

# RECLAIMING FUTURES IN KENTUCKY



Applying a proven framework for an effective community and judicial response to status offenses and other complex needs of youth in rural and urban settings



RECLAIMING FUTURES  
NATIONAL PROGRAM OFFICE

This report was prepared by Kari Collins and Michelle Kilgore with the Kentucky Cabinet for Health and Family Services, Department for Behavioral Health, Developmental and Intellectual Disabilities; and Tara Grieshop-Goodwin and Amy Swann with Kentucky Youth Advocates.

The authors gratefully acknowledge the Reclaiming Futures National Program Office and the Robert Wood Johnson Foundation for allowing the Reclaiming Futures model to be adapted to address the needs of Kentucky's youth charged with status offenses. The authors also appreciate the valuable feedback provided by the Kentucky Administrative Office of the Courts, Department of Family and Juvenile Services; the Cabinet for Health and Family Services, Department for Community Based Services; and the Justice and Public Safety Cabinet, Department of Juvenile Justice. Many thanks to Tiffanie Lamont for copy editing and Rob Gorstein for designing the report.

This report was prepared in part with funding from SAMHSA Grant # 5U79SM056236-05.

Copyright © 2011 Kentucky Youth Advocates, Reclaiming Futures National Program Office, and the Robert Wood Johnson Foundation. All rights reserved. Permission to copy, disseminate, or otherwise use information from this report is granted, provided appropriate acknowledgment is given.

# Contents

<b>SECTION ONE: Introduction</b> .....	1	<b>SECTION FOUR: The Implementation Phase: Implementing the Reclaiming Futures Framework</b> .....	13
1. Screening.....	3	1. Initial Screening .....	13
2. Assessment .....	3	2. Initial Assessment.....	14
3. Service Coordination.....	4	3. Service Coordination.....	14
4. Initiation.....	4	4. Initiation.....	15
5. Engagement .....	4	5. Engagement .....	15
6. Completion .....	4	6. Completion .....	16
Reclaiming Futures In Kentucky Framework...	5	<b>CONCLUSION</b> .....	17
<b>SECTION TWO: The Planning Phase: What We Have Learned</b> .....	6	<b>ADDITIONAL RESOURCES</b> .....	17
1. Identify the lead organization within the system of care .....	6	<b>APPENDIX A: A System Of Care To Meet The Needs Of Youth And Their Families</b> .	18
2. Identify your Fellowship Change Team .....	6	<b>APPENDIX B: Collaborative Structures Already in Place in Kentucky</b> .....	19
3. Identify your Fellowship Change Team Leader.....	8	<b>APPENDIX C: Kentucky Youth First Principles Supporting the Implementation and Sustainability of Kentucky's Resources and Services</b> .....	20
4. Develop a common vision, mission, and approach.....	9	<b>APPENDIX D: Examples of Community Collaboratives in Kentucky</b> .....	21
5. Include partners, the community, youth, and their caregivers .....	9	<b>APPENDIX E: Glossary of Acronyms for Kentucky's System of Care for Children.</b>	23
6. Communicate, communicate, communicate.....	10	<b>APPENDIX F: Treatment Walk-Through Exercise</b> .....	25
7. Work on sustaining your changes from the very beginning .....	10	<b>APPENDIX G: Reclaiming Futures Selective Screening and Assessment Tools</b> .....	27
8. Use data for decision making and measuring your results .....	11	<b>APPENDIX H: Ideas for Positive Activities for Youth and Families</b> .....	28
<b>SECTION THREE: The Action Phase: Making the System Change</b> .....	12		

## SECTION ONE:

## Introduction

Every child needs quality learning opportunities and support to make a successful transition to adulthood and become a productive citizen of our Commonwealth. Adolescence can be a vulnerable and risky time for youth as they attempt to define themselves and become more independent. While some adolescents will engage in troubling behavior, appropriate and consistently-applied discipline can ensure youth have opportunities to learn from mistakes and become successful contributing adults.

Many youth enter the juvenile justice system as a result of committing a status offense, which is an offense that is illegal if committed by someone under age 18. Status offenses include truancy, being beyond control of parents or school, running away, or alcohol and tobacco offenses. While secure detention may be appropriate for violent offenses, it is rarely an appropriate or effective option for addressing status offenses. Secure detention is the most expensive of the options currently available in Kentucky, and research has shown secure detention to be the least effective approach to correcting youth misbehavior and preventing future offenses. The costs of secure detention significantly outweigh other placement options that can address the underlying problems of status offending youth.

- **Secure detention is more expensive than alternatives to detention.** In Kentucky, the county in which a youth resides is responsible for paying the cost of detention and/or out-of-home placement for youth charged with status offenses. The

cost to a county is \$94 per day per youth held in secure detention. The total cost of secure detention (estimated at \$164 per day for state-run centers and \$257 per day in Louisville) exceeds what counties are charged, so the state covers the remainder of the cost. Additionally, county sheriffs' offices spend a considerable amount of time and money transporting youth back and forth between the nearest regional state-run juvenile detention center and their county courthouse. Locking up youth who are not a threat to the community detracts from the resources needed to detain youth for whom secure detention is an appropriate placement.

- **Secure detention does not provide an opportunity to rehabilitate status offending youth.** Detaining a youth charged with a status offense fails to address the causes of the troubling behavior that brought him or her to the attention of the courts. Until the underlying causes of a youth's behavior are effectively addressed the behavior will probably continue.
- **Secure detention puts youth rehabilitation at risk by separating youth from their families and communities.** Developing a strong social network and support system is a critical step in youth making a successful transition from adolescence to adulthood. The individuals and institutions that constitute a young person's support system have the greatest influence on the youth and should be included in attempts to end negative behaviors.

**DEFINITION**

*Secure detention:* the placement of a youth in a locked facility that is the juvenile equivalent of an adult jail.

- **Secure detention can increase recidivism and the chance of criminal activity in the future.** Researchers have found not only a high rate of recidivism for youth who have been incarcerated, but that incarceration itself is the most significant factor in increasing the odds a youth will recidivate. Several studies show that incarcerated youth are more likely to recidivate than youth placed under supervision in a community-based setting, or not detained at all. Youth incarcerated for status offenses are locked up with youth who have committed more serious offenses, and research has shown that status offending youth held in detention centers with youth who have committed serious crimes are more likely to engage in criminal activity after their release.

Judges, court designated workers and juvenile justice employees across the state have all expressed frustration with the lack of effective community-based options outside of secure detention for status offending youth. This publication provides a framework that communities can use to implement an effective strategy and discover/develop the necessary resources to address status offenses. This framework is designed to help communities come together and reclaim the futures of the troubled youth in their midst.

In 2002 the Robert Wood Johnson Foundation launched Reclaiming Futures, an initiative that has brought problem-solving courts and the system of care together to develop a new approach and treatment resources on behalf of youth with substance use and emotional problems within the juvenile justice system. Reclaiming Futures, which uses a model of community collaboration steeped in best practices, has been implemented in over twenty sites across the United States, including two in Kentucky. One of the original Reclaiming Futures pilot sites was implemented in Kentucky in 2002 in Breathitt, Lee, Owsley, and Wolfe Counties. Former Lee County District Judge and Reclaiming Futures Judicial Fellow Ralph McClanahan says of Reclaiming Futures, “It

brings communities to the point where they feel like they can make a difference. More so than involving themselves in the blame game, they’ve now taken a responsibility upon themselves to make a difference.” The Reclaiming Futures model has provided a flexible, feasible framework for communities to implement successful outcomes for youth who encounter the juvenile justice system. Research confirms that the Reclaiming Futures model works.

The Reclaiming Futures sites in Kentucky have used existing interagency infrastructure in the state to build a solid partnership to address the needs of youth within the juvenile justice system and their families. While Reclaiming Futures focused on youth with substance abuse and co-occurring mental health disorders, Kentucky discovered that the framework could be used to effectively address other complex needs of youth. This framework can be used to develop and implement viable alternatives to the secure detention of status offending youth.

“Reclaiming Futures in Kentucky” details a framework which continues to include youth with substance use and emotional problems but has been modified beyond its original target population to focus on youth charged with or at high risk of being charged with a status offense. This publication is intended to provide a “how to do it” guide for communities. Organizations, agencies, and natural community supports will identify, formalize, and enhance the system of care. By doing so communities can provide opportunities for success for our youth and their families/caretakers, and at the same time reduce the rate of status offense behaviors.

Implementing this model has taught many lessons to the community members, judges, treatment professionals, and staff of other youth-serving agencies in each of the Reclaiming Futures sites. The next three sections of this publication will share those lessons, organized here into the planning phase, action phase, and implementation phase. They are applicable to any major system change. We present them in the hope that other communities can benefit from these earlier experiences.

## DEFINITIONS

*Recidivism:* the tendency to lapse into a previous pattern of behavior.

*System of care:* a philosophy of how care should be delivered based on partnership between service providers, families, teachers, and others in the community who care about children.

In a system of care, treatment, education, child welfare, juvenile justice, and other agencies and supports work together to ensure that children with emotional and behavioral problems and their families have access to the services and supports they need to succeed.

*Natural community supports:* particular people, groups, or organizations that others naturally turn to for advice, emotional support and tangible aid. Can include, but is not limited to, extended family members, community mentors, and faith-based organizations.

An illustrative framework has been developed that identifies the critical stages to implementing a successful plan for youth who have been or are at risk of being charged with a status offense. This framework describes how communities can work with youth who enter the juvenile justice system by addressing their needs and supporting their success but emphasizes the value of early intervention to prevent youth from becoming involved. The framework consists of six stages that direct how the juvenile justice system, other youth serving agencies and organizations, and the community can work together to reduce the secure detention of youth charged with status offenses and work toward positive outcomes for these youth and their families.

The Reclaiming Futures model has been effective in improving outcomes for teens with substance abuse and emotional problems who have encountered the juvenile justice system. This adapted framework can have similar success with status offending youth in Kentucky. Communities interested in licensing criteria to pursue becoming an official Reclaiming Futures site should contact the Reclaiming Futures National Program Office at [info@reclaimingfutures.org](mailto:info@reclaimingfutures.org).

## RECLAIMING FUTURES IN KENTUCKY FRAMEWORK

The Reclaiming Futures framework presents a six-component process to successfully identify youth with complex needs or high-risk behaviors. The identification of the youth will occur within multiple child serving agency systems, within community settings, and/or by the youth or their caregivers. It is the responsibility of the adults within the lives of these youth to make sure that they are appropriately identifying youth's needs. When a need is identified (through formal or informal screening), a youth should be linked to various resources and services in order to avoid involvement with the juvenile justice system. Points of contact within the community that can provide these screenings include schools, Family Resource/Youth Service Centers, physicians' offices, health

departments, community mental health centers, Department for Community Based Services offices, church youth programs, etc. The community will provide these screeners with a list of resources and services and an effective process to link the youth and their family.

If early interventions have failed to prevent youth involvement with the juvenile justice system, the following steps describe how community partners can come together to create successful outcomes with youth. The framework should be implemented early in the process when a youth has had a complaint filed against him/her or been charged with a status offense.

### 1. Screening

The first stage of the Reclaiming Futures framework is a screening to identify potential complex needs or high-risk problems. Youth should be screened using a validated tool. Screening occurs as soon as possible after a youth's referral to the juvenile justice system. (This screening most likely will occur with the Court Designated Worker, Protection and Permanency, or the Juvenile Detention Facility.) The purpose of the screening is to identify youth for whom a more detailed assessment would be appropriate. This is the logical beginning for a systematic change in the juvenile justice system. Good screening tools can quickly and reliably identify those youth who need a more thorough assessment.

### 2. Assessment

Youth identified with possible complex needs or high-risk problems are assessed using a validated tool that measures their individual and family risks, needs, and strengths, including alcohol and other drug use, mental health needs, physical health care needs, educational needs, social supports, public safety concerns, etc. The primary purpose of an initial assessment is to measure the severity of the complex needs and high-risk behaviors as well as to identify the strengths and resources the youth, their caregivers, and youth-serving agencies can utilize to design an effective treatment and service plan.

## DEFINITIONS

*Complaint filed:* when someone believes a youth has committed an offense, they can file a complaint with the Court Designated Worker program administered by the Administrative Office of the Courts, which evaluates all complaints for eligibility for informal processing versus formal court processing.

*Charged:* youth sent to juvenile court for formal court processing are officially charged with an offense unless the judge dismisses the case.

*Screening:* the initial evaluation of a person to determine the potential presence of a biological, psychological, or social problem.

*Assessment:* the process of developing an understanding of the presenting problem and the basis for planning what needs to be done to maintain, improve, or bring about change in the person, their environment or both. This might involve assessing risk or ascertaining needs.

*Service plan:* an individualized plan written by a team that identifies priorities, desired outcomes, and the strengths, strategies, and resources to be used in attaining the outcomes.

### 3. Service Coordination

The Service Team, comprised of the youth and their family, service providers, resource representatives, and other members of the family's support system, develops a service plan. This plan coordinates services and resources for youth with complex needs and high-risk behaviors across agency boundaries; actively involves the youth, their family and natural supports; and matches the needs and strengths of youth and their caregivers. The resulting service plan should be an individualized response that includes the identification and implementation of positive community activities and other natural supports and mentors. This plan will include measurable goals and objectives to meet specific needs and identify each participant's responsibilities. It will support and build upon the youth and their caregiver's strengths and be implemented through the Wraparound process.

### 4. Initiation

Ensuring that agencies, organizations, or supports initiate services in a timely manner is critical to youth successfully completing their service plans. One best practice standard utilized by the national Reclaiming Futures program identified the Washington Circle Standards (<http://www.washingtoncircle.org>) for adults, which requires initiation of services within 14 days of an assessment. The Service Team monitors those providing individualized resources and services to ensure initiation occurs within an agreed upon timeframe.

### 5. Engagement

Youth and their caregivers must be engaged in treatment, resources, and services in order to ensure successful completion of their service plan. The Washington Circle best practice standard for adults is at least three (3) successful service contacts within thirty (30) days of the assessment. We encourage more frequent contact with youth. The Service Team monitors the ongoing engagement of the individualized resources and services to ensure that it occurs within the designated timeframe.

### 6. Completion

The Service Team will determine when a youth has successfully completed the goals of their service plan. The team is responsible for ensuring that upon successful completion of a service plan the youth and their caregivers will be linked (engaged) with ongoing community supports and resources to assist them with continued success. As a youth achieves greater success and becomes further involved with community resources and natural supportive relationships, the service team gradually withdraws from the process. Some youth will remain involved with their service team beyond completion of their involvement with the juvenile justice system.

#### FRAMEWORK TERM

*Service Team:* a team of individuals formed with the family to work cooperatively and share responsibility for developing, implementing, monitoring, and evaluating a single service plan delivered via the wraparound process.

#### DEFINITION

*Wraparound:* a team-based planning process to provide coordinated, holistic, family-driven care to meet the complex needs of youth involved with multiple systems (e.g., mental health, child welfare, juvenile justice, special education), at risk of placement in institutional settings, and/or experiencing serious emotional or behavioral difficulties. A mechanism for ensuring that system of care values will guide planning and produce individualized, family-driven and youth-guided support that is community based and culturally competent.

From:

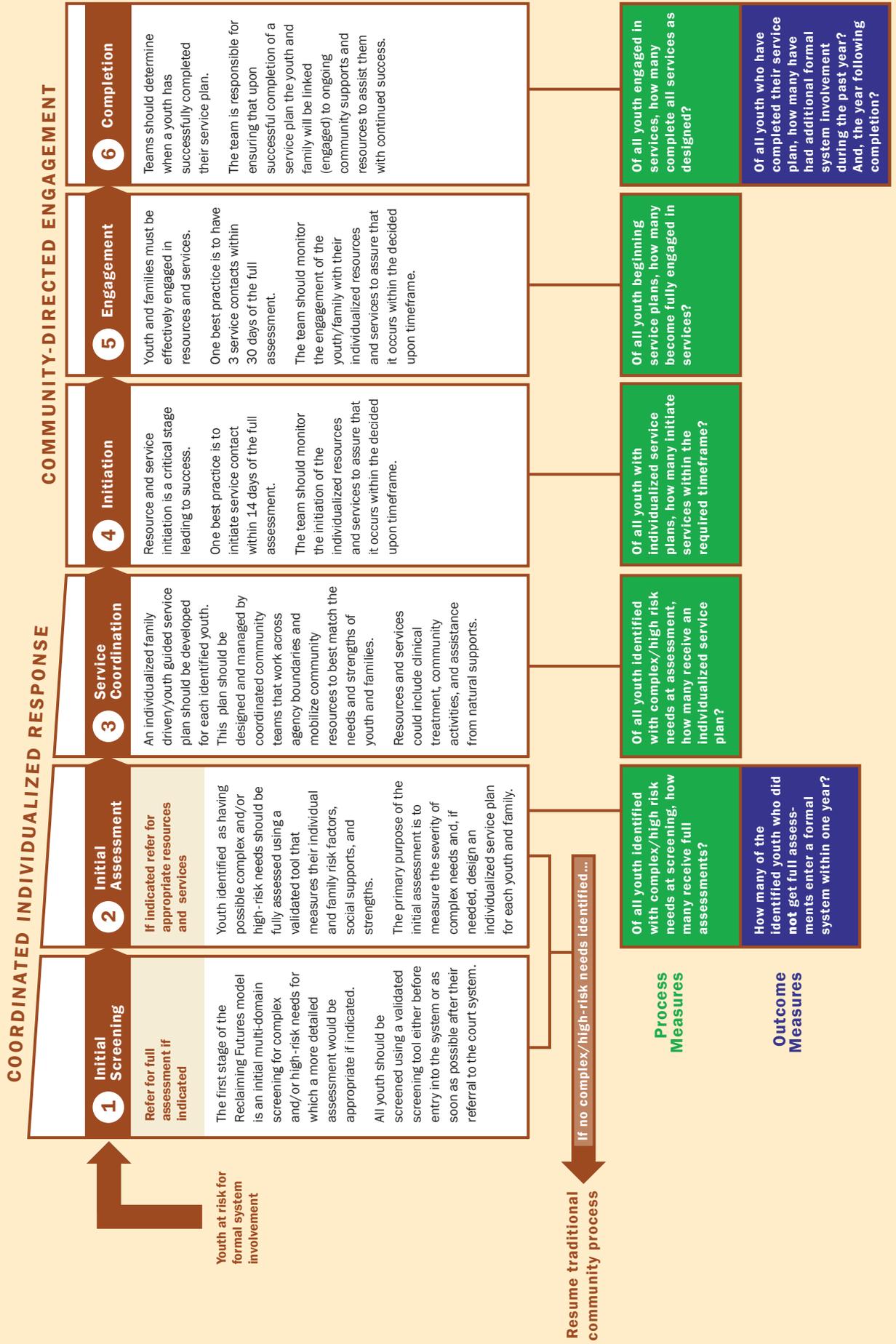
[http://www.nwi.pdx.edu/NWI-book/Chapters/Bruns-3.5-\(evidence-base\).pdf](http://www.nwi.pdx.edu/NWI-book/Chapters/Bruns-3.5-(evidence-base).pdf)

#### A LESSON LEARNED

*The supports on a care and coordinating team are ideally those people who are naturally involved in the youth's life—a teacher, coach, priest or minister, employer, neighbor, friend, relative—people who will continue to remain involved and provide support once a youth completes their probation and treatment goals.*

– Marquette, MI

# Reclaiming Futures in Kentucky FRAMEWORK



## SECTION TWO:

# The Planning Phase: What We Have Learned

The rest of this publication is broken into the planning phase, action phase, and implementation phase of Reclaiming Futures. These sections contain “lessons” to assist your community in identifying the pieces that will need to be put in place in order to utilize this framework for effective system change. Though some of the lessons were learned in urban and rural communities in other states, the Kentucky Reclaiming Futures sites have found them to apply in the Commonwealth.

The original 10 sites had no model or framework to work with and therefore required a year to plan their local Reclaiming Futures projects. With the existing model and framework a full year most likely will not be necessary. It is important for a community to assess their strengths and any barriers associated with the following eight areas before implementing changes within their system and their service array.

## 1. Identify the lead organization within the system of care.

The system of care within the community should be guided by the values and principles developed by Beth Stroul and Robert Friedman (see Appendix A). The existing Reclaiming Futures sites have various agencies acting as the lead organization for the project, including courts, probation, treatment agencies, and other community agencies. Since the youth are involved, or at risk of becoming involved, with the juvenile justice system, it is critical that the Administrative Office of the Courts (AOC), Department of Juvenile Justice (DJJ), and Department for Community Based Services (DCBS) participate in leading the

change along with the Department for Behavioral Health, Developmental and Intellectual Disabilities (DBHDID). To achieve success, they must also be willing to engage in shared decision-making processes with other organizations. The identified lead organization will need to involve key partners in developing a Fellowship Change Team to plan, implement, and guide Reclaiming Futures in their community.

## 2. Identify your Fellowship Change Team.

The Fellowship Change Team is responsible for engaging the larger community (including families, businesses, schools, civic organizations, mentors, faith-based communities, etc.) in building resources and services that support youth and prevent their involvement with the juvenile justice system, provide positive supports when involved in the system, and provide continued support after leaving the system. Your Fellowship Change Team should be comprised of community leaders whose decisions directly affect the young people you serve. Your Fellowship Change Team may be comprised of members of the existing Regional Interagency Council (RIAC) or other interagency council that includes a judicial representative who oversees juvenile cases, DJJ, AOC, DCBS, treatment providers, educators, families, youth, and community/civic organizations. To minimize duplication and respect the time of participants, consider holding your Fellowship Change Team meeting before, after, or during an existing interagency meeting (see Appendix B for information on existing interagency structures).

### FOR MORE INFO ON...

System of care go to:  
<http://www.systemsofcare.samhsa.gov>

### FRAMEWORK TERM

*Fellowship Change Team:* comprised of leaders activated in local communities from all critical areas of the system of care who work together as change agents focused on system improvement activities.

### FOR MORE INFO ON...

Change Teams go to:  
<http://www.niatx.net/Content/ContentPage.aspx?NID=152>

### A LESSON LEARNED

*The infrastructure of KY IMPACT (see Appendix B) guided the design of Reclaiming Futures in KY. The interagency partnership for IMPACT was defined in statute. By simply adding a community representative and judicial representative, the Fellowship Change Team was formed.*

— Kentucky

The importance of shared leadership cannot be overstated. Developing and supporting a culture of shared decision making allows the project to survive when there are changes in leadership, such as a judge's rotation or a leader's retirement or replacement. When new leaders emerge, they must be trained quickly about how business is conducted and provided with ongoing coaching and consultation.

The National Reclaiming Futures model states that Fellowships are the human capital and backbone of Reclaiming Futures nationally. Selected Fellows represent and communicate with their colleagues who are not on the Fellowship Change Team, to share the perspectives of their peers and keep them in the loop on local initiatives. The number of Fellows and their roles and responsibilities were defined by the national Reclaiming Futures initiative, but have been adapted here for Kentucky.

**Community Fellow** – Community Fellows mobilize the community to provide pro-social supports that divert children from involvement with the juvenile justice system and support those who have become involved with juvenile justice, from initial contact, through treatment and collaborative service planning, and beyond their involvement with the juvenile justice system. This is a unique aspect of Reclaiming Futures and considered to be among the most important keys to its success. Leaders from schools, faith-based organizations, businesses, families, and civic groups advise each project on opportunities for teens in order to reach this goal. The Community Fellow will also take the lead in organizing links between the court, treatment and service providers, and the community at large with a special role of advocating for diverse community voices that have been historically marginalized. Close proximity to authentic community membership is key (rather than a paid professional community worker – who, though important, should not speak “for” communities).

**Department for Community Based Services (DCBS) Fellow** – The DCBS Fellow represents those in child welfare who serve youth who commit status offenses as well as “crossover youth” who are involved with both the child welfare and juvenile justice systems. The DCBS Fellow provides a distinct and different view of the youth at risk of or involved in juvenile justice and provides support for a stable home and community life.

**Education Fellow** – The Education Fellow represents the local education entities, both public and private. Youth spend a great deal of time within the schools, and therefore the leadership provided by an Education Fellow is critical to a strong system of care. The Education Fellow shares information regarding education policy, special needs, and available resources. It is important that the Fellow develop and maintain communication with other education leaders, particularly in regions that have multiple private and public school systems.

**Family/Youth Fellow** – A Family Fellow is an individual whose family has had experience with the juvenile justice system and other agencies. They should have experience in providing effective leadership and advocacy for other family members. It is critical for the Family Fellow to connect with formal local advocacy/support organizations to assure that families' voices are heard and represented. The Family Fellow brings a unique perspective of the system of care and is a critical member of the team. The team should consider adding a Youth Fellow who has had experience with the juvenile justice system. This Youth Fellow brings their own experiences to the Fellowship but should also represent the larger youth population by participating in youth groups and communicating with youth involved with the juvenile justice system.

**DEFINITION**  
*Fellow: a leader among one's peers.*

**Judicial Fellow** – Judges have a unique capacity to mobilize attention and support, so each Reclaiming Futures site has enlisted the leadership of one or more prominent judges. The judge is not only able to directly influence the treatment teens receive, but can also promote change within the judicial system that could affect the way all teens are treated by the courts in the future. Judicial Fellows must have a strong commitment to convening, engaging, and sustaining the entire community in the process.

**Juvenile Justice Fellow** – Kentucky has two Juvenile Justice Fellows. One represents the Department for Juvenile Justice and the other represents the Administrative Office of the Courts' Court Designated Workers. These Fellows can clarify processes and identify key systemic changes that should be considered to improve juvenile justice processes and their integration with community resources. Juvenile Justice Fellows encourage their colleagues to adopt the Reclaiming Futures framework and work closely with other systems that serve youth, and with the community.

**Treatment Fellow** – Treatment Fellows engage community treatment providers and/or representatives in using best practice approaches that are supported by evidence and are developmentally and culturally relevant when screening, assessing, and treating youth. The Treatment Fellow must work together with the justice system, other treatment providers, and the larger community within the system of care and encourage colleagues to do the same.

**Fellowship Change Team Leader** – The Fellowship Change Team Leader coordinates the local Fellowship Change Team, ensuring that everyone is working together to meet Reclaiming Futures' goals and serving as the primary conduit for communications between the Fellows and the larger community.

### 3. Identify your Fellowship Change Team Leader.

The Reclaiming Futures Fellowship Change Team Leader should be a champion willing to guide this system change initiative towards its success. The Fellowship Change Team Leader can be any champion from your community. They may be currently employed in a position that allows them to spend the required time assisting with the implementation of the Reclaiming Futures framework or someone that volunteers with your Fellowship Change Team or is hired by your Team. Without the attention of a Fellowship Change Team Leader, there is the potential for diffusion of responsibilities, and the team can lose focus and direction. Some of the key roles and responsibilities of the Fellowship Change Team Leader include:

- Assisting the Fellowship Change Team members to focus their efforts on creating or enhancing the seamless integrated system of services, resources, and supports;
- Ensuring Fellowship Change Team members are aware of evidence-based treatment and best-practice approaches, and discovering ways to integrate them within cross-organizational settings in partnership with a diverse coalition of community stakeholders;
- Monitoring, identifying, and acting upon agency-based or cross-agency communication challenges or conflicts that may impede desired integrated care; and
- Assisting with construction and coordination of a community-anchored strategic implementation plan by convening agency and community partners.

#### A LESSON LEARNED

*Many champions are necessary for an initiative to succeed. Ideally, leaders and staff from across systems and sectors must understand, advocate for, and support the project. Among these champions, and perhaps the most essential, is a committed, passionate, and goal-oriented project director. The skill set needed for this position may vary, but it should be founded on several key characteristics and abilities. These include: a mission-driven visionary; an effective manager of people and process; a skilled communicator; a motivator and relationship builder; a respected and credible spokesperson. The identification and selection of such a person is a critical task early on in the project's lifecycle. Seek the advice of other respected and knowledgeable leaders about who candidates might be, and from where (private, public, non-profit sectors?) they might come. Be selective! Of your advisors, solicit involvement in the interviewing and hiring process. As a result, their stake in the project's successes and challenges may be strengthened, as will the likelihood of a good hire.*

– New Hampshire

Some of the key qualities and characteristics of the Fellowship Change Team Leader include:

- Experience implementing and sustaining projects within their community;
- Authority in making decisions or influencing decision makers;
- Knowledge of Kentucky’s juvenile justice system and system of care;
- Experience facilitating group decision making and implementation processes;
- A willingness to try new things and participate in collaborative processes;
- A belief in resiliency and that things can get better;
- A preference for graduated responses versus punitive punishments;
- An understanding that there is a need to change “business as usual” when it doesn’t work; and
- A minimum of 5 years experience working with youth and families. A family member serving as the Fellowship Change Team Leader should have firsthand experience with having a child who has had involvement with the juvenile justice system.

The Reclaiming Futures sites in Kentucky encourage communities to consider certain workforce issues that may arise when choosing a Fellowship Change Team Leader, including whether that person has any travel or overtime restrictions, a heavy caseload, any conflicting policies at their job, and if they would be able to work long days. Also, consider whether that person can juggle involvement with multiple community groups, meet during times convenient for the majority of the group, and cope with the potential stressors of exercising multiple roles.

#### 4. Develop a common vision, mission, and approach.

It is vital to understand the need for innovation when planning for system change. Juvenile justice professionals (AOC and DJJ), judges, DCBS, treatment providers, families and other caregivers, youth, educators, and the larger community should all be engaged in the process and adapt to work in concert with people who may have different perspectives, values, and priorities. This takes sincere effort. It is natural for people in the initiative to have different beliefs about how to plan, implement, and evaluate change. Communities need to create an atmosphere that accepts that setbacks will occur, should be expected, and are opportunities to learn. Collaboration takes time and requires the skills of all participants. Kentucky Youth First, a past project of DBHDID, outlined principles supporting infrastructure change across systems (see Appendix C).

#### 5. Include partners, the community, youth, and their caregivers.

Your Fellowship will benefit from a community collaborative that can provide information about the unique needs within their community and provide opportunities for resource development and implementation. The Community Fellow will be instrumental in identifying an existing collaborative or organizing individuals to form a collaborative. It is crucial to identify Reclaiming Futures champions across agencies and within your community that support and work for positive system change. When building these collaborations, include diverse representation from within each organization and culture reflected in your community.

#### A LESSON LEARNED

*It is good to have youth, parents, community advocates, and faith leaders play a prominent role from the very beginning. They must be acknowledged and heard throughout the process. Ongoing efforts should be made to assure they understand their roles, responsibilities, and systems jargon as well as the system itself. Using incentives such as a gas allowance, meals, or childcare helped remove barriers to their participation.*

*Also, there must be opportunities for front-line justice and treatment professionals to weigh in and participate in system change. We found that when we asked line staff for their opinions about system reform, they were delighted to be asked and had a lot of great ideas.*

– Dayton, OH

#### FRAMEWORK TERM

*Community Collaborative:* larger forums that engage all interested partners, family members, and staff of public and private agencies to work together to help create, improve, or sustain the broader community array of services and supports necessary to respond to that community’s needs. Members of a Fellowship Change Team are usually actively involved.

A community collaborative brings people together to develop a common vision, thus defining the way their community should function. They can jointly develop strategies that enable various stakeholders to work together to achieve that vision. The key to collaboration is translating community needs and issues into language that creates consensus on what a community wants. Community collaboratives are a proven mechanism for addressing community needs and for coordinating and maximizing limited resources (see Appendix D for examples from Kentucky).

## 6. Communicate, communicate, communicate.

**Internal Communication:** Once the Reclaiming Futures process begins it may be easy to overlook the need for frequent and unencumbered flow of information until you run into a situation where you need to make decisions based on information or data. The Fellowship Change Team should meet at least twice a month for the first six months and then at least once a month thereafter. These meetings should include sharing of information, resources, and data. Be sure to celebrate successes! You might want to begin by providing cross systems awareness training to share language, policies, and terminology from each system. It is also important to note that when you engage youth and families at your meetings you need to develop or build on an existing glossary of system terminology (see Appendix E for a glossary of Kentucky acronyms).

**External Communication:** Communicate the accomplishments of Reclaiming Futures to the local community. This is essential to sustaining reforms. Stories about how the reforms positively affected a youth's life go a long way toward building public and internal agency support. Keep the description of what you are trying to

accomplish as simple and consistent as possible. Create a simple explanation of what Reclaiming Futures is doing in your community that can be easily delivered. Use local people whenever possible to deliver these stories and elicit community support. Identify the need in a compassionate way and watch your community support grow!

## 7. Work on sustaining your changes from the very beginning.

Implementation and sustainability must be addressed from the beginning and continuously throughout the life of Reclaiming Futures. Sustainability is a clear plan that ensures the adopted innovations within the partner agencies and community resources stick. This includes but is not limited to: revised job descriptions in order to recruit the best staff for agencies that work with youth; effective training and coaching/supervision; data collection; information sharing and decision making; internal agency supports (i.e., CEO or Supervisor support for participating, easier documentation efforts, data collection, revision of policy and procedure manuals); and external supports (i.e., funding for agencies or new programs, regulations, referral sources, community resources, memorandums of understanding).

Implementation and sustainability require data collection and a means for both individual performance evaluation and program management. Each Fellowship Change Team has to define its own performance goals that relate to measuring progress in the core components of the Reclaiming Futures framework. It is important to collect data that will provide your Fellowship Change Team with the information necessary to determine what is working and what needs to be changed within the program.

### A LESSON LEARNED

*Internal communication is key to our success. Allowing line staff to contribute to and lead the process, and valuing their expertise and passion for the youth we all serve is vital. Relationships cultivate the conversation. The resulting trust lays the foundation for true system change to occur. We haven't been as successful in growing our youth and parent voice, but as that voice strengthens the project will be stronger because of what we have learned while developing internal collaborative relationships.*

– Anchorage, AK

### A LESSON LEARNED

*The way, and to whom, you communicate is just as important as how often you communicate. The worst thing that can happen in a system change effort is for someone to say they didn't understand or know what was going on. You have to keep people on the same page. Because of the diversity of the people involved in a system change and in the community which the change must occur, various communication methods must be employed. The project director is key to unified communication that unifies everyone's awareness and support for the project's mission, approach, goals, objectives, and ultimately the services and opportunities that substance-using, juvenile justice youth need to be successful. In Dayton, we used calls, emails, and monthly meetings of the Reclaiming Futures Executive committee and subcommittees to keep the leadership of the project informed and engaged. We distributed a monthly newsletter and held biannual coalition meetings for community stakeholders. We took advantage of print and electronic media opportunities by regularly submitting newsworthy stories or volunteers' names for public recognition. We also commissioned a community survey of Dayton area citizens' attitudes concerning treatment of juvenile offenders with chemical dependency. The local newspaper published a major news article about the results.*

– Dayton, OH

## 8. Use data for decision making and measuring your results.

Before beginning implementation of the framework, your Fellowship Change Team should develop a description of how “at-risk youth” are identified and how they will have their needs addressed within their community in order to divert them from involvement with the juvenile justice system. By working together to strengthen your community, you can significantly reduce the number of youth that become involved with the juvenile justice system.

Your Fellowship Change Team should describe how a youth who has been arrested or had a complaint filed against them proceeds through the juvenile justice system. This can serve as a baseline for your Fellowship Change Team to consider and monitor as you implement Reclaiming Futures in your community. As you improve the collaboration, interaction, and communication throughout your system, you will be able to determine where any youth are falling through the cracks. This can be accomplished through an activity called a “walk-through” and then capturing information on how long it takes for a youth to move from screening to assessment, or assessment to the first coordinated team meeting, etc. (see Appendix F).

### DEFINITION

*Walk-through:* an exercise to experience services and processes from a client’s perspective and find opportunities for quality and process improvement.

Most existing data systems are not set up to identify gaps or delays. Sometimes simple changes can be added to existing data systems (the best solution), but usually the creation of a separate system is required, which means new instructions on data entry – never popular but not impossible! Evaluating the system and managing for results absolutely requires good data on the process, so work on the data collection system should begin as soon as possible.

Data will also assist in informing the design of the Service Teams and with the

management of youth’s individualized service plans. Aggregate data is useful for assessing the outcomes of the overall implementation of the framework and evaluating for success. Ideally data will be collected in real time rather than at a fixed time (such as annually). Real time data allows problems with the system to be discovered as an individual youth progresses through the system.

The most important evaluation question should ask whether changes in the service delivery system create improvements in ways that can be measured and have a positive impact on the lives of the youth and their families.

The following list of data elements provides a suggested starting place to evaluate both system change and behavioral change in youth.

1. Name (or some other identifier)
2. Age
3. Sex
4. Date of multi-domain screening
5. Result of screening
6. Date of assessment (with a valid and reliable instrument)
7. Result of assessment
8. Date of initial individualized Service Plan development
9. Dates of Service Team Meetings (service coordination meeting is defined by each site)
10. List of services and resources that are recommended
11. Dates services and resources were started
12. Dates services and resources are provided
13. Dates services and resources are completed
14. Number of offenses prior to screening
15. Most serious offense prior to screening
16. Number of offenses at completion of services (and at 3- and 6-month post-completion checks)
17. Most serious offense at completion of services (and at 3- and 6-month post-completion checks)

### A LESSON LEARNED

*As demands for outcomes increase, our preparedness and foresight to collect, share, and utilize data in decision making are crucial. The goals, design, and key partners of your project will affect how data can be maintained and disseminated. Know what you need to measure, then consider what you want to measure. The Reclaiming Futures model clearly defines the stages through which a youth, family, treatment team, and others must collaborate. You will need to collect basic statistical information on each stage (i.e., from screening to completion). Having a specific definition of what each step of the model means in your jurisdiction will help to direct what should, and can, be collected. Decide: Do you need or want to show demographic and collective data (e.g., average age, how many enter and exit, how many screened and assessed, what services referred or provided to each, number of community service hours, etc.), or key behavioral outcomes (number of days clean, number of treatment sessions attended, improvements at school, pro-social engagement/duration, number of days sober, changes in attitudes and perceptions). All of these data are both important and interesting. Just as important are the capacities to collect, compile, analyze, share, and disseminate this information. Managing this will require input and planning from top-level administrators in the courts, juvenile justice, treatment agencies and providers, schools, and community programs and organizations. Selecting an identified person within the project (ideally paid staff and, therefore, accountable) and securing a competent independent evaluator are key assignments. Ensure that course corrections and adaptations in processes or policies are data-driven. Data management systems should improve efficiency, be user-friendly, be appropriately accessible, provide valuable reports easily, and be coupled with ongoing training and technical assistance for its users.*

– New Hampshire

## SECTION THREE:

## The Action Phase: Making the System Change

There are different ways to implement the six components within the Reclaiming Futures framework. Two basic approaches are to implement all eight steps outlined in the Planning Phase of this document at once, or to choose specific steps in order to adopt the framework in smaller, more manageable segments.

While the second option may at first appear more practical, in practice the 10 Reclaiming Futures sites found it makes more sense to adopt the more comprehensive approach quickly. This is because it can be confusing to treat some teens as Reclaiming Futures youth while others follow another path. Sites also found it more logical and desirable to make the Reclaiming Futures framework apply to all youth in the juvenile justice system.

If a community feels it is more reasonable to start small this can be accomplished in three ways:

- 1) Select a target population to receive services offered by the Reclaiming Futures framework. This group might be made up of youth who are at high risk of becoming involved with the juvenile justice system; first time offenders or second time offenders; youth at high risk of re-offending; or youth at high risk of institutionalization.
- 2) Implement one or two elements of the framework before moving on to instituting the full framework. This could include using a valid screening tool, confirming that youth referred to services begin in a timely manner, or finding jobs, internships, or other pro-social opportunities.
- 3) Select a specific geographical region to demonstrate the effectiveness of the framework. Consider the existence of strong leadership and the community's willingness to work together.

### A LESSON LEARNED

*In the beginning, the Reclaiming Futures Fellowship Change Team mapped their response to several scenarios of youth getting involved with the system of care at various points. The Fellowship Change Team identified where there were gaps in the system of care and began developing steps to change or enhance those areas. The team recognized that some barriers or gaps could be addressed by the local community while others required the assistance of state or federal partners (e.g., funding for treatment, regulations change, policy changes, confidentiality agreements, etc.).*

- Kentucky

# 4

## SECTION FOUR:

# The Implementation Phase: Implementing the Reclaiming Futures Framework

**1. Initial Screening** – This process involves screening for possible complex needs or high-risk problems across the youth’s life domains using a reliable tool.

- The first step is to decide which youth should receive screening. Consider how to make sure that the screening identifies the needs of the youth and their caregiver in order to link them to necessary assessments and community resources. Most sites have moved to a process in which every young person is asked questions about high-risk behaviors including their use of illegal substances. Many also ask questions about mental health issues since depression and other disorders are often co-occurring with substance abuse. The youth needs to be screened to determine if they have problems with learning, peer relationships, family relationships, etc.
- Some communities use specific screening tools such as the CRAFFT; Global Appraisal of Individual Needs (GAIN) Short Screen or Quick; and Massachusetts Youth Screening Instrument Version 2 (MAYSI-2), while other communities include questions as part of a risk to re-offend instrument (see Appendix G).
- Screening needs to be done early in the process. Screening can take place in schools, physician offices, other community settings, or in the home.

If the youth is involved in the juvenile justice system, staff (e.g., Court Designated Worker, DJJ Staff, or DCBS Staff) may do this; at other times, treatment providers are given space at the juvenile justice center to conduct the screening.

- Staff need to use the screening results to assess severity and to make referrals for a full assessment when appropriate.
- A community instituting the Reclaiming Futures framework should evaluate available tools and select one that has been tested for reliability and validity.
- Defense attorneys may object to any questioning of youth before a court plea. Many state laws allow juvenile justice personnel to provide an assessment to the court to help with decisions regarding detention or sentencing.
- Communities and caregivers should use the screening tool to assist in identifying youth with high-risk behaviors or complex needs and linking them to appropriate resources and services. The screening tool can be used as a way to notify parents that their child may need further assessment and follow-up as indicated, but should be handled in a way that will not increase the unnecessary involvement of the youth in the juvenile justice system.

### A LESSON LEARNED

*During the development of Reclaiming Futures, the Administrative Office of the Courts identified a need for a universal screening process for youth referred to the Court Designated Worker. After reviewing many options they adopted the GAIN Short Screen (GAIN SS) and integrated it into their initial interview form (the JW42). Staff members of Family Resource and Youth Services Centers have also been trained in use of the GAIN SS and the Dept. of Juvenile Justice utilizes the CRAFFT. There are a variety of other instruments used by other service providers across the state such as in the Early Intervention Program and its use of the GAIN SS and the MAYSI.*

– Kentucky

### FOR MORE INFO ON...

CRAFFT go to:  
[www.ceasar-boston.org/CRAFFT](http://www.ceasar-boston.org/CRAFFT)

GAIN go to:  
[www.chestnut.org/LI/GAIN](http://www.chestnut.org/LI/GAIN)

MAYSI-2 go to:  
[www.assessments.com/catalog/MAYSI\\_2](http://www.assessments.com/catalog/MAYSI_2)

# 4

**2. Initial Assessment** – Assessments are used to measure the severity of a problem and identify the strengths and resources of the youth and their caregiver.

- Assessments for youth with complex needs or high-risk behaviors should be done within the community setting. Those youth who become involved with the juvenile justice system may be assessed by juvenile justice staff or by a community treatment agency, the school system, etc. Regardless of where the assessment takes place it is critical that the staff performing the assessment has the required training, coaching, and background to conduct the assessment.
- Getting youth to the assessment can be a problem. It is generally most effective to have the assessment conducted at an agency as soon as possible after the screening, and ideally this should occur within no more than a week after the screening.
- Having a data system to confirm that screenings and assessments are occurring in a timely fashion, and that specified results are being shared, is an important part of evaluating the system.
- Good assessment tools are available from several sources (see Appendix G).
- Most instruments focus on the deficits of a youth and family. It is important to also assess strengths that can be utilized to help the youth and family succeed. The Youth Competency Assessment (YCA) is one such tool developed for youth in the juvenile justice system.

## A LESSON LEARNED

*Kentucky's State Interagency Council (SIAC) has approved a one-page, multiple agency release of information form for the Kentucky IMPACT program (serving youth with severe emotional disabilities). This release was adopted by local Reclaiming Futures sites and is used to allow interagency involvement in the referral process and Service Team planning. When it comes to sharing data the necessary policy or procedural changes need to be described, defined, and supported by agencies at the state level. Local participants, by and large, understand and desire the kind of changes described by the model. Because of HIPAA, other regulatory interpretations, and changes in the leadership positions, local staff is sometimes reluctant to go out on a limb without written procedures. This document provides a template that local agencies can adopt. For more information, contact the SIAC Administrator at DBHDID.*

– Kentucky

**3. Service Coordination** – The youth's individualized service team develops a coordinated community plan that includes an individualized response to ensure a youth's success.

- The Reclaiming Futures framework has several elements of service coordination:
  - Assuring linkages for quality treatment for youth.
  - Mobilizing community resources to match the needs and strengths of youth and their families. This includes using assessment data in a timely way.
  - Utilization of positive community activities and support from natural helpers or mentors.
- The use of service teams is time intensive and is highly recommended although not required for every youth so long as someone is identified to coordinate the services.
- Make sure one person is responsible for each service plan. This may be an existing case manager, someone from juvenile justice, the treatment provider, the school, or other source of support.
- It is helpful to establish (and have someone monitor) minimum standards for all elements of the service plans developed in the service coordination stage.

## A LESSON LEARNED

*Information gained from the screening is used to determine what further assessment(s) need to be completed, which may include, but are not limited to, educational assessments, occupational therapy, speech therapy, and medical and behavioral health assessments. The Dept. of Juvenile Justice and some treatment providers have chosen to use the GAIN to assess across a child's life domains.*

– Kentucky

## FOR MORE INFO ON...

Youth Competency Assessment go to:  
<http://www.npcresearch.com/materials.php#YCA>

## A LESSON LEARNED

*Often times, youth are involved in other systems including child welfare, community mental health, or special education. Typically each of these systems has agency specific service plans. Care coordinators should do their best to make certain that goals, objectives, and community-based referrals and supports resonate similarly across these systems.*

– Marquette, MI

# 4

**4. Initiation** – Initiation is a critical stage of the service plan.

- Many young people are lost in the system at this point. Services are identified but the teen and family never initiate contact with them.
- Special assistance is often needed to ensure that initiation actually occurs. This may include assistance in transportation, reminder phone calls, and the use of incentives.

### A LESSON LEARNED

*The family advocacy coordinator associated with our Felony Drug Diversion Program assists the juvenile probation officer in making sure youth and families do initiate service. The family advocate problem-solves transportation barriers (e.g., obtaining bus tickets, giving youth rides, etc.), insurance, or other issues.*

*Our treatment expediter does similar kinds of troubleshooting, primarily around identifying youth and family insurance and expediting the youth's initiation of treatment. One difference between her position and the family advocate is that she is available for all youth on probation, rather than just the Felony Drug Diversion Program. She also has quality assurance duties that track youth initiation, engagement, and completion, which is one way to address our service coordination.*

– Portland, OR

### A LESSON LEARNED

*Mobilizing community volunteers to enable juvenile justice youth to be engaged in positive activities was a key element of Dayton's Reclaiming Futures. We developed a natural helpers program. Natural helpers are caring individuals who provide support and encouragement to youth and families and who may connect them with opportunities and services to bring about positive life changes. Volunteers are recruited, screened, trained, and supported in a match with a youth and their family.*

*Volunteers are recruited through professional, civic, and faith organizations as well as the community at large through speaking engagements and written appeals. They are also recruited by word-of-mouth from individuals who have enjoyed and seen the fruit of their natural helping experience.*

*The judges and the Reclaiming Futures executive committee decided the faith community would and should be a best source for natural helpers. A faith-based outreach champion was recruited to spearhead the effort. The Reclaiming Futures leadership thought, and it turned out to be true, that a faith leader reaching out to people of faith was the best method to recruit natural helpers. The champion set up a committee that developed a faith-based outreach plan. The plan included targeting faith-based organizations geographically based on the source of youth referrals coming into the court system. This approach is in keeping with our value, that everyone shares responsibility for youth success and strong families. Plus, it dispelled the myth that juvenile crime is an inner city problem. Many of the suburban faith and community leaders responded positively to get involved.*

– Dayton, OH

**5. Engagement** – Engagement involves the ongoing utilization of services and resources in a timely and effective manner.

- Engagement should be defined and tracked for each of the individual components of the service plan.
- No-shows need to be communicated to staff promptly.
- Both engagement and other service plan elements need to be tracked (positive community activities, mentoring, school attendance, etc).
- Be sure to support the positive behaviors and activities the youth had in their life before entering this initiative.
- Encouragement from the judge and other positive adults can contribute greatly to the youth's engagement in positive community activities.

### A LESSON LEARNED

*Kentucky adapted the Washington Circle Standards to help guide expectation for engaging youth and families. [www.washingtoncircle.org](http://www.washingtoncircle.org)*  
– Kentucky

### A LESSON LEARNED

*This is our crowning jewel. We have a wonderful team that gathers weekly before they see the youth, 16 people: treatment folks, court, juvenile detention, transitional living, tribal education, etc., come together to review the progress of the child. We share client issues and progress and can hold each other accountable. About six months ago one person suggested that we invite a youth to tell us what might work. The youth came with his counselor and gave his thoughts on the process. We listened and then together crafted an individual contract for him. He successfully completed and graduated. Since then at least one caregiver or youth comes to the meeting and provides their feedback on this process. Sometimes we have to explain the severity of the situation their children are in, but other times parents and youth shed light on the issues they are facing in terms of housing, gangs, etc. In addition, when we work as a team we can see gaps in the system and work to close them. This weekly team meeting is sustainable after grant funding terminates.*

– Rosebud Reservation, South Dakota

**6. Completion** – Completion can be defined as the end of formal services for a youth, although they may continue to be engaged and linked to ongoing community supports and activities that assist them in continued success (see Appendix H for a list of pro-social activities for youth and families).

#### **A LESSON LEARNED**

*Juvenile and court staff will sometimes disagree with treatment providers about what constitutes completion in treatment. It's inherently confusing, because the process of overcoming addiction is not inexorable, but characterized by stops and starts. We do have and use guidelines – probation expects payment of 100% restitution (state law) and a percentage of case plan goals; treatment providers (by statute) expect two-thirds completion of case plan goals, and no dirty urine analysis for 30 days.*

*However, probation and treatment are founded on different philosophies, and the implications of this can lead to frustration between system partners. For this reason, it's critical for both partners to acknowledge (and remind staff in subsequent trainings) that their philosophies are different, and to emphasize common ground and regular communication in the handling of cases. In general, probation and court staff, charged with enforcing the law and keeping the community safe, will want a clear-cut result – either the youth is clean and sober, or he isn't. Treatment staff, more familiar with the vagaries of addiction, often subscribe to a harm-reduction model, where documenting a youth's substantial progress (cutting back on use, or switching to less harmful substances) toward sobriety is sufficient in some circumstances.*

– Portland, OR

#### **A LESSON LEARNED**

*When youth complete their Wellness Court plan or individual plan, they write a letter to petition to graduate. The Wellness Court meets every Thursday and starts with a prayer and a Lakota honoring song, and then someone will give a talk of encouragement. The graduates are then given a star quilt or Pendleton blanket and it is wrapped around them. Everyone congratulates the graduates with a handshake and a hug and there is a group meal. It is not just a celebration for the youth and families, but also for the community. After the youth complete aftercare and court jurisdiction the youth are given the opportunity to physically burn their records.*

– Rosebud Reservation, South Dakota

- Services can be gradually withdrawn as the youth achieves greater success and becomes more integrated into positive community life.
- Completion of juvenile court jurisdiction, treatment agency, or other agency involvement may occur at different times.
- Some community supports and certainly some positive activities will be ongoing and never “completed.”

#### **A LESSON LEARNED**

*For pro-social activities in particular, we've built new partnerships for our youth (e.g., Big Brothers/Big Sisters, community organizations like Friendly House, music and fitness organizations like Ethos and Street Yoga, and self-expression through writing programs such as Write Around Portland). The Write Around Portland workshops are 10 weeks long and are held at a local alternative high school and at treatment programs like the secure Residential Alcohol and Drug (RAD) unit. Participation in the workshops is highly valued by youth.*

– Portland, OR

#### **A LESSON LEARNED**

*Youth engaged in Reclaiming Futures in Kentucky will often complete the terms of their probation or diversion plan, yet continue working toward the goals and objectives of their Reclaiming Futures service plan. Completion is obtained when the team, along with the youth and family, determine that the goals have been met.*

– Kentucky

# Conclusion

A large percentage of youth entering our juvenile justice system have complex needs. Research shows that drug and alcohol abuse by teens contributes to their illegal behavior and creates major problems for victims, teens themselves, and their families. Many status offending youth are acting out in reaction to problems within the home or at school.

These problems are costly to communities in the short- and long-term. The Reclaiming Futures model provides a systematic method of changing the juvenile justice system to successfully address these problems. The lessons learned from other jurisdictions can pave the way for juvenile justice system change throughout the Commonwealth and the country.

## Additional Resources

The judges from the 10 Reclaiming Futures sites have written a National Fellowship Report, *A Model for Judicial Leadership: Community Responses to Juvenile Substance Abuse*, describing the importance of the initiative and the role of the judges in beginning and implementing Reclaiming Futures.

### TO ACCESS THIS PUBLICATION GO TO:

[http://www.reclaimingfutures.org/sites/default/files/documents/rf\\_judicialleadership\\_web.pdf](http://www.reclaimingfutures.org/sites/default/files/documents/rf_judicialleadership_web.pdf)

Other Reclaiming Futures fellowship reports include:

*Improved Care for Teens in Trouble with Drugs, Alcohol, and Crime: Reclaiming Futures Treatment Providers Advocate for Change*, a step-by-step guide to how collaborative strategies can be developed for individual treatment providers and agencies.

### TO ACCESS THIS PUBLICATION GO TO:

[http://www.reclaimingfutures.org/sites/default/files/documents/RF\\_Improving\\_Care\\_color.pdf](http://www.reclaimingfutures.org/sites/default/files/documents/RF_Improving_Care_color.pdf)

*Juvenile Probation Officers Call for a New Response to Teen Drug and Alcohol Use and Dependency*, sharing lessons and recommendations from the process of changing systems to more effectively address teen alcohol and drug use and related crime.

### TO ACCESS THIS PUBLICATION GO TO:

[http://www.reclaimingfutures.org/sites/default/files/documents/RF\\_Juvenile\\_Probation\\_web\\_r3.pdf](http://www.reclaimingfutures.org/sites/default/files/documents/RF_Juvenile_Probation_web_r3.pdf)

*Moving Toward Equal Ground: Engaging the Capacity of Youth, Families, and Communities to Improve Treatment Services and Outcomes in the Juvenile Justice System*, makes the case for how involving families and community members in the juvenile justice system is essential to the Reclaiming Futures model.

### TO ACCESS THIS PUBLICATION GO TO:

[http://www.reclaimingfutures.org/sites/default/files/documents/RF\\_Moving\\_Toward\\_color.pdf](http://www.reclaimingfutures.org/sites/default/files/documents/RF_Moving_Toward_color.pdf)

Additional materials on the elements of Reclaiming Futures, including the National Program Report, *The Reclaiming Futures Initiative: Improving Substance Abuse Interventions for Justice-Involved Youth*, are available at the following website: <http://www.reclaimingfutures.org>

## A SYSTEM OF CARE TO MEET THE NEEDS OF YOUTH AND THEIR FAMILIES

### CORE VALUES

1. The system of care should be **youth centered and family focused**, with the needs of the youth and family dictating the types and mix of services provided.
2. The system of care should be **community based**, with the location of services as well as management and decision-making responsibility resting at the community level.
3. The system of care should be **culturally competent**, with agencies, programs, services, and resources that are responsive to the cultural, racial, and ethnic differences of the populations they serve.

### GUIDING PRINCIPLES

1. Youth should have **access to a comprehensive array of services across life domains** that address the youth's physical, emotional, social, and educational needs.
2. Youth should receive **individualized services** in accordance with the unique needs and potentials of each youth and guided by an individualized service plan.
3. Youth should receive services within the **least restrictive, most normative environment** that is appropriate.
4. The families, caregivers, and youth should be **full participants in all aspects** of the planning and delivery of services.
5. Youth should receive **services that are integrated**, with linkages between child-serving agencies and programs and mechanisms for planning, developing, and coordinating services.
6. Youth should be provided with service coordination (case management) to ensure that multiple services are **delivered in a coordinated and effective manner** and that they can move through the system of services and resources in accordance with their changing needs.
7. **Early identification and intervention** for youth should be promoted by the system of care in order to enhance the likelihood of positive outcomes.
8. Youth should be **ensured smooth transitions** to the adult service system as they reach maturity.
9. The rights of youth should be protected, and **effective advocacy** efforts for youth should be promoted.
10. Youth should receive service without regard to race, religion, national origin, sex, physical disability, or other characteristics, and **services should be sensitive and responsive** to cultural difference and special needs.

Adapted from Stroul, B.A. and Friedman, R.M. (1986). *A system of care for children and youth with severe emotional disturbances* (revised edition). Washington, DC: Georgetown University Child Development Center, CASSP Technical Assistance Center.

## COLLABORATIVE STRUCTURES ALREADY IN PLACE IN KENTUCKY

In the mid-1980s, officials at Kentucky agencies that work with children began to recognize a lack of programs to serve the seemingly ever-increasing number of children with emotional disabilities. Lacking appropriate treatment alternatives, children were being placed in psychiatric hospitals and costly out-of-state residential programs. Placement out of the child's home community was often necessary, making it difficult for parents and families to stay involved with the child's treatment. At about the same time, an innovative work entitled "Unclaimed Children: The Failure of Public Responsibility for Children and Adolescents in Need of Mental Health Services" was published. Authored by Jane Knitzer, the book outlines principles and values for the Child and Adolescent Service System Program (CASSP), a comprehensive, community-based program. Kentucky leaders were anxious to create a new service delivery system for children with emotional disabilities, and applied to the Robert Wood Johnson Foundation for funding of a pilot program, incorporating CASSP, in the Bluegrass Region. The pilot, called Bluegrass IMPACT, was a successful demonstration of the use of core components of the CASSP model, such as individualized service planning, involvement of parents, service coordination, "wraparound", in-home therapy and non-traditional or creative ways of meeting a child's needs. Representative Tom Burch spearheaded the drive for statewide implementation of the program by sponsoring successful legislation in the 1990 General Assembly, resulting in the creation of Kentucky IMPACT. The new law established the State Interagency Council, and Regional and Local Interagency Councils to oversee and carry out the work of IMPACT at the community level. The structure and areas of responsibility for each type of Council are defined in Kentucky Revised Statute 200.505-509.

The State Interagency Council for Services to Children with an Emotional Disability (SIAC) is a statutorily created body that oversees a framework of collaborative services for children with an emotional disability. The mission of the State Interagency Council is to promote healthy children across Kentucky by building partnerships to address children's social, emotional, and behavioral needs where they live, learn, and play. The council is composed of the following: Commissioners, or their designees, from the Departments of Education, Behavioral Health, Community Based Services, Public

Health, Medicaid Services, and Juvenile Justice; the director of the Office of Family Resource and Youth Services Centers; and the general manager of the Office of Juvenile Services of the Administrative Office of the Courts. The council also includes a parent of a child with an emotional disability and a youth representative.

IMPACT is a strengths-based, collaborative model of case management utilizing the wraparound process to address multiple life domains, including: family, financial, housing, educational/vocational, behavioral/emotional, psychological, social/recreational, health, legal, cultural, and safety needs. The primary goal of the IMPACT program is to coordinate local and state resources to serve children with complex needs who have emotional and behavioral disabilities in their own homes, schools and communities, and to avoid out-of-home placements. Although some children do require hospitalization or residential treatment, most children have a better chance at doing their best when they receive care in or near their home, surrounded by a loving family and supportive community. Services differ from community to community, depending on the resources available.

IMPACT is administered on the local level by 18 Regional Interagency Councils (RIACs) within each area development district. These interdisciplinary councils serve as the gatekeepers for entry and exit from the IMPACT program and provide oversight of the funding that supports the programs. The RIACs are chaired by the service region administrator of the Department for Community Based Services or a designated program specialist. Other members legislated to participate on the RIACs include: the children's services director from each regional community mental health center or their designee; a court designated worker chosen by the Chief Regional District Judge in the region; representatives from the Department of Juvenile Justice; local health departments; and a parent of a child with an emotional disability. A RIAC may invite any other local public or private agencies that provide services to children with an emotional or behavioral disability to become a permanent or temporary member of the council. The RIACs are staffed by Local Resource Coordinators, who serve as the program administrators for IMPACT, and Service Coordinators, who serve as the child's case manager. Both positions are employed through the Community Mental Health Centers.

## KENTUCKY YOUTH FIRST PRINCIPLES SUPPORTING THE IMPLEMