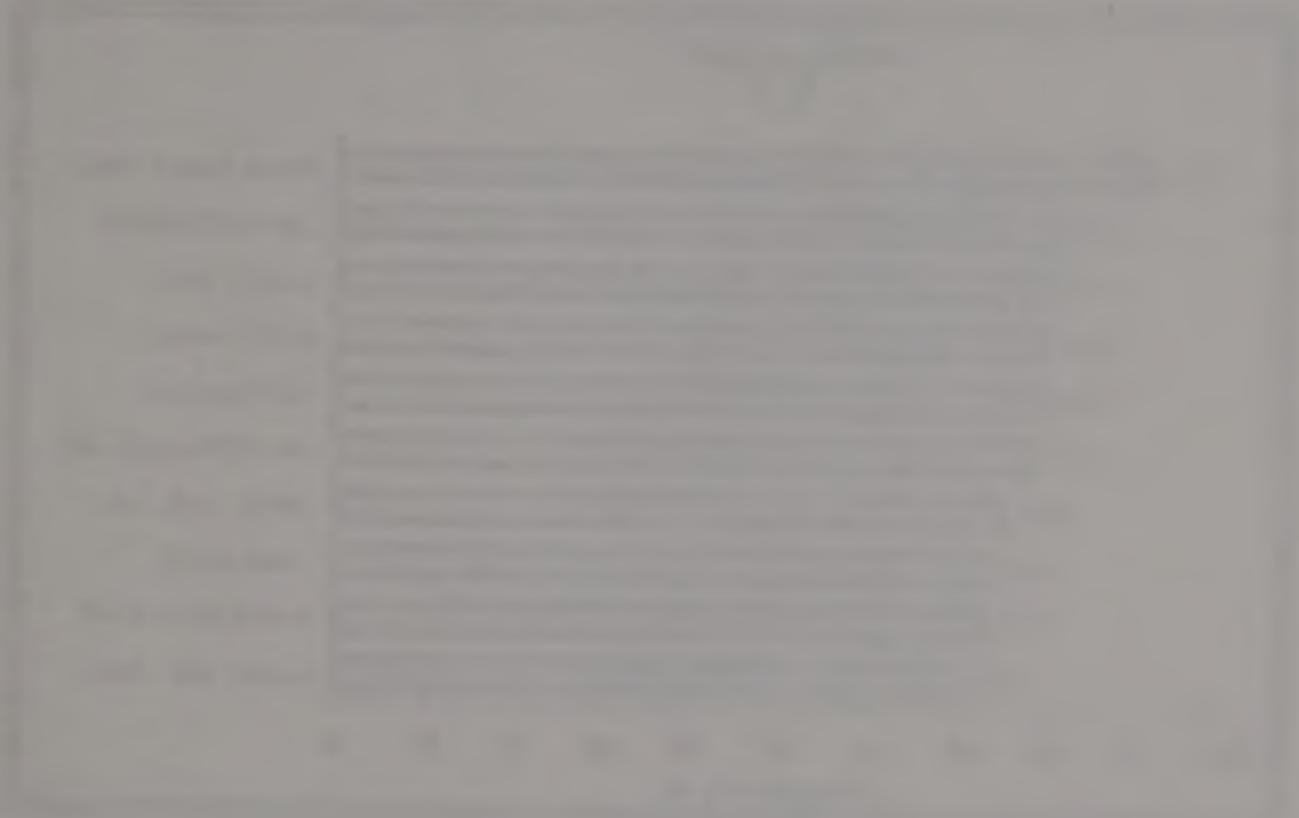
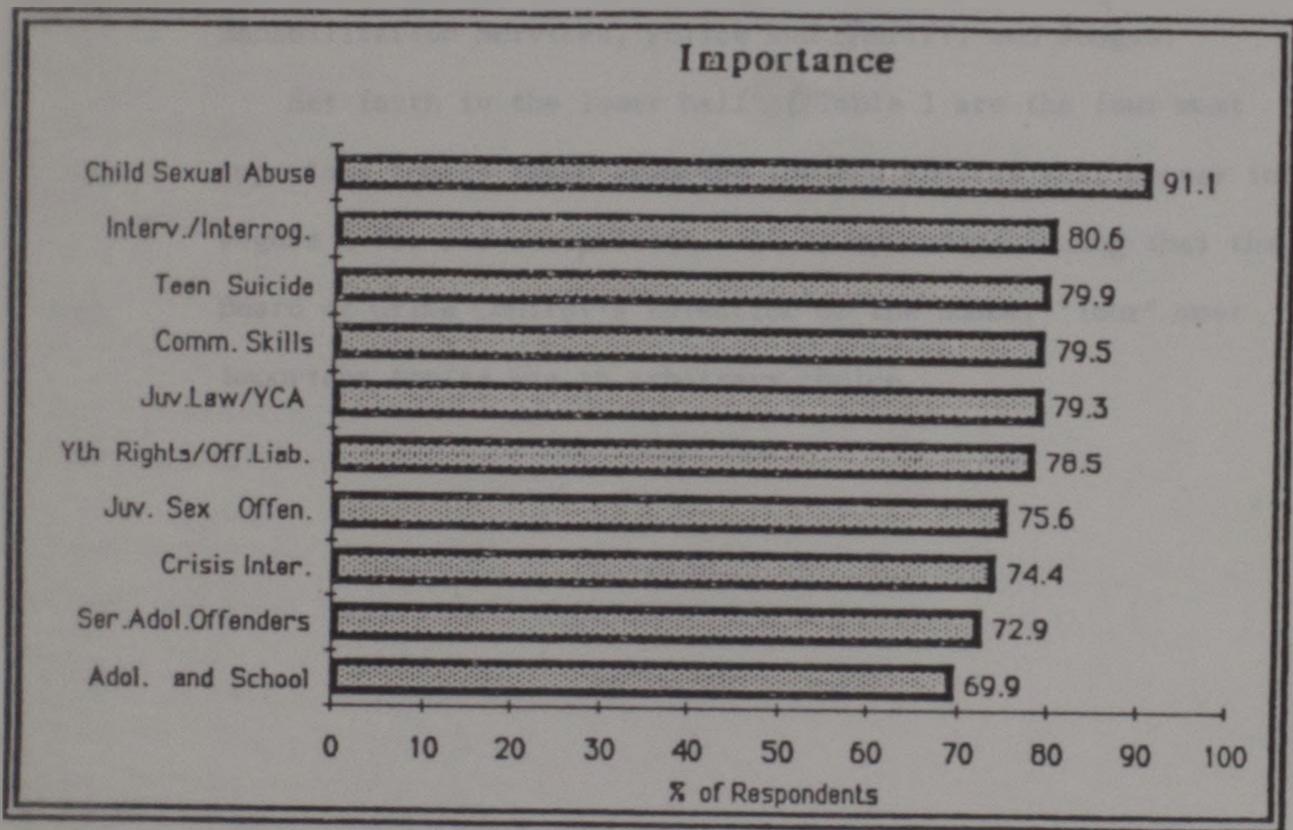


Figure 1. Ten Most Highly Rated Survey Topics



2. Table 1. Topics by Occupation

Among the occupations represented in this survey population, five were selected in order to determine their three "most needed" training areas. The purpose for this table was to ascertain similarities in cross-jurisdictional training needs. This type of training approach not only reduces training duplication but also increases communication among the various state personnel who handle juvenile offenders. The selected occupations were: Probation Officer, County Attorney, Social Rehabilitation Services, Police and Sheriff, and Judges.

Set forth in the lower half of Table 1 are the four most important topics taken from the top ten choices that appear in Figure 1 for all occupations. It is my understanding that the Board of Crime Control's selection of the number "four" most important topics was an arbitrary choice.

Table 1. Topics by Occupation

TOPICS BY OCCUPATION

These topics were determined to be the three most important subjects by the occupation groups.

Probation Officer

Communication Skills
Adol./Family Counseling
Dispositional Alternatives

Police and Sheriff

Interviewing/Interrogating
Search & Seizure
Juv Law/ YCA

County Attorney

Child Sex Abuse
Search & Seizure
Juv Law/YCA

Judge

Juv. Sex Offenders
Ser. Adol. Offenders
Adol./Family Counseling

SBS

Child Sexual Abuse
Juv. Sex Offenders
Communication Skills

Among the top ten choices of all occupation groups, the following four topics were important for each:

Youth Rights/Liability of Officials
Child Sexual Abuse
Communication Skills
Juvenile Sex Offenders

In all likelihood, it will not be necessary to conduct further formal needs assessment surveys for this juvenile justice program as Kathy Kendall is continually evaluating Montana's training needs. After each training session has been completed, she asks the students to evaluate both the course content and the instructor, and to also indicate new trends and juvenile justice training needs. With this constant evaluation, the juvenile justice training program will remain vital and current, and function in the way it was designed.

B. SUMMARY OF MY INTERNSHIP

My internship with the Board of Crime Control and the projects I completed for them were valuable learning tools. Prior to this internship, my sociological "experience" had come from the "classroom and textbooks." I feel that this internship has given me the added knowledge and confidence I will need to achieve success as a sociologist. I want to express my gratitude to Dr. W. Gordon Browder and the staff at the Board of Crime Control for giving me this opportunity.

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Interim Status: The Release, Control, and Detention of Accused Juvenile Offenders Between Arrest and Disposition.

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Montana Codes Annotated

1985 Title 41, Chapter 5, "Youth Court Act"; Title 53, Chapter 21, Part 5, "Montana Youth Treatment Center"; Title 53, Chapter 30, Part 2, "Youthful Offenders".

Murray, Charles A. and Louis J. Cox, Jr.

1979 Beyond Probation: Juvenile Corrections And The Chronic Delinquent, Sage Publications, Inc.

Police Handling of Juvenile Problems.

1980 Institute of Judicial Administration; American Bar Association; Juvenile Justice Standards. Ballinger Publ. Co.

Subcommittee On Emotionally Disturbed Children

1982 "A Plan To Improve Services To Montana's Emotionally Disturbed Children and Youth," Department of Administration, Publications and Graphics Division.

AUDIO/VISUAL MATERIALS

AUDIO CASSETTES produced by the National Council of Juvenile and Family Court Judges:

- Child Victim Witness: A Psychological Perspective.** July, 1985
(No. JJ8523) Clear Point, AL.
- Confidentiality Revisited: A Help Or A Hinderance?** March, 1984
(No. 4-351) Las Vegas, NV.
- Critical Issues in Probation.** March, 1984 (No. 4-32) Las Vegas, NV.
- Dealing With The Serious And Chronic Offender.** March, 1984 (No. 4-340) Las Vegas, NV.
- How Can We Better Serve The Victim?** March, 1984 (No. 4-322) Las Vegas, NV.
- How Well Do We Use Basic Community Resources?** March, 1984 (No. 4-343) Las Vegas, NV.
- Humor: Does It Have A Role In Juvenile Justice?** March, 1984 (No. 4-336) Las Vegas, NV.
- Interviewing Skills (Part I).** April, 1985 (No. AL-7A)
Albuquerque, NM.
- Interviewing Skills (Part II).** April, 1985 (No. AL-7B)
Albuquerque, NM.
- Juvenile Crime Prevention.** March, 1984 (No. 4-348) Las Vegas, NV.
- Juvenile Pre-Trial Detention: Schall v. Martin And Its Implications.** March, 1984 (No. 4-325) Las Vegas, NV.
- Law and the Schools: Search and Seizure; Suspension and Expulsion.** March, 1984 (No. 4-333) Las Vegas, NV.
- Level of Vengeance In A Community, The.** March, 1984 (No. 4-347)
Las Vegas, NV.
- Operation New Hope: A Corrections-Education Partnership.** March, 1984 (No. 4-327) Las Vegas, NV.
- Permanency Planning for Children: The Role of the Courts.** March, 1984 (No. 4-334) Las Vegas, NV.

Police Investigation and Interrogation: Approaches With Juveniles. March, 1984 (No. 4-339) Las Vegas, NV.

Public Perceptions And Public Fears: Justified? March, 1984 (No. 4-344) Las Vegas, NV.

Supreme Courts And Juvenile Courts: Their Relationship. March, 1984 (No. 4-346) Las Vegas, NV.

What Happened to Police Athletic Leagues? March, 1984 (No. 4-326) Las Vegas, NV.

