

## **Webinar: *Compliance is Not Enough: Empowering Youth to Grow Out of Offending***

**April 26, 2021**

### **Host:**

Alyson Freedman, OJJDP's National Training and Technical Assistance Center (NTTAC)

### **Moderator:**

John A. Tuell, Executive Director, Robert F. Kennedy National Resource Center for Juvenile Justice, Robert F. Kennedy Children's Action Corps

### **Presenters:**

Jonathan I. Cloud, Youth Justice Consultant

Robert "Bob" Bermingham, Director, Court Services Unit, Fairfax County Juvenile & Domestic Relations District Court, Fairfax, Virginia

Melissa Graham, Section Manager, Division of Youth and Family Services – DHHS, Social Worker – State of Wisconsin

### **Opening Remarks**

Alyson Freedman: Hi, everyone. We are just going to get started in a few minutes, so thank you so much for coming.

Alyson Freedman: Hi, everyone. While we are waiting to start, we have a poll question that we would love you to fill out if you could. Thank you.

Alyson Freedman: Hi, everyone. We are so excited to see you. Please fill out the, the poll if you would like, and you can also download the – the PowerPoint as well as the handouts in the file transfer pod. You just click on the file and click download, and we will just get started in just a minute.

Alyson Freedman: Hello. We are going to give everyone just another quick minute. So please take the poll on your right, and also if you would like to download the handouts, you can download them by going to the file transfer pod and clicking on each of the file names, and then clicking on download.

Alyson Freedman: Hi, everybody. We are just going to give everyone just a couple of more seconds to, to come in and then we will get started.

Alyson Freedman: All right. We will give everyone just a couple more seconds on the, the poll and we are ready to get started. So welcome, everyone, and thank you so much for joining today's event, *Compliance is Not Enough: Empowering Youth to Grow Out of Offending*. My name is Alyson Freedman, and I am with OJJDP's NTTAC. This Webinar is brought to you by our colleagues at the Robert F. Kennedy National Resource Center for Juvenile Justice. For best results for the Webinar, please close all of your windows while viewing the Webinar. If you encounter any other issues, you can try opening the Webinar in a different browser, Google Chrome or Firefox, for example. If you have any questions during the session, you can use that chat tool to send us a message, and we will be having closed captioning as well during the Webinar if anybody would like to view that.

## **Webinar Recording**

Alyson Freedman: And just a reminder that this event is being recorded and will be archived on OJJDP's multimedia page.

## **Webinars on OJJDP's Multimedia Page**

Alyson Freedman: You can go to OJJDP's multimedia page to view Webinars on juvenile justice and child victimization prevention. If you would like to get access to any supporting materials for these archived Webinars you may do so by contacting the OJJDP TTA Help Desk at [ojjdptta@usdoj.gov](mailto:ojjdptta@usdoj.gov).

## **Webinar Tips**

Alyson Freedman: And as I said, the materials for – sorry, the poll was just closing. There we go. The materials – there we go. Sorry about that. The materials for the Webinar can be downloaded using the file transfer function. You select the file that you want and then you click download. If you are having any trouble with that, my colleague, Joyce, added a link to the Google Drive in the chat, and the files are there as well.

Alyson Freedman: And for optimal audio, we are asking you to have the Webex system dial your phone. If you are connected to it will show a little headset next to your name. If you have any technical issues, you can feel free to contact OJJDP TTA, the Help Desk at [ojjdptta@usdoj.gov](mailto:ojjdptta@usdoj.gov).

## **Webex Platform Information**

Alyson Freedman: And during today's web event we will be taking questions, and we would ask the participants to please submit their questions in the Chat Box. When you are submitting your questions, please make sure you select "everyone" and then hit enter, or select the send button.

## **Help us Count**

Alyson Freedman: Now, please help us count. If you are viewing today's Webinar by yourself there is no need to type anything at this time. But if you are viewing in a group, meaning there is more than one individual with you, not including yourself, please type in the total number of additional people in the room. So, for example, if it is you and one colleague, then you would type 1. And please, again, send it to "everyone" if you are viewing – if you are viewing with anyone else.

## **Certificate of Attendance**

Alyson Freedman: And please note that you will all be receiving a Certificate of Attendance within 24 hours via an automated email from OJJDP's NTTAC with a Certificate of Attendance. So please keep an eye on your email for your certificate.

## **Agenda**

Alyson Freedman: And this is the agenda for today's Webinar. And I am going to turn it over to our host, John Tuell from the RFK National Resource Center.

**Moderator: John A. Tuell, Executive Director, Robert F. Kennedy National Resource Center for Juvenile Justice, Robert F. Kennedy Children's Action Corps**

John A. Tuell: Thank you, Alyson. Greetings, everyone, and welcome to the *Compliance is Not Enough: Empowering Youth to Grow Out of Offending* Webinar. My name is John Tuell. I am the Executive Director of the Robert F. Kennedy National Resource Center for Juvenile Justice. Our National Resource Center provides field-base technical assistance through cultivated partnerships with state and local youth-serving leaders and practitioners like you, and it is designed to improve child welfare and juvenile justice system performance so that each young person may experience a future free from involvement in either system, and realize unlimited, positive growth opportunities.

John A. Tuell: Our work in more than 60 jurisdictions since our launch in 2013, including six currently in the Dennis M. Mondoro Project funded through the Office of Juvenile Justice and Delinquency Prevention and the Second Chance Act is built upon research and ample evidence of results that undeniably supports that what you will learn about today will be critical to our current and future efforts to improve the lives of our Nation's young people.

John A. Tuell: During this session our featured presenter, Jonathan Cloud, and author of the innovative Growth-Focused Case Management (GFCM) approach, will highlight how the GFCM and the core practices for supporting formation of a positive identity can complement risk needs responsivity instruments. As someone who toiled in juvenile probation for nearly 2 decades, I believe the Growth-Focused Case Management approach can be integrated into case planning, and can provide an empowering, practical, and effective supervision approach.

John A. Tuell: As of my opening comments at this point, there are more than 600 participants joining us today, and nearly 30 percent of those of you who are joining us had offered pre-session questions. We will obviously not get to all of the inquiries, nor have the chance to engage in interact – interactive exchange in this particular format. However, I do believe that many of your questions will be addressed within the delivered content. If not, my hope is that you will make time to learn more by reading the *Growth-Focused Case Management Practice Brief* which will be referenced during today's presentation. I do hope that you will explore the provided handouts to learn even more detail, and I do hope that you demonstrate a curiosity by convening leadership teams in your jurisdictions to explore opportunities for GFCM use.

John A. Tuell: And finally, attending our 2021 National Symposium in Nashville, Tennessee, from September 8 to 10, where Mr. Cloud will be facilitating a dynamic half-day training institute on the tenth, and diving deeper into GFCM's practical application and impact. There are comprehensive bios available for our presenters today, but let me briefly tell you a little bit about them.

**Presenters**

John A. Tuell: Our featured presenter today is Jonathan Cloud. He has provided 40 years of distinguished human services experience and consultation at local, state, and federal levels. This means, by my count, that Jonathan must have started his career when he was approximately 10 years old. I had the privilege of learning of Jonathan's passion and tremendous expertise and insights when we worked together during my tenure at OJJDP. Jonathan is unparalleled in his ability to effectively translate the research and evidence into the design of practical solutions, and then with commensurate proficiency and alacrity, coach, mentor, and teach the requisite skills to policymakers, managers, supervisors, and our day in and day out legion of devoted case workers. Jonathan developed the Growth-Focused Case

Management as a strength-based approach to fostering desistance to offending that ultimately protects public safety.

John A. Tuell: In addition to Jonathan, you will hear from Bob Bermingham, who has devoted more than 30 years to serving the families, youth, and communities – community in Fairfax County, Virginia. He has tirelessly demonstrated extraordinary commitment and passion for youth, and he now serves as a consultant to our National Resource Center, and fortunately brings that knowledge and passion to jurisdictions across the country. For the past 12 years, Bob has served as the Director for Virginia's largest court service unit, and led that unit through a wide range of transformative youth justice changes. His perspective on the potential impact of GFCM today is eagerly anticipated.

John A. Tuell: Melissa Graham is a Section Manager for the Division of Youth and Family Services in Milwaukee County. Melissa has supported the training, implementation, and direct impact of the GFCM in Milwaukee, and will be sharing those experiences today. Having worked directly with Melissa and her colleagues in Milwaukee County for over 4 years, she has been instrumental as a part of the team [inaudible 00:13:11] broad-ranging, positive change on behalf of Milwaukee's youth and families in a challenging environment.

