



Summary Outline: CASAs and Youth in the Juvenile Justice System¹

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¹ **NOTE:** This Manual is intended only as a summary outline of the juvenile justice process. It is not a complete guide to all juvenile justice processes, procedures, and practices. CASA programs should consult **Seiser and Kumli on California Juvenile Courts Practice and Procedure** for more complete procedural and practical information and discussion.

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PART I: THE JUVENILE JUSTICE SYSTEM AND THE LAW

Who are Juvenile Justice Youth?

- > Broken the law, under the court’s jurisdiction and on probation;
- > In California—more than 70% of families in Juvenile Justice system had prior or present contact with CPS;
- > “Delinquents;”
- > “602s;”
- > Under 18 at time of alleged offense; however, as of January 1, 2019, minors below the age of 12 shall not be prosecuted, unless they have committed rape, murder, sodomy or other serious crimes. (**WIC** secs. 601; 602).

CASAs and This Pilot Project

- > *The Goal of the Pilot Project:* Collection of data comparing outcomes of youth on probation with a CASA with matched control group of youth who don’t have a CASA;
- > *Hypothesis:* Youth on probation do better if they have a CASA.

How Will We Know the Impact of CASAs?

- > We Will Measure **Outcomes:**
 - Self-Efficacy;
 - School Attendance;
 - Compliance with Conditions of Probation.

Two Juvenile Legal Systems With Different Goals

Dependency

- > To provide protection, care, treatment and guidance to children who have suffered or are at substantial risk of suffering serious abuse or neglect;
- > To secure for minors removed from parents the “custody, care and discipline, as nearly as possible equivalent to that which should have been given by...parents” (**WIC** sec. 202).
- > To preserve the family, if it can be done safely and timely;
- > To provide a stable, permanent home for the child (**WIC** sections. 202; 300.2).

Delinquency (“Juvenile Justice System”)

- > To provide care, treatment and guidance for each minor, consistent both with their best interests and with public safety and protection. Must hold the youth accountable. “Guidance” may include punishment, meaning the imposition of sanctions—not retribution [(**WIC** secs. 202 (b), (d))].
- > Goal: to rehabilitate the minor and protect the public.
- > **No mention in statutes of “protection” of the minor, as in dependency**
- > Juvenile justice court proceedings are not criminal proceedings (**WIC** sec. 203).

Dual Jurisdiction

- > Minors who appear to be both a delinquent and dependent (**WIC** 241.1).
- > Procedures vary among counties for handling dual minors;

Focus of Our Pilot Project

- > Minors who enter the Juvenile Court System through the delinquency door. Not dependents or duals.

Who are the Players?

- > **District Attorney (“D.A.”)**: Represents the people/the public; decides whether to bring charges and prosecute; recommends consequences (**WIC** sec. 681; **CRC** 5.530). The D.A.’s job is to protect the public.
- > **Defense Attorney**: Must be appointed by court for every minor; advocates for them in court, *based on the client’s expressed interests* (Not the GAL); Recommends consequences (**WIC** secs. 634; 634.3).
- > **Probation Officer**: In charge of “care, custody and control” of minor; responsible for recommending and referring to services and programs and supervising compliance with probation conditions; major source of information for the Judge (*e.g.*, **WIC** secs. 628; 654; 280; 725; 727).
- > **Parents**: Many Juvenile Justice youths remain placed with parent(s). Parents have a right to be present in court and to be heard. [(**CRC** 5.534(j))].

- > **Judge:** Responsible for making decisions in the best interests of the minor; orders facilitate rehabilitation of the minor *but must protect the public*. Must consider all relevant information before making decisions (**WIC** sec.202).
- > **CASA:** A new member of the team; offers same support and advocacy as in dependency, but in new context—delinquency court—and with specific Pilot Project requirements (**WIC** sec. 101).

First Steps Before Court: Apprehension, Charges and Detention

Youth's First Contact with "The System"

- > Law enforcement: Officers have choices and discretion
- > Probation: Officers have choices and discretion
- > District Attorney: D.A. has choices and discretion

Law Enforcement Discretion

- > Officers' actions should depend upon the best interests of the minor and the community.
- > Officer should select alternative that restricts the minor's freedom of movement but is compatible with the best interests of minor and community (**WIC** secs. 625; 626; 626.5).