VIDEOTAPES:²

- 1) **Aftershock: The Victims of Crime.** This powerful documentary sheds light on the personal agonies of victims of violent crime, while illustrating how the many people who play a role in our criminal justice system interact within the context of a crime incident, i.e., the police, prosecuting and defense attorneys, the families of victims, and the victims themselves. Also covered are several communities' efforts in responding to the needs of crime victims through victim/witness, rape crisis, and victim assistance organizations. A 25-minute film available on 1/2 inch VHS.
- 2) **Child Abuse: Cradle of Violence.** A carefully researched documentary which explores the problem of child abuse and the reasons why. Emphasizes the need and obligation of neighbors, teachers, and concerned adults to report the problem to police. This 20-minute film is available on 1/2 inch VHS.
- 3) **Don't Give Up On Me.** Awareness film uses real people in real situations to probe the reasons behind child abuse patterns. Included with recreated scenes from this adapted case history (police intervention, neighbor criticism, courtroom proceedings, counseling sessions) are several scenes from an actual counseling workshop for child abuse parents. This 30-minute film is available on 1/2 inch VHS.
- 4) **Epidemic!: Kids, Drugs & Alcohol.** Aimed at both young people and adults, this film takes a hard look at drug and alcohol abuse in America. New and startling medical information is presented concerning the damaging effects of drugs, alcohol, and even the so-called "harmless" drug, marijuana, on the body. A 27-minute film available on 1/2 inch VHS.

²The videotape summaries were taken from the Board of Crime Control's library catalogue.

- 5) **Face The State -- MIN.** Interview with Mark Soler and Lynn Lund on Juvenile Detention. 28 minutes.
- 6) **Incest -- The Victim Nobody Believes.** This film openly discusses the issue of sexual abuse. Helps make the public aware of the extent of sexual child abuse, and points out the impact a childhood incestuous experience can have on a victim's entire life. This 23-minute film is available on 1/2 inch VHS.
- 7) **Issues In Detention.** This 6-hour tape covers the major portions of a 2-day seminar sponsored by MLEA in April of 1984. Lynn Lund and Mark Soler present a comprehensive review of the issues.
- 8) **It's O.K. To Tattle.** More than a million American children suffer physical abuse each year, creating emotional anguish for the young victims as well as for their peers. This program, featuring nationally known puppet therapist Susan Linn and her Puppets, emphasizes the community resources available to assist children in obtaining help if they come face-to-face with this problem. A 12-minute film available on 1/2 inch VHS.
- 9) **Juvenile Detention Series.** This three-part series was developed and produced by MLEA. They cover a variety of aspects dealing with juvenile detention:
 - a) Juvenile Detention Procedure -- shows proper process for incarcerating youth. Designed for law enforcement and officials involved with this process.
 - b) Alternatives to Detention -- Explores the jail removal movement and discusses various alternative programs designed for juvenile justice personnel and the public.
- 10) **Juvenile Detention - Staff Development Series.** A six-part training film for Juvenile detention.
 - a) counseling techniques
 - b) substance abuse
 - c) legal rights
 - d) detention and intake interviews
 - e) use of passive physical restraints
 - f) custody/treatment dichotomy.
 Available in 1/2 inch VHS.
- 11) **Juvenile Justice: Why Can't I Go Home Now?.** This 30-minute film explores the philosophy and purpose of a modern and progressive juvenile court system. The relationships and roles of the various members of the system are examined. Filmed on location in a Juvenile Court and Juvenile Detention Facility, the film follows a teenage girl from her arrest through the ultimate disposition of her case. Available on 1/2 inch VHS.

- 12) **Lures of Death.** This is a 15-minute film that interviews several child molesters and they discuss the methods used to lure young kids to them. This was originally aired on 60 Minutes. Available in 1/2 inch VHS.
- 13) **Old Enough To Do Time.** This 1-hour reproduction of a PBS documentary explores virtually all facets of the juvenile justice system. It is an **excellent** presentation which provides a thorough introduction to complex issues. Perfect for new employees or the general public. Narrated by Daniel Travanti of NBC's "Hill Street Blues".
- 14) **Reauthorization Of The Juvenile Justice & Delinquency Prevention Act.** Recording of Congressional debate of the JJ&DP Act on C-Span. Representative Pat Williams introduces the bill and presents a bulk of the testimony.
- 15) **Some Secrets Should Be Told.** For most young children, the problem of sexual abuse is confusing and troubling, primarily because they've never been taught how to deal with it if it happens to them or one of their friends. This 12-minute film uses a sensitive, non-threatening puppet story to help children in Grades 3-6 understand what sexual abuse is and to distinguish it from normal love and affection. Available on 1/2 inch VHS.
- 16) **Teenage Suicide.** The second leading cause of death among young people -- why? Interviews with teens offer insights into their view of suicide as a viable option. Professionals in the field alert viewers to the warning signs that often precede a suicide attempt, and emphasize the need for parents to listen to what their children are saying. This 16-minute film is available on 1/2 inch VHS.
- 17) **Wasted: A True Story.** Tim, age 15, and his sister Christy, narrate the downhill progression in Tim's life caused by drug abuse. A powerful message that weighs the highs Tim experienced from drugs against what he lost as a drug addict.

APPENDIX "A"

DAILY JOURNAL: SUMMER, 1985

June 18, 1985: I reviewed training files; of interest is Montana Juvenile Justice Survey Curriculum Recommendations and Youth Corrections information from the state of Utah.

June 19, 1985: I traveled to the Montana Law Enforcement Academy in Bozeman with Clayton, Steve, Ed, and Candy, to pick up training material from retiring A. J. Lodell. We had a conference with A. J. regarding his past training procedures and future recommendations. We also picked up available equipment (camera) for use out of the Helena Office. A. J. took us on a tour of the Academy's facilities i.e., the classrooms and library. Before leaving Bozeman, we stopped at the Gallatin County Jail for a tour of the facilities and to meet Dave Dunn. Time wasn't available on the part of the staff personnel so we postponed the jail tour. We arrived back in Helena at 5:15 p.m.

June 20, 1985: Steve and I discussed my contract with the Board of Crime Control and also an outline of the summer project. I began to gather more background information on prior juvenile justice training from Steve's files and old grant proposals for the Juvenile Justice program. I also read A Plan To Improve Services To Montana's Emotionally Disturbed Children And Youth, and Rethinking Juvenile Justice: National Statistical Trends.

June 21, 1985: Steve showed me the location of in-house information (notes, memoranda, audio cassette tapes, and videotapes) and he outlined further the training program curriculum. I continued background research on the current training program's evolution.

I asked Don for more old grant proposals and received four (I now have a total of six).

To Do List:

- complete inventory of material available in the Board of Crime Control Helena office
- summarize prior workshops and note attendance population (i.e., law enforcement personnel, judges)
- question for "needs" survey: "effectiveness of audio v. video as an instructional tool?"
- consider states we want to contact regarding "their" training programs.

June 24, 1985: I completed review of the Ad Hoc notes. There was an in-house meeting with Steve, Ed, Mike and myself regarding direction of the Juvenile Justice Training Program. It was suggested that Jim Burgess (Department of Administration) be contacted and a meeting set up regarding his experiences in training sessions. In the meantime, I called Gwen Holden [National Criminal Justice Association (202) 347-4900] for program pointers and names of contact people of successful Juvenile Justice programs. She indicated that Delores Kozloski [Baton Rouge, LA (504) 925-4443] and Barbara McDonald [Chicago, IL (312) 793-8400 or (312) 793-8678] would be most knowledgeable. As for program pointers, Gwen suggested:

- our advisory group should come from all levels of government; concentrate on future politics
- certificates for individual course completion are okay, but also consider incentive programs, i.e., percentage salary increase

for individuals completing courses; give credits toward a degree, etc.

- avoid too much subsidizing of participants; it's important for the participants to have a "stake" in the training -- they'll learn more
- don't bite off too much at first; concentrate on three of four juvenile justice areas and make the courses in those areas as good and as complete as possible
- send out "needs assessments" survey up front and then hold hearings regarding those needs
- training sessions should be multi-disciplinary

I called Delores and Barbara, but both were unavailable. I'll try again tomorrow.

Jim Burgess, Steve, Ed, Mike and I met at 2:00 p.m. Jim suggested:

- determine each area's present problems and deficits
- find out who the course audience is going to be
- he is in consensus with Gwen's suggestions.

John Moore will send over samples of the contracts, evaluation forms, programs that are used in his office, and he will develop a checklist for their presentation. Jim indicated that Kentucky has the best training curriculum, and suggested that I contact them. Regarding the use of evaluation forms -- although they could be useful, Jim suggested that advisory members would be a better source of evaluation information.

June 25, 1985: I spend most of the day telephoning other states for training information, as follows:

Delores Kozloski, Baton Rouge, LA, said she would send curriculum developed by Louisiana State University's Criminal Justice Department. It's a four-week session on, as I understood her, basic juvenile justice training and also for a variety of different specialty areas.

In setting up our program, she suggested the use of state personnel as trainers; it's cost effective and keeps personnel in touch with each other. She also suggested compiling a "resource directory" of all available services around the state.

She gave me the names of two contact people at Louisiana State University (Harry Deal and Billy Jo Booth) and will include their telephone numbers in the cover letter that will accompany the training material she will send.

Barbara McDonald, Chicago, IL, was unavailable so I spoke with Candace Kane, who said she would send her "Practitioner's Guide to Youth Services". She said they have had success with videotapes as a training tool; their incentive tool is, "the boss says (this course) is something you need to do," for employee compliance. She also said they have had success with self-instruction manuals in rural areas; in areas that can't afford to be short-handed in their staff during training.

She gave me the names of two other people who might be able to supply helpful information: Thomas Jurkanin [(217) 782-8210], who conducts a two-week juvenile justice course for law enforcement; and Barry Bollensen [(217) 785-0413], who is in charge of the state's probation officer training. Thomas Jurkanin was not available, and Barry Bollensen said he would send juvenile justice probation officer training material today.

Per information supplied by Mike Lavin, I contacted The Criminal Justice Service Board's Committee on Training in Richmond, VA. I was given the name of Larry Stone, Training Coordinator. He was unavailable, so I'll call again later.

I next called the NIC Training Section, Mary Lou Comisso, at (202) 724-8300. Everyone was in training, and I was asked to call back on July 1st.

On Jim Burgess' recommendation, I called the Kentucky In-Service Training Section, (606) 622-3801, and spoke with Dennis Mills. He said he would send me all the information he had on juvenile justice training. He also indicated that the best way to assess the needs of the various agencies was simply to ask them; hold public meetings.

I then called the National Council of Juvenile and Family Court Judges in Reno, NV, (702) 784-6012, and spoke with Merry Hofford. She said she would send local information and also some information she had from Nebraska. The "hot" issues in juvenile justice right now, according to Merry, are:

- victims' issues/restitution
- learning disabilities
- sexual abuse/abusers
- detention issues

Regarding restitution and victim issues, she said we could get a speaker at no charge from RESTIA. They conduct mini-seminars and the person to contact is Eileen Taylor, at (202) 393-6226.

I asked Clayton Bain for copies of the survey instrument he used in 1982 that resulted in the "Curriculum Recommendations". I reviewed these

two instruments, noting areas that might be useful in our Needs Assessment Survey.

I have finished reading the old grant proposals and returned them to Don. I then began the inventory of the training audio cassettes and videotapes.

June 26, 1985: I telephoned Larry Stone, Training Coordinator for the Criminal Justice Service Board's Committee on Training again. He will be sending juvenile justice training information. He compiles training information on the basis of input by boards of directors in specific areas; meetings are held and needs/problems emerge from these meetings.

I next reviewed the "Catalog of Federal Law Enforcement Training Programs" put out by the National Center for State and Local Law Enforcement Training for courses for inclusion in our curriculum. There were four juvenile programs listed, three of which I think are worthy of consideration. I photocopied their descriptions and will include them in my summary.

June 27, 1985: I telephoned the American Bar Association services division with regard to getting updated copies of the Juvenile Justice Standards Project; i.e., Standards For Juvenile Justice: A Summary and Analysis, and Interim Status. Steve decided against the Summary and Analysis, and suggested I get copies of Police Handling Of Juvenile Problems, Court Organization And Administration, and The Juvenile Probation Function: Intake and Predisposition Investigative Services from the State Law Library.