John A. Tuell: I want to offer my thanks to the National Training and Technical Assistance Center for helping us host this event today, and I want to offer a special thank you to Julia Alanen, our OJJDP Dennis Mondoro Project Manager, for her special efforts in making this event a reality, the project forward-thinking and forward-achieving. And I want to thank you for taking your valuable time to join us this afternoon.

John A. Tuell: Now, I am thrilled to welcome Jonathan Cloud.

### **Compliance is Not Enough: Empowering Youth to Grow Out of Offending**

Jonathan I. Cloud: Great. Thanks a lot, John. I really, really appreciate it. And I would imagine that all of you listening in must suspect that John and I know each other because he really tossed in a nice, well-received little compliment. No, I did not start when I was 10, but I guess that is saying I am hanging in there. I am looking pretty good so far. John and I go back a ways. It is fantastic to experience this session with him, and for him to be leading the way. I – I had to report to him back in the days when I was doing quite a bit of consulting around the country for the U.S. Department of Justice, OJJDP. So, John, appreciate the intro. Thanks so much for your work.

Jonathan I. Cloud: It is appropriate that John introduced this piece because RFK National Resource Center does some fantastic work in my opinion in Milwaukee County, the Division of Youth and Family Services. We will be talking about them. Did some great work in helping them get to a state of readiness for what you are about to hear today. It is simple, yet challenging, and I am going to try to keep it simple for you, but it is challenging because it forces us to rethink how we think and to shift how we practice. So we will be getting inside of that, but what they were able to do through their probation review process was just fantastic, and identified a number of things that opened the door, and I think in some respects led to the leadership there reaching out to me and bringing me in to begin getting – getting to work on building a – a solid case management approach. They were already of the mindset that they needed to do more than just control youth and find punitive responses, but needed a way to translate that into practice. And what you will be hearing today covers some of that.

Jonathan I. Cloud: So I guess in relation to John, I should also tip my hat off to the leadership in Milwaukee County Division of Youth and Family Services. Thank you for your work and for leading the way. Mark Mertens is their Administrator. And there are two Deputy Administrators that have been key a well, De Shell Parker and Kelly Pethke have all worked together to – to make it clear that this is not going away. And I would say to you that as you are listening to this that county leadership is vital because it is – it is not an easy shift to make. But it is exciting to see some of the results we are beginning to see.

Jonathan I. Cloud: So let us get into it. Do take John up on the resources that are provided to you. This is just going to be a – an intro to it. I am glad he mentioned the deep dive at the institute because I was tempted to do a deep dive today, but this is a limited format, so I am going to – I am going to kind of scan across the top, but you can download the PowerPoint. And if you do, go to the notes page, notes view page, and in that you will get some extensive explanatory notes about this content. And I did that for you. So, go get it. Download it, look at it, and that allows me to just hit the high points with you today, and then you can followup and look at that material. Also in the material that comes with this is, for lack of a better – a lack of a better expression, a miniature little practice guide that actually gives you some practical tips on the four practices, the four strategies that supports growth, and does it in a way that allows compliance to be a part of how they grow up. I will say that again, because that is the tricky mixture.

Jonathan I. Cloud: I have got to do stuff, according to the court and my worker. But doing it needs to support me growing up. Maturing out of delinquency. One of my favorite research articles, by the way, that is the exact title. *Maturing Out of Delinquency*. Such that I become a person for whom offending is no longer even compatible. Very exciting. So feel free to download that, too. It has got some nice little tips in there to help you. And that comes to you courtesy of Milwaukee County, because I developed it for them, did some tweaks on it, but happy to share that material with you.

### **What We Will Cover**

Jonathan I. Cloud: All right, well, let us get going on this. I am going to leave some chunk of time for questions and answers. I will be rolling through this. A little bit of theoretical stuff upfront, not a whole lot. But then we will shift over to really getting into some practical things and giving you some highlights about things I have seen in Milwaukee County, as well as hearing from Bob and Melissa, and hopefully at the end of this time you will have a good sense of sort of what this is and you are able then to, to move forward on it.

Jonathan I. Cloud: Here is what we are going to be covering in our, our quick scan. Most youth grow out of offending, and some do not. And we are going to start with a mental activity in just a second. No big deal. And if you are near some paper and a pen, you might want to grab that, too, because you can jot these four little bullet points down. Incredibly simple, but the, the four practices are things that every single one of you have experienced. And the four things that you all have experienced define the four phases of the Growth-Focused Case Management model. It is, it is that simple. So I do not want you to forget those four things. And everything else we talk about today is going to come back to those four things. So we are going to do a quick mental activity. You are going to jot down those four things if, if you need to in order to remember it, to understand why you did not keep on offending. But some youth do. And it is because of the same four key practices, the same four key points.

Jonathan I. Cloud: And then we are going to talk about the desistance perspective. And all that means is you grow out of it. You, you move beyond it. You and I do not have to wake up in the morning and worry about not beating somebody up or stealing somebody and making sure we do not get caught doing something illegal. Well, most of us do not. I hope none of us do, right? Right. Look, we do not have to do that because it is going into somebody's house and taking something is not even compatible with who we are. In other words, we are past that. Growth-Focused Case Management is about getting a young person to that. And guess what? It is doable. We have got the research for it. Cannot wait to share it with you, all right?

Jonathan I. Cloud: Now, there is two kinds of compliance to go with that. We are going to talk a little bit – a little bit about that. What they want to do. What we want them to do. And we have got this little tension that is always kind of going with – with how can we like, like incentivize them to do what they are supposed to do? Going to get inside of that. And then go to the kind of compliance that this is really about. And that is they comply because by complying I get to become who I am. Incredibly exciting. So that in that last bullet we will get into the framework and the model, and that is where I will hand it off to – to Bob and Melissa. But hopefully already you have got this sense that, OK.

### **Learning Objectives**

Jonathan I. Cloud: So this thing about compliance is not enough is not throwing compliance out the window. Nope. You have got to comply. What we are throwing out the window is the typical definition of what compliance is. And typically it is you did what you were supposed to do, right? You call in by 8 p.m. every evening. Did you do it? Good. Pow. Check that off, right? You did not hang out with some delinquent peers. You do it. Boom. Check that off. You attended school. You do it. Boom. Pow. Check that off. It is a typical approach. Did you do it?

Jonathan I. Cloud: Now, here is the shift we are going to make today. Yeah, you still need to call in at 8 p.m., check in with your probation officer. Yeah, you stay away from those delinquent peers. Yeah, you leave those drugs alone. But the shift we are going to make is how you go about complying. Why are you doing it? Are you doing it so you get off probation? Or are you doing it because you now know that those are the steps necessary to take in order to become who I want to become. Now, that is not theoretical.

Jonathan I. Cloud: As you look at these learning objectives, guess what happened last week? Doing some work with one for Quality Assurance Division or Unit in – in Milwaukee County, and we are doing a thing we call the blitz, because we want to like – like – like give booster sessions to all the – we call them HSWs, Human Service Workers, same as your probation officers. So we want, want to give sessions to those. And as we are doing this, we are hearing some wonderful stories. And, and we sat there and one of the HSWs said, well, you know, I am really excited. Now, watch what she was excited about. Because in most youth justice systems you do not get excited about this, right? I am excited because the youth I am working with has finally like figured out that he really, really, really wants to become a dog breeder. Now, I hope you are chuckling a little bit. Dog breeder, I mean, come on. You are in here for shoplifting and all this stuff, and you, you are talking about dog breeding. Let me tell you why that matters. That matters because there is a piece of research and a lot of research that says this. If that youth's image of the kind of dog breeder she will be several years from now is super, super vivid, she is less likely to offend. In fact, the title of the research article is *Vividness of – Vividness of Future Self Predicts Delinquency*. I just want that to soak in for a second. *Vividness, right, of Future Self Predicts Delinquency*. The clearer I see my future identity, the less likely I am to offend.

Jonathan I. Cloud: The rest of our time today is about how you take that. And we do that in what we call the first phase of our work. How we take that and we say, now, if you want to move towards that, you have got to check in with me every evening, because we have got to do that to make you stay on, help, help you stay on track, right? Your delinquent peers, not going to get to becoming a dog breeder. We have got you a mentor set up. We have got an internship set up for you to go look at how dogs are being bred and all this good stuff, right? So these are the things you must do. There we go. Compliance in order for you to become a dog breeder one day. In other words, I cannot work with a youth like this if I do not work with the youth. If I do not have a conversation, forget about it. If I am just sitting in my office throwing action steps together, or I am throwing a list of services together, there is not a great case plan, because it is not about me and who I want to become.

