**STUDENT PERFORMANCE OBJECTIVES / ACADEMIC CHECKLIST**

Title: Reentry: Reducing Recidivism and Improving Positive Youth Outcomes

Lesson Purpose: To provide information on the key components of the juvenile reentry process to improve stakeholders knowledge and role in reducing recidivism and improving other youth outcomes.

Training Objectives: At the conclusion of this period of instruction students will be able achieve the following objectives based on the information presented:

1. Identify and discuss the Reentry Terms of Reference.

2. Identify the Core Principles for Reducing Recidivism and Improving Other Youth Outcomes.

3. Identify the components of Juvenile Reentry in Research and Practice.

4. Identify and list the three phases and five stages of the Reentry (Reintegration) Continuum.

5. Identify and discuss Overarching Case Management.

6. Identify the six critical functions of the juvenile reentry process related to day-to-day practices in case management.

7. Identify relevant service programs and their key functions related to the Division of Juvenile Justice, Court Services, District 5, Reentry Continuum Model.

Hours: Eighty minutes (80)

Instructional Method: Lecture

Materials Required: Academic Checklist, Lesson Plan, Student Handouts, and Pen and Paper

Training Aids: Lap Top

PPT projector

PPT slide deck

Dry erase board

Flip chart

Student Handouts

References: Altschuler, David, Ph.D., and Shay Bilchic, J.D. *Critical Elements of Juvenile Reentry in Research and Practice.* April 21, 2014. Accessed March 01, 2016. https://csgjusticecenter.org/wp-content/uploads/2014/04/4.18.14\_Critical-Elements-of-Juvenile-Reentry.pdf.

 Garfinkel, Lili. *Improving family involvement for juvenile offenders with emotional/behavioral disorders and related disabilities.* Behavioral Disorders (2010): 52-60.

 Lynch, Kasi S., MA, LPC, interviewed by author, Wilmington, NC, February 19, 2016.

 Pittman, K., Irby, M., Tolman, J., Yohalem, N., & Ferber, T. (2003). *Preventing Problems, Promoting Development, Encouraging Engagement: Competing Priorities or Inseparable Goals?.* Based upon Pittman, K. & Irby, M. (1996). *Preventing Problems or Promoting Development?* Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc. Available online at www.forumfyi.org.

 Seigle, Elizabeth, Nastassia Walsh, and Josh Weber. *Core Principles for Reducing Recidivism and Improving Other Youth Outcomes for Youth in the Juvenile Justice System*. 2014. Accessed March 01, 2016. https://csgjusticecenter.org/wp-content/uploads/2014/07/Core-Principles-for-Reducing-Recidivism-and-Improving-Other-Outcomes-for-Youth-in-the-Juvenile-Justice-System.pdf.

 Florida Department of Agriculture and Consumer Services, comp. *AMIKids Separating a Troubled Past from a Bright Future*. Brochure, Division of Juvenile Justice, Wilmington, North Carolina.

U.S. Department of Justice. Bureau of Justice Statistics. *Analysis of Crime Patterns 1990-2000* by Shirley Marimer. Washington, DC: GPO, 2002. http://www.usdoj.gov/346576/cr2002.pdf (accessed April 14, 2005).

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5th District

Date Prepared: March 8, 2016

Reentry: Reducing Recidivism and Improving Other Youth Outcomes[[1]](#endnote-1)

1. Introduction (10 minutes)

**NOTE: Show slide #1, “Signature Block- Greeting, introduce self, and engage audience – are you a change agent?”**

**NOTE: Show slide #2, Topic**

* 1. Opening statement

We are all familiar with the term “school to prison pipeline” flashing across the news, narratives in local communities, and politicians projecting the national crisis of this troubling issue.

**NOTE: Show slide #3, “School to prison pipeline…and RETURN (f(s)+P2 = Recidivism)!”**

Incarceration rate data in the United States is astounding to say the least. Statistical data shows that since 1920 to 2014 incarceration rates of adults has skyrocketed from 250 thousand to 3 million in 2014. It seems that the US is in the prison business as a gross national product compared to the rest of the world.[[2]](#endnote-2)

**NOTE: Show slide #4, “Incarceration since 1920...”**

Consider what drives these statistics in human terms and social conditions driving these issues.

A highly probable variable contributing to high incarceration rates is the minimal attention towards juvenile recidivism data. Statistical data collection is wanting in most states and public expense in funding treatment programs upon initial incarceration, reentry to the community, and return to incarceration is out of control. Juvenile justice systems are struggling to develop policy, practice and program implementation with fidelity regarding these specific issues.

Evidence based research of what works and best practices in reducing recidivism and improving other youth outcomes is gaining traction across US juvenile justice system. However, the process is challenged by bureaucracy, scant resources, knowledge of the research and practices, and institutional change.

This poor showing is primarily due to a lack of a comprehensive strategy focusing on policy, implementation, and evaluation to address this issue. Investing time and resources in understanding what works and best practices proven through evidence based research will impact positively in reducing recidivism and improving positive youth outcomes.

Commitment has been reduced drastically over the years in North Carolina but the real issue we face now is related to youth reentering the community unguided by an evidence based model of care. The current recidivism rate is not tracked well and the most current data available is outdated.

**NOTE: Show slide #5, “NCDJJ 2011 Juvenile Recidivism data.”**

However, North Carolina Division of Adult Corrections and Juvenile Justice has embarked on a mission to address juvenile recidivism and improving other youth outcomes.

* 1. Training Objectives

**NOTE: Show Slide #6, “Training Objectives.”**

* 1. Reason

It is well known higher risk youth are more likely to reoffend and not engage in positive life-skills building programs because the current reentry processes is insufficient in supporting the juveniles specific needs.

Juvenile courts, juvenile justice systems, youth, families, and providers (stakeholders) are challenged when youth reenter the community from out-of-home placements because of the lack of shared understanding and management of four specific components:

**NOTE: Show slide #7, “Specific Components” (Why it’s not happening with fidelity).**

1. Foundation of principles: policy, procedure, implementation, practice, and evaluation research guiding reentry programs.
2. An established overarching model of care related to reentry reintegration.
3. An established Overarching Case Management (OCM) systems approach to guide and managing the reentry process from start to finish.[[3]](#endnote-3)
4. Implementation of the critical functions which must be carried-out on a day-to-day basis along the continuum of reentry.

Research shows that a systematic implementation of the critical programmatic functions along a defined system of care model is effective in reducing recidivism and improving other youth outcomes.

Juvenile Justice Court Counselors have an obligation and defining role in developing a shared understanding of the reentry continuum and buy-in from agencies, community providers, youth, and families by implementing the best practices in reducing recidivism and improving other youth outcomes in our communities.

**NOTE: “Meet the students - agency, occupation, and the name of the juvenile probation officer where they were grew up.”**

1. Body (60 Minutes)

**NOTE: present Student Handout #1 – Key Terms of Reference, 4 questions.”**

**NOTE: Show slide #8, Objective #1, “Terms of Reference.”**

* 1. Reentry Terms of Reference.

**NOTE: “Check on Learning.”**

**NOTE: Show slide #9, “Reentry Jeopardy – Round 1.”**

**NOTE: Show slide #10, “Category – Terms of Reference.”**

**NOTE: Show slide #11, Objective #2, “Core Principles”**

* 1. Core Principles for Reducing Recidivism and Improving Other Youth Outcomes.
		1. Base supervision, services, and resource allocation decisions on the results of validated risk and needs assessments.
		2. Adopt and effectively implement programs and services demonstrated to reduce recidivism and improve other youth outcomes.
		3. Employ a coordinated approach across service systems to address youth’s needs.
		4. Tailor system policies, programs, and supervision to reflect distinct developmental needs of the adolescent.
			1. In the case of juveniles the rates of incarceration peaked in the late 1990s but have since declined, demonstrating positive trend to better solutions in working with juvenile offenders
			2. Juvenile recidivism rates for juveniles across the US have been consistently remained high. Research in this area identified through evidence based practices that reducing recidivism and improving other youth outcomes are a reality
			3. The National Reentry Resource Center completed a study in 2014 identifying key principles that demonstrated positive reentry outcomes. A handful of states engaged in the recommended research implementing the principles to address reentry issues
			4. State juvenile justice systems have been slow to engage in the implementation of these practices due a variety of reasons [[4]](#endnote-4)