I spent the remainder of the day reading and making a "trainer's inventory" from the filed material in Sonja Decker's office.

The first of the out-of-state information arrived:

- Practitioner's Guide to Youth Services in Illinois
- Juvenile Probation Officer Basic Training (Illinois)

June 28, 1985: I spent the majority of the day completing the "trainer's inventory".

I spent about 30 to 45 minutes with Steve, discussing the use of the office computer and project priorities, i.e., survey (needs assessment) instrument and schedule for trainer to travel throughout Montana discussing the results of the survey with the survey participants, making agency contacts, and implementing "needs" into the training program.

July 1, 1985: I found two more "training coordinators'" telephone numbers in the filing cabinet inventory (Colorado and Arizona), and I'll contact both for juvenile justice training information.

The audio, video, and filing cabinet inventories are complete (in draft); I'll type them. After lunch, I stopped by the law library and picked up copies of the ABA Juvenile Justice Standards Project.

Steve gave me Law Enforcement Training Materials Directory for consideration and use in our program. It does have a juvenile justice section but the materials listed are about 20 years old; therefore, I don't recommend its use in our program.

July 2, 1985: I spent the majority of the day reading the ABA Juvenile Standards books.

I received a call from Marie Shipe, Phoenix, AZ, regarding their training program. She will be sending their juvenile justice training curriculum and also a copy of their proposed Supreme Court Standards. As regards a survey instrument, she said they used a trainer's competency format and she would also send a copy of that to me.

Dr. Browder called this morning to see how everything was going. He said he was going out-of-town for a couple of weeks, but planned to come to Helena after that time (approximately 7/23).

I moved into "my" office and spent the remainder of the day "settling in".

July 3, 1985: I continued to read and make notes on the ABA Juvenile Standards.

I had a discussion with Steve regarding my progress on the project. I told him about the information I expected to receive from Arizona, i.e., juvenile justice curriculum, proposed juvenile justice standards from their Supreme Court, and a survey instrument. (Marie said she would have to get permission to send the standards. She said that if she couldn't get permission, she would summarize the main ideas and send them to me.) I gave my completed inventory lists (audio, video, and file cabinet) to Steve, and also the notes I typed from the Ad Hoc Trainer's Committee notebook.

Steve asked me to view a couple of videotapes for my background information ("Old Enough To Do Time" and "Juvenile Detention", Developing Staff series). He also pointed out some files in Ed Hall's office that might contain a "clue" as to where the violent offender files might be for a follow-up study for my thesis.

July 4, 1985: Holiday

July 5, 1985: I went through the "violent offender" files in Ed's office. Among other items, there were SPSS and JPIS computer printouts, the completed 1982 violent offender report, correspondence and memoranda. However, the actual case files could not be found. On Monday (7/8/85), I will ask Ed and Dara if they know of the files' whereabouts.

I then started reading the ABA Standards again. At 1:00 p.m., Cindy, Sonja, and I watched six videotapes, entitled, "Wasted: A True Story", "Touch", "Don't Give Up On Me", "Lures of Death", "Epidemic: Kids, Drugs and Alcohol", and "Incest: The Victim Nobody Believes".

July 8, 1985: I talked with Ed, Dara, and Jan regarding the violent offender files and, upon their suggestions, continued the search, with no luck. I'll talk to Steve again.

I continued reading the ABA Juvenile Justice Standards.

I talked with Sonja regarding her scheduled trip to Bozeman and the past juvenile justice training program. I asked her if she would mind seeking out the following information for me:

- what the Academy has used for the past five years to train personnel in juvenile justice (i.e., manual, textbook, instructor lecture notes, tests, etc.)
- list of names of trainers employed by the Academy for regional workshops
- instructor contract forms
- course/instructor evaluation forms
- mailing list/checklist
- list of training sites used for RT's
- course announcement/descriptions
- National Council of JFCJ information
- procedure for using Academy facilities for juvenile justice training
- determination for regional workshops

In this afternoon's mail, I received juvenile justice training information from Illinois (Jurkanin) and Nevada (Hofford).

July 9, 1985: I spent the day reading the ABA Standards. I talked with Steve late in the afternoon regarding the missing violent offender files. Since they can't be located, Steve said he and Ed would talk about another project using the JPIS data base.

July 10, 1985: I found the violent offender files on my desk this morning compliments of Ed, and I spent the day reading the files, the final violent/serious offender report completed in 1982, and other relevant information.

July 11, 1985: I talked with Steve regarding direction of the violent offender project. We decided that I should prepare an outline of what I want the project to be, after I discuss it with Dr. Browder. Steve also asked that I present my daily journal entries to Marv Dye for my second payment.

I spent the remainder of the day reading ABA Standards.

Steve asked me how I felt the juvenile justice training project was coming together, and we discussed what had been done and what was planned for the future. I told him that: (1) I was almost finished with the ABA Standards; (2) I would next begin reading the Montana statutes, while I continued to collect the out-of-state information; (3) summarize our past juvenile justice classes and office information (special attention to the Utah information); (4) develop a "needs assessment" instrument; and, (5) put the information into a format for Montana's juvenile justice training program.

July 12, 1985: I typed my project journal entries and gave them to Marv Dye per Steve's instructions.

Dr. Browder called to say there had been a change in his plans and he would be driving to Helena on Tuesday (7/16/85). He and I will meet around 1:00 p.m. on that date.

After typing my progress notes, I decided they should go on the computer, so I spent the rest of the day transferring the notes.

July 15, 1985: I spent all day on the computer:

- "tidying up" my project notes
- inputting the training inventory and Ad Hoc trainer's committee notes

I spoke with Steve and Mike regarding the ages of the juveniles involved in the serious/violent offender study. Steve indicated that there might be a problem getting current information on the offenders because, as adults, their juvenile records would be sealed. Therefore, it was decided that:

- I would go through the case files and calculate their current ages.
- I would get current information on them through the original agency contacts to see what happened to them and what they are doing today.

July 16, 1985: I went through the offender files and calculated the current ages; they ranged from 15 to 26 years.

I met with Dr. Browder before lunch to discuss the status of the curriculum project and also the violent offender study. At 1:00 p.m. Mike, Steve, Ed, and I met with Dr. Browder regarding the violent offender study.

Dr. Browder's suggestions for the follow-up violent offender study were:

- get my ideas on paper
- because of the recent personnel shift in Missoula County, I should contact Dick Vandiver (Court Operations Administrator) rather than Jerry Johnson, former Chief Probation Officer
- identify the knowns and catalogue them; determine what resources are available, their location and the amount of the information; also determine any time limitations
- then speculate direction I want to move toward, looking at all possibilities
- approach study from case analysis and/or interview study -- depends on availability/source of information
- generate data on case files through:
 1. Juvenile Probation Officer/Aftercare
 2. Adult Corrections (NCIC)
 3. further institutionalization
 4. welfare records
 5. employment securities
 6. unemployment records

Ed suggested using the risk factor scale to see where the offender was then and where s/he is now; how predictable is the risk factor scale? Steve suggested working up a health profile on each offender; determining their physical conditions.

Dr. Browder also suggested that, at the end of the study I might want to look back at the definition of a violent offender used in the original study and re-evaluate (retrospective reassessment).

July 17, 1985: I finished reading the ABA Standards. I then searched Ed's file cabinet for further violent offender information. In particular, I was looking for the Case #55 (Warm Springs) questionnaire; only

the research worksheet is contained in the Warm Springs file. I didn't locate this questionnaire but I did find other helpful information, i.e., conference notes dated 12/14/81 regarding workshops in: (1) Intensive Treatment, Residential Alternatives; (2) Evaluation and Screening; (3) Primary Prevention and Out-Patient Treatment; (4) several questionnaires that might be helpful in our needs assessment instrument; and (5) a manual of special education rules and regulations (1980).

July 18, 1985: I spent the day reading the Montana statutes (Youth Court Act; Corrections, Youthful Offenders; Mentally Ill, Montana Youth Treatment Center).

I talked with Steve regarding the statutes and also about the amended youth statutes that take effect October 1, 1985. He gave me Senate Bill No. 268 and House Bill No. 52 to read in this regard. He also gave me another ABA Standard entitled, Planning For Juvenile Justice.

July 19, 1985: I attended a P.O.S.T. Advisory Council meeting at the suggestion of Clayton Bain. A large portion of the meeting was devoted to training grant proposals.

I spent the rest of the day reading Planning For Juvenile Justice, and reviewing the findings of the youth services survey dated March 1, 1982.

July 22, 1985: I spoke with Mary Lou Comisso, Training Section of NIC, (202) 724-8300. She referred me to Ron Laney of the Office of Juvenile Justice and Delinquency Prevention, (202) 724-5940. He was out of the office for the week, so I left a call back message.

I spoke with Nancy Lick, Director of Curriculum [NCJFCJ (702) 784-4989]. She said she had worked with A.J. in the past regarding a curriculum,

and had arranged for speakers and materials for regional workshops. In any event, she said she would send two audio cassettes as follows:

- adult communication session recently presented to probation officers in Albuquerque, NM, by a professor from the University of Georgia
- psychological effects on a child testifying in court regarding sexual abuse, presented by the psychologist who is involved with the McMartin pre-school case

She will also send any other information she feels will be helpful to our program.

She also said that as soon as the subjects for our regional workshops were determined, the council could probably help out with speakers and printed materials, all at no cost to the Board of Crime Control. She said the two cassettes she was sending did not need to be returned to the Council.

I then brought Steve up-to-date regarding my progress on the project. He advised me of the following changes regarding my responsibilities on the juvenile justice training project:

- I will develop an outline of the juvenile justice core course only, including the amount of time allotted for each subject area
- I will develop a needs assessment survey instrument, to be mailed out around the middle of August, 1985.
- I will develop an administrative flow chart centered around the Trainer's activities, i.e., date to be hired, schedule for traveling around the state conducting meetings with personnel, etc.

I finished off the day by reading the Council's training information (sent by Hofford); the ABA Planning Standards; and the SRS Quarterly Training Schedule for July, August, and September, 1985.

July 23, 1985: I completed the reading of ABA Planning Standards. Later in the afternoon, I made arrangements with Sonja to use the tape recorder to listen to the audio cassettes used by the Academy in the juvenile justice training program.

July 24, 1985: I talked with Ed about the risk/needs scale regarding the violent offender study. He gave me several samples of the scale, plus other pertinent information.

I started constructing the administrative flow chart.

I listened to the following cassettes:

1. What Happened to Police Athletic Leagues? (it wasn't applicable to our program so I only listened to half the tape)
2. Law and the Schools: Search & Seizure; Suspension and Expulsion
3. How Well Do We Use Basic Community Resources?
4. Juvenile Crime Prevention

July 25 and 26, 1985: Executive Council Meeting, Whitefish, Montana.

July 29, 1985: I listened to the following audio cassettes:

1. How Can We Better Serve the Victim?
2. Operation New Hope: A Corrections-Education Partnership
3. Permanency Planning for Children: The Role of the Courts

I spoke with Ron Laney [OJJDP (202) 724-5940]. He said that he trained law enforcement officers only and didn't have much information to send to me. He did say, though, that regarding the needs assessment instrument, we should keep the questionnaire short (1 page) and limit the responses to "yes" or "no".

Steve gave me another project outline, in which he had incorporated my flow chart timetable regarding the juvenile justice training program.

He asked me to read it and then join him and Ed, after I returned the ABA Standards books to the State Law Library, to discuss this outline.

Under Part I, it was decided that I had completed:

- A. a search of current literature on juvenile justice training
- B. contacting national resource centers and other states
- C. regarding subsection C, it was decided that the person who is hired as training coordinator should inventory training programs operating in Montana (e.g., SRS, Department of Administration, etc.)
- D. regarding subsection D, it was decided that I would summarize the previous juvenile justice training efforts conducted by the Academy by traveling to Bozeman and talking with Sandi Sally.

It was also decided that I would not develop an outline of the core curriculum (the training coordinator will do this), but that I would continue to develop a flow chart and begin to gather information for a "Mission Statement" for the juvenile justice training program. I will continue to develop a needs assessment survey instrument.

July 30, 1985: I listened to the following audio cassettes:

1. "Juvenile Pre-Trial Detention: Schall v. Martin and its Implications"
2. "Critical Issues in Probation"
3. "Humor: Does It Have a Role In Juvenile Justice?"

July 31, 1985: I did some follow-up telephoning regarding the out-of-state information I've not yet received:

- Maureen Jewell in Billings was not available, so I left word for her to call me.

-- Larry Stone in West Virginia was not available, so I left a message that I would call back.

-- Dennis Mills in Kentucky was out of the office so I spoke with his secretary. She said she would "find out when the information was mailed" and call me back.

I then called Sacramento, CA, and spoke with Sal Mariano of their Youth Training Division; Institutions and Probation Officer Sections. He said that their "core course" consisted of a 5-week/34-subject course, followed by a 20- to 24-hour refresher course (which is required of all personnel) each year. He said he would send an outline of the 34 subjects. Additionally, he said that California would be converting to the use of computers as training instruments in November of this year. He said California was adopting a computer program used by Canada, and he would also send along an evaluation of that program. He said that Wycat in Orem, Utah (801-224-6400) designs a similar computer program. I called Wycat for information.

I viewed the following videotapes:

1. "Old Enough To Do Time"
2. "Juvenile Detention Staff Developmental Series"
3. "Teenage Suicide: What To Do"
4. "Why Can't I Go Home?"
5. "Teenage Suicide"

I listened to the following audio cassettes:

1. "Police Investigation and Interrogation: Approaches With Juveniles"
2. "Public Perceptions and Public Fears: Justified?"

August 1, 1985: I listened to the following audio cassettes:

1. "The Level of Vengeance In a Community"
2. "Dealing with the Serious and Chronic Offender"

I then read an article entitled, "Toughlove," by Linda Lee, who discussed the premise upon which this program is based.

August 2, 1985: I completed the last of the follow-up telephoning regarding the out-of-state information; and I listened to the last of the audio cassettes:

1. "Supreme Courts and Juvenile Courts: Their Relationship"
2. "Confidentiality Revisited: A Help or a Hindrance"

August 5, 1985: I began review of the out-of-state juvenile justice training information I have received. I also started to compile a list of people to be acknowledged for their help in sending training information to the Board of Crime Control.

I received three more audio cassettes from the National Council as follows:

1. "Child Victim Witness: A Psychological Perspective"
2. "Interviewing Skills," Part I
3. "Interviewing Skills," Part II

I listened to the first tape today, and will review the others as time allows.

August 6, 1985: I listened to "Interviewing Skills," Part I and a portion of Part II (the NCFJCJ cassettes).

Steve and I discussed the juvenile justice project as follows:

-- audience to receive the needs assessment survey: It was decided that supervisory personnel should receive the survey and that course evaluations should be addressed to whomever attends the training.

-- flow chart: It was decided that we would meet on 8/7/85 and determine the deadlines for the whole training project.

-- trip to Bozeman: Steve called the Academy to set up a convenient time for Cindy and me to spend the day with Sandi Sally reviewing the procedures she used for the juvenile justice training. It was decided that 8/13/85 would be convenient.

-- I brought Steve up-to-date regarding the latest out-of-state information I had received and also how I planned to set up the trainer notebook. Regarding the violent offender study, Steve suggested that I call the Utah Division of Youth Corrections to see if I could get a copy of their risk/needs scale.

August 7, 1985: I listened to the second half of Part II, "Interviewing Skills".

I telephoned the Utah Division of Youth Corrections and she said she would send me a copy of the risk/needs scale they use.

Steve and I discussed the flow chart dates and I will complete the chart by the end of the week (8/9/85).

August 8, 1985: Maureen Jewell (Rocky Mountain College) returned my call. She has been trying to locate the needs assessment survey instrument she was going to mail to me. Since she will be in Helena on August 15th, she asked that I pick up the questionnaire from her that morning, read it over and then meet with her that afternoon to discuss any questions I might have, photocopy any parts of the questionnaire I need, etc.

I spent the rest of the day developing the flow chart; I completed it today.

I gave the "Trainer III" job description (sent over by Jim Burgess) and job announcement (for Job Services) to Candy so that she could re-write both for the juvenile justice trainer position.

August 9, 1985: Arrona Greenberg (Wycat) returned my call regarding the use of computers for training purposes. She will send me some general information about their systems and then recontact the Board's trainer the latter part of October to see if their program might be compatible with the Board's.

Steve, Candy and I discussed the Trainer III job description Burgess sent over and how it could be adapted to the Board's training position. It was decided that since I was developing the needs assessment survey instrument and the Mission Statement, Candy would re-do the training job description, job service announcement and cover letter.

Two videotapes were returned and I decided to watch them before they were sent out again. They are:

1. "Juvenile Detention Staff Development Series:
Part II: Substance Abuse
Part III: Legal Rights
Part IV: Detention & Intake Interviews
Part V: Use of Passive Physical Restraints
Part VI: Custody/Treatment Dichotomy"
2. "Juvenile Detention Procedure" (Cut 1)
3. "Alternative to Detention" (Cut 2)

Cindy and I talked briefly about our trip to Bozeman on Tuesday (8/13/85). I asked her to read the questions I had written out and to add any she wanted to.

August 12, 1985: I called Sandi Sally (MLEA) to verify that Cindy and I would come to Bozeman on 8/13/85, and we discussed some of the questions I had regarding their juvenile justice training program.

I spent the remainder of the day developing a Mission Statement and needs assessment survey instrument.

August 13, 1985: Cindy and I traveled to Bozeman and spent 3½ hours talking to Sandi. She was most helpful, giving us copies of forms, an updated mailing list, course completion certificates, resume' files, office files, etc.

We returned to Helena at 3:45 p.m. I spent the remainder of the day organizing this information.

August 14, 1985: I spent the entire day reading and organizing the materials we brought back from the MLEA.

August 15, 1985: I met Maureen Jewell (Rocky Mountain College) at the Mitchell Building. She brought a copy of the American Society for Training and Development needs assessment survey instrument for possible adaptation for our survey.

I finalized the juvenile justice training program's Mission Statement and then continued to read and organize the MLEA material.