Law Enforcement Options

- > Release with a warning;
- > Take the minor to a shelter for abused and neglected children;
- > Write a citation, making the minor (and parents) promise to contact probation;
- > Transport minor to Probation Intake Unit (**WIC** sec. 626).

Probation Discretion for Minor Delivered by Law Enforcement

- > Investigate immediately and release with a warning/counseling;
- > Refer to Programs (**WIC** sec. 628).
- > Informal probation supervision for six months to correct the situation, with consent of minor and parent(s)/caregiver (**WIC** sec. 654).
 - *Example:* Go to school; participate in counseling and community programs; stay out of trouble. Case ends after six months if minor complies; if not, P.O. may refer to D.A., recommending filing a petition in juvenile court (**WIC** sec. 654).

The Juvenile Court Process: Detention, Jurisdiction, Disposition

How Does a Delinquency /Juvenile Justice ("JJ") Case Begin?

- > After review and considering options, Probation recommends to D.A. filing a petition and D.A. agrees—or not (**WIC** secs. 652; 653.5).
- > Most serious cases require *mandatory referral* to D.A. (**WIC** sec. 653.1).

- > 2015: Statewide, 51% of cases referred by Probation—Petition filed; Proportion of petitions filed increases with the age of the youth; greater likelihood of diversion or no petition, the younger the age. (“Juvenile Justice in California, 2015,” oag.ca.gov.)
- > Petition lists the alleged charges and begins the court case.

What is a Petition?

- > See Exhibit “A;”
- > Statement of what happened;
- > Charges identified as felonies or misdemeanors and lists the range of potential custody time associated with the allegations;
- > Allegations in Petition cite violations of the **Penal Code**
 - o For example: **P.C.** secs. 459, 460: Burglary of an inhabited dwelling or vessel with intent to take property; **P.C.** sec. 211: Robbery: taking of property with force or fear.
- > Much shorthand in Juvenile Justice Courts, referring to charges— *e.g.*, “242” (Battery-Unlawful use of force against another; “148” (Willful resistance of arrest or obstruction of a police officer).
- > Petition says if the minor is in custody or released (**WIC** secs. 650; 653.5).

Time Requirements for Petition and First Hearing

- > If minor is detained (*see below*), D.A. must file a petition within 48 hours (**WIC** sec. 631; **CRC** 5.752).
- > If petition filed, detention hearing must be held by the next judicial day after minor was brought into custody, excluding non-judicial days, if the minor is charged with a felony or a misdemeanor involving violence [(**WIC** sec. 632(a); **CRC** 5.752(f)).
- > If Petition alleges a nonviolent misdemeanor only, detention hearing must be set within 48 hours, excluding non-court days [(**CRC** 5.752 (e)).
- > If no petition filed in time, minor must be released.
- > If minor not detained and Petition filed, jurisdiction hearing set within 30 days (**WIC** sec. 657).

And Then...More Hearings

- > The court hearing after a petition is filed is the first in a series before the petition is dismissed or the minor officially becomes a “602 ward,” or is diverted to a non-wardship program.

What Is Detention?

- > Probation decides whether to keep the minor in Juvenile Hall (or local equivalent) until first court hearing, and then the judge decides at a detention hearing if he/she keeps the minor in Juvenile Hall or releases him/her.

Why Does the CASA Need to Know About Detention Process and Law?

- > Need to know that the detention isn't just random or capricious;
- > Many youth are preoccupied with "Get me out of here."

How Does Probation Decide to Detain or Release A Minor?

- > After the minor is delivered to Probation, the officer must investigate and *immediately release* the minor to parent, guardian or responsible relative *unless* the evidence demonstrates that:
- > Continuance in the home is contrary to the minor's welfare—and one or more of the following conditions:
 - Immediate and urgent detention necessary to protect the minor and/or others; and/or,
 - Minor is likely to flee; and/or
 - The minor has violated a court order (**WIC sec. 628**).

What if the Minor is a Dependent?

- > Probation must release immediately to social work agency, current foster parent, or other caregiver, unless conditions described above are met (**WIC sec. 628**).

When Must Probation Detain A Minor?

- > Probation must keep the minor in custody in Juvenile Hall if the minor is older than 14 and is alleged to have committed a 707(b) (most serious of offenses) or the alleged commission of a felony involving a firearm. (**WIC sec. 626**).
- > Minors 14 or older shall not be released for alleged or attempted commission of any felony until they and/or their parent, guardian or relative have signed a promise to appear in Juvenile Court on a specific date (**WIC sec. 629**).