**NOTE: Show slide #12, “Challenges for Juvenile Justice Systems.”**

* + - * 1. Misguided understanding of the research.
				2. Piecemeal approaches to adopting policy and procedures.
				3. Inadequate fidelity implementing programs or practices.
				4. Insufficient accountability.
			1. Reform efforts are making progress at the national and state levels with some trickle down to local juvenile justice agencies. These agencies success will depend on the structure, fidelity, policy, and implementation strategies to guide a sound juvenile justice reentry model.
			2. Strategy for these efforts to come to fruition depends on the shared understanding of the research and practices among stakeholders at all agency levels. Engagement to enhance skills, knowledge, and abilities in reducing recidivism and improving other youth outcomes along the reintegration continuum while adhering to core principles of what works.

**NOTE: Show slide #13, “Principle #1.”**

* + 1. Core Principles
			1. Principle #1: Base supervision, services, and resource allocation decisions on the results of validated risk and needs assessments[[5]](#endnote-5)
				1. Stakeholders can implement policy and resource allocation using evidence-based foundations through the principles of a Risk, Needs, and Responsivity (RNR).[[6]](#endnote-6)

**NOTE: Show slide #14, “Recommended Courses of Action”**

* + - * 1. Recommended courses of action.[[7]](#endnote-7)

“Minimize juvenile justice system supervision and services for youth who are at a low risk of reoffending.” Research shows that inappropriate response towards low risk offenders can lead to higher rates of recidivism

Maximize the impact and value of system resources by prioritizing services for youth most likely to reoffend and by minimizing the use of confinement. Focus on medium and high risk offenders with appropriate services that address their needs

Use validated assessments to identify the primary causes of a youth’s delinquent behaviors and focus system interventions and resources on addressing these causes. Understanding the role of Dynamic Risk Factors influence on the youths behavior are strong predictors of continued delinquent behavior.

**NOTE: Show slide #15, “Criminogenic Needs (Dynamic Risk Factors).”**

Identify dynamic risk factors

Family/parenting issues.

Negative beliefs and attitudes.

Negative peers.

Poor school performance.

Substance use.

Lack of social attachments community, school.

These risk factors address the “why” youth engaged in delinquent behavior

“Use specialized, validated screenings and assessments to identify youth with mental health and substance use treatment needs and match them to services, minimizing juvenile justice intervention when appropriate.”[[8]](#endnote-8)

Appropriate mental health screening tools use to assess the youths: mental health, substance abuse, and learning and developmental disabilities.

Comprehensive Clinical Assessments, Psychological Evaluations, Psychosexual Risk Assessment, etc.

**NOTE: Show slide #16, “Mental Health assessment tools.”**

* + - * 1. Use valid mental health and substance abuse screening assessment tools to support Risk, Needs, and Responsivity assessment
				2. Use Risk, Needs, and Responsivity results appropriately through a manageable Supervision Plan

**NOTE: Show slide #17, “Principle #2.”**

* + - 1. Principle #2: “Adopt and effectively implement programs and services demonstrated to reduce recidivism and improve other youth outcomes, and use data to evaluate system performance and direct system improvements.”[[9]](#endnote-9)
				1. Recommended courses of actions

“Eliminate the use of programs and practices that do not reduce recidivism or improve other youth outcomes.”[[10]](#endnote-10)

Services that are “evidence-based” with specific models that have core components, engage families, and are measurable.

Programs that are enablers to reducing recidivism and improving other youth outcomes.

Programs such as social skills development, educational attainment, job readiness and employment skills, and behavioral health.

Programs that have generally shown to be ineffective are: boot camps, scared straight, psychiatric hospitals and residential treatment facilities.[[11]](#endnote-11)

* + - * 1. “Support and fund services shown to reduce recidivism and improve other youth outcomes.”[[12]](#endnote-12)

Traditional forms of supervision and incompetent service programs can suppress delinquent behavior in the short term but youth usually revert back to old habits.[[13]](#endnote-13)

The methods identified above rarely change delinquent youth’s attitudes, beliefs, skills, and family support systems.

Research that promotes and practices positive intervention methods of development are the most effective.

Cognitive Behavior Therapy used in Model of Care facilities and community based programs shows promise.

Functional Family Therapy uses the Personal Growth Model that sets kids up for success and reduces recidivism[[14]](#endnote-14)

* + - * 1. “Evaluate recidivism and other youth outcomes, and use this data to guide policy, practice, and resource- allocation decisions.”