Jonathan I. Cloud: So these are all learning objectives to make what I just shared with you clear. And by the way, that was just one of the ideal selves that we are sharing. I mean, I challenged one of our supervisors. I said, you should go back to your unit and put a poster on the wall and just like list all the ideal selves we heard from youth this past month or so. Incredible. Incredible. Why? Because having an ideal self, a person you want to become, your future identity, right, has empirical evidence that it lessens the likelihood of reoffending. It is right and good for a youth justice agency to be in the business of helping a young person figure out how to become an incredible future citizen. Not just stop offending, but just follow who you are to become.

Jonathan I. Cloud: Now, so here are our learning objectives, and then we are going to do our little mental activity, and then we are going to hit a few high points, and we will be there. All right. So, for that to make sense, here is what I want you to get. I want you to get what I have already hit a couple of times, right? The strong empirical relationship between identity and delinquency, informing my identity. We will get inside of what identity is because you know what? I did not have a clear understanding of it about 2 ½ years ago when I started with Milwaukee County. So you are OK, all right? When I presented to them, I realized it was not getting traction, and they gave me great feedback. I worked closely with folks there. I went back in the research, and I am going to share with you a slide that tells you what an identity is. How cool is that? And you know why that is cool? Because forming an identity is the core developmental task of adolescents. So if we do not even know what identity is and how it is formed, how are we going to help adolescents? Oh, and by the way, offending has a heck of a lot to do with having difficulty with forming that identity. I got a pile of research articles on that. So I want you to understand that connection, right? And then understand what I just shared with you about the dog breeder. Why seeing who they can become is going to be so incredibly important, and to understand that you have got to involve them in the case planning process to do this.

Jonathan I. Cloud: And then to understand the four strategies. If you are using risk instruments in your work, in your risk needs responsiveness, fits in beautifully. Because now here is what they are saying in Milwaukee County. After they finish their risk assessment and identify their criminogenic risks. Guess what they say now? Now they say, oh, we have just identified the barriers, the things that are getting in the way of this youth becoming a dog breeder one day. You are still doing your risk assessment, folks. You are still using your R and R instruments and strategies. But now you are doing it in a developmentally informed way. I am not going to look at my youth and say, you got some criminogenic risks here. And I know you, well, I hope you all do not say criminogenic anything to them. I hope you do not say you have got some issues. I hope you just say, love this dog breeder thing you want to do. Now, let us find out what is getting in the way of that. And this assessment we just did with you, it is going to tell us exactly what we need to work on.

Jonathan I. Cloud: Now, you have just gotten pretty much the whole thing right here in this little nutshell right upfront, and I am sure there are a number of folks on who have seen me train before, and that is kind of hard to kind of put it in a package upfront, and then I go about unpacking that. So let us do that.

### **Most Youth Grow Out of Offending – Why Some do Not**

Jonathan I. Cloud: All right, here comes your mental activity. I need you to do something. There is no way for me to check, so you can blow me off if you want. But please do not. All right, if you have got a piece of paper, you can have that in front of you to jot down four things in just a second. All I want you to do in this 15-second mental activity. Think about the teen years, OK? You there? Lock in teen years. You were a teenager. Locked in? OK, great. Got the teen years. Next, I want you to think about – no, you do not have to share this with anybody ever, ever, ever, because I am not sharing mine. But think about something you got involved in that was delinquent. And maybe you just did not get caught, or maybe you did and it did not get too out-of-hand. Or if – if you are a really, really, really good teenager and you did not do anything delinquent, maybe just some serious misbehavior, OK, I will let you slide. Just some serious misbehavior. In fact, the whole continuum that we did back when John and I were doing the Comprehensive Strategy for Serious, Violent, Chronic Offenders talked about that continuum, and it begins with some problem behaviors. Non-criminal misbehaviors.

Johnathan I. Cloud: OK, so let us, OK, so if you do not have any delinquency stuff, just maybe some behaviors. Just – just pick out one little episode that was just a little bit off. Had no business. It was as my grandmother used to say, boy, you know better. Just – just one of those things. OK, you got it? Now, here we go. I am going to give you the four things that came into play that was behind that behavior, and how the same four things that were behind that behavior are the four things that got you out of it so that you did not become stuck, right?

### **Age-Crime Curve**

Jonathan I. Cloud: And that is what this Age-Crime Curve is all about. There is this steep upshot in offending. And we know from the research this is well established that then it starts to go back the other way. And they found that most youth will actually just kind of grow out of offending. That is why all the great work you all are doing out there around diversion, it is fantastic. In Milwaukee County, they have a unit, right? Whose job handles in one of its things, it is specifically designed to handle low-risk cases. They make it a specialty to zero in on the ones who they are doing OK. If we do not intervene too much, we do not get in there and start jerking them around, right? And just start supporting them, right? They are going to move towards like growing out of delinquency, and there are some who are not. So why is that? OK, here we go.

Jonathan I. Cloud: What was behind your behavior? We are good in our system in identifying behavior. Our juvenile codes list them, right? We know, right? So what is underlying it? What is behind the behavior? And the work I have done for the State of Wisconsin around that basic intake worker training for all the intake workers in the state, I said we need to learn to interpret the behavior. Not enough to just say there it is, but developmentally what is going on? Because if all I want to do is try to extinguish the behavior, I am going to make my compliance based purely on, I do not want to see that again. And you know how successful that is, or you know how easily that creates those technical violations that then sucks youth deeper and deeper and deeper into the system.



Jonathan I. Cloud: Let us go underneath. Four things are underway. And by the way, these are the four things that are underway in your little episode that you are thinking about right now. So if you do have a pen or paper, here is the four things I want you to jot down and, yes, they correlate with our Growth-Focused Case Management framework. The framework is based on how development works. The framework, when I was designing it, I asked myself two questions. How does development work, and how do we cooperate with it? Those were my two driving questions when I went to work developing this. How does development work, and how do we cooperate with it? Because development knows what it is doing, right? We just mess it up. So how do we cooperate with it?

Jonathan I. Cloud: Here are the four things that are, that are going on. By the way, we are born with these four things because nature says we need to grow. This is fascinating and beautiful. It is terrible when it gets out of control, but I love working with youth, because I understand these things right here. We are born with these neuropathways, and I will not get into that. That is a brain thing. That is way too much today. But we have specific neural systems that – that drive us through these four things. When you got into trouble, let us just say you got in trouble, one of more of these four things were going on.

Jonathan I. Cloud: Number one, you were out there exploring. Or as my mom used to say, getting into stuff. When I grew up, you know, cruising was cool. We get in the car and just go out. Where are you guys going? I do not know, just going out. Doing what? I do not know. Just going out. Just going to hang out. That is exploring. We have, we have a neural pathway that says you have got to do that if you want to grow up. It just needs the right focus. OK, I am getting ahead of myself. All right, exploring, right? So write that word down. You were exploring. But you know what? You were not exploring in a healthy way. The key word there is what you see in the heading. Regulation. It has got to be regulated. I hope you are starting to see where we are going with this, right? Because if we start helping them learn to regulate what their brain is already doing, right? OK, getting ahead of myself. I get excited about this stuff. All right, exploring, number one.

Jonathan I. Cloud: What is the second thing? Well, you are also discovering stuff. OK, that is when it gets a little scary now, right? Now, this can happen positively or negatively. Positively or negatively, right? So there – there – there is no slide for these four things I am giving you. I am going to get to them later. These are four things I am sharing with you. I just saw someone pop up. I do not see the slide with the four things. These are the four things I am giving you and I am making you do a mental activity so that you can either jot it down or try to remember it, but we will be coming back to them on a slide later on when I present the framework. So I do not know whose name that was that popped up, but I have got a slide that has got these four on it. Right now just track with me. I just really want you just to feel and see, just think through, this is what is underlying the behaviors, right? I am exploring, and it is a little bit out of hand. Secondly, I am discovering. Think about drug use. Well, you – you discover drugs. You discover this. You discover that. So you are discovering. There is a neuropathway that says we – we have to discover stuff.

Jonathan I. Cloud: The third is planning. That is what is underlying the behavior. Planning on how to do something about what you have been exploring and discovering, right? Or scheming, right? Scheming on how you are going to do this is like a keg party without your parents knowing about it, you know, so you are planning stuff. You do not have no business doing, right?

Jonathan I. Cloud: And then the fourth thing is actually doing it. It is really [inaudible 00:37:11]. It is so simple. Pow, the research behind it. I am going to park you just a little bit longer and we are going to

wrap-up through some stuff here. We are about 15 to 20 minutes out on where we will be landing and wrapping-up here, so I just want you to track with me and make sure I do not go, go too fast, right?

