Welcome to the Webinar

We will begin at 11:00am (PT) / 2:00pm (ET).

A recording will be available after the webinar.
Your line will be muted to cut down on background interference so please use the chat box to share your name, your organization, your location and any questions you have for our featured speakers.
Federal Coordination

• US Department of Justice
  – Office of the Attorney General
  – Office of Justice Programs
    • Office of Juvenile Justice and Delinquency Prevention
    • Office for Victims of Crime
    • National Institute of Justice

  – Office on Violence Against Women
  – Office of Community Oriented Policing
  – Executive Office of US Attorneys

• US Department of Health and Human Services

• US Department of Education
Goals of the Defending Childhood Initiative

- Prevent children’s exposure to violence.

- Mitigate the negative effects experienced by children exposed to violence.

- Develop knowledge about and spread awareness of this issue.
Over $30 M Invested From FY2010 – FY2012

• Research and Evaluation
• Direct Action in Communities
  – Comprehensive Demonstration Project
  – Safe Start Program (www.safestartcenter.org)
  – OVW Children Exposed to Violence grants
• Training and Technical Assistance
• Attorney General’s Task Force on Children Exposed to Violence (www.justice.gov/defendingchildhood/cev-rpt-full.pdf)
• Action Partnerships with Professional Organizations
How to use this technology

• You can choose to connect via computer OR via telephone.
  • Should you choose computer, please mute your computer microphone to avoid feedback.
  • Should you choose to dial in, please follow the audio instructions on the screen or in the audio pop up:
    • Dial: 1-888-850-4523
    • Enter the Participant Code: 418086#
    OR
    • Dial: 1-719-234-7800
    • Enter the Participant Code: 418086#

• There will be time for Q & A at the end of the presentation.
• Please enter any questions you have in the Public Text Chat box.
• A recording and PDF slides will be available after the webinar.
Applying an Adolescent Wellbeing Focus in Juvenile Justice Assessment and Treatment Planning

Katya Fels Smyth, CEO and Founder
The Full Frame Initiative

Phyllis Becker, Acting Director
Missouri Division of Youth Services

Webinar
December 18, 2014
Presenters

Katya Fels Smyth, CEO and Founder
The Full Frame Initiative
(413) 773-3400
katya@fullframeinitiative.org
www.fullframeinitiative.org

Phyllis Becker, Acting Director
Missouri Division of Youth Services
(573) 751-3324
phyllis.becker@dss.mo.gov
Who’s “In the Room?”

Polling question

What field are you in?
A. Education, schools
B. Juvenile Justice
C. Law Enforcement or Adult Corrections
D. Funder
E. Social Services/Community Human Services
F. Child Welfare
G. Medical and Behavioral Health
H. Violence Prevention or Intervention
I. Other Youth Services
J. Other Field
The Full Frame Initiative (FFI) works to break cycles of poverty and violence through a novel approach that doesn’t require new programs or significant new funding.

FFI has discovered that organizations with proven records working with highly marginalized people share a common DNA: they support people in the full frame of their lives.

Many more organizations are primed for this Full Frame practice, but face systemic barriers.

FFI works to remove these barriers through partnerships with government, nonprofits, funders, researchers and communities.

FFI is proving that change can happen in years, not generations.
Learning Objectives

Understand that wellbeing is an evidence-based philosophy that addresses current challenges and builds protective factors to support lasting change:

• Be introduced to the Five Domains of Wellbeing Framework.

• Learn how this universal lens has been adapted in the context of adolescent development.

• Explore the application of the Five Domains of Wellbeing Framework in Missouri’s juvenile justice system.

• Understand how reorienting assessment, treatment and transition planning using a strengths-based wellbeing framework has strengthened the system and helped kids and families achieve better treatment outcomes.

• Understand the key elements of the effective collaboration that enabled deep and sustainable systems change.
Five Domains of Wellbeing
Change: Risk and Reward

Yes!

No!

It depends...
Change: Risk and Reward

Yes!

No!

It depends...

What does it depend on?
Change: Risk and Reward

IS IT WORTH IT?
Tradeoffs: Decision, Choice and Change

• When we **decide** if something is “worth it,” we are balancing tradeoffs.

• When people make **choices** different from what we might expect or want, they may be weighting tradeoffs differently.