Recording data on recidivism and other outcomes is imperative to strengthening and validating the reentry model and its components

Measuring and analyzing data, developing infrastructure to manage the data, and making data available to stakeholders is consequential to policy and resource allocation

**NOTE: Show slide #18, “Principle #3.”**

* + - 1. Principle #3: “Employ a coordinated approach across service systems to address youth’s needs”[[15]](#endnote-15)
				1. The lack of collaboration among service providers is problematic. Planning and implementing programs and services in a silo does not lend to shared understanding or unity of effort.
				2. State and local governments/agencies/private providers that prioritize efforts and communicate across multi-functional systems of care can enhance the impact on improving services
				3. Recommended Course of action.

“Partner the juvenile justice system with the other key service systems in which youth are or should be involved in order to assess and effectively address their needs.”[[16]](#endnote-16)

Engage and collaborate with mental health, substance use, child welfare, housing, employment, vocational rehabilitation, health care, education services, and community safety services

Each entity has a wealth of professionals and experience that can address specific needs

Engage other “subject-matter experts” to bring their slice to the pie to the table

**NOTE: Show slide #19, “Principle #4.”**

* + - 1. Principle #4: “Tailor system policies, programs, and supervision to reflect the distinct developmental needs of adolescents”[[17]](#endnote-17)
				1. Juvenile justice systems must relook their approach and methods of providing supervision because the one-size-fits-all approach is not efficient nor does it produce positive outcomes for the most part. Youth struggle to maintain their emotions and impulses thus making for poor decisions.
				2. A fundamental shift among agencies must be influenced by leaders focus on causes of behavior due to the unique challenges faced by youth in their adolescent development stages. Efforts must be made to facilitate interventions in order to assist youth changes in thinking and behavior patterns for the better.
				3. Recommended courses of action

“Engage families and other supportive adults in major system decisions and processes”[[18]](#endnote-18)

Shift focus from families being part of the problem to engaging them to be part of the solution.

Support the implementation of family mentors or advocates. Also, consider assessing their risk and needs.

“Employ a developmentally appropriate approach to system supervision by focusing resources on promoting positive behavior change and using a graduated response to violations”[[19]](#endnote-19)

Refrain from “I gotcha” approach to supervision and implement catching them “doing right” approach.

Employ interventions to supervision by promoting appropriate policy and practices[[20]](#endnote-20)

“Establish appropriate conditions of community supervision.

Reposition the role of the supervision officer.

Institute graduated response to youth behavior.”[[21]](#endnote-21) Consider using graduated response matrix based on level of offender misbehavior.

**NOTE: Show slide # 20, “Recommendations cont.”**

“Hold youth accountable for their actions in ways that address the harm caused to victims and communities and that support positive behavior change.”[[22]](#endnote-22)

Move away from the “teach them a lesson” mentality of accountability.

Consider restorative justice approach to accountability. Emphasizing understanding and taking responsibility and acknowledging and repairing the harm done to individuals and the community.[[23]](#endnote-23)

“Promote youth’s respect for and compliance with the law by engaging them in system decisions and processes and by addressing system bias and the disparate treatment of youth of color and other groups that are disproportionately represented in the juvenile justice system.”[[24]](#endnote-24)

Engage youth in the conversation of the system and the need for a justice system and services to support.

Engage youth to be more informed so they have a say in the process and feel respected. Engaging youth in the conversation will develop their awareness of self-determination.

**NOTE: “Check on learning.”**

**NOTE: Show slide #21, “Round 2 Jeopardy – Core Principles - Daily Double.”**

**NOTE: Show slide #22, “Category, Core Principles.”**

**Answers: Q1= Risk, Needs, & Responsivity/Q2= GAIN-SS/Q3=Dynamic/Q4=Fidelity of Implementation.**

**NOTE: Show slide #23, “5 minute BREAK.”**

**NOTE: Show slide #24, Objective #3, “Components of Juvenile Reentry.”**

* 1. Components of Juvenile Reentry in Research and Practice Reentry (Reintegration) Continuum.
		1. Reentry Phases and Stages
		2. Overarching Case Management (OCM)
		3. Six Critical Elements of Juvenile Reentry

