

# ADVOCATE

A PUBLICATION OF THE VIRGINIA JUVENILE JUSTICE ASSOCIATION

Winter 2007

## 2006 Award Winners



**Administration**  
Angela Valentine

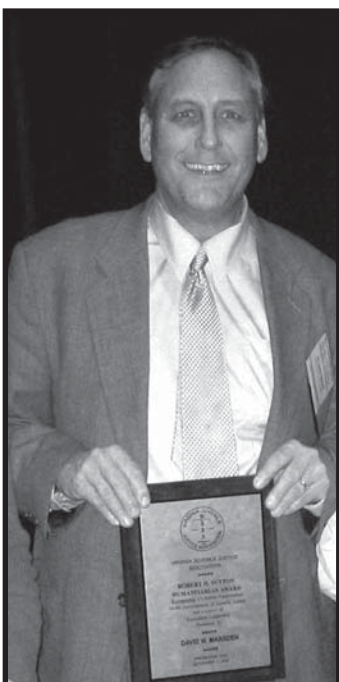


**Community Service - Hampton CSU and JDAI Team**



**Residential Services**  
Tom Currier

**Scholarships**  
Yvonne Earvin & Elaine Champion



**Robert Sutton Award**  
Dave Marsden



**Court Services**  
Kelly Rummel



# Views from the Ledge...

By Gary Conway

This is my favorite column of the year to write, because it literally writes itself.

All I have to do is listen throughout the year to the strange things my family says, jot them down in my

notebook, then compile what we call our “Kid’s Quotes” for publication. Every one of the following quotes and exchanges took place in my family during 2006. I kid you not. The characters involved are my lovely wife Ann (52), our son Calum (17), our son Atticus (15), and, on occasion, your humble scribe (54).

**Ann:** How do you spell ‘wait’? As in “wait one minute.”

**Calum:** W \_ E \_ I \_ G \_ H \_ T

**Atty:** No! It’s W \_ I \_ G \_ H \_ T.

**Calum:** That’s what I said.

**Ann:** Calum, if you clean the table, I’ll make Atty sweep.

**Calum:** If I clean the table, you’ll make me an egg sandwich?

**Atty:** (Enroute to a day of fishing at Tam’s Lake) We can buy a hot tub for only three thousand dollars.

**Calum:** We can’t even afford worms.

**Calum:** Why do you always chew your food with your mouth open?

**Atty:** I taste better that way.

**Atty:** We started Family Life Class at school today. We learned about ovaries and testicles.

**Ann:** Which do *you* have?

**Atty:** Testicles.

**Ann:** That’s a relief.

**Atty:** (Reaching across the restaurant table to grab half of Calum’s cheese steak sub) Are you gonna eat that?

**Calum:** Hey! Get off! That’s a boundary issue!

**Atty:** I don’t understand boundary issues.

**Gary:** Think you’d understand a fork sticking out the back of your hand?

**Ann:** O.K., Atty, time to say your prayers.

**Atty:** I got a good one to say tonight. Dear God, help me to stay out of fights, or not to get bit anymore; whatever you think is best.

**Calum:** (Riding in the car to Sunday school): I had a bad

dream last night. I stabbed a lot of people with a butter knife.

**Ann:** How did you feel when you woke up?

**Calum:** I don’t think I’m awake yet.

**Atty:** Can I get out here?

**Ann:** Calum, wake up. We’re home.

**Calum:** Where is everybody?

**Ann:** We drove your friends home, Calum. You fell asleep.

**Calum:** Is that why you took me home last?

**Calum:** (May14) Happy Mother’s Day, Dad.

**Atty:** Guess what kind of pickle this is.

**Calum:** Dill? Sweet? Bread and butter?

**Atty:** No. Vlasic.

**Ann:** (Reading from Calum’s report card.) “... Calum tended to ask an excessive number of questions.”

**Calum:** What’s that mean?

**Gary:** What’s your fortune cookie say?

**Calum:** “Repetition does not bring knowledge; understanding does.” ... What’s that mean?

**Atty:** Maybe you’d better read it again.

**Ann:** (In a hotel room.) Atty, we are going to sleep now. If you must talk, just talk to yourself.

**Atty:** I can’t talk to myself. I need to talk to somebody I can understand.

**Calum:** (In a get well card to his school counselor) Dear Marianne, Get well soon. Yoga is not the same without you. Daryl does not know what he is doing. Love, Calum

**Gary:** Your bookbag is all torn up Atty, what happened?

**Atty:** It got hit by a car.

(Driving by Ann’s grandmother’s former house)

**Ann:** When I was a kid and came to visit my grandmother, that big house across the street wasn’t even there.

**Calum:** Where was it?

**Atty:** What are these hot dogs made of?

**Gary:** Chicken

**Atty:** What kind of chicken?

**Calum:** You know, chicken chicken.

Views, continued on page 16



## Beth's Blog

By VJJA President, Beth Stinnett

### January is National Mentoring Month

Just as we know that children are impressionable, and for good or bad, learn what they live, so too do young adults entering the workplace for the first time.

New employees come into our agencies energetic and eager to learn and their early career experiences, first workplace, first supervisors, and colleagues, have a significant impact. Every workplace has a unique culture and, like families, the dynamics can create a healthy or unhealthy environment. Working in an unhealthy, unproductive environment, can cause employees whether new or veteran to form bad habits, negative routines and jaded philosophies. The converse is true as well. Functional, healthy and productive environments, where seasoned employees serve as mentors to newer employees are nurturing environments. Such was my first juvenile justice workplace, the Lexington Court Service Unit where I interned (and was later hired).

Despite the fact that my internship turned out to be a great environment, my earliest contact might have caused me to believe otherwise. A Rockbridge county native, I contacted the probation office in my hometown. I'd learned from classmates that most state agencies were eager for free labor and aside from the agency completing a background check, securing an internship required little more than making a phone call. It turned out the supervisor was *Advocate* Editor-in-Chief, Gary Conway, though, and he made things sound a little more complicated. I'd called to ask, "When can I start", and he'd responded with details of the competitive application and interview process. In fact, he was intimidating enough by phone that I'd spent what little money I had left in my checking account on a leatherette padfolio and the chicest navy blue business suit \$40 would afford. I'd also spent countless hours "studying" and rehearsing for my "competitive" interview, having roommates quiz me on potential questions.

By the time the day of the interview arrived I could spout multiple treatment modalities, recite the entire first chapter of my juvenile delinquency text, and discuss Piaget's Stages of Development in great detail. I'd also developed responses for each of the "typical" interview questions found on file in the career development center. I was prepared to talk about my strengths and weaknesses, eager to explain why

I wanted to work in the juvenile justice field, and ready to meet Gary Conway. The interview started with an overview of the agency and was followed by a single question. "Do you have a sense of humor?" I was horrified. I'm not sure how long I paused without answering. After hours of rehearsing, this John Candy looking man wanted to know only if I had a sense of humor. Panic was followed by rage and I glared through the padfolio in my lap with the realization that I hadn't anticipated or prepared for that question. While I'd like to think I have a well-developed sense of humor, I wasn't thinking anything about his question was very funny. Gary explained that given the serious nature of our work and challenging population that we serve, having a sense of humor was important to lighten the load and keep from getting burned out. Over the course of my internship and later as an employee in the same unit, I'd learn what he meant first hand. Laughter would serve me well as I ventured into the world of juvenile justice. But it would be just as important as I spent nearly 700 hours that summer working with Gary, Rodney Hubbard and Chuck Watts. (And I'd get to answer all of those theory questions later in the real interview with Becky Camache).

Though nearly 16 years have passed, the lessons I learned during my internship and first years of employment have stayed with me and proved to be some of the most important in my professional development. They were lessons that can't be found in textbooks or manuals, but rather that come from colleagues willing to share their wealth of knowledge and experience. There were lessons on treating kids like kids and expecting them to act like kids. Lessons on recognizing and not criminalizing typical adolescent behavior. And lessons on decision-making, particularly with regard to making court recommendations.