• Sometimes we make (or are forced to make) **change** that involves significant tradeoffs that we or others never anticipated. If the tradeoffs are too big, we don’t sustain change.

> Sometimes, we’re aware of tradeoffs. Sometimes, we forget to think about them, especially for other people.
The Current Approach
The Five Domains of Wellbeing

- Universally needed, individually experienced
- Interdependent
- Non-hierarchical
- Asset-based, reality-driven
- Valid for individuals, families and communities
- Drawn from practice, validated by research
Five Domains of Wellbeing and Youth
Working with kids in juvenile justice means working with kids.

*Photo is licensed under CC BY 2.0*
Working with youth **is not** working with adults.
All Behavior Serves a Purpose

Jeremiah was committed to Division of Youth Services (DYS) for assault when he was 16. His father was killed when Jeremiah was 5, and his mom, Chloe, went into what might have been a depression. To Jeremiah, she just felt distant and she yelled at him a lot. Once he had a nightmare and went to wake her up, and she told him she had enough nightmares without his, too. He never went in her room again at night.

Chloe worked hard, and partied hard on weekends, and sometimes it got crazy at home when she was trying to make some guy leave. Jeremiah wishes it could be his birthday every month because that’s when they go to Grammy’s house for a special lasagna dinner, and he sees his mom actually relaxing and laughing for a moment.

School had been fine – he was pretty good at English and he got by in math– he could do long multiplication and division in his head, but the rest of it bored him. Kids started bullying him because his clothes didn’t fit right a lot, and he didn’t want to fight them, but he didn’t want to look weak, so he just stopped going to school until he could get clothes and then he’d show them...

Turns out, there was a way to make money– as a runner and then helping to keep inventory for his cousin Tony, who had a good corner. Jeremiah started hanging out with Tony, met some of his friends, learned to drive, got the clothes he had wanted the year before, started working out, and, when someone tried to rob Tony, Jeremiah beat him up. No one was really talking, so Jeremiah ended up in DYS.

In DYS, Jeremiah made progress in group and learned conflict resolution skills. He visited a college and it was much more interesting than he thought it would be, and for the first time, no one teased him about how much he loved to read– he didn’t have to hide his books. Jeremiah even did credit recovery and was committed to staying on the straight and narrow and going to college.

Two weeks after he went home, he was back with Tony and out of school.
Adolescence = Who Am I?

- Identity formation
  - Self-centered and self-referential
  - Focused on developing intimate relationships
- Physical and physiological changes
- Sexuality
- Relationship with parents changing
- Context changes: school structure, interactions with environment separate from parents
- Reasoning and judgment are improving, and control over impulses is developing
Social Connectedness and Youth

- Youth need to feel a sense of belonging.
- Youth need to be needed.
- Identifying with peers is part of identity formation.
- Peer rejection is associated with depression, anxiety and aggression.
- To cut ties to peers who may enable risky behavior, youth need to have other relationships, and they need a lot of help.
- Youth are more likely to try new experiences in the context of an accepting peer group than on their own.
Safety and Youth

• “Authentic self” is emerging and may change or evolve quickly; trying out new roles.

• Growing autonomy exposes youth more to community, and to any community violence.

• Youth are very concerned about how they are perceived by others, especially their peers; marginalization compromises safety.

• What looks like invulnerability may be anticipation of mortal vulnerability.
  - Perceived risk of death is predictive of fight-related injury, police arrest and HIV/AIDS diagnosis.

• Three zones of safety: home, school and community.
Stability and Youth

• All families have patterns; predictability can create a sense of stability.
• Youth aware of family instability may feel powerless to address it.
• “Hassles,” stressors and stress accumulate and undermine outcomes.
• Residential, health or other instabilities may compromise youth’s ability to form strong peer groups, which are critical to identity formation.
• Youth may cope with social isolation or feeling unsafe in ways that compromise stability (e.g., drugs and alcohol).
Mastery and Youth

• All youth seek out opportunities to learn and grow.
• Navigating and negotiating relationships require mastery of multiple social skills.
• Thriving is fostered through activities that enable connectedness and skill development.
• Civic engagement can increase mastery and help with positive reentry.
• Traumatized youth in the juvenile justice system often use spiritual coping, which, if fostered, increases resilience.
• Activities or skills that provide the context for this mastery are critical to youths’ development of identity.
Parents are still gatekeepers.