**NOTE: Show slide #25, Objective #4, “Reentry Phases and Stages.”**

**NOTE: Show slide #26, “Reintegration Continuum graphics”**

**NOTE: Present Student Handout #2.**

* 1. Three phases and five stages of Reentry (Reintegration) Continuum.
		1. Phases
			1. Juvenile Court Counselor must be engaged and take ownership at this phase
				1. Placement Phase
				2. Transitional Phase
				3. Community-Based Phase
			2. Knowing the stakeholders, communication, and driving the reentry process at each phase of the continuum.
		2. Stages
			1. “Stage 1: the point of admission to an out-of-home placement
				1. Out-of-home Placement (OHP) – YDC, residential, treatment facility, Model of Care or other program.
				2. Revise RNR assessment and Cognitive Behavior Intervention tools used to develop service plan.
			2. Stage 2A: the latter portion of placement when discharge planning should be finalized
				1. Release readiness – stakeholders focused and engaged.
				2. Permanency planning and program referrals.
			3. Stage 2B: the initial period of community reentry/aftercare
				1. Explain expectations – 90 days minimum and 12 months maximum of community supervision.
				2. Child Family Team Meeting in the community.
			4. Stage 3A: the duration of community aftercare/supervised release following an initial period of adjustment
				1. Service providers assisting and communicating transition status.
				2. Sustaining and enhancing pro-social skills in the community.
			5. Stage 3B: life without any formal or official justice system jurisdiction”[[25]](#endnote-25)
				1. Youth has achieved all requirements and complied with the conditions of supervision and demonstrating confidence and competence.
				2. Quality of life sustainment.

**NOTE: Show slide #27, Objective #5, “Overarching Case Management”**

* 1. Overarching Case Management
		1. Overarching Case Management (OCM), an approach that provides youth with a systematic continuity of care throughout the phases of the reentry continuum.”[[26]](#endnote-26)
		2. A central aspect of OCM is the use of assessments to classify youth and match them to appropriate services.
		3. Developing a consolidated facility and community service/case plans that incorporates family and social networks, social controls, and services focused on risk and protective factors.
		4. Key OCM components in the community include graduated sanctions and incentives, realistic and enforceable post-release conditions, and links to community resources and non-correctional youth-serving systems, such as education, child welfare, employment, housing, behavioral health, and physical health services.[[27]](#endnote-27)
		5. Juvenile Court Counselors must own OCM. Provide leadership, purpose, directions and motivation collaborating and partnering with stakeholders. They are the lead CHANGE AGENT!

**NOTE: Show slide #28, Objective #6, Six Critical Functions…”**

* 1. Six critical functions of the juvenile reentry continuum related to day-to- day practices in case management.
		1. Functions
			1. Assessment of Risk for Reoffending, Strengths, and Needs
				1. Initial and periodic assessments.
				2. Implement into supervision planning.
			2. Cognitive-Behavioral Interventions
				1. Seek to develop pro-social thinking and behavior.
				2. Prepares youth to manage behavior throughout reentry continuum.
			3. Family Engagement
				1. Critical to youth success throughout reentry continuum.

Broaden the strategies and develop opportunities to “success” [[28]](#endnote-28)

* + - * 1. Stakeholders must invest and engage with families.

Ensure transition assistance in place

Meet families where they are to reduce recidivism[[29]](#endnote-29)

* + - 1. Release Readiness
				1. Shared understanding of what success means at post-release.
				2. Service plan must address realistic and measureable goals.
			2. Permanency Planning
				1. Support networks in place and employ a unity of effort.
				2. Planning beyond initial transition.
			3. Staffing and Workforce Competencies
				1. Engage staff in thinking differently.
				2. Provide training and performance evaluations.
		1. What it’s not
			1. A “Model” in name with no action – operationalize the model with achievable, realistic, measureable, and timed objectives
			2. Implement with fidelity using evidence based research and practices

**NOTE: “Questions related to the last 3 Training Objectives.”**

**NOTE: Show slide #29, Objective #7, 5th District Reentry Continuum.”**

* 1. Reintegration continuum service programs and their key functions related to the Division of Juvenile Justice, Court Services, District 5, Reentry Model.
		1. Phase “Placement Phase”
			1. Youth Development Centers (YDC) – facilities that provide secure residential treatment operated by the state of North Carolina
				1. MOC - basic concepts of the therapeutic treatment models used in out-of-home placements, specifically, Youth Development Centers and other residential treatment programs.