Two of the lessons stand out as being the most important: (1) *Expect non-compliance: Adolescence is a time of making mistakes and learning from those mistakes. Responses must be developmentally appropriate and programs must anticipate and plan for non-compliance.* (2) *Use the least restrictive sanction necessary and reserve incarceration for a last resort: Even under the best of conditions, detention homes and correctional centers are inherently dangerous environments and can do more harm than good. Reserve the use of secure*

Beth, continued on page 13



# Membership Matters

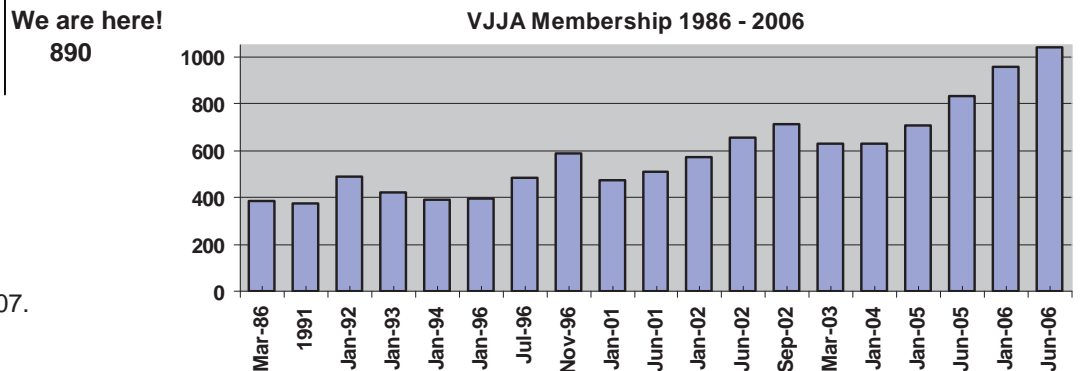
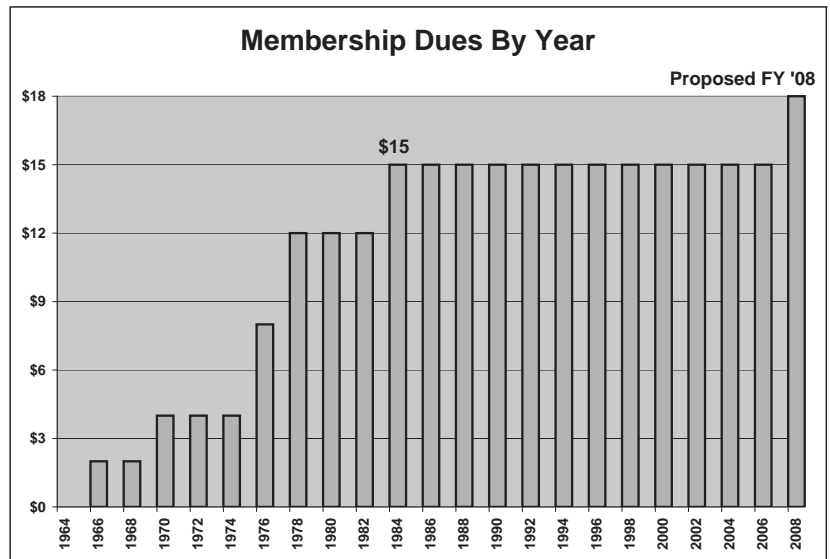
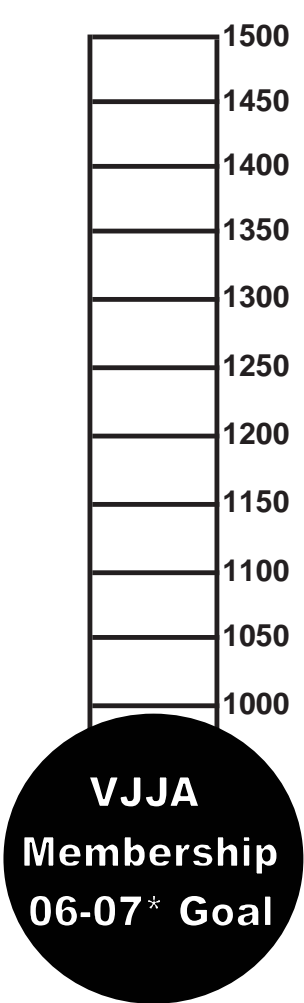
By Samantha Higgins, VJJA Membership Chair

## VJJA members are what make VJJA a great association!

With a roster of more than 1000, our membership is comprised of juvenile justice professionals representing court/probation services, the judiciary, indigent defense, juvenile correctional centers, detention homes, wilderness academies, psychiatric hospitals, group homes, offices on youth, therapeutic foster care organizations, community-based mental health organizations, public schools, departments of social services and more. We are line workers, supervisors, and administrators/

managers. We are educators, researchers, policy makers, intake officers, correctional officers, school resource officers, residential counselors, sex offender therapists, mentors, behavioral interventionists, social workers and probation officers. With a membership that diverse, the opportunities for learning and networking are endless.

Coming soon to the *Advocate* will be a new feature **Members in the Spotlight**. This article will also be available online at: [www.VJJA.org/membership.html](http://www.VJJA.org/membership.html).



\*Membership year 7/1/06-6/30/07.



## Just Us

By R. Erich Telsch

### Advancing the Profession

Sitting here waiting for the holidays to arrive, I was reflecting on what comes next for those of us in juvenile justice. I recently opined on what the system would look like forty years from now, but today I wonder what we will look like in the near term.

Of all things possible, it seems to me one certainty on our collective horizons is that we will become more research based. The use of validated assessments, service plans developed solely from criminogenic factors, and coordination of community resources will increase rapidly. Many have tried to avoid embracing this drive toward data-based case management, but I sincerely believe it will help us become more effective. When appropriately targeted issues and behaviors are addressed and corrected, our communities will be the safer for it, and our clients and their families will benefit from the efficiency such an effort produces.

Having stated that, please understand I do not endorse such a schema as the finite result of our professional evolution. However, it is the one we will create fairly soon. Rather than a data-driven system, I would prefer that we reach to the next higher level of justice, where our services are offered through a principle-driven system. But I shall leave that discussion for another day.

To implement this evolving approach to juvenile justice, I believe we will find that more and more specialized functions will be required within our agencies and administrative units. Although I may be one of the last generalists, I do believe that as a profession we must start recognizing that specialists have a needed place among us, and we must welcome their expertise. Researchers will become essential to our service provision and funding processes. Specialized providers in substance abuse, sex offender treatment, and antisocial management are needed abundantly, and we must find ways to better facilitate their capability into our operation, and afford them the respect they deserve. We must pay attention when our most learned practitioners cite research confirming the need to provide treatment services which are created and

delivered accurately by individuals advanced in education and licensure (fidelity). We must begin to recognize that we not only can but will do harm if our treatment services are not provided consistently in frequency and quantity in order to stimulate the desired result in our clients (dosage). Ours is becoming a profession where we are not seeking predictive powers to determine which clients will re-offend, but rather to use the research available to identify which clients meet the characteristics of individuals who may re-offend, and to direct our service provision toward those most likely to do so. We must further develop our system to encompass assessment, intervention, and re-assessment as everyday occurrence, as natural as answering a telephone when it rings.

The rapid shift to this way of approaching our social services has already begun. Minimum licensure, minimum demonstration of competencies, and pre-employment and post-employment psychological testing are being discussed and spoken of as being desired, not simply wishful. It is no longer sufficient to merely want to help others change. Our workforce will need to have the skill to actually do that, and to be able to create an environment in which positive change can occur. Much like attitudes, values and beliefs affect our clients' propensity to re-offend, I believe as a profession we must set our standards higher still, and to reinforce and model pro-social behavior.

In fact, let us start with the desirability of modeling pro-social behavior as a norm for our profession. It seems reasonable to me that we should set minimum expectations on ourselves, and we can start with our own attendance at training and conferences. I am confident everyone who attended our most recent 40<sup>th</sup> anniversary training institute found something wonderfully beneficial about it - I certainly did. But I was also constantly distracted by the behavior of other attendees. I had come to learn. I had come to the conference open to new ideas, suggestions, some nuance of understanding that I had overlooked or never encountered. The speakers were competent and expert in their fields and used delivery styles that were conducive to quality learning. They were chosen for those traits and paid handsomely for it. What I found

*Just Us, continued on page 17*

# Book 'Em

By Eric Assur

What books or literature reviews might interest you for 2007? Several years ago we had a year long focus on Restorative Justice books. Do you remember the review of The Kite Runner in 2006? From time to time we have reviewed novels related to your juvenile justice role. This year, with your assistance, we plan to comment on one important magazine article, journal articles and at least two recent books related to police, courts, victims and the Broken Windows Theory (BWT). Please send your editor your own 'broken windows' contributions.