August 16, 1985: Steve and I discussed the trip to MLEA and the juvenile justice training material that Cindy and I brought back; my meeting with Maureen Jewell; and, I gave him a copy of the Mission Statement.

I finished "roughing out" the needs assessment survey instrument, and completed organizing the MLEA files.

August 19, 1985: I spent most of the day finalizing the needs assessment survey instrument. I gave Steve a copy and we (Steve, myself, Candy, Ed, Clayton, and Don) will be meeting Wednesday (8/21/85) to discuss it and the follow-up violent offender study.

I called Dr. Browder and arranged to call/meet with him on Wednesday (8/26/86) in Missoula.

Mike gave me a copy of the Glaser article entitled, "Who Gets Probation And Parole: Case Study Versus Actuarial Decision-Making," Crime and Delinquency, 31:367-378 (July, 1985).

I began to put together my "project notebook" for Dr. Browder's review and school credit.

August 20, 1985: I organized all of the loose out-of-state training information into a notebook for easy access, completed the organization of the last of the MLEA material, and put the revised needs assessment survey instrument on the computer.

I viewed the videotape of the Lewis and Clark County Jail (Sheriff Chuck O'Reilly).

I finished the day by reviewing/reading serious offender information.

August 21, 1985: I made a list of contact names and telephone numbers regarding the follow-up serious offender study.

I attended a meeting with Steve, Ed, Don and Clayton regarding the juvenile justice training needs assessment survey instrument. Several changes were recommended and I will incorporate them into the final instrument.

I spent the remainder of the day telephoning juvenile probation officers who were involved in the original serious/violent offender study:

- I introduced myself
- told them about the follow-up study
- said that Steve would be confirming this study via a letter to them in October
- would re-establish contact with them in November.

August 22, 1985: I spoke with Dick Petaja about "running" the juvenile names in the original serious offender study through the computer for the adult system to see if any of them were still in the system. I made arrangements to go to his office after lunch.

I incorporated the recommended changes into the needs assessment survey instrument and gave a copy to Steve. I also typed acknowledgement / thank you letters to the people who had sent information from out-of-state.

August 23, 1985: I spent my last day here at the Board typing my project journal notes into the computer and being bugged by the people who work here! All and all it was a wonderful experience, worth coming back to!!!!!! Thank you one and all!!!!!!

APPENDIX "B"

Index of Juvenile Justice In-House Training Inventory Board of Crime Control

File Cabinet

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 - The Academy, Inc.
 - 1. The Comparative Dispositions Study
 - 2. Statutory Review of Montana Juvenile Justice Laws (January, 1983)
 - American Correctional Association (ACA)
 - 1. Publications for correctional practitioners and Academicians (April, 1984)
- "B"
- Family Resource Center
 - 1. Newsletters
 - 2. Paper entitled, "Home Based Care: Direction For The 80's," Tulane Studies In Social Welfare (Vol. XIII, 1981; rev. 1982).
 - 3. Paper entitled, "A Comparative Analysis Of The Costs Of Substitute Care And Family Based Services" (July, 1982).
 - Montana Correctional Association newsletters and workshop curricula
 - Montana Residential Child Care Association newsletters and meeting minutes
 - Senate Joint Resolution 34: Interim
 - 1. Study of Licensing Laws Regarding Facilities That Provide Protective Oversight, Supervision, Personal Care, Rehabilitation, and Health Care
 - 2. Narrative: Staff Presentation to Task Force on SJR 34
 - 3. Achievement Homes:
 - * MI Statute: 41-3-Part 5, M.C.A.
 - * Administrative Rules: ARM 46.5.505-507
 - * No. of Services: 4
 - * License Authority: SRS (41-3-502 M.C.A.)

- "C" -- Community Education
1. Paper entitled, "Community Schools: Sunnyvale Action Against Delinquency"
 2. HB 2974 (Kansas)
 3. Paper entitled, "Community School: An Action Model For Combating Juvenile Delinquency"
 4. National Community Education Association information pamphlet
 5. Evaluation Report for Browning Community Education Program (6/25/80)
 6. Okemos (Michigan) Community Education Summer Program (1977)
 7. NCEA pamphlet entitled, "Violence And Vandalism In The Schools: The Problem and How to Address It" (1977)
 8. Position paper on "The Community School Within The Philosophical Concept of Community Education" (Michigan, 1974)
 9. Bill Of Rights In Action (April, 1977)
 10. Paper entitled, "Prioritization Of Consumer Education Topics" (August, 1977)
 11. Flint (Michigan) Community School information pamphlets
 12. Montana Workshop Report and Handbook (Heritage Inn, Great Falls, January 1979)
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- "F" -- Federal Registers (1981)
- Foundations and Grants (1983)

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- "I" -- Institutions: commitments
 - 1. Commitments to Juveniles
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 - 1. Report on Pine Hills School (1980?)
- Interagency Committee/Ad Hoc Trainers
- Interagency Committee Correspondence
- Interagency Committee - Emotionally Disturbed
- Interagency Committee for Handicapped Children (Whole)
- Interagency Committee - Master Contract
- Interagency Committee - Minutes
- "J" -- Juvenile Justice Issues/Correctional Issues
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- Juvenile Justice and Delinquency Prevention Act
- Juvenile Justice and Delinquency Prevention Act, Application for Formal Grant (1982)
- General
- Reauthorization
- Juvenile Justice Information Report - Kansas (1983)
- Montana Juvenile Probation Information System
- Carle - J.P.I.S.
- J.P.I.S.
 - 1. Correspondence 1976 - 1981
 - 2. Correspondence 1982 --
 - 3. Changes
 - 4. User's Committee
- Juvenile Detention

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 - Monitoring Reports (1978-79)
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- "R" -- Residential Care for Youth (HB 24, 1983)
 - Administrative Codes (Changes For Youth Care Facilities - 1983)
 - Programs
 - Student paper entitled, "The Administration of Foster Care Services in Montana: 1983, A Year Of Change"
 - Restitution by Juvenile Offenders: An Alternative to Incarceration (University of Minnesota at Duluth, 1978)
 - 1. Institute of Policy Analysis, 1979
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 - Youth In Need of Services
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-- Youth Court Act

-- Youth Justice Council

1. Minutes 1983 --

2. Orientation Manual