Cognitive Behavior Therapy

Effective Behavior Management

* + - 1. Out-of-Home (OHP) programs – group homes, wilderness camps, therapeutic foster care, and residential treatment facilities
		1. Phase “Transitional Phase”
			1. YDC and juvenile justice staff engaged and collaborating with parents and stakeholders on reentry planning needs
			2. Juvenile justice staff engage and collaborating with community based programs for service needs

**NOTE: Present Student Handout #30, “5th District Reentry Continuum cont.”**

* + 1. Phase “Community Based Phase”
			1. These programs are sequential in nature and aligned with a specific juvenile’s current Risk, Needs, and Responsivity assessment
			2. The programs are aligned with the 6 critical functions of reentry
			3. These programs address the Criminogenic Needs that have historically challenged the juvenile and family prior and during placement
			4. Collaboration among the team members is essential in offering evidence based services to address Criminogenic Needs and developing specific Protective Factors to nullify identified Criminogenic Needs
			5. The programs are as follows:
				1. Coastal Horizons Intensive Family Preservation – Individual qualified professional, transitional service, in-home, 10 hours a week.
				2. AMIKids – Functional Family Therapy, Individual Therapist, ongoing family strength building, in-home, 2 hours per week, focus on reinforcing cognitive behavior therapy.
				3. Cape Fear Workforce Innovation and Opportunity Act (WIOA) job readiness and educational training.
				4. New Hanover County Schools, School Liaison – transitional services for standard course of study track and Individual Education Plan (IEP) track.
				5. New Hanover County Health Department and Wilmington Health Access for Teens – medical, dental, and vision care.
				6. Juvenile Psychological Services - in-house provider, complete mental health evaluations and counseling services.
				7. New Hanover County DSS – comprehensive support for specific family’s needs.
				8. New Hanover County Housing Authority – transitional assistance to meet housing needs.
				9. Coastal Horizons Substance Abuse Treatment program, AMIKids - 7 Challenges, and PORT Human Services – substance abuse intervention, treatment and residential care.
			6. Private programs – Families have provider option. They are empowered to use service of choice
		2. Throughout these phase of reintegration the 6 Critical Functions of Juvenile Reentry are engaged by the stakeholders.

**NOTE: Show slide #31, 5th District Reentry Continuum.”**

**NOTE: Show slide #32, “Final Jeopardy.”**

**NOTE: Show slide #33, “Category, Core Principles.”**

1. Conclusion
	1. Summary of Lesson

We identified the concerns with the incarceration rate in the US and tied that into recidivism rates of youth in North Carolina. It is apparent that a better practice in reducing recidivism and improving other youth outcomes is an area that needed. The problem was identified and practical solutions were discussed working from the highest echelons to procedures used at the point of impact – youth and their families

We have become familiar with the reentry process at the strategic (principles), operational (6 critical functions), and the tactical (dynamic risk factors service programs) levels identifing the key foundations that are needed to develop goals and solutions to enhance the success of reentry planning and execution based on the following training objectives.

**NOTE: Show slide #34 – Questions, “Reentry: Reducing Recidivism and Improving Other Youth Outcome.”**

* 1. Questions of Class

**NOTE: “Ask class if they have any questions.”**

* 1. Closing Statement

As the Juvenile Court Counselor, you must be a “Change Agent.” Challenge yourself to shape the environment and set conditions for reducing recidivism and improving other youth outcomes. Collaborate and connect with stakeholders in your community and partners in developing a shared understanding and unity of effort to meet youth needs upon reentry from whatever placement. You set the tone in establishing your credibility, competence, and personal character among stakeholders in providing overarching case management. Lastly, the integrity of the reentry continuum of care rest with your commitment in reducing recidivism and improving other youth outcomes…be the “Change Agent.”