Just what is the Broken Windows Theory? Why not start with your own GOOGLE or ASK web site search on this topic? You will be surprised by the number of 'hits' you get on juvenile justice *and* broken windows theory. The logical place to then go is to the seminal article, Broken Windows: the Police and Neighborhood Safety, by James Q. Wilson and George Kelling, published in the *Atlantic Monthly*, March 1982 (see [www.theatlantic.com](http://www.theatlantic.com) or other sites to read/print the article for your reflection). This article served as the foundation for the 'order maintenance' policing strategy implemented in New York City by Major Rudolph Giuliani and his police commissioner. The policy, also known as the 'quality of life initiative,' called for aggressive enforcement of misdemeanor offenses previously ignored or dealt with on the streets in a 'catch and release' fashion. The theory, without any real documentation, postulated that big crimes grow out of disorder and smaller crimes. So, the order of the day became 'get tough' and the criminal justice net widened. Kids and adults were rounded up for loitering, public urination, public drunkenness, graffiti, curfew violations and panhandling and were kept in custody for hours, if not longer. Those with no criminal record often got one, thus making the job search even more difficult. Several books outline the New York policing study. Recent literature also offers commentary on 'order maintenance' policing in Chicago, Baltimore, Newark and other communities. One example of the magnitude of the change in policy may be helpful at this point.

The Chicago city council sought to thwart gang activities (as we now do in Virginia) by the enactment of a city code prohibiting loitering in a group with 'no purpose.' In 1982 police officers were given arrest authority and courts could subsequently incarcerate (up to 6 months), fine or impose community service work for such loitering. In the few years

to follow there were 89,000 documented police orders to disburse and the arrest of 42,000 people. Between 1994 and 1998 the new Chicago emphasis on order maintenance policing accounted for between 40,000 and 85,000 additional adult misdemeanor charges.

The Broken Windows article and the subsequent Giuliani and Bratton article, *Police Strategy #5: Reclaiming the Public Spaces of New York*, contributed to the massive increase in the number of incarnated individuals over the past two decades. The nine page magazine article postulated that public disorder leads directly to further disregard of property, lawlessness and decay. As stated in the article, "disorder and crime are usually inextricably linked, in a kind of developmental sequence. If a window in a building is broken and left unrepaired, all the rest of the windows will soon be broken." Stanford psychologist Philip Zimbardo completed an earlier study on this theme. He placed automobiles with no license tag and the hood up on the streets of Bronx, N.Y. and Palo Alto, Ca. "The car in the Bronx was attacked by vandals within ten minutes. The first to arrive were a family-father, mother, and young son- who removed the radiator and battery.

Book 'Em, continued on page 16



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# Governor Kaine Announces Youth Anti-Gang Grants

## 24 localities to implement programs for at-risk young people

**RICHMOND** – Governor Timothy M. Kaine has announced that 24 localities have been awarded grants to implement community-based programs for young people considered at-risk for gang involvement. The announcement was made at the “Prevention Comes First Conference and Joint Leadership Summit” in Richmond, which highlighted local, state, and federal partnerships designed to combat gang activity across Virginia.

The Governor’s Youth Community Service and Civic Engagement Grants are funded with discretionary dollars through the federal Safe and Drug-Free Schools and Communities Act. The Governor’s Office for Substance Abuse Prevention and the Virginia Department of Criminal Justice Services selected the recipients, and localities are eligible to receive up to \$10,000 apiece.

“Gangs have become a concern in Virginia communities large and small, and our response requires participation from law enforcement, government, and community organizations at every level,” said Governor Kaine. “These two-dozen localities have proposed community-based programs that should help prevent gang activity by offering young people safe, structured, and more meaningful activities.”

The approved projects are:

**Amherst County** will be collaborating with the Alliance for Families and Children, the Sheriff’s Office and the Madison Heights Baptist Church to engage youth in the *Building Community in Old Madison Heights* project.

**Augusta County, Staunton, and Waynesboro** will coordinate three youth community service projects for youth between 14 and 16 through the Shenandoah Valley Office on Youth.

**Brunswick, Greensville, Sussex and Surry Counties and the City of Emporia** have taken a regional approach to gang prevention and will add community service to their existing *Promoting Outstanding Work Ethics and Responsibility (P.O.W.E.R.)* program that helps youth become successful academically and in the world of work.

In **Buckingham County**, *Volunteer Opportunities in Community Experience 2* will provide high school youth with opportunities for community service emphasizing positive youth development.

**Charlottesville and Albemarle County** will collaborate with *TeensGIVE*, an award-winning service learning program, to show youth opportunities that they can make a difference in their communities.

In **Dinwiddie County**, the *Youth Connections Program* will target youth who have been expelled from school to complete meaningful community service earning them consideration for early re-enrollment in school through successful completion of the program.

*Gangs, continued on page 18*

### Governor Kaine’s Budget Priorities Include Public Safety

On December 19, 2006, the Honorable Governor Timothy M. Kaine unveiled the budget amendments he planned to submit for consideration by the 2007 General Assembly. The following remarks were part of his speech to the Joint Money Committees:

*Moving Forward to a Safer Virginia*

“Just as we share an obligation to protect Virginia’s natural resources, we share the responsibility of protecting Virginia families from crime and other emergencies. To fulfill that responsibility, I am including a series of amendments to help our law enforcement agencies attract and retain the best and brightest officers in an increasingly competitive field.

I propose to increase retirement benefits for state troopers by increasing their retirement multiplier, beginning

**Public Safety, continued on page 18**

# Care and Custody with Health and Fitness

By Cindy Ross and Eric Assur

Many recent news articles on obese youth and the health concerns that arise from this condition have brought this important subject into the spotlight. One recent quote may serve as an example: "The country is facing an epidemic of childhood obesity. Fifteen percent of children and teens--more than 9 million--are overweight. For kids, that's double the figure from two decades ago; for teens, it's triple. As a result of the extra pounds, high blood pressure, high cholesterol and Type II diabetes are being increasingly diagnosed in children." (Parktakes, FC Park Authority, Winter 06) The school nurses in your community and the nurse at the juvenile detention center and the DJJ Correctional Center will tell you that this is so true. Never before have those of us on the front lines of the juvenile justice system worked with so many diabetic teens on probation or in our care. Have we responded to client health profiles in a conscientious and capable fashion?

This article is a primer on what some say is an *affirmative role or responsibility* of all DJJ staff to pay at least nominal attention to health and fitness of all clients. Yet some say client health and fitness is "none of our business". But are we not concerned with more than recidivism reduction? Bob Bermingham, past president of VJJA and current Fairfax Co. Gang Prevention Coordinator, tells us that "Self-image or the lack thereof plays a significant role in how a youth sees himself as part of a community, school or home. Low self-esteem is an issue frequently found in youth who become involved in negative behaviors such as joining gangs." Other gang experts tell us that preteen and teen involvement in "resilience" building after-school activities build self-esteem and thwart delinquency. These same activities also promote good physical health. Many report through personal observation that weight loss and athletic or fitness activity build the self-esteem that helps teens change or improve their lives. Is that not a part of what we are charged with doing with or for our clients?

Probation officers may be wise to carefully look at school files and physical examinations when childhood obesity appears to be an issue. We tend to pay attention to family substance abuse patterns and to teach clients about increased levels of genetic predisposition. Why should we not make similar "health" observations, supported by an "obesity" comment on a kid's third grade school physical? Calling attention to a family history of obesity or diabetes in the investigation and report is a good first step. In some social history or

predispositional reports, we even see a link, perhaps a fuzzy one, between poor school attendance and years of childhood illness or health excuses for truancy. In some courts, a judge may order a child to wear his or her eyeglasses or to take a prescribed medication if such action is beneficial and fosters better comportment or school attendance. Might the same judge direct some clients with dangerous health profiles (i.e. obesity, substance abuse) to make changes that reduce current or future absences, illnesses and overall risk?

The caseworker's role in the group home or residential situation is even more compelling. Whenever a child is detained in a juvenile detention center or placed in a group home, there is a clear duty to oversee the total well-being of the ward. State minimum residential standards may prohibit corporal punishment, overzealous exercise programs as a punishment, and the "withholding" of food. But these same standards do not preclude the development of a voluntary health/fitness program that the clients and parents help to develop. If nurse or doctor (or judge) makes such specific recommendations, the ability of the CSU or DJJ program to implement an overall well-being program is even more legitimate. Is it a mild case of malfeasance to knowingly let an 'unhealthy-obese' teen reside in the group home program for a year without showing weight loss or health improvements

*Care and Custody, continued on the back page*



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# 2006 VJJA Awards

In conjunction with the Association's Annual Business Meeting held on November 2 at Richmond's Sheraton West Hotel, VJJA presented its 2006 Meritorious Service Awards, the Robert H. Sutton Humanitarian Award, two scholarships, and a lifetime membership. The 2006 scholarship recipients were Elaine Champion, Substance Abuse Treatment Provider at Beaumont, and Yvonne Earvin, Post-Dispositional Coordinator at the James River Detention Center. In honor of VJJA's 40<sup>th</sup> anniversary, each winner received a \$540 scholarship. In recognition of his longstanding service to VJJA, Richard Hagy, retiring Superintendent of the Highlands Detention Center, was awarded a lifetime membership to the Association.



**"Humanitarian" Attacks Presenter**

The Meritorious Service Award in the category of Community Service went to the Hampton CSU and JDAI Team under the leadership of Mike Morton, John Matish, Shauna Epps, Wanda Rogers, Chief Judge Robert Wilson, Judge Jay Dugger and Judge Nelson Durden. Robert Bermingham presented the award which was accepted on behalf of the CSU and JDAI Team by Ms. Epps, Carl Linden, Ms. Rogers, Mr. Matish, and Judge Durden.



**Life Member Hagy**

Previous award winners Susan Woolf Thesier, Diane Floyd, and Jim Cornett presented the Court Services Award for 2006 to Kelly Rummel, Probation Officer with 7th Court Service Unit in Newport News.

Richard Hagy presented the Meritorious Service Award in the category of Administration to Angela Valentine, Community Programs Manager in DJJ's Central Office. Ms. Valentine's father, Carl Ciminio, a founding member of the Association, was on hand for the presentation.

The Residential Services Award was presented by Mike Sawyers to his "best friend," Tom Currier, Superintendent of the Lynchburg Detention Center.

DJJ Deputy Director Steve Pullen then took the podium to set the stage for the presentation of the Robert H. Sutton Humanitarian Award. Mr. Pullen spoke about his friend and

colleague, Bob Sutton, who died in November of 1987 at the age of 45. The duty of presenting the prestigious award was given to *Advocate* Editor, Gary Conway.

Conway appeared flummoxed as he began reading the award winner's biography and realized that he was presenting the Robert H. Sutton Humanitarian Award to his long-time nemesis, the Honorable David W. Marsden, a Delegate to the Virginia General Assembly. (Marsden and Conway have not agreed on anything for the past 20 years, and have often feuded verbally and in the pages of this publication. Most of their confrontations have ended with an exchange of verbal assaults and name-calling.) At one point during the presentation, Conway turned to Awards Chair Scott Warner and was overheard to say, "I can't do this. You can't make me do this."

As Marsden leapt to the stage to receive his award, "I thought he was coming after me," Conway told the *Advocate* later. "He had that wild look in his eyes."

Complete biographies of all of VJJA's 2006 Award Winners can be found at [www.vjja.org](http://www.vjja.org).

# New Assessment and Case Planning Tool Coming to DJJ

By Scott Reiner

For the past several years, the Department of Juvenile Justice has emphasized using validated, structured decision making instruments in various aspects of community and institutional operations. Tools such as the risk assessment instrument, the detention assessment instrument, and the JCC classification instrument have been employed to bring improved consistency and effectiveness of activities in line with our agency mission. While we have generally been pleased

with the impact of these instruments, it has become clear that in the area of our risk assessment tool for classifying youth according to their relative likelihood of re-offending, there is room for improvement. Our current instrument, developed in the late 1990's has been described as a "second generation"

instrument, in that while it accurately classifies according to risk of re-offense, it is generally weaker in identifying particular areas of risk/needs, strengths and protective factors, and in making a direct link to case planning activities. Newer, "third-generation" risk assessment instruments address these factors and make the assessment process more valuable than those that simply classify a youth into a risk category. Improving our assessment instruments and practices is one strategy that can assist us in achieving important goals of the newly formulated DJJ Strategic Plan in areas such as reducing recidivism, improving community functioning of youth under supervision, and improving diversion decisions.

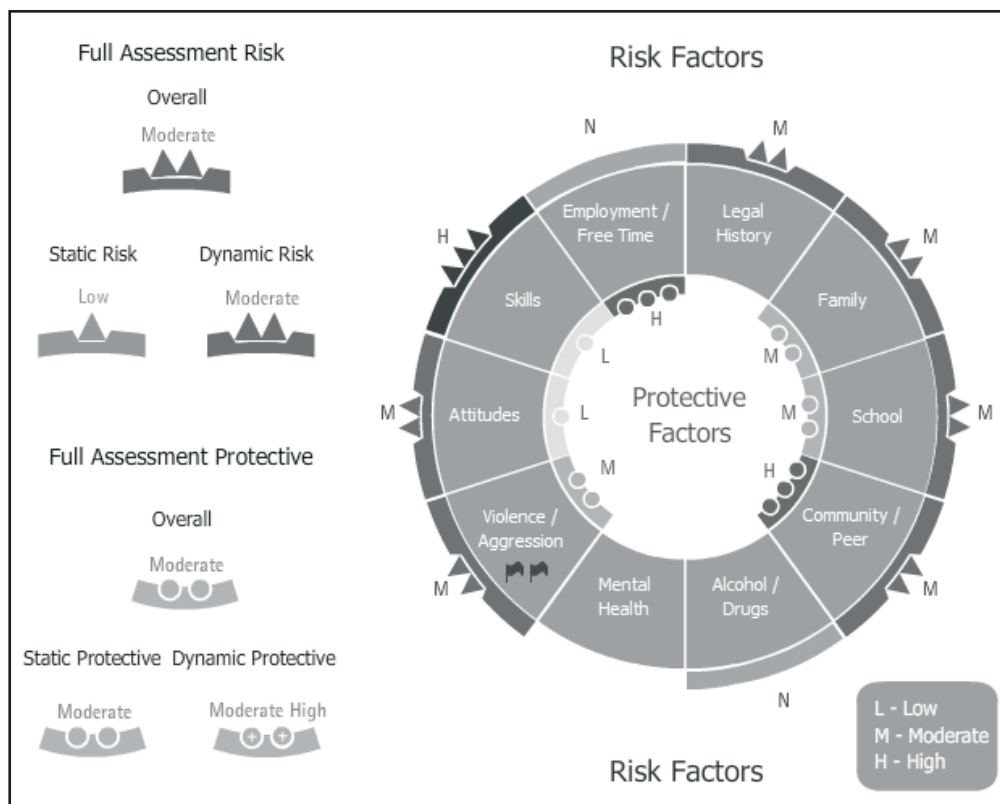
Recognizing this, after reviewing proposals from several vendors, the DJJ has entered in a contract to implement a new, "third-generation" assessment instrument for juvenile offenders. The Youth Assessment and Screening Instrument, or YASI, assesses risk, need and protective factors and helps develop case plans for youth. The YASI includes a brief "pre-screening" version which can be used at the time of intake to assist in early decision-making such as appropriateness

for diversion and targets for diversion plans. The pre-screen arrives at an overall risk level as well as separate risk scores for legal history and social history (e.g., family, school and other adjustment domains). Much of the information for the YASI pre-screen is available from the JTS system and the

remainder from a brief interview with the youth and/or family. The pre-screen generates a risk score on a four-point scale from No Risk through High Risk.

The full YASI instrument examines and generates risk and protective scores for each of 10 domains, as well as overall risk and protective factor classifications. These domains are legal history, family, school, community and peers, alcohol and drugs, mental health, aggression, (pro- and anti-social) attitudes, (social and cognitive) skills, and employment and free time. The full YASI will be employed for pre- and post-dispositional reports and case planning activities.

Once the YASI has been completed and the data entered



into the computer software, the YASI generates several useful products. One is a complete risk and protective factor profile displayed in a graphic format (called “The Wheel”). It includes ratings of both static (historic and unchangeable) and dynamic (changeable) risks and protective factors in each of the 10 domains. Static variables (typically delinquent history) are necessary and efficient predictors of recidivism. Dynamic variables are predictors of recidivism that point to youth characteristics and behavior patterns that can and need to change in order to reduce future problems.

The YASI generates a six level risk classification from Low through Very High. The software also generates a narrative report that provides a summary of the findings and which can be used for part of a social history report or referral package for a service provider. The final product is a case (supervision) plan that builds on those areas identified by the YASI and allows the probation officer to prioritize areas to be addressed, establish short- and long-term goals, and specific interventions (with persons responsible and target dates) for those areas. We are presently working with the vendor, Orbis Partners, to customize this feature with the intent that the YASI-generated case plan will meet all DJJ requirements so as to allow a seamless, efficient and comprehensive process of assessment and case planning.

The YASI has been validated and is in use in a number of states and local jurisdictions (e.g., N.Y., Illinois, Washington, Mississippi). Validation studies reveal that the YASI is an accurate method of placing youth in categories that correspond to their likelihood of future arrests and future violent offenses. It is valid across age, sex and ethnic groups. As we implement YASI in Virginia, we will be gathering data and re-validating the tool using our own juvenile offender population.

Our implementation of the YASI will come with considerable training. The first part of training is a two-day session that emphasizes administering the instrument and interviewing styles that lead to enhancing youth motivation. This training includes both didactic presentations and skill-building activities. Any staff member who may be completing an assessment (as well as those who supervise these activities) would attend this training. A third day of training is designed specifically for supervisors to address issues relevant to their role in the process. At the completion of the initial training, participants are prepared to begin completing YASIs and generating assessment results. After a few months, the second phase of training will be implemented focusing on the application of the assessment results to case planning.

This is also a two-day session with a third day specifically designed for supervisors. This case planning session includes an emphasis on engaging the youth in the process of selecting and committing to their own goals for change. A training of trainers component is in the contract to allow DJJ to build its own capacity for ongoing training.

The YASI will be implemented in phases and as court service units are trained and begin its use, it will replace our existing risk assessment instrument. The first four units to be trained will be the 15<sup>th</sup> (Fredericksburg), 13<sup>th</sup> (Richmond), 12<sup>th</sup> (Chesterfield), and 11<sup>th</sup> (Petersburg). Training is scheduled to begin in the Spring. Additional units for the second and subsequent waves of implementation will be identified in the near future.

If you have any questions about this exciting project, please contact Scott Reiner (scott.reiner@djj.virginia.gov or at 804-371-0720) and you can also see more information (including a PowerPoint presentation) about YASI at <http://www.orbispartners.com/frame.htm> (click on “yasi”).

*Mr. Reiner is Program Development Manager for the VADJJ’s Division of Community Programs.*

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# Who Was Bob Sutton?

On November 2, 2006, during its annual Business Meeting and Awards Luncheon held in conjunction with the 30<sup>th</sup> Fall Institute, the Virginia Juvenile Justice Association awarded the *Robert H. Sutton Humanitarian Award* to Delegate David W. Marsden. It was just the third time in the Association's forty year history that the award had been given. The award was previously presented to Vince Picciano in 1995, and Bob Truitt in 1996.

For those employed in the juvenile justice field fewer than twenty years who were not fortunate enough to have known the award's name sake, the following is excerpted from comments made by Mr. Steve Pullen, VADJJ Deputy Director for Administration and Finance, just prior to the presentation of the 2006 award:

Who was Bob Sutton? First, let me tell you *what* he was in Youth Services. From 1973 to 1974 he was a Residential Care Specialist in the Tidewater Regional Office. He was one of the first persons assigned to the regional office and was instrumental in developing group homes. He also served as Regional Coordinator of the Richmond Regional Office. Later he served as the Superintendent of Pinecrest Learning Center, which until it closed in 1978, served a population of 35 to 40 boys, ages 8 to 11. When the facility closed, Bob became the Manager for State and Local Court Service Units. He went on to hold the positions of Assistant Director for Community Services and Deputy Director for the Division of Youth and Family Services, a position he held until his untimely death in 1987 at age 45.

That's *what* Bob was. Now let me tell you a little about *who* he was. First and foremost Bob was an advocate for children. He loved kids. Whether they were in a learning center, group home, or detention home he made a point of sitting down and talking with the kids to learn about their problems, hopes and dreams. Children were clearly his focus. Bob's management style and demeanor were calm, rational, and conciliatory. He rarely showed anger or frustration and while maintaining this style, was able through the force of his convictions to inspire those who worked with him to give their best in providing services to children. He delegated respectfully and wisely and he led respectfully and wisely. He had the ability to explain to people where he wanted to go and motivate them to be a part of the effort. Bob also cared deeply for his employees, feeling that if they were treated well, they would treat their clients well. Bob was able to accomplish things

by approaching people with respect and affection. He was described as a "gentle spirit". One of his greatest qualities was his ability to listen. He gave his undivided attention, always making eye contact while talking and listening and genuinely interested in what one had to say. Thad Aubry commented to me, "My overwhelming memory and impression of Bob Sutton is his ability to communicate to one and all. He spoke from his heart and spirit, and he listened to others with every ounce of strength and attention that he possessed."

Finally let me leave you with Bob's own words, spoken to directors, superintendents and northern regional office staff upon his last visit, "The first job of leaders in juvenile justice is to dream ... dream of the possibilities, and only then can those possibilities be brought into reality. We must develop the children entrusted to us so that they reach the point at which the very best thing for us to do (for them) is to get out of their way."

This is what Bob Sutton believed in and "who" Bob Sutton was. *He was a true humanitarian.*

## VADJJ Strategic Plan

On December 6, 2006, Virginia Department of Juvenile Justice Director Barry R. Green shared the agency's new Strategic Plan. Director Green noted:

"Over the past six months, a workgroup, made up of various representatives from across our organizational structure, and including a member of the Department of Correctional Education, has been developing a new Strategic Plan. Our agency already has much to be proud of. The new plan builds on what we have already accomplished in our work with Virginia's youth, families and communities. The new Strategic Plan lays out a vision for moving forward by redefining and improving outcomes. Our hope is that we will continue to improve our standing as an organization where all employees are valued and challenged to grow and better unite the efforts of our juvenile correctional centers, court service units, halfway houses, central office and many other local, state and nonprofit partners."

The new vision statement reads: "Successful Youth, Strong Families, Safe Communities". To read the complete plan, visit the "About Us" section of the agency's webpage at: [www.djj.virginia.gov](http://www.djj.virginia.gov).

# Beth

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*Continued from page 3*

*confinement only for public safety.*

Those were important messages to hear as a new worker. I still recall the case that prompted the discussion on the use of secure confinement. A young lady named “Tracey” had been on probation for some time and continually violated her conditions. Each time she violated, I had increased the level of the sanction, until ultimately I had tried everything I had at my disposal. At the next court date I was prepared to recommend committment. I felt the probationer had left me no choice and while staffing the case with my supervisor, Rodney Hubbard, told him, “I’ve tried everything we have available to us and this kid just doesn’t get it”. How fortunate I was, as was Tracey, that I had a supervisor who didn’t rubber stamp recommendations, but rather challenged me to come up with alternatives. He reminded me that while Tracey’s original and subsequent charges made her commitment-eligible, the charges had not been terribly serious. She wasn’t a public safety risk, but rather an obnoxious rule-breaker. If we had exhausted every option available on our list, Rodney challenged me to consider whether we needed a longer list. Tracey’s an adult now and I see her in the community occasionally. She’s aged out of some of her behaviors and while she continues to break minor rules, is getting along fairly well. Each time I see her I feel good knowing that I didn’t recommend that commitment and while our office couldn’t cure all of Tracey’s problems and “sanction” her into full compliance, I also feel good knowing that we didn’t cause any greater harm.

So for each of those lessons and many more, I express my gratitude to Gary, Rodney and Chuck, for challenging me and shaping my early development. Without their guidance, the learning curve would have been much steeper and the experiences wouldn’t have been nearly as fun.

January 25<sup>th</sup> is, “Thank Your Mentor Day” and we invited some of our readers to write and share their own mentoring stories. A few responses follow and others can be found at [www.VJJA.org/mentors.html](http://www.VJJA.org/mentors.html). May the stories of your colleagues inspire you to thank the people who have been the most influential in your own life and to share your time, talents and wisdom with someone else. Pass it on.

## **ON MENTORS ....**

I came to understand the value of mentoring the year I served as a missionary in Honduras. There I met and worked with Jim O’Leary, a man who saw opportunity where others saw only obstacles. Jim selflessly gave his whole life to helping others. Working with him grounded me in my faith and changed the way I saw the world. Jim and the students we

taught were living faith in a much different way than I had ever encountered. It wasn’t about words or doctrine. It was about action and service. Working with Jim ingrained in me the need to be a person who uses his gifts to serve others, rather than simply for self advancement. Jim’s influence continues to shape my life, even today.

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**The Honorable Timothy M. Kaine**  
Governor of Virginia

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My mentor was my father, he taught me how to fish, play baseball and follow the “Golden Rule”. Fishing taught me patience, and to expect the unexpected, playing baseball taught me teamwork and how to win and lose; and the Golden Rule has always served me well.

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**Edward Holmes**  
VADJJ - Field Operations Manager

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“Having a positive role-model is vital to building character and strengthening families. My role model was certainly my father, who served as a Juvenile Probation Officer when I was growing up. He taught me the values of faith, family and hard work that still stick with me today.”

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**The Honorable Delegate Brian J. Moran**  
Chairman, House Democratic Caucus

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My uncle Jose has always tried to make sure I was doing fine in school and I didn’t get into trouble. To be a mentor means to set an example for other people so that they may take the positive qualities from the example and shape themselves after that. Mentoring is important because it allows people who have never had someone to look up to, a chance to experience that feeling.

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**Victor from Fairfax**  
Resident, Hampton Place

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My mentor was Sergeant First Class Johnny Johnson, a soldier in the United States Army. Sergeant Johnson taught me all about being a responsible citizen and to always strive to be the best at whatever I do, regardless of how big or small the task. He taught me the importance of being respectful and to never take anything or anyone for granted.

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**Lloyd Merchant, Jr.**  
Sr. Probation Officer, Roanoke Court Service Unit

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*Continued on the next page*

What could be more important than to have someone to look up to? Someone that you trust and respect; who you know is always concerned for you and what is best for you. There isn't a successful person in this world who didn't get there by following someone else's lead and building on those positive influences. We all need mentors to be successful in life.

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**The Honorable Jay E. Dugger**

Judge, Hampton Juvenile &  
Domestic Relations District Court

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My brother-in-law, Coby, has always been there for me when I've needed someone to talk to. He is always encouraging me to do better. He mostly shows me he cares by just listening. The most important lessons that I have learned from him are: (1) to trust the right people; (2) to never let one bad thing hold me down, and (3) that you can always change. I haven't done it yet, but I want to mentor others.

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**Karl**

Resident, Virginia Wilderness Institute

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As a former educator, I have personally seen that "mentoring works." A positive one on one role model works with at-risk youth in the communities and youth in correctional centers. I have been extremely fortunate to have had a number of mentors, male and female, over many years that have made a major impact in my personal and professional life. My mentor for the last five years has modeled "always taking the higher road." And I continue to attempt to emulate this quality. Over the last five years, I have mentored Governor's Fellows in the Office of Public Safety. The experience is always intellectually stimulating as well as personally gratifying

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**Marilyn P. Harris**

Deputy Secretary of Public Safety

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Thaddeus F. Aubry Sr. is my chief mentor. At the tender age of ninety-three he delights in listening to any issue I share with him, and he is generous in counseling me on ways to understand problems and possible courses of action. In my career, Mr. Austen C. Micklem, Jr. and Bill Bader both provided wise advice in the ways and means of the department in particular and state government in general. They helped me to understand the cyclical nature of state bureaucracy from their historical perspectives and accurate foresight. A mentor is willing and able to communicate insight, history and wisdom to a colleague without detracting from the person's own initiative, motivation and understanding. Mentoring is a process of enhancement or enrichment.

Through the process of mentoring, any organization (family, school, business, government) sustains itself by proceeding from the old to the new that is, regeneration to generation. It is how core values and processes are maintained and adapted so that the organization is always relevant to the times, societal needs, and the old and new constituents.

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**Thaddeus F. Aubry**

Regional Operations Manager, VADJJ

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My mentor was a man named Jeff who was a volunteer youth leader with the small country church my family attended. I got to know him when I started middle school and was beginning to struggle in a number of ways. My father was a very hard working man and didn't have a lot of time to devote to parenting. Jeff was a carpenter, and I recall how he would stop by my house to see if I wanted to go with him when he was running errands for his business - not a big deal. Well, it was to me. I believe mentoring can be as simple as that. By giving time to a young person we show them they are important, that we like being with them, that they have value. Jeff didn't spend a lot of money on me, take me on any grand outings, or try to be a counselor. He gave me only his time and attention, and I am very grateful he did. It changed the course of my life

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**Earl J. Conklin**

Director, Falls Church Court Services

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One of my most important mentors was Michael Dale, the first Executive Director of the Youth Law Center, who hired me to work as Senior Staff Attorney at the Center in 1978, and who is now a law professor at Nova Southeastern University Law Center. He was an experienced legal advocate for children and had been involved in some of the landmark litigation in the 1970s over conditions of confinement for children. I had a lot of experience representing adult criminal defendants and doing civil rights litigation, but not much representing children. He helped me to focus on the key issues in the juvenile justice system and to think about the needs of troubled and at-risk children. We have been friends for 28 years and I still rely on him for advice.

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**Mark Soler**

Executive Director, Center for Children's Law & Policy

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*Continued on the next page*

I have had several mentors; one in almost every job I have ever had. When I began my career in juvenile justice/corrections in Illinois, my mentors were John Platt and the late Joseph Rowan. When I came to Virginia, my mentors were Bill Weddington and Frank Slayton. In many respects, when I was the director of DYFS, my mentors were also the agency employees who were doing the work, in the trenches, day in and day out. I learned a lot from them. To me, a mentor is a coach, a friend, a teacher, and a colleague. A mentor is someone who “has your back” when the chips are down but can also let you know when you need to get your act together. Those who can say they have had a good mentor are blessed.

**Chuck Kehoe**

Vice President, G4S Richmond (and former DYFS Director)

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Stanley Stewart, Probation Supervisor, Loudoun County CSU has served as my mentor and role model. I knew what it was to be a probation officer based on my volunteer work with the Fairfax CSU but Stan taught me the little things, the people skills, the things you can't learn from a book or a class. Working for Stan for 13 years helped me make the transition into a supervisory position within the CSU. Even today as a Division Manger with Parks and Recreation I still use the skills that Stan helped me develop in dealing with both the public and the employees that work for me. For this I will always be grateful.

**Dave Carver**

Division Manager, Loudoun Parks & Recreation

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My second position with the Department was that of Correctional Rehabilitation Counselor (later called Program Manager), at RDC under the supervision of Bob Clarke. Bob was really more of a mentor than a Supervisor, which in the long run actually made for a better Supervisor. Sure, he trained us in the position, but he did more that just train us and oversee our daily activities. He offered words of encouragement when times were tough and praise for a job well done. He was experienced and knowledgeable and always available to answer questions or with just a “few words of wisdom.” If you did make an error (and I made my share!), he did not call you on the carpet for a winded lecture, but calmly discussed it with you and offered better alternatives that may have been at your disposal. You always left his office with a positive attitude and knowing that you would not make that mistake again.

**Kevin K. Downs**

Probation Officer, Abingdon Court Service Unit

I was mentored by a man by the name of Clarence Wilson. He served in the US Army retiring at the Rank of Command Sergeant Major. He also served as my High School ROTC instructor. Coming from an environment stretched for financial resources, he instilled a conquering attitude within me. He helped me to believe and achieve that barriers are only barriers when you allow them to be barriers. His positive influence and motivation made all of the difference. His mentoring meant the difference between making a life and settling for obstacles. Mentoring is important because you never know the profound impact you may have on the life of an adolescent. An adult's guidance and mentoring can be the overwhelming difference between a life of crime and a life of progress. Being a mentoring means being part of the solution.