Jonathan I. Cloud: So how do we understand that behavior? It was really about exploring, discovering stuff, planning on what you are going to do with yourself, and then going out and doing it. That explains behavior at its most simple level, and even at its most complex. At a simple level it is your 4- or 5-year-old who is getting into the cookie jar. Exploring around the house. By the way, parents in the room, parents that are listening, it is why your kids will not sit still. That is why they are always getting into stuff, because there is a thing in the brain that says, in order for you to grow, you must explore.

Jonathan I. Cloud: I am going to add something in just a second that, that really puts the lid on. The explore – the exploration is critical, right? And then they discover, oh, that is where mom keeps the Oreos. Aha. I was wondering where those were coming from, right? And now they are like scheming like crazy. How are they going to get up there? Because they know they are not supposed to have those things. That is scheming. They are trying to figure it out. I mean, it is happening at 3 or 4 years old, and then they are in it. They are doing it. So that is all the behaviors you are seeing, these are the neural processes, the things that are underway that is driving that.

### **What the Age-Crime Curve Really Tells us**

Jonathan I. Cloud: Here is the key point, however. We have those because they are designed to help us to grow. When we regulate the way we explore, what we discover, how we plan to take action, and then the doing of the actions, we grow. That is what moves us through life. When that is not well-regulated and gets out of hand and we explore in unhealthy ways, discover things we do not need to discover, start planning to do stuff that we should not be doing, and then obviously doing it, that is difficult. Growth is about increasing in your capacity to regulate those four things. Boom. Growth-Focused Case Management. There it is. Increasing their capacity to regulate. They are exploring, discovering, planning and doing.

Jonathan I. Cloud: One more thing, folks. There is external regulation that is from the outside. There is those conditions from the court. OK, I am cool, I am cool. And there is internal regulation. Inside me. It is something that is driving me to regulate and control what I – what I explore. Here is what we know. That the higher the level of development or – or the older you get, the more complex of a developmental task. Those four things are designed to help us handle our developmental tasks. Exploring, yes. Parents – Some folks asked about the role of families. Parents, yes, now, now you are getting this. Thank you for that comment. Now you are getting insight into what is the role of the family. No, they are not going to help me monitor, right? It is about helping to regulate all of this, right?

Jonathan I. Cloud: So nature gives us these four, I call them four motivations. Sometimes I call them developmental drives. And I have got to explore. I have got to discover. I have got to plan to do something. Then I have got to go do it. I got, you know, I cannot stay still. I cannot stay. It is absolutely amazing. It gives us that because we have a series of developmental tasks for growing up that are necessary to reach adulthood. And in order to accomplish those tasks we need those four things that nature gives us automatically.

Jonathan I. Cloud: Here is the conundrum. The developmental task that we are concerned about with our youth is called forming an identity. Erik Erikson. He is the one that says that. He gives us about eight developmental tasks. Erik Erikson says, when you hit 12 or 13 up through about 18 or 19, your big task is

developing an identity. And now we are also discovering that that task continues out until about age 24-25, which is why we were starting to hear this wonderful thing called emerging adult justice. Thank you. We have finally recognized this is a unique stage of development in which we have got to shift our thinking. Because a humongous developmental task is underway, and it takes some special strategies to regulate exploring, discovering, planning, and doing. That is what we are gradually doing more and more effectively in Milwaukee County.

Jonathan I. Cloud: That is why the first phase is, let us think about who you want to become. We call our first stage supporting self-exploration. Make sense? Yeah. Because now we want to get you regulating your exploring by focusing your exploring on who you can become. Ah. Do not just tell me to stop getting high. Please talk to me about this unconscious thing that is at work driving my development. And by the way, it is unconscious, right? It is in a part of the brain. I am going to use a word. Please, excuse me, but I have got to use it. Subcortical. The part of the brain that does those four things is beneath our awareness. Guess what adolescence is all about? And guess what adulthood is really all about? It is becoming conscious of those four things and taking charge of it. That is what it means to grow up and be an adult. I am now in full charge of my exploring, discovering, planning, and doing. And nature gives us a special new part of our brain to do that called the prefrontal cortex, which its unique job is to be able to actually control this and start thinking about long-term in the future. Amazing stage of development. However, if we do not give that stage of development what it needs, oh, gosh, it can really get out of hand, cannot it?

### **Key Dynamic of the Downward Slope of the Age-Crime Curve: Identity Formation Processes and Identity Elements**

Jonathan I. Cloud: All right, well, this is it. We are at the halfway mark now, a little bit beyond. I think you have got it. Let me just hit this piece right here, and then move you forward. I am going to hit some highlights on a few other things, but you have got this. Let us make sure that you do.

Jonathan I. Cloud: You have got our Growth-Focused Case Management model, and how we translate that into practice, is an exciting thing that is underway, and I will highlight a couple things that folks in Milwaukee County are going to do, to do exactly that. So this is what is happening in the downward side, in the downward slope of the curve. Here is identity. Remember I promised you I am going to tell you what an identity is? Well, remember, identity has three parts, right? And last week I had a supervisor shouting back to me. So, what is identity? And she clicked on our – her, her mic and said, commitment, goals, and roles. You know. I do not know, before long it is going to become a song over at DYFS (Division of Youth and Family Services) in Milwaukee. Commitments, goals, and roles. That is what an identity is.

Jonathan I. Cloud: Well, guess what adolescence is about? It is about exploring in a way that gets me to what I want to commit myself to, the goals I want for my life, and the role I am going to play in my world. And it is about committing to it. There you go. This is right out of the research. There is a guy named James Marcia, by the way, who talks about all this stuff. Fascinating, right? To just focus on the behavior. Keep it up. Got to do that. But understand that that doing part was preceded by exploring, discovering, and some planning. By the way, the exploring, that is exploring and discovering, and then the committing, that is the planning and the doing. In the research they actually call them exploration processes. Do not you love how researchers make stuff sound so like, like ugh, confusing.

Jonathan I. Cloud: All right. OK. So anyway, exploring processes. In, in the model of Growth-Focused Case Management, right, it is called self-exploration. And then the second phase we call it self-discovery, right. But those are processes of exploring. And I will – let me share a chart with you shortly that lays out exactly what the HSW or the probation officer is doing in each phase, and how it informs the case plan, and how the YASI (Youth Assessment and Screening Instrument), or your risk instruments support that. Very exciting. And then the committing, same thing, right? We have got to put some plans together here. Got to get some action steps going. And then you have got to go do it. By the way, the doing part of it, you know, after there is commitment, you know your – you know the roles you, you are seeking, that is when you are in the best position for moving out towards community supervision. Imagine moving out to community supervision without any of this stuff in place. All I now have is, I better do it or I am going to get busted. That is it. Or if I do it, I get this ankle bracelet off. Yay.

Jonathan I. Cloud: We are not about that anymore in Milwaukee County. We are about looking at you, as one of their folks put it so beautifully, we are about looking at you beyond the 6 or 9 months of probation. This case plan is your pathway to adulthood. That is the business we are in. And as such, we are not here to control the bad kids. We are here to build Milwaukee County's human capital. They just need a little bit more help around exploring, discovering, planning, and doing, in a positive and healthy kind of way.

Jonathan I. Cloud: All right. Great. Hats off. Question, it said what kind of tools can I use to help youth sort of explore? We will get at some questions a little – a little – a little bit later on. But I will say that one of the things we are doing that is really cool that I did with you with your activity is, as we are training our – our – our probation officers or our HSWs, we are actually training in a way, and this I give the credit to their Quality Assurance Unit. We are actually training in a way that has them experience their own development. And so the first thing that we are having them do is each worker is developing their own vision board. Imagine that. You are 45 years old, or you are 25, or you are 35, you are working on a vision board. And I joined in. I developed a vision board because I have an ideal self. [inaudible 00:48:44]. I am in my early 60s, John. Yes, I have been at it for a while, right? I still have an ideal self. And so I did my little vision board. And so a vision board is one technique that gets used.

Jonathan I. Cloud: But the other thing we do with this is always say to them, this is a framework. I am not in the business of giving you guys another checklist and a long list of, do these four things to help youth identify their ideal self. Then we are back to workers working out of compliance yet again. And then the workers are working on compliance, and they are making the youth work on compliance. No. Be creative.