1. Seigle, Elizabeth, Nastassia Walsh, and Josh Weber. *Core Principles for Reducing Recidivism and Improving Other Youth Outcomes for Youth in the Juvenile Justice System*. 2014. Accessed March 1, 2016. <https://csgjusticecenter.org/wp-content/uploads/2014/07/Core-Principles-for-Reducing-Recidivism-and-Improving-Other-Outcomes-for-Youth-in-the-Juvenile-Justice-System.pdf>. [↑](#endnote-ref-1)
2. U.S. Department of Justice. Bureau of Justice Statistics. Analysis of Crime Patterns 1990-2000 by Shirley Marimer. Washington, DC: GPO, 2002. [http://www.usdoj.gov/346576/cr2002.pdf](http://www.usdoj.gov/346576/cr2002.pdf%20). Accessed March 1, 2016. [↑](#endnote-ref-2)
3. Altschuler, David, Ph.D., and Shay Bilchic, J.D. Critical Elements of Juvenile Reentry in Research and Practice. April 21, 2014. Accessed March 1, 2016. <https://csgjusticecenter.org/wp-content/uploads/2014/04/4.18.14_Critical-Elements-of-Juvenile-Reentry.pdf>. 1. [↑](#endnote-ref-3)
4. Seigle, Elizabeth, Nastassia Walsh, and Josh Weber. *Core Principles for Reducing Recidivism and Improving Other Youth Outcomes for Youth in the Juvenile Justice System.* 2014. Accessed March 1, 2016. <https://csgjusticecenter.org/wp-content/uploads/2014/07/Core-Principles-for-Reducing-Recidivism-and-Improving-Other-Outcomes-for-Youth-in-the-Juvenile-Justice-System.pdf>. 5. [↑](#endnote-ref-4)
5. Ibid., 7. [↑](#endnote-ref-5)
6. Ibid., 7. [↑](#endnote-ref-6)
7. Ibid., 9. [↑](#endnote-ref-7)
8. Ibid., 14. [↑](#endnote-ref-8)
9. Ibid., 16. [↑](#endnote-ref-9)
10. Ibid., 17. [↑](#endnote-ref-10)
11. Ibid., 17. [↑](#endnote-ref-11)
12. Ibid., 18. [↑](#endnote-ref-12)
13. Ibid., 18. [↑](#endnote-ref-13)
14. Florida Department of Agriculture and Consumer Services, comp. *AMIKids Separating a Troubled Past from a Bright Future*. Brochure, Division of Juvenile Justice, Wilmington, North Carolina. [↑](#endnote-ref-14)
15. Seigle, Elizeth, Nastassia Walsh, and Josh Weber. "Core Principles for Reducing Recidivism and Improving Other ..." 2014. Accessed March 1, 2016. <https://csgjusticecenter.org/wp-content/uploads/2014/07/Core-Principles-for-Reducing-Recidivism-and-Improving-Other-Outcomes-for-Youth-in-the-Juvenile-Justice-System.pdf>. 24. [↑](#endnote-ref-15)
16. Ibid., 25. [↑](#endnote-ref-16)
17. Ibid., 34. [↑](#endnote-ref-17)
18. Ibid., 35. [↑](#endnote-ref-18)
19. Ibid., 36. [↑](#endnote-ref-19)
20. Ibid., 37. [↑](#endnote-ref-20)
21. Ibid., 37. [↑](#endnote-ref-21)
22. Ibid., 39. [↑](#endnote-ref-22)
23. Ibid., 40. [↑](#endnote-ref-23)
24. Ibid., 40. [↑](#endnote-ref-24)
25. Altschuler, David, Ph.D., and Shay Bilchic, J.D. Critical Elements of Juvenile Reentry in Research and Practice. April 21, 2014. Accessed March 1, 2016. <https://csgjusticecenter.org/wp-content/uploads/2014/04/4.18.14_Critical-Elements-of-Juvenile-Reentry.pdf>. 1. [↑](#endnote-ref-25)
26. Ibid., 1. [↑](#endnote-ref-26)
27. Ibid., 2. [↑](#endnote-ref-27)
28. Pittman, K., Irby, M., Tolman, J., Yohalem, N., & Ferber, T. (2003). *Preventing Problems, Promoting Development, Encouraging Engagement: Competing Priorities or Inseparable Goals?*. Based upon Pittman, K. & Irby, M. (1996). *Preventing Problems or Promoting Development?* Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc. Available online at www.forumfyi.org.6. [↑](#endnote-ref-28)
29. Lynch, Kasi S., MA, LPC, interviewed by author, Wilmington, NC, February 19, 2016. [↑](#endnote-ref-29)