Stigma is a profound barrier—tradeoffs are significant.

A heightened need to belong can influence what services a youth chooses to access.

Family moves may erode meaningful access.

Overcrowding, danger, family obligations, or a lack of relevance make education inaccessible.

Youth who provide instrumental care to younger siblings or other family members may secure resources by engaging in illegal activities; if they are arrested, their family members may lose all access to those resources.
We all have assets.

We all have challenges.
We all have assets.

We all have challenges.

We all work to meet our needs in these domains as best we can given our experiences and what is available to us.

“All behavior serves a purpose.”
Community Matters

If we leave all the change up to youth, we’re missing a huge part of the picture.

Movement in each of the Five Domains of Wellbeing requires *internal* and *external* change.
Missouri Division of Youth Services
A Lot to Build On

- 30 years into shifting from a punitive, correctional mindset to a therapeutic treatment orientation.
- A commitment to strengths-based, trauma-informed practice.
  - Incorporation of Positive Youth Development (40 assets and principles).
- Clearly articulated beliefs and values.
Correctional vs. Humane and Developmental Environments

TRADITIONAL YOUTH CORRECTIONS

THERAPEUTIC & DEVELOPMENTAL
Correctional vs. Humane and Developmental Environments

TRADITIONAL YOUTH CORRECTIONS

THERAPEUTIC & DEVELOPMENTAL
Correctional vs. Humane and Developmental Environments

TRADITIONAL YOUTH CORRECTIONS

THERAPEUTIC & DEVELOPMENTAL
Room for Improvement

- Needed to improve the translation of success in residential treatment into long-term success in the community.
- Work with kids was strong; family engagement was an area for growth.
- Needed to align assessment and treatment planning with MO DYS philosophy of strengths-based individualized treatment.
- New treatment plan requirements were necessary for Medicaid reimbursement.
- Needed a bridge (Five Domains of Wellbeing) to bring beliefs and philosophies into optimal practices.
Application of the Five Domains of Wellbeing: Missouri DYS

WORKING TOGETHER
Missouri’s juvenile justice system is a trauma-informed, treatment-oriented system.
Using the Five Domains of Wellbeing...

**Slows us down to**

- Prevent jumping immediately to conclusions.
- Redirect focus from the problem to the person.
- Encourage people to open-up and share important information.
- Identify where we are and where we are not on the same page with the people we work with, without judgment.
What We’ve Done Together Over the Last Three Years

- Centered tools and process on wellbeing by...
  - Focusing the process on people and youth/family perspectives, not just staff.
  - Using the Five Domains of Wellbeing as a consistent thread throughout.
  - Equipping staff to actualize that all behavior serves a purpose.
  - Leveraging community assets.

- Trained and built the capacity of staff to integrate the Five Domains of Wellbeing at systemic, facility and treatment levels.

- Engaged youth and families in the process.
Centered Tools and Process on Wellbeing by Using the Five Domains of Wellbeing as a Consistent Thread Throughout

• The process is trauma-informed and asset-based and includes other factors such as hopes and dreams and education.

### Assessment
What are the youth’s/family’s assets and challenges in the Five Domains of Wellbeing?

### Treatment
What assets in the Five Domains of Wellbeing can we build on to address challenges and minimize tradeoffs?

### Transition
How much progress was made? How can we continue leveraging assets in the Five Domains of Wellbeing to sustain progress?

Through the eyes of youth/family
Centered Tools and Process on Wellbeing by Equipping Staff to Actualize that All Behavior Serves a Purpose

Every behavior tells us about assets and challenges in the Five Domains of Wellbeing.

Getting beneath the behavior

Behavior

Purpose
Centered Tools and Process on Wellbeing by Leveraging Community Assets

- Teacher
- Volunteer
- After school activities
- Friend Family

Treatment & Transition
Trained and Built the Capacity of Staff

- Training, coaching and train-the-trainers
- Quality improvement tools and ongoing feedback
- Integrated the Five Domains of Wellbeing deeper into DYS
Engaged Youth and Families in the Process

• Youth/families introduced to the Five Domains of Wellbeing
• Youth’s self-care plan and family assessment included in treatment and transition
• Family focus groups – how do families define success?