**Antoine Easley**

Superintendent, Norfolk Detention Home

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Think back in your life to a time when you transitioned from seeking guidance from your parents to seeking it from a series of mentors you had in your life. Then imagine that you are child from a difficult family, with nothing to transition from or to. That's why mentors for young people are so important.

**The Honorable David W. Marsden**

41<sup>st</sup> District, Virginia House of Delegates

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My mentor is important to me because before I had no one to talk to or hang out with. Important things I've learned about through my mentor are honesty, trustworthiness and friendship.

**Josh**

Resident, Roanoke Detention

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Read more mentoring stories or share one of your own at: [www.vjja.org](http://www.vjja.org). Ms. Stinnett is the Program Development Specialist and State JDAI Coordinator with the Department of Juvenile Justice's Division of Community Programs



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## Book 'Em

*Continued from page 6*

Within 24 hours, virtually everything of value had been removed. The car in Palo Alto sat untouched for more than a week. Then Zimbardo smashed part of it with a sledge hammer. Soon, passersby were joining in. Within a few hours, the car had been turned upside down and utterly destroyed.”

Wilson and Kelling concluded by urging a high level of ‘order maintenance’ and almost zero tolerance for any infractions in order to stem the projected drift to all out moral decay and increased crime. They urged a “return to our long abandoned view that police ought to protect communities as well as individuals. The police- and the rest of us- ought to recognize the importance of maintaining intact communities, without broken windows.” Have police practices and court responses in your community been guided by this thinking? Certainly the huge national increase in incarceration over the past two decades have been driven by such thinking. Several newer books address the degree to which public order is at all related to a safer community. Some of these writings are academic and boring. But, others are lively reading and can benefit any juvenile justice professional willing to consider the thoughts found in Fixing Broken Windows or the Rethinking Punishment and Criminal Punishment section of the book, Illusion of Order. Your consideration of the BWT, even with proper application of our ‘risk assessment’ instruments, can actually effect how you do business and your overall recidivism rates in unexpected fashion. Who would have thought a nine page article could create such a snowball effect?

You can find these books via interlibrary loan, at your local college, or even purchased as a used book for your court or facility library. Might you desire to review these for your VJJA colleagues in 2007? We read in order to learn and to improve our decision process. Increased knowledge of the BWT can guide and possibly improve your decisions related to probation officer curfew checks or intake level decision to mediate or divert, rather than adjudicate. Overall agency recidivism figures can be improved by each decision that we make- some guided by what we can learn from the body of Broken Window research.

## Views

*Continued from page 2*

**Atty:** Fried chicken? Baked chicken? Chicken nuggets?

**Gary:** Chicken lips.

**Atty:** Chickens have lips?

**Calum:** How many chicken lips are in a hotdog, Dad?

**Gary:** 23.

**Atty:** How come Mom doesn't eat with us anymore?

**Ann:** Atty, this is the fourth time I've asked you to sweep this lettuce off the floor.

**Atty:** It's my glasses, Mom, I just can't see it.

**Ann:** Well, why don't you just get down on the floor and suck it up.

**Calum:** That's how I do it.

**Atty (to Calum):** How much time is 130 minutes?

**Calum:** 2 hours.

**Atty:** No you Idiot; an hour and a half.

**Atty:** (Logos Senior High discussion) I don't get this part about treating everyone like a child of God. We never had that part in our old church. We were Methodists.

**Calum** (Viewing pictures of his second cousin Faith in her christening gown): Is she real?

**Gary:** Don't take your fishing knife into the library.

**Calum:** Why?

**Gary:** They might think you're going to rob them.

**Calum:** Rob a library? What am I going steal? BOOKS?

**Gary:** Atty, you must have the devil in your heart today.

**Atty:** I ain't got the devil in my heart; it's just me.

**Teacher:** What's causing you to spray Axe in class?

**Atty:** Me wanting to get girls.

**Calum:** What day is it?

**Gary:** Monday

**Calum:** What time is it?

**Gary:** 7:15

**Calum:** What's the date?

**Gary:** The 27<sup>th</sup>

**Calum:** What day is it?

**Ann:** Look on the calendar.

**Calum:** What time is it?

**Ann:** Don't you have a clock?

**Calum:** What's the date?

**Ann:** How would I know?

**Calum:** Boy, Dad sure knows a lot more than you do.



## Just Us

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*Continued from page 5*

troubling were the participants who obviously had not come to learn, and I know that I was not alone.

A regular topic of conversation among participants between sessions was about how rude and offensive other colleagues were during the presentations. Like a Special Edition DVD, I offer you examples with my commentary: overly loud conversations occurring while the speakers spoke - *almost like people were watching a movie, not a play (the actors can be distracted by the flashbulbs)*; cell phone use - *I'd like to find the person who invented those in-the-ear phones and discuss alimentary canals sometime*; the consistent beeping of telephones as text messages were being received and sent - *I have nothing against text messages, but I am irritated when people I am in a room with are having multiple conversations with people I can't see (it's almost like having public phone sex and we are talking with all the partners they have ever had)*; folks arriving late - *show up for work*; folks who can't sit for ninety minutes without needing to go somewhere - *would we tolerate that from our clients if it wasn't in their IEP*; and, lastly, reading unrelated material while a presenter is trying to inform us of salient points that affect our professional life - *if you want to read the newspaper, or be a day-trader, change jobs, but when you're in a training session show a little respect*.

I suppose the clear idea I am trying to convey is that we would not want our clients to exhibit these behaviors - they are not pro-social. When I give a client my best "Miss Musselmann's stare" (my second-grade teacher), I expect them to correct their behavior. When I go to a conference and you see me turn around six times and look at you sending your next text message, please get the point without having anyone need to invite you out of the room. As professionals we need to not interrupt one another, be on time, and wait for the next break before taking one. It wastes our collective time and resources when we cannot hear the speaker. I don't believe we need to set a reverential standard in our training sessions, but I would like to start with respect toward others. If you check the research, I believe you will find I am correct in stating that a room without distractions is more conducive to effective education than one with constant interruptions. And you don't need a license to be polite.

**Solution to the Fall Cryptoquote  
GIRLS PROGRAMS ARE OFTEN  
BOYS PROGRAMS PAINTED PINK.**

## 2006 Kids Count Data Book Available

KIDS COUNT, a project of the Annie E. Casey Foundation, is a national and state-by-state effort to track the status of children in the U.S. By providing policymakers and citizens with benchmarks of child well-being, KIDS COUNT seeks to enrich local, state, and national discussions concerning ways to secure better futures for all children. The 17th annual KIDS COUNT Data Book and Online Database are now available. The 2006 Data Book focuses on "Family, Friend, and Neighbor Care: Strengthening a Critical Resource to Help Young Children Succeed". Download at: [www.aecf.org](http://www.aecf.org).

## The Impact of Incarceration on Youth

The Justice Policy Institute has released a new report detailing how youth incarceration can both increase the chances of re-offense and hinder young people's chances for education, employment and health. Detention facilities have been used as "dumping grounds" for mentally-ill youth; the resulting overcrowded and understaffed centers make for dangerous environments. The report notes that incarcerating youth can lead to higher recidivism rates and that youth of color are disproportionately impacted by detention. Also, Juvenile Detention Alternatives Initiatives have enabled localities throughout the nation (including several in Virginia) to reduce their detention populations, strengthen their juvenile justice systems and save money without compromising public safety. The full report, "The Dangers of Detention", can be downloaded at: [www.justicepolicy.org](http://www.justicepolicy.org).

## The Gault at 40 Campaign

Forty years ago the United States Supreme Court made its decision on *In re Gault*. The Gault decision acknowledged that juveniles are entitled to certain due process rights in delinquency proceedings, including the right to counsel. Throughout 2007, the Gault at 40 Campaign will celebrate the anniversary of this historic decision and promote ideas that will advance juvenile indigent defense reform. For more information, visit [www.gaultat40.info](http://www.gaultat40.info).

# Gangs

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*Continued from page 7*

**Harrisonburg** will collaborate with the 26<sup>th</sup> District Juvenile Court, the James Madison University Center for Service Learning, Young Life and the Boys and Girls Clubs of Harrisonburg and Rockingham County to facilitate *Youth Works* mentoring and service experiences each Saturday for 150 gang-vulnerable middle and high school youth.

The **Isle of Wight County** Office on Youth will offer alternative activities to gang membership and activity, and develop leadership skills through activities and recognition.

In **Loudoun County**, 30 at-risk youth ages 13-17 will be involved in a service-learning summer camp where they will participate in multiple community service projects throughout the County.

Through the Boys and Girls Torch Club, **Mathews County** youth will be engaged in conducting community service.

In the **City of Manassas Park**, the Department of Parks and Recreation will implement the *Leaders in Training (L.I.T.)* program, which creates a positive place for youth and builds valuable life and job skills.

In the **City of Newport News**, the Department of Libraries and Information Services in partnership with Alternatives, Inc. and the Boys and Girls Club of the Virginia Peninsula will engage 30 youth in a service learning pilot project, *Kids Involved in Community Kindness (KICK)*.

In **Norfolk**, the Redevelopment and Housing Authority will implement *Prepare Until Success Happens (PUSH)*, a volunteer community service program that will help youth develop a support network and skills to become successful.

In the **City of Petersburg**, *Project Polish* will provide an after school club for middle school youth where their belief in their value to their community will be fostered through educational activities and community service.

In the **City of Roanoke**, Juvenile Justice Services will operate a Service Learning Academy using a positive youth development approach to empower at-risk male and female youth ages 12-17.

The **Suffolk Community Service Initiative** will employ the five Cs of positive youth development – competence, confidence, connections, character, and caring – by empowering youth to plan, develop, and implement a variety of community service projects.

In **Wythe County**, the Gang Prevention Task Force will oversee *Youth and Community in Service Together*, a program involving multiple proven gang prevention strategies including public education, parenting education, drug prevention, recreation, positive peer models and positive adult mentoring, and public service designed to inculcate competence, confidence, connections, character, and caring.

Law enforcement officials estimate more than 5,000 young people are associated with an estimated 300 or more youth gangs and similar alliances throughout the Commonwealth.

## Public Safety

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*Continued from page 7*

July 1, 2007. Similarly, I aim to encourage better retirement for Virginia's deputy sheriffs by providing funding to localities that enroll their deputies in the Law Enforcement Officers' Retirement System or a comparable equivalent.

Understanding the vital – and often unsung – role they play in making our communities safer, I am also proposing salary enhancements for correctional officers, juvenile correctional officers, forensic scientists and career assistant Commonwealth's attorneys.

And, I propose an increase to "599 funding" that will allow the state to fully comply with our funding obligations to localities that operate police departments."

# Letters to the Editor



**Dear Advocate Editor:**

WOW! I've got to say, the 2006 Fall Institute was the best conference I have attended in the 30 years I've been involved with VJOA/VJJA. The speakers, celebration, setting, and award recipients were all top notch. Each day brought a new experience, a new way to "show off" our organization and its membership. The connection to the greater juvenile justice community and the child-serving state agencies grows each year and is key to our continued growth. Our VJJA leadership is selfless, dedicated, and, to say the least, quite remarkable! I thank the conference planners from the bottom of my heart and commend everyone who worked as part of the team to pull the event off with flawless perfection.

I am already looking forward to next year's event in Roanoke.

Mike Sawyer  
Tidewater Regional Group Home Commission

**Dear Editor:**

Just wanted to send a note of thanks for the Lifetime Membership. After receiving it, the reality hit me that I had been a member of VJJA for more than half of my life and

building relationships with all of you has been a wonderful experience. The Commonwealth can be proud that such a fine group of professionals are in charge of helping our troubled youth. Six years ago, I spoke to the Association asking our younger members to step-up and take the leadership role and you have done that! I am extremely proud of the leadership and the direction we are heading.

I love all of you and will miss you when I retire. Keep up the great work and know that the "Old Man" will be checking in on you from time to time.

Richard Hagy  
Highlands Juvenile Detention

**Dear Friends,**

I cannot tell you how thrilled I was to receive the Robert H. Sutton Award at the 2006 VJJA Conference. The conference itself was a triumph. All of you on the Board and the planning committee should be very proud. I am deeply honored by the award and appreciate all that VJJA has done for me.

Please convey my thanks to the entire membership and let's continue to make Virginia the best juvenile justice system in the country!

All the best,  
The Honorable David W. Marsden  
Virginia House of Delegates

## Data Resource Guide Released

The Virginia Department of Juvenile Justice has released the 2006 Data Resource Guide. First published in FY 2001, the guide has become a key source of information for those who work with juveniles in the Commonwealth. The document provides descriptions of key programs and functions within the agency, as well as demographic information and other data on court-involved young people. The information can be used to assess needs for the Commonwealth as a whole, as well as specific localities, and to evaluate the effectiveness of programs and other interventions. The guide can be viewed or downloaded from the resources section of the Department of Juvenile Justice's website at: [www.djj.virginia.gov](http://www.djj.virginia.gov).

Didn't Receive Your Copy of  
*The History of VJJA*  
1966 – 2006  
*Historical Commemorative  
Collection?*

Just Send Five Bucks  
to

'I Want My Book'  
P.O. Box 966  
Churchville, VA 24421  
(Make Checks Payable to VJJA)

# ADVOCATE

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## Care and Custody

*Continued from page 8*

each quarter? Having an inexpensive BMI (body mass index) scale in each group home might be a great first step. Some teen programs use the federal government web site to log or track a youth's exercise and eating on a daily basis (see [www.mypyramidtracker.gov](http://www.mypyramidtracker.gov) or [www.mypyramid.gov](http://www.mypyramid.gov)). Some real program examples may be helpful.

One such example is A.M., who successfully completed a group home program for teenage boys on probation in November 2006. When he entered the program in 2005, he was extremely obese and had zero self-esteem. In fact, the probation officer who referred him to residential care said he got his self-esteem from his gang affiliation. He was a very scary 14-year-old, arrested while walking down the street carrying a machete, in search of someone who had made him angry. Fortunately, he didn't find him. While in the group home, a routine of daily physical activity and healthier menus was implemented for all residents. By the date of A.M.'s completion ceremony, he had lost more than 70 pounds, wore a tuxedo to his ceremony, and thanked the judge and all who helped him find a way to live something other than the gang life. He made special mention of the cook for the group home program, who had helped him learn to make better food choices. It was obvious by the smile on his face (and a vastly different self presentation) that he liked himself enough to want something more out of life.

We wonder if you might agree with two predictions: By 2010, the court social history will no longer require the printing of the social security number of parents. This will occur to reduce risk of identity theft. And by 2010, the goals for each client in residential care will require at least an element that addresses the health and fitness of each youth.

## PROCLAMATION

**WHEREAS**, Richard Hagy will retire as the Executive Director of the Appalachian Juvenile Commission on December 31, 2006, after 38 years of employment with the states of Tennessee and Virginia; and

**WHEREAS**, Richard Hagy has been a 33-year member of the Southwest District of the Virginia Juvenile Justice Association (VJJA) and was in 2006 awarded Lifetime Membership; and

**WHEREAS**, Richard Hagy has served on the Board of Directors of the Virginia Juvenile Justice Association (VJJA); and

**WHEREAS**, Richard Hagy was in 1986 awarded VJJA's Meritorious Award in the Area of Institutional/Residential Services and in 2002 awarded VJJA's Meritorious Award in the Area of Administration; and

**WHEREAS**, Richard Hagy has devoted 38 years of his life to service on behalf of court-involved children; and

**WHEREAS**, Richard Hagy has tirelessly worked to foster collaboration concerning and improve service provision for court-involved children in Southwest Virginia; and

**WHEREAS**, Richard Hagy has been a champion for child advocacy and given a voice to the young people who have come under his charge; and

**WHEREAS**, Richard Hagy has set the bar high for juvenile justice workers and left a legacy that all should aspire to emulate, devoting his life to service on behalf of court-involved children.

**THEREFORE BE IT RESOLVED AND PROCLAIMED** that the Virginia Juvenile Justice Association will celebrate December 15, 2006, as **Richard Hagy Day**.

DATED: December 15, 2006

*Beth Mcehler Stinnett*  
VJJA PRESIDENT



Presidents James, Wimberly, Irby, Stinnett, Wright, Marsden, Currier, Belay, and Picciano.