Parents or Caregivers' Notification That Minor is in Custody

- > When an officer takes the minor to probation at Juvenile hall (or any other custodial setting), he/she must "take steps to notify" caregivers immediately that the minor is in custody and where. Within one hour after being taken into custody, the minor must be advised of the right to make two phone calls, one completed call to a caregiver, employer or relative and another to an attorney (**WIC sec. 627**).

First Court Hearing for Detained Minor: Detention Hearing

- > Held within one judicial day or within 48 hours after Petition is filed (*see above*);
- > Judge explains the proceedings, why the minor was taken into custody, the charges, the minor's legal rights, such as the right to remain silent, the right to be represented by counsel and the legal process; appoints an attorney for the minor [(**WIC sec. 633; CRC 5.754(a); 5.34(g)**)].

- > Judge reviews evidence, listens to arguments and decides if minor should remain detained or be released to caregiver—with or without restrictions:
- > Judge considers whether it is a “matter of immediate and urgent necessity for the protection of the minor or reasonably necessary for the protection of the person or property of another that he/she be detained, or that the youth is likely to flee to avoid the jurisdiction of the court,” in deciding whether to court order release from custody. Court may consider the circumstances and gravity of the offense, as well as other factors (**WIC** sec. 635).
- > Court may release with restrictions:
 - e.g., home supervision, curfew, no contact orders, limits on where he/she can go (**WIC** sec. 628.1).
- > If minor remains detained, then jurisdiction hearing is set within 15 days of detention hearing.
 - (See below for procedure where minor is not detained, but a Petition has been filed.)

Minor May Admit Charges—or Not—At Detention Hearing

- > With consent of his/her attorney, minor may choose to admit the contents of the petition at the detention hearing, or any time thereafter, and waive a jurisdictional hearing [(WIC sec. 657(b); CRC 5.774)].
- > If a minor chooses to admit charges, the court must question the minor to make sure he/she understands the rights to a trial, to remain silent, to call and cross-examine witnesses, and to call his/her own witnesses to support his/her case.
- > The Judge also must make sure that the youth understands and can explain what the charges are and understands what he is admitting about his/her own role (“Establishing a factual basis” for the admission.”) (**CRC** 5.534(g)).
- > Attorneys generally meet with minor in court shortly before the detention hearing in many counties and counsel them.
- > Court makes a “true finding” on the petition, if minor elects to admit the charges.
- > If youth declines to admit at detention hearing, the court, court sets a trial on the charges or a jurisdiction hearing. If the evidence does not support the violation, court may dismiss the petition or some of the charges. (**WIC** secs. 701; 702; **CRC** 5.780).
- > If there is an admission and a true finding, Court then sets a disposition hearing. (**WIC** sec.702; **CRC** 5.780).

True Finding

- > Like “guilty” in adult court—it means he/she committed the acts, as charged.
- > Means that the “minor is an individual described by Welfare and Institutions Code section 602.” Adjudicated a “delinquent,” but not yet a Ward of the Court.

- > “Magic” words: “**True Finding**” indicates that the minor is under the court’s umbrella at this point—the court “has jurisdiction” over him/her. (**CRC 5.780**).

Jurisdiction Hearing

- > If minor is not detained, the “readiness” or “jurisdiction” hearing (these terms are sometimes interchanged by courts and attorneys) is the first hearing within 30 days of petition filing (**WIC sec. 657; CRC 5.774**).
- > Court follows same procedure as detention hearing with detained youth (*see above*):
- > Court appoints an attorney for the youth, explains the minor’s rights, the charges and procedure. Court determines whether the minor is a person described by **WIC sec. 602**, with proof beyond a reasonable doubt (**WIC secs. 701, 702**).
- > If there are new developments since original contact with probation, court also may hold a hearing on detention (e.g., the youth hasn’t followed Probation’s directives and has ignored curfew and/or hasn’t gone to school, not obeying caregivers, etc.). Court may order the youth detained.
- > As at a detention hearing, the minor may admit to the charges or set jurisdiction for trial.
- > If true finding and jurisdiction is taken, court sets a Disposition Hearing. Court may dismiss the petition if the court finds the evidence is insufficient to support the charges (**WIC secs. 701, 701.1, 702**).

Jurisdiction Trial

- > Minor does not admit the charges and denies he/she did as charged, as to some or all of the counts.
- > At trial, District Attorney has the burden of proof, beyond a reasonable doubt, that the minor did as charged.
- > Minor can cross-examine D.A.’s witnesses, call his/her own witnesses, remain silent or not, and argue that the D.A. hasn’t met its burden of proof. The judge considers all the evidence and renders a decision. (*No jury in Juvenile Court.*) (**CRC 5.778, 5.780, 5.782**).

Disposition Hearing

- > Held after the court takes jurisdiction; may be held immediately or postponed, depending upon the case. Probation submits a social study and makes recommendations for programs and consequences to rehabilitate the minor and protect the public.
- > The court decides the conditions and terms of probation and may declare that youth is a ward of the court.
- > Minor can request a trial on disposition (same due process and rights as described regarding jurisdictional trial).

- > Court must consider evidence offered by all parties, including Probation Officer's Social Study, Victim Statement, minor's age, gravity of the offense, past delinquent history, and "broadest range of Information" (**WIC** secs. 706; 706.5, 725.5; **CRC** 5.785).

Court Orders at Disposition

- > Court may dismiss the petition in the interests of justice and welfare of the child if not a need for rehabilitation; or, court declares offenses misdemeanors and/or felonies and calculates possible custody time available for minor (**CRC** 5.790; 5.795).
- > Court may declare the youth a ward of the court and put minor on probation; Court also may order another program without wardship (**WIC** secs. 706; 706.5; **CRC** 5.785; 5.790).

By the Time a CASA is Assigned, the Youth May Have Had Many Days or Weeks of Involvement with the Court System

Custodial Time

- > Following adult sentencing rules, at disposition, minors are sanctioned with potential days in custody, based upon the offenses for which there was a true finding. Court's disposition order must specify the maximum period of confinement (**WIC** sec. 726; **CRC** 5.795).
 - *Example: P.C. 211: (2 4 6)* on a petition means that the low range for sentencing for a burglary is 2 years, the mid-range is 4 years, and the high range is 6 years. Based on all the evidence and arguments, the court determines the custody time at disposition.
- > Only placement in a secure facility—e.g. juvenile hall or a camp program, or any program operated by the Department of Juvenile Justice—counts toward custody time, not non-secure residential treatment program or home. If no custody time left, court has no power to detain (**WIC** sec.726).
- > Court may impose custodial time but "stay" it:
 - "Stayed" time means time that the court has time available to order that the youth be placed in a locked facility or program.

Probation Conditions for Wards

- > "Care, custody and control" of the minor is under the supervision of the probation department.
- > Court may order any condition for the care, supervision, custody, conduct, maintenance, support, and medical treatment of a child judged a Ward of the Court.
 - Conditions may include restitution to the victim, and parents may be jointly and severally liable (**WIC** secs. 727, 730, 730.6, 731; **CRC** 5.790).

Examples of Probation Conditions ²

- > Court may order parent to participate with the child in education program or counseling and make any reasonable orders necessary for parents to facilitate minor's fulfillment of probation conditions [(WIC_secs. 727 (c), (d))].
- > Court may remove parents' education rights; may order special educational services (WIC sec. 726; CRC 5.790).
- > Curfew, unless accompanied by parent or guardian
- > Drug Testing
- > Minor to take medication
- > Community Service
- > Warrantless Search
- > Home Supervision/GPS Device
- > Restricted Driving Privileges
- > Graffiti Clean-Up
- > Custody and Visitation Orders
- > Gang Orders: *"No association with any person known to minor to be on probation, parole, or a member of a criminal street gang"*
- > No possession of specific weapons
- > Restitution and fines
- > Restrictions on internet use or portable devices—must be very specific and tailored to the offense (WIC secs. 726, 727, 729, 729.9, 729.10; CRC 5.790).

Youth in JJ Pilot Project: Work and Collaborate with CASA

- > Court to support and encourage;
- > Will not ask for an explicit court order as a condition of probation, because of potential violation and consequences if minor refuses to work with CASA.

Removal of Custody from Parents at Disposition

- > Before removing child from parental custody at disposition or after, court must find:
 - Parent or guardian has failed or neglected to provide, or is incapable of providing, proper maintenance, training, and education for the minor; or,
 - The child has been on probation in parental or guardian custody and has failed to reform; or,
 - The welfare of the child requires that physical custody be removed from the parent or guardian (WIC sec. 726; CRC 5.790).

² NEED FOOTNOTE HERE?

Placement Orders

- > Probation must consider recommendations of child, family;
- > Possible Placements:
 - Approved home of family, relative, or non-related extended family member;
 - Certified foster home/resource family;
 - Licensed community care facility;
 - Group home or short-term residential therapeutic program;
 - Secure, custodial program—Juvenile hall or ranch program (**WIC** sec. 727).

Juvenile Justice Youths' Rights

Activities

- > Every juvenile justice ward shall be entitled to participate in age-appropriate extracurricular enrichment and social activities;
- > State or local policies or regulations must not prevent or create barriers to these rights [(**WIC** sec. 727 (a)(4)(F(1))].
- > **Note:** Local programs should discuss a policy with probation, court, and caregivers; investigate local resources.

Visits

- > If out-of-home placement for a minor: fundamental, constitutional right to family visits;
- > Court cannot delegate discretion for the visits to placement facilities or to the social worker [*In re James R. (2007) 153 Cal App. 4th 413*].
- > Court may order the probation department to financially assist a parent's travel to and from visits, if appropriate funds are available and if the parent's travel is necessary to promote the goal of returning the minor to parental custody. [*In re L.M. (2009) 177 Cal. App. 4th 645, 650-51*].

Psychotropic Medications

- > If minor has been removed from parents and placed in residential care, only the court can make medication orders unless the court delegates authority back to parents;
- > NMD makes own decisions;
- > The minor, caregiver, and CASA have an opportunity to provide input on the medications to be prescribed (**WIC** sec. 739.5).
- > **Note:** CASA input on psychotropic medications generally should be limited to observations about youth's overall health, moods, and behavior while on (or off) a particular medication; CASAs to advise the court if minor is compliant with medications prescribed, if known.

Review Hearings

- > **Note:** JJ Pilot Project will ask courts to hold review hearings, as needed.
- > Wide range of hearing requirements among counties—from frequent to none.

Probation Violations

- > If the youth doesn't follow conditions of probation or violates a court order, the Probation Officer may file a notice of violation.
- > Hearing within 30 days.
- > Minor may admit or contest at an evidentiary hearing.
- > If the court finds by a preponderance of evidence that the minor is in violation, *judge may impose additional probation conditions or custodial time* in Juvenile Hall or a locked program (**WIC** secs. 777, 778).
- > **Note:** The trend is for probation not to sanction every violation by referral to the court; if reasonable under the circumstances, probation may address the violation in a constructive manner, acknowledging, if relevant, normal adolescent testing of rules and boundaries.

PART II: THE CASA IN DELINQUENCY/JUVENILE JUSTICE COURT

CASA Assignment and Participation in Court Proceedings

- > Appointed by order of a judge of the juvenile court “for any 602 ward under the jurisdiction of the juvenile court” (**WIC** sec. 101).
- > **WIC** sec. 109 more specifically provides that:
 - Except as provided in subdivisions (b) and (c), nothing in this chapter permits a person acting as a CASA to participate or appear in criminal proceedings or in proceedings to declare a person a ward of the juvenile court pursuant to [Section 601](#) or [602](#).
 - A person acting as a CASA may participate in determinations made pursuant to [Section 241.1](#), and in all delinquency proceedings after adjudication of delinquency.
 - This section does not apply to a person acting as a CASA when that person is acting solely as a support person to the child or who is in court on behalf of a child who is the victim of a crime.

Thus:

- > CASAs *can participate* at dual hearings to decide which agency, probation or child welfare, should follow the youth (sec. 109 (b));

- > CASAs can participate in “all proceedings after adjudication of delinquency” (sec. 109 (b));³
- > CASAs also may appear in court at any hearing to act solely as a support person to the youth [(WIC sec. 109 (c)).
 - **Note:** This section, WIC sec. 109 (c), is the statutory subsection upon which we will rely for most cases of early CASA assignment.
- > Under this provision, a CASA may appear at any court hearing as a support person for the youth. If asked, the CASA may provide information to the court at any time but shall not opine on whether the court should take jurisdiction or if the youth should become a ward of the court.
- > As a general rule, CASAs will be assigned in our Pilot Project as soon as is feasible, given local practices, as soon as possible after detention or jurisdiction (for non-detained minors). However, in some cases, it may not be feasible to assign CASAs until after the court declares the youth a ward at the disposition hearing.
- > If assigned early in the proceedings, CASAs may submit reports for the disposition hearing. Those reports shall not make any recommendation about wardship but may provide the court with a deeper understanding of the youth, his/her history and family dynamics, and familial and community supports.
- > The CASA may suggest the types of services that would benefit the youth, if the court makes dispositional orders. *The CASA should make no recommendations as to dispositional options (e.g., wardship, probation without wardship, dismissal of petition).*

CASAs’ Duties

- > Provide *independent*, factual information to the court about the youth;
- > Represent the best interests of the youth *and* consider the best interests of the family;
- > At judge’s request, monitor cases to ensure that the court’s orders have been followed (WIC sec. 102).

CASAS AND THIS PILOT

Reminder: What’s the Pilot All About?

- > **Pilot Goal:** Collection of data comparing outcomes of youth on probation with a CASA with matched control group of youth who don’t have a CASA;

³ It can be argued that this subsection permits CASA assignment after the jurisdiction hearing. At jurisdiction, the court determines if the minor committed the acts with which he/she is charged. If the court finds that the youth committed the charged acts, the court makes a “true finding,” which means that the juvenile court delinquency division has jurisdiction over the minor. In other words, one could argue that at this stage the minor has been “adjudicated a delinquent”, but this interpretation arguably conflicts with WIC section 101, as that section states that CASAs may be appointed after wardship is declared. Wardship is not ordered until the disposition hearing. The statutes aren’t clear.

- > **Hypothesis:** Youth on probation do better if they have a CASA.

Outcomes to be Measured for the Two Groups

- > Self-Efficacy;
- > School Attendance;
- > Compliance with Conditions of Probation.

Selection of Youth

- > Low risk of future violence by or against youth, or in his/her environment, based on probation assessment; no court order for confinement at Department of Juvenile Justice (“DJJ”).
- > Not psychotic.
- > No drug or alcohol use that significantly compromises functioning.
- > Profiles of youth meeting the preceding criteria will be computer-selected for random assignment to a group.

CASAs’ Role in Pilot: Part I

- > Core CASA activities and goals are the same as in dependency:
 - **Develop a trusting relationship, support, and advocate for your case child/youth in school, in the community, and in court.**

CASAs’ Role in Pilot: Part II

- > More Structured than in Dependency.
- > CASA activities will be called “Interventions”— Research will look at relationship and advocacy as a series of discrete actions, interventions that are designed to facilitate specific outcomes.

CASAs’ JJ Pilot Project Interventions

- > Will focus on targeted outcomes that we will measure and compare for both groups.

Three Outcomes for Youth with CASAs—Compared to Control Group

- 1. Outcome #1 — Self-Efficacy:**
 - Building youth’s belief in his/her own ability to accomplish tasks and an understanding that ability can grow with effort, support, and practice.
- 2. Outcome #2 — Improved School Attendance:**
 - Assisting in improved school attendance, compared to control group.
- 3. Outcome #3 — Compliance with Probation Conditions and Court Orders:**
 - Facilitating compliance with conditions of probation, compared to control group.

How To Do This?

- > CASAs and supervisors will keep track on a checklist of certain specific interventions to further each outcome.
- > Supervisors will monitor and collect this data from CASAs and give it to CA CASA's Juvenile Justice Pilot Project Manager to organize for researchers.

Methods to Capture Data

For Self-Efficacy

- > Pre- and post-Pilot participation surveys of youth with CASAs and youth without CASAs; anecdotal reports by CASA, defense counsel, court, and probation officer.

Self-Efficacy Survey

- > Survey to be administered to youth by Probation during its first contacts, at the time of that department's own risk assessment; and then at conclusion of the Pilot Project—possibly a mid-term assessment also; CASA to confirm that Probation does so. (See Attached Exhibit)

For School Attendance

- > Comparison of school records of the two groups (with and without CASAs) regarding attendance;

For Compliance with Probation and Number of Probation Violations

- > Court and Probation files

Part III: Specific Expected Positive Outcomes for CASA Group Compared to Control Group

Self-Efficacy Outcomes

- > Goals depend on the age of the youth.
- > The child/youth verbalizes that he/she is learning how to stop and think about different solutions to problems before acting.
- > The child/youth is able to communicate some thoughts and feelings verbally.
- > The child/youth has a plan to finish school (including vocational training) and /or has a realistic plan for supporting self with identifiable steps;
- > The child/youth believes that he/she can make decisions that will impact the future.
- > The child/youth believes that he/she can learn new subjects in school or on a job.
- > The child/youth has some short-term and/or long-term goals.

School Attendance Outcome

- > School attendance is better than control group.

Compliance with Probation Conditions Outcome

- > Successful compliance with probation requirements compared with control group.

INTERVENTIONS FOR EACH OUTCOME

Specific Interventions for Self-Efficacy

1. CASA to create plan with child/youth for their relationship.
 - a) CASA asks child/youth what kinds of things he/she likes to do and consults with him/her frequently about activities and how to spend time together.
 - b) For example, CASA introduces options to child/youth for their time together and engages in activities with youth, when appropriate (*e.g.*, bowling, hiking, walking, going to a concert).
2. CASA finds something that child/youth is good at or likes to do (needs to be realistic) and supports and furthers that, helping him or her to make a plan to develop that skill or interest.
3. CASA works with child/youth to develop an ongoing list of “affirmations”—*e.g.*, “I am a good reader; I am good at listening to my friends’ problems; I am a fast runner.”
4. CASA and child/youth work together for him or her to identify at least one personal, achievable goal to work toward during the time on probation — *e.g.*; lose or gain weight; get more exercise; manage anger; make a friend.
5. CASA helps child/youth monitor progress toward the goal, recording with him or her some constructive steps along the way and discussing and recording setbacks and the reason for them.

Specific Interventions for Educational Outcomes

1. CASA to be ongoing support and ally in education (either holds education rights or forms a collaborative relationship with education rights holder); continual educational involvement with teachers, schools, programs, whatever is relevant to the child/youth’s education.
2. CASA to develop alliance with parent or caregiver to get the child/youth to school daily and to do homework.
3. CASA to plan with child/youth about on-time arrival at school (alarm clocks, setting phone alarm, transportation, etc.) and to offer assistance if possible, in identifying and removing obstacles and barriers to school attendance and performance.
 - a) For example: need for shoes, clothing, food, books, eyeglasses, hearing aids.

- b) Obtain services or items through available parental, court, community, or CASA resources.
4. CASA to attend all educationally related meetings with or as education rights holder.
5. CASA to talk with child/youth about appropriate classes and extra-curricular activities and to assess if special programs or tutoring are needed, facilitating enrollment in such programs as indicated, in coordination with caregivers.
6. CASA and child/youth to discuss and find quiet place for him or her to do school homework.
7. CASA to encourage and facilitate school engagement (e.g., show earnings data for high school grads, college and beyond, as compared to those with no degrees), if relevant.

Specific Interventions for Successful Compliance with Probation Conditions and Court Orders

1. CASA to review and explain conditions of probation with child/youth and parent or caregiver on an ongoing basis, if indicated, including legal terms. CASA to identify specific conditions that might be problems for the child/youth or family.
2. CASA to discuss and educate the child/youth (and caregivers, if possible) about the consequences of probation violations.
3. CASA to work with child/youth and parent/caregiver to find and get him or her enrolled in needed and appropriate programs and services required by probation conditions.
4. CASA to make a plan with child/youth for complying with probation, including a timeline for fulfillment of all conditions and orders, and regular conversations with parent/caregiver (if relevant) and child/youth about progress—or not.
5. CASA to help locate community service opportunities, if necessary.
6. CASA to discuss and arrange transportation to programs, if needed.

GENERAL INTERVENTIONS FOR ALL OUTCOMES

1. CASA program to notify probation and attorneys (DA and minor's counsel) in writing upon appointment of CASA.
2. Within first week of assignment, or as soon after that as possible, CASA to meet with child/youth.
3. CASA to meet with parents or caregivers within two weeks of assignment and make continual effort to make them allies.
4. Probation to administer self-esteem survey. CASA to make sure survey is completed for his/her child/youth at beginning and end of JJ Pilot Project.
5. CASA to meet with child/youth's therapist and with any other program staff as needed and engage them as support for the child/youth.
6. CASA to praise child/youth as appropriate, emphasizing his/her strengths and offering support.

7. CASA listens, rather than directs, and discusses options for alternative thoughts or behaviors.
8. CASA to assess child/youth's situation—ongoing as to placement, mental and physical health, strengths, weaknesses, family support, friendship, etc., to facilitate information-sharing and advocacy.
9. CASA to serve as communication hub to facilitate information-sharing among all parties, parents, and the court.
10. CASA to advocate in court and in the community and schools for child/youth's best interests and to provide information to the court that is not available from others.
11. CASA to meet weekly with child/youth, if feasible and reasonable, as determined by the child/youth and CASA, for first three months; then as needed and as determined by the child/youth and CASA. CASA to spend at least 10-15 hours per month either with the child/youth or advocating for him or her in court, school, or the community.
12. CASA investigates what activities or programs are available in the community or at school for the child/youth and helps provide access to physical activities and facilities, as needed and feasible (*e.g.*, free Y memberships; location of a running track, tennis courts, hiking).
13. CASA to explore with child/youth post-secondary opportunities (vocational, community college, university), if appropriate.
14. CASA to define with child/youth and facilitate realistic career and school opportunities, identifying his or her options and choices, if possible (needs to be related to child/youth's age, interests, and abilities—*e.g.*, visits with professionals or trades).
15. CASA to make sure child/youth can see properly; may need glasses and eye exams, to be arranged through parents, community, court, or probation.
16. CASA to discuss and arrange transportation to programs, if needed.
17. CASA always to be mindful of appropriate personal boundaries in interventions with child/youth.

Part IV: Understanding Youth in the Juvenile Justice System

Developmental and Mental Health Issues

- > Most dependent and Juvenile Justice children/youth have suffered similar types of past trauma.
- > Experience demonstrates that many young people in each system are mirror images of each other—the same youth, but the Juvenile Justice youth enter into court and CASA programs through their own contacts with law enforcement, rather than through their parents' or caregivers' actions that cause familial involvement with the dependency system.

What is the Trauma?

- > Neglect
- > Physical and emotional abuse
- > Parental abandonment
- > Sexual abuse
- > Sexual exploitation
- > Effects of poverty

Impact of Neglect and/or Trauma on Brain Development

- > Fewer synapses
- > High cortisol levels--“flight or fight”

Normal Brain Development

- > Children’s and adolescent’s brains are immature.
- > Judgment, decision making, impulse control --still developing—until the mid-20’s

Impact of Trauma on Physical and Emotional Development

- > Compounds the “risks” associated with immature brain development
- > Lack of trust in others and the world
- > Expect disappointment and betrayal
- > Depression, sadness, emptiness
- > Poor judgment
- > Impaired cognitive ability
- > No goals, or unrealistic ones
- > Little concept of plans or future
- > Low or no self-esteem

Behavior that Leads to Juvenile Justice System

- > Poor impulse control—they don’t stop and think before acting or reacting
- > Disruptive, aggressive behavior in school and in public
- > Risky behavior
- > Need for excitement
- > Need for love and care
- > Anger, frustration—“short fuse”
- > Loneliness, peer pressure, and gangs
- > Alcohol and drugs

Challenges and Barriers Facing JJ Youth

- > Returning to same environment: same places and people
- > Stigmatized and marginalized—especially in school
- > Lack of social, familial, and financial support
- > Academic struggle
- > Fulfillment of probation conditions

How to Work with an Angry, Distrustful, Distant, Defiant, Depressed Child/Youth

- > Nothing changes without a good relationship!
- > Engaged listening
- > Ask questions
- > Start where the child/youth is
- > Light intensity—child/youth takes the lead
- > You're here to understand, not to fix
- > Negotiate frequency and duration of meetings with youth
- > Responding to "tests"
 - Are you going to treat me like everyone else?
 - If I treat you poorly, will you leave?
- > Don't's:
 - Don't try to control
 - Don't box in
 - Don't humiliate or criticize
 - Don't give advice
- > **Remember!**
 - It takes time to build trust. Many of these youth have had years of hurt and disappointment.
 - It takes a village.
 - Be open-minded and accepting of minor's behaviors and responses
 - Acceptance or understanding doesn't mean approval!
 - It's OK to disagree—It's how you do it.
 - There is no "magic" formula.