Example from Youth and Family Transition Worksheet

<table>
<thead>
<tr>
<th></th>
<th>Here’s the progress we’ve made in...</th>
<th>Here’s where we are going... Goals</th>
<th>These are the people and groups that can help us in...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being and feeling safe at home, at school, at work and in our community</td>
<td>What we have learned and accomplished, and how we have grown</td>
<td>What we need to do to maintain our progress and what we need to do (or need help with!) to continue growing and moving forward.</td>
<td>What agencies and people we will work with to meet our needs and move forward.</td>
</tr>
</tbody>
</table>
Preliminary Results
Changes for Kids and Families

- A public system experience that’s strengths-based
- Kids have deeper insight
- Youth and families see assets and strengths
  - More people brought into transition
  - Transition disruption is minimized

“I’m doing things I’ve never done before—that I didn’t think I can do.”
Changes for Kids and Families

- Shortened time that youth are in detention and awaiting placement – from an average of 13.85 days awaiting placement in 2012 to an average of 9.77 days in 2014

- 92.50% of DYS youths’ being **productively involved** (school, work, internships, etc.) at the point of discharge, an 11.14% increase from 2012 to 2014

- A **law abiding rate** of 79.91% two years from discharge, a 4.26% increase from 2012 to 2014
Changes for Kids and Families

• Families more engaged early on:
  ◦ Youth are less defensive
  ◦ Families see strengths in their kids
  ◦ Positions DYS as a resource for families and kids
• Families expressing positive disbelief

No one has ever asked me about my hopes and dreams. They usually just ask me what I need.

– parent
Structural and Systemic Changes

- Developed and implemented new process, forms and support structure
- Created curricula to introduce new forms/tools and develop competencies in core concepts addressed in forms and tools
- FFI provided trainings to all regions and statewide Train-the-Trainers
- Statewide common expectations established for treatment planning and documentation
- Identified areas of alignment with values and practices
Changes for Staff

• Additional family engagement skills added to “toolbelt”
• Increased collaboration among staff roles
• Leading with strengths and assets, not the committing behavior
• Staff feel better equipped and are more intentional
Changes for Staff

- Staff reports changes in practice. Frequent responses included:
  - Better, more personalized goals
  - Helps staff, families and youth identify the context of behavior
  - Enables staff to go deeper--not just focus on the surface
  - More focus on strengths when presenting youth to other staff
  - More teamwork in developing plan
  - More family engagement and better family response
  - Great energy and good motivation
  - “Stumbling blocks” are being assessed and worked out

Kids are proud! They’re saying, “Hey–look at my self-care plan!”

-- DYS staff
Strong Partnerships
Elements of a Strong Partnership

- **Values matter**: Our values are aligned on all levels.
- **Systems matter**: We both approach this with a systems-thinking lens.
- **Leadership matters**: If leadership isn’t committed to real change, it won’t “stick.”
- **Relationships matter**: We have grown to trust each other, create together, share language with each other, and have difficult conversations when necessary.
- **Sometimes it gets messy**: We have at heart the *kids and families*, and it’s less about whose idea it is or who’s right.
Making change is hard and sustaining change is harder: We have to decide to keep doing this every single day (it’s developmental!).

Parallel process: Recognize that partners have strengths and are already doing good work.

Commitment to seeing it through: We are flexible in the scope and duration of the work because change takes time.

Customization: This is not “one size fits all” process.

Building on the tension between requirements and values: Medicaid expansion created opportunity.

Philanthropy: Essential to getting at the innovative and exploratory parts.
Presenters

Katya Fels Smyth, CEO and Founder
The Full Frame Initiative
(413) 773-3400
katya@fullframeinitiative.org
www.fullframeinitiative.org

Phyllis Becker, Acting Director
Missouri Division of Youth Services
(573) 751-3324
phyllis.becker@dss.mo.gov
Thank you for joining us!

Please take a moment to take this short survey regarding today’s webinar and future webinars.

https://www.surveymonkey.com/s/87NX96X

This project was supported by Grant No. 2011-MU-MU-K011 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Points of view expressed in this webinar are those of the presenter(s) and do not necessarily represent the official position or policies of OJJDP or the U.S. Department of Justice.