Jonathan I. Cloud: Let me give you another example, and then we will move on. In Milwaukee County, they have a special unit called the Youth Assessment Team. They do all the upfront work. Beautiful, right? He said, oh, by the way. Guess what I do? Here is what I loved. He was not giving a checklist and a procedure. He understood what you are listening to right now and he said, so, all I did is added one question to all the questions I am supposed to ask. I loved that, right? Right. I got the compliance list. He said, the question I have added is, OK, young man, OK, young lady, tell me in one word, one word that describes who you are. Beautiful. And he goes, they look at you like, uh, you know what that is doing? That is making them explore. Who am I? I mean, what one word describes me? So that is just two quick examples, yeah. But this is a framework. Do not come to this, or do not bring this to your agency if they are looking for a nice thick list of more things to check off to do. This is just a framework to make what you already do more effective. You have got to do an assessment. So while you are doing an

assessment, make sure you are helping them to discover their strengths as well as their weaknesses. That is all. So you are just going to emphasize that.

Jonathan I. Cloud: All right. We will get there shortly. Beautiful. All right, so let us get ready for the next section here.

### **A Desistance Perspective on Compliance**

Jonathan I. Cloud: Desistance perspective on growth pretty much laid it out. All, all a desistance perspective on growth means is that I grow out of it. That I have become a person for whom offending is no longer compatible.

### **Identity Formation Increases Community Safety**

Jonathan I. Cloud: And so if you download the practice brief, it shares this illustration with you. If you go to my website, I in fact have all the resources supporting all those outer circles there for you. My website is GFCM, for Growth-Focused Case Management, [www.gfcm-youthjustice.com](http://www.gfcm-youthjustice.com). Dash as in a little hyphen mark, not the word dash. So, [www.gfcm-youthjustice.com](http://www.gfcm-youthjustice.com). And you can get all the research for that. I do not have to talk about this a whole lot, but it just basically says it is worth our time to work on identity. That is all that says. It is worth our time to make sure that the compliance conditions are what the researchers call identity relevant. What does that fancy word mean? It means what you are having me to do. Your court conditions are relevant to me becoming a dog breeder one day. If you make that connection for the youth, now we are into what is called identity-based motivation. Beautiful. Exciting stuff. I think somebody wanted my website again. My personal website, [www.gfcm-youthjustice.com](http://www.gfcm-youthjustice.com).

### **Identity Confusion Decreases Community Safety**

Jonathan I. Cloud: All right. And then here is identity confusion. Same thing. Decreases community safety. The research says it. So a good judge says, I do not know anything about this kid's identity. Do not talk back. You know, that is not a good idea, you know. But, you know, you might want to explain that, Your Honor, community is safer when kids know what they want to become, and we help them move towards that, and we make sure that our conditions are connected to that, Your Honor. You know. Be careful. Going back to my days working on doing that kind of work. Love what you all are doing. Love, love how you do it.

Jonathan I. Cloud: So, here, criminogenic needs. Those are your risk instruments. Criminogenic needs. Now we look at those as the barriers that are getting in the way of, of, of forming that identity and exploring and discovering and planning and doing it in a good way. Look at all those circles. All that stuff has to do with difficulties in, right? And the one at the bottom, relationship with parents. My exploration. My discovery is there. The planning I am doing, it is not all working out there. I am just not getting connected to them. I do not have, you know, all that stuff well, well regulated.

### **Two Kinds of Compliance and the Tension Between Them**

Jonathan I. Cloud: So, let us move towards our conclusion, and deal with that conundrum of, why cannot I make this kid comply, right? I have been there. You have been there. We have all been there, right? So this last 10 minutes we are going to do that, and then we are going to look at the framework in – in Milwaukee County. You will hear from Melissa and Bob, right?

## **Two Kinds of Compliance**

Jonathan I. Cloud: OK, so here is the tension, right? Here is what you have got to do on the left side. But that is all that stuff the kid wants to do. I want to do what I want to do. No, no, no. I want you to – you have got to do this stuff over here. And the reason why we have such a hard time with the right side, because I want to, [inaudible 00:54:11] have a hard time of believing that this should not be unpainful, or that this kid can enjoy desisting from offending. We – we – we think that enjoyment or them wanting to do something means it is not right. We are supposed to make it hard on them. Nothing can be further from the truth because there is a different kind of enjoyment that is the key to helping our youth understand why it is important to comply, all right.

## **Two Kinds of Enjoyment in the Growth Research**

Jonathan I. Cloud: Sorry for the big word, but when I discovered this a while back it blew my mind. There is really two kinds of enjoyment. No, we do not want the hedonic enjoyment. It is not about happiness. It is not about you are just going to keep it up so you can get a – What do you call it? Store card, you know, a gift card. Yeah, yeah. You called five times this week. We will give you a gift card. I am not criticizing that, by the way, you know, but that is a feel-good hedonic pleasure. Somehow, you know, throw in enough pleasurable stuff, you know, to make this kid like, you know, hang in there. But there is another kind of pleasure and enjoyment that turns on the exact same neural circuits in the brain, releases the same dopamine and serotonin, right? Which is called eudaimonic pleasure, and that is I am using my strengths. I am growing, and I am becoming, right? I am moving towards.

Jonathan I. Cloud: Does it work? Oh, my gosh. It – it has worked on one youth because last week we got all excited about a young man, right? Who was on probation. He is no longer on probation. He worked with some mentors that partners with Milwaukee County, and now he is starting his own branding company, and he designed some T shirts. And the worker told me, and the rest of us, now I am going to be talking to everybody over at DYFS because I want to make sure that we start buying some of those kid's T shirts, because he develops T shirts, right? Yeah, it worked. He – he – and he is off probation, and he had all the requirements, but, but what probation required of him he saw as relevant to getting him to his dream of having his own clothing brand. How cool is that? And even if he did not achieve it, he is going after something. That, too, is pleasure. That, too, is enjoyable.

## **Danger of Over-Emphasizing External Control With Punitive Sanctions**

Jonathan I. Cloud: If we overlook that and all we do is focus on punitive sanctions, right? Guess what it does? The research says it causes short-sightedness. I cannot see my future self anymore, and I cannot see what I can become, and I am just dealing with the now, and that increases delinquency. OK?

## **Heavy-Handed Control Fosters Non-Growth Orientation in Youth**

Jonathan I. Cloud: As a result, I have or I, I tend to have a mindset from that kind of heavy-handed control that is called controlled orientation. And all controlled orientation is is stuff outside of me is in charge, and look at the results. Self-consciousness, negative affect.

## **Growth Happens When Compliance is Rooted in Autonomy**

Jonathan I. Cloud: But if you can structure in how your conditions help me move toward my ideal self that you heard from me about, and that I am interested in, look at that. That is called an autonomy

orientation, or my mindset. I have some autonomy here. I am moving forward. This is about my future branding business. And look at the effects on functioning. Higher self-esteem, high self-awareness, high levels of ego development, and successful goal attainment rate.

### **A Third Kind of Compliance: Identity-Based Motivation**

Jonathan I. Cloud: All right. Well, with that in place, let us take a quick look at identity-based motivation. This is what that looks like. It basically says, I want to because I have to. I want to comply because I have to in order to become the person I want to become. That is basically what it means. I will comply. I want to comply because it is going to take me to where I want to go.

### **Compliance Begins With Youth's Ideal Self: Growth-Focused Case Management**

Jonathan I. Cloud: So how does Milwaukee County put it all together? So in these last 5 minutes I will summarize that one for you.

### **Four Phases of the Growth-Focused Case Management Framework**

Jonathan I. Cloud: Here is our framework, and hopefully now you can see that it is just a framework, right? And it has got life behind it. You know what phase one is about? Phase one is about exploring. And now we have this thing that, again, this was suggested to me by someone there, in fact, by De Shell Parker when she looked at my materials a few years ago. And she says, Jonathan, the stuff you got here, those are like youth wins. And so now they call it youth wins. You know what our youth wins are? Our youth wins are indicators that a youth is regulating themselves in those four areas.

Jonathan I. Cloud: In phase one, do you know what the youth win is? The youth can verbally express an ideal self. They can say who they want to become. That is our indicator that self-regulation is underway when it comes to exploring. Our youth win in phase two is youth can identify their strengths, right? And set goals to address their weaknesses. That is discovering. I have discovered my strength and my weaknesses, and I wanted to address that stuff. That – that win is a regulation, I mean, it is about regulation. Phase three, planning is, is there. Those are what we refer to as our action steps. Let us figure out how you want to get there, and then monitoring and transitioning is obviously moving forward, putting the services in place. And the youth win in phase three is the youth is helping with action steps. And the youth win in phase four is the youth is cooperating with services.

### **Growth-Focused Case Management Framework**

Jonathan I. Cloud: So I conclude on this one, that is our framework. Look at it in great, great detail when you download this and have time, as I said, that document I sent you sort of lays all of that out, and I will not get inside of trying to explain all of that here in this format. That gets a little crazy. But it shows you, number one, those four things we started with that you jotted down. Exploring, discovering, which we use self-efficacy for, planning that I am going to do something. And then last, but not least, self-realization. We call that doing. Doing means I am going there, man. I am becoming – I am becoming a – a business owner. I am developing my T shirts. That youth who is now on probation is in the phase of self-realization.

Jonathan I. Cloud: And so, again, one more time, exploring, discovering, planning, self-realization. And it shows you over here, down the right side, how all of that informs the case plan. And Milwaukee County uses the YASI instrument, right? That helps and assists with all of this. The long-term goal in the YASI

instrument, the Youth Assessment and Screening Instrument, is called the incentive for change. So you did not have to start over. Keep doing what you are doing. Keep using the instruments, right? Just connect your instruments, right? To this framework. Fantastic.

Jonathan I. Cloud: All right. Well, that is it. Thank you. I am – I am done, so I will bounce it back to where I am supposed to bounce it back to. Great.

John A. Tuell: I will interject and say, Jonathan, you are not done, because there is going to be some questions, and I know you did not mean that literally...

Jonathan I. Cloud: Right.

John A. Tuell: In terms of the presentation. I believe – are there next slides to pull Bob and Melissa into this?

Alyson Freedman: I believe there are, and I will – Here we go.

### **Evidence-Based Model Supporting the Case Planning Framework**

Alyson Freedman: Is this – is this one of them, or should I keep going?

Robert Bermingham: You should keep going.

Melissa Graham: Keep going.

Alyson Freedman: All right. Just let me know when to stop.

Melissa Graham: Keep going. OK, you can stop.

### **The Milwaukee County Experience**

Alyson Freedman: Here?

Melissa Graham: Yes.

Alyson Freedman: All right.

Melissa Graham: Well, good afternoon, everyone. My name is Melissa, and I am from Milwaukee County. And I am going to talk a little bit about our Central Staffing process that we have here in Milwaukee County. So the youth that come into our Central Staffing are repeat offenders. They are your high-risk kids. The majority of them have low protective factors. A lot of them come with trauma. And also a lot come with mental health. The most common diagnosis that we see in Central Staffing with our youth would be like ADHD (attention deficit hyperactivity disorder) and conduct disorder are probably the two biggest mental health diagnoses that we do see.

Melissa Graham: So Central Staffing in Milwaukee County in the past used to be just our Human Service workers and supervisors, and then a wraparound Milwaukee representative. And then we moved into something a little bit different where we wanted to really meet with the youth and the family and, you



know, hear from them. So we moved into the process of meeting with the youth and family, and any of the team members that were on working with that youth. But the one thing we kept focusing on was what the youth was doing wrong. So the meeting was more on compliance, and a lot of people were quick to want to remove the youth from their home.

Melissa Graham: And then recently, at the beginning of the year during the pandemic, we have moved into this Growth-Focused, and incorporating that into our Central Staffing process. So we have been in this process, give or take, about 4 months now. And it is really a different way of thinking about the juvenile justice system and how we work with kids. When we do Central Staffing now we make sure that it is strength-based, and the youth is creating their own plan. And they are able to own that plan by the time we get done with that meeting. And it appears, from what we see, that it has been a positive experience for the youth. We actually had one youth when we got done. The meetings are about an hour long. We had one youth say, I have never had a meeting like this before. And we were all kind of blown away by that when we first started with that, started this. So we knew something had to be working.

Melissa Graham: I want to quickly talk about kind of how the Central Staffing process goes here in Milwaukee County, and then Bob will talk about what he is doing in his jurisdiction. But I am going to go through phase one. So phase one is engaging the youth. So we really start with talking about the youth's strengths. So we let the youth talk about his or her strengths. Then I will ask the parent or the guardian, whoever is there on behalf of the youth, what they see as that young person's strengths are. And then we ask the worker, and any other team members what they see are the strengths of that youth. Then the youth talks about where they see themselves in the future or what do they see themselves doing.

Melissa Graham: Then we go into phase two which is assessing. We find out what barriers are blocking that youth from becoming whatever their ideal self is. And during that process, it is amazing what kids pull out on their own by what they say is getting in their way from reaching their ideal self. And when you think about that, they are really talking about their criminogenic needs, or what they need to be working on, and what they need help with during that process.

Melissa Graham: Then we move into phase three, which is planning and delivering, where youth at that time are developing their plan so that they are able to reach their ideal self. And at that time we are also looping in the strengths that were talked about earlier in that meeting.

Melissa Graham: And then the last phase is the monitoring. And that is just really looking at the progress and what the progress would look like for that youth moving forward.

Melissa Graham: Now I would like to turn it over to Bob.

### **GFCM in Fairfax County, Virginia**

Robert Bermingham: Thank you, Melissa, and, and thank you, Jonathan. Every time I hear your present on, on GFCM I learn a little bit more. I get more and more excited about the opportunities that that presents to us as probation officers or as a Court Service Unit working with kids on probation. Yeah, I would, I would admit that there was a time in the past that probably many of us on this – on this webcast would, would turn our nose up at ideas like this, like we did when we first started talking about the importance of family engagement, or the use of assessment tools or incentives, or evidence-based research terms and, and it just was words. But this really brings home a new approach, another

approach that we can utilize to get kids to the – their ultimate goal, not just our ultimate goal and move them forward.

Robert Bermingham: So we in Fairfax County are very excited about this framework, and how we can implement it in addition to the work that we are doing around the usage of YASI, focusing our work on protective factors and less on, on risk factors, and moving kids forward to their ultimate goals in, in life.

Robert Bermingham: We, again, want to approach this in support of, of our work around adolescent brain development which has now become foundational in everything that we do. And, Jonathan, you talked about that, and the development of the brain, and where – where the developing the identity plays into that, really focusing on that, and really working with our kids to use this – this – this management system to move from just, let me get through 6- to 12-month probation, to reach in some long-term positive outcomes.

Robert Bermingham: The other real advantage for us around Growth-Focused Case Management is it is another tool for our probation officers. We do a lot of assessments and screening now that says this is what we should do. But the next response from the probation staff is, OK, that is great. How do you want me to do that? What are those tools that are available to me that can help us produce short- and long-term? And that is what we are looking at here is long-term outcomes for kids moving through the probation system, and really just getting away from solely focus on the conditions and compliance with probation, and really working with kids and families, because we cannot forget the family part of this to helping kids reach their greatest potential.

Robert Bermingham: And, you know, probably over the last half a decade we really started talking about the importance of developing relationships with kids, not just in a compliance relationship, but in a supportive, nurturing partnership with kids to get them moved to where they, they want to go. And this – these discussions around Growth-Focused Case Management forced us to do that.

Robert Bermingham: And finally, and, Jonathan, you talked on this a little bit, we really work with our staff to talk about, when we get kids and families that we are working with, they are probably experiencing the lows of their life and are hopeless, and do not see the future, and really are hoping to get through the day. So we really want to work at, you know, how do we move by hopelessness and move into hopefulness? That there is something better at the end of the – at the end of the day, at the end of the term of probation, at the end of adolescence, and as they move into adulthood. And while we still focus on compliance, because we will never get away with that, and our community commands that and our stakeholders command that, we certainly understand that there are better ways of gaining compliance and getting to the ultimate goal of not just simply completing a term of probation, but setting a plan, an action plan in place for kids moving forward when they are out of our system and moving forward.

Robert Bermingham: So we are really excited about this in Fairfax County and how we can implement it effectively in accordance with all the other evidence-based practices that we have put in place. So with that, I will move I think back to Jonathan, and for the question and – question and answer session.

### **Presenters Q and A**

Jonathan I. Cloud: Great, great. Thanks a lot for that. And I think John is going to be helping out a little bit with this, I think. Are you there?

John A. Tuell: Yes, sir, Jonathan.

Jonathan I. Cloud: OK, good.

John A. Tuell: For all three of you, you can answer as you wish. We have got, man, the questions were coming in. We got them from all kinds of sources. I am getting them on my own email. We are getting them in the chat box. We are already in the pre-session. We are not going to have enough time, but if I can make a comment for you, offer this to you. I know that Jonathan's effort for you folks this afternoon was a deliberate effort to simplify the presentation within 90 minutes. There are obviously complexities because we are dealing with complex youth needs and complex youth and their families. Fortunately, the additional detail in practice, as Melissa spoke to, has been demonstrated in Milwaukee County and has had an impact. And there are many anecdotal tales that reflect the kind of impact that youth are having, even in their reaction to the workers asking them a question that they never thought a Human Service worker in the DYFS would be asking them that they might be concerned about.

John A. Tuell: So I encourage you, as Jonathan has, to really try to understand the detail, and continue to ask your questions of Jonathan, of us at the Center, of the DYFS Unit in Milwaukee as well. And I would ask you this question before I start. And this is mostly for the audience. Folks, if it is best – I have two sons. They are adult sons. But I look at this framework and I know that I try to apply this kind of thinking as I tried to support my sons in their growth. And if it best for my sons, or your sons, or your daughters, why is it not what should be a part of what – what and how we are required to support every court-involved youth that we work with? Why not, is my question.

John A. Tuell: Now, for more of the questions coming from the audience, I will start with really I think the fundamental with maybe some of us have, and Bob referenced some of the background of where some of us came from, this may have been a question I would first ask. So I am seizing a number of questions in the chat box. How is lack of compliance handled within this approach?

Jonathan I. Cloud: Fantastic, yeah, fantastic. I, I absolutely love that. Had a great, great conversation around, and I will just give you, so I do not take up 20 minutes doing it, just give you the – the – the basic framework or, or the basic approach. Let us say, and this is an example I use in Milwaukee County. Youth has conditions, dabbled around with some drugs, and so the system's response is a 72-hour hold, right? I am all for that. Absolutely. Absolutely. Because I am about accountability, absolutely. The question is in the how. We are still going to impose a 72-hour hold, right? Here is the non-growth way and the controlled orientation way of imposing a 72-hour hold. You are going to be in detention for 72 hours because we caught you smoking pot, right? So here is the controlled orientation approach. Caught you, you are busted, right? You – you got to do detention. Got to go do some time, and that is it. All right. So that is the punitive response, and you are being held accountable. I understand. Same actions. Now we shift.

Jonathan I. Cloud: This is the difficulty of the framework. It has got a change of thinking. Now because I understand that the youth who just got caught smoking pot, right? I know he wants to be a crane operator one day. Now, that is the first point. So you are asking me, how do you handle compliance? I am going to ask you, do you know your youth? It is critical. Because you cannot address complex issues like, you have got to do what you got to do here simply because I have the authority to do it. One of the slides I skipped, and I want you to look at when you download it, shows you the difference between authoritarian approaches and authoritative approaches. And the authoritarian approaches backfire.

Jonathan I. Cloud: So because I know my youth wants to be a crane operator, I look at him, and now here is the approach. David, OK, you know that was wrong, right? Yeah. They, they know. They know. I am not going to spend any time. Yeah. So, look, I see the crane operator in you. I know where you want to go. And we are going to have to pull you in for 72 hours and work with you on this one. Remember I shared that with you at the beginning? All right, now we – we call a 72-hour hold, but your possibilities are so great, right? We cannot allow you to miss that, man. And we are going to bring you in, and we have really got to lock back in, you know. You have got to revisit your ideal self. Maybe the first thing we will do after the 72-hour hold is get you back over to the trade school, right, right, and talk to some folks about that, whatever, but we have got to pull you in because now who you can become is in danger. That is how you deal with noncompliance. You have got to take it back to who they want to become.

Jonathan I. Cloud: It is more than just imposing, right? Your authority. So, no. Keep your same actions. Every – every youth justice system in the country has them. You know what you hit them with. I am not advocating eliminating any of that. I am just advocating when you do, do it this way. But make sure you do the upfront work so that you can. And the upfront work is, you know them, you know who they want to become, you know what their strengths are, you have worked on some action steps and some action plans together, right? There is a plan in place that he or she was a part of developing. That is pretty darn important. Hey, we worked on this plan together. Now I can address the compliance. All too often it is just a list of conditions and I am surveilling you. And I think we end up tying our hands when we do it that way. So that is my – my – my thought to you.

Jonathan I. Cloud: By the way, my grandmother knew this, right? My grandmother knew this because she would look at me and she would, when I got in trouble, and she would look at me and say, boy, that is just not how a Cloud behaves, right? That is not who we are, right? She knew what I needed to do, but she connected me to, oh, yeah, who I am, right? And where I want to go. And at the time I wanted to become a preacher one day, which I ended up not doing, but at least I had an ideal self I was after. And she goes, you are not going to become a preacher doing that little, you little young man. So as, as John said, do not we do this with our kids? Do not let the system overwhelm your humanity so you are unable to look them in the eye and talk with them about who they are and who they want to become.

John A. Tuell: Thank you, Jonathan. And, Dina, thanks for the question, and many others who asked this question. This, this approach, Jonathan, was confirmed by that statement, does not walk away from the research that confirms that is the balanced approach of accountability through sanctions and incentives to change that behavior and redirect towards a positive identity. It is just as relevant in this approach as any other that is effectively implemented, would you say, Jonathan?

Jonathan I. Cloud: Yes. Bingo. Yes. Thanks for that, John. Spot on. Spot on, yeah.

John A. Tuell: Can I get Melissa back involved in this as well, and just kind of cue in on a practical experience in DYFS. I happen to have some familiarity with how you guys have really nurtured and moved this approach forward, and started to get the embrace and the commitment by your staff. But there is also other stakeholders in the youth justice system. Can you comment on how, where you are in the process of getting the other stakeholders to be partners with you in this approach, Melissa?

Melissa Graham: Sure, John. So currently all of our stakeholders, like the DAs and the public defenders and the judges, are well aware of the Growth-Focused. However, we have not done any official like training or in-service on that yet because we are really trying to make sure that our staff are well-diverse

and can talk the talk before they go into court, and before we lay this out for our stakeholders, just so that when they start using the language in court, people will then understand what our staff are talking about. So we are on the right path.

John A. Tuell: Awesome, Melissa. It is part of the process. Bob, any comment on the stakeholders, bringing them along? Because I know that you have done an excellent job in Fairfax. Just the importance of that, the training?

Robert Bermingham: Yeah. Certainly it is important, John, to train all the major stakeholders in the process, and that we are all using the, the same language. But we have also done a lot of work with our – with our judges and our public defenders and our prosecutors and our police to, to let us do our job, which is we are the case managers. We are the experts in probation services. We are the experts in interventions. And let us identify through the usage of assessment and screening tools what the needs are, and then apply the appropriate evidence-based practices to do that. And once they understand that, and they know that we are doing that type of work, they are much more appreciative of how we are approaching this.

John A. Tuell: Awesome, Bob. I have another question that has been asked. With some redundancy, in fact, I will give Rodney credit for hitting enter twice on the same question, so I am definitely going to get your question in, Rodney. And that is, how do we get the parents to buy into this so they are supporting the youth, and then allowing you to explore the three additional steps? Maybe that is for you, Jonathan, first.

Jonathan I. Cloud: Yeah, yeah. It is great, great, yeah. I will not take as long this time because I know we are almost running out of time. A couple of things that we have been saying over and over and over again is that it is great to shift the family from sort of being an extension of the system. Their job is to help us surveil. Their job is to help us make sure they do what they are supposed to do. Absolutely fine. But point number one, it is – it is critically important for family to know the ideal self, to know who the youth wants to become. By the way, did not our families know who we wanted to become? So now we have a family dynamics issue. It is just a basic real stuff. You might need – you might need to put in some, some family support services or whatever. Functional family therapy. If there is some domestic violence issues, you have got to knock those walls down. But – but the idea is is we are all in this.

Jonathan I. Cloud: And then secondly, at a very, very practical level is they can be helpful and a part of the exploration, and a part of the discovering. It is like – like – like, Ms. Adams, so what were some of his strengths when he was 7, 8, or 9? Because he wants to be a crane operator. I bet you saw some crane operator stuff in him a while back. It is just getting family, getting caretakers understanding also where the youth wants to go so that, that, that family itself is a part of the youth's journey.

Jonathan I. Cloud: The last thing I will say is think about the ideal self. One of a piece of research on the – the – the origins of youths' ideal selves, and they look at their parents or their caretakers. And so having some conversation around, so do you, Ms. Johnson, what is your ideal self? What is your goal? I mean, my son is 34 years old, and I have shared my ideal self with him. But when he was 14, I was sharing who I wanted to become with him. And the research is saying that, that caretakers having this vision of what they want to do is also important. So that can be an entry point around how we work with families. It is not just, you know, you can behave better or be a better parent, but you know who you want to become also sort of echoes with him. And tap into your behavioral health services and you counseling and mental health services in your community to possibly help with that kind of approach.

John A. Tuell: Thank you, Jonathan.

Jonathan I. Cloud: Yeah, yeah. John – John, can I take one quick 30 seconds? Because I saw a question pop up and I know I addressed it, but obviously I did not address it well. The question was, how do we use Growth-Focused Case Management when our YASI training teaches us to focus on criminogenic needs? And the answer is, because Milwaukee County has cracked it, you must focus on criminogenic needs because those criminogenic needs are the barriers between who the youth is and who the youth can become. And so you still select some out, right? Zero in on them, and in Milwaukee County that constitutes the short-term goal. Here are the criminogenic needs we are going to work on. And so you have got some antisocial thinking tendencies, right? And you do not consider consequences, great. We have got to work on those two – those, those two criminogenic needs that you have in order for you to move towards being a crane operator one day. I just want to stick that in there real quick, because I know it is an important question, and people do not see the connection immediately. This is by no means undermining or pushing aside the risk needs responsivity framework in any risk instruments that are out there. This is simply about using that in a developmental approach.

John A. Tuell: Jonathan, I am glad you said that. It is obvious that we worked together before and we should work together more in the future because I had seen that question pop up. That was going to be my next question. I do want the audience to leave with that understanding, and if you do not explore it further, I think the big emphasis that you have made, Jonathan, is that this is, if you will, a yes and. This is not a disposal of risk needs. In fact, I said that in my opening. This is an integrated approach that can support the use of YASI or the YLS (Youth Level of Service) or the PACS [Pre-Adjudication Community Services) or the OYAS (Ohio Youth Assessment System) or whatever you are using that are risk needs responsivity. I am glad you grabbed that.

Jonathan I. Cloud: Yes.

John A. Tuell: Jonathan, if you will, I am going to come back to you for one more, and then I want to get a question, another question for Melissa before we wrap up. I have got 3 minutes left, so you guys have got special needs coming at you.

Jonathan I. Cloud: OK.

John A. Tuell: What is – what is the evidence or the impact for the properly pessimistic? What is the evidence for the impact of this approach, Jonathan?

Jonathan I. Cloud: You know, at this point, and I know we talked about this earlier. At this point I would say that the impact, a couple – a couple of levels. I, I will keep it short. There is some impact over on the youth worker side of – of things in that now we are not just waiting for recidivism to occur. We are identifying markers of progress along the way. And therefore, staff is a little bit more motivated. It is still taking some time for some others to come along. Please go to the practice briefs. I will not even jump into that. The last section of the practice brief that is in part of your handouts talks about an evaluation that the Quality Assurance Unit did upfront during our pilot phase, which is now about 2 or 3 years ago, and identified some very, very specific things, and saw that some risk levels were dropping in the pilot group. That is the group that got this approach versus groups prior to that that did not get this approach. So I just point you to the practice brief, the last section, gives you some of that information as, as well.

Jonathan I. Cloud: The last thing that I would say is that we have designed and developed what we are identifying as the markers of desistance, four categories, and specific indicators in those categories that we are – that – that – that they are now starting to roll out so that we are able to answer that question a year or 2 years from now with great specificity. They are going to be tracking indicators that a youth is actually growing. I do not have the time to get into those, but the research has given them to us, so we are moving in that direction. We have seen enough proof of concept to say that we can now move to a more formal evaluation and investing time, energy, and resources into tracking youth for a period of time to see if they are in fact growing out of offending.

John A. Tuell: Jonathan, thank you. And, Melissa, I have tried to [inaudible 01:27:23]. This could be all three of you because you all have experienced the reality of the work. We are working in Minneapolis and Seattle right now. Very challenging environments. Milwaukee is no less affected at this point. But are there any early lessons learned in regard to the Growth-Focused approach, or our work with minority youth?

Jonathan I. Cloud: You know what? Let – Let me touch on that. I am going to make this really, really, really, really short. Look, I love this because forming an identity as you saw requires – you have got to explore for a while, and then you have got to commit to something. Just on the level of exploration, if you are in a minority community, in an underserved community, your options for exploration are greatly, greatly limited. I have talked to folks who have said, you know, why do not these youth have some aspiration, what they want to become, you know? Because they did not get experiences that my – my youth, my son got for this exploration. We know that a block to exploration is discrimination. We know that. There are systems barriers to what you can join, cost-prohibitive, where a county or city places its resources for afterschool programming. All of those things are exploration opportunities that opens windows to what one day I might commit to. What one day I might discover about myself. And I am limited, right? And I do not feel safe. And I am discriminated against, right? Then you lessen how much I explore and how much I can discover about myself. It goes a lot deeper than that, but I just want to put that piece out there just as something for you to sort of put a pin in to think about when it comes to our – our youth of color.

John A. Tuell: Thank you, Jonathan. Melissa, do you want to comment on that at all?

Melissa Graham: Yeah, I mean, we definitely have disparities here in – in Milwaukee County. And I think what our staff are incredible at doing is kind of breaking down those walls, and looking for whatever they can find that that youth has interest in to try to get that youth to be able to grow. So sometimes it is looking outside that youth's community, or maybe even looking in a different county, depending on where that youth sees him – him or herself in the future. So it is definitely a barrier, and it is something that we are working very hard at in Milwaukee to make it better.

John A. Tuell: Melissa, thanks. To everyone, if these communities of color, and almost I can take out the "if." If these communities of color experience the limitations and the challenges, then it is incumbent upon us to use this approach to explore even harder, even deeper, to find those opportunities for minority youth in their communities. Or, as Melissa said, in other communities where they might benefit from the opportunity to dream or to realize the future as if they were our own children.

John A. Tuell: We are running out of time. We need a little bit of a close from our host at NTTAC, so I just want to say an incredible thank you to our presenters, Jonathan Cloud, Bob Bermingham, Melissa

Graham. Not just for today, but all the work that they do on behalf of youth. I want to thank everybody in the audience for the incredible interest and the numbers that have stuck with us through this entire Webinar. I encourage you to followup, ask more questions, learn more about this. And then as I said at the outset, maybe take some of this knowledge into a team meeting in your own jurisdiction and see, how could we apply this so that our youth realize these opportunities in the future. Thank you, everyone. I think I am giving it back to...

### **Poll**

Alyson Freedman: Alyson. Thank you so much, John. I appreciate it. And I put a poll up for everyone just asking how you plan to apply the information today. So while we are closing up, if you could take that poll that would be great. And you should also feel free to download the file. And there is also a link in the chat that will take you to the Google Drive and the files are there as well.

### **Certificate of Attendance**

Alyson Freedman: So within 24 hours you will receive an automated email from NTTAC with a Certificate of Attendance. So please keep an eye on your email for that.

### **OJJDP's NTTAC Contact Information**

Alyson Freedman: And then if you have any questions, you want to contact us at all, our website is on the screen. We also have a listserv you can sign up for where you will get some information on upcoming events and resources. And you can also like us on our Facebook page.

### **OJJDP's TTA Help Desk, JUVJUST, and Upcoming Events**

Alyson Freedman: We also have a Help Desk. So if you have any, any questions, concerns, if you want any, the transcript or anything from today, you can call us or email us on the Help Desk. And we also have, of course, the email, the, the website for OJJDP. And OJJDP also has a JUVJUST listserv which is how you can get information on all kinds of upcoming events. So sign up. Please sign up for that, and they have a website as well, you can see, for – for them there. So there are lots – lots of places for you to find out what is going on in the juvenile justice and delinquency prevention world.

### **OJJDP's TTA360**

Alyson Freedman: And if you need any training and technical assistance, you can submit a request for help via OJJDP's TTA360 platform. You can create an account and then submit a request, and we will be happy – happy to farm that out to an organization that can help you.

### **Webinars on OJJDP's Multimedia Page and YouTube Channel**

Alyson Freedman: And this Webinar, as a reminder, this Webinar was recorded, and it will be available on OJJDP's multimedia page, as well as OJJDP's YouTube channel. You can also view past Webinars through their multimedia page or YouTube channel as well. And if you need any supporting materials, you can contact us at the TTA Help Desk.



### **Join us for These Upcoming Events!**

Alyson Freedman: We do have a couple of upcoming events. So The Innocent Justice Foundation has Part 5 and 6 of their *Wellness Program Implementation Series*. The first, Part 5, is about peer support. And Part 6 is about assessment. So we would love to see you there as always.

### **Connect With OJJDP**

Alyson Freedman: And you can connect with us in many ways, on Twitter, Facebook, YouTube, on the website. So there is a lot of different ways you can connect with us, and we would love to see you there.

### **Attribution and Disclaimer**

Alyson Freedman: And this project is supported by Grant # 2018-CZ-BX-K002. And it is by the Office of Juvenile Justice and Delinquency Prevention. And the opinions, findings, and conclusions or recommendations expressed are those of the authors, and do not necessarily reflect those of the Department of Justice.

Alyson Freedman: And that is it. Thank you so much for, for coming. We appreciate all of your, your questions and, of course, we really appreciate the panelists for giving us so much of their wisdom today. So thank you so much, and take care. Bye-bye.

[End of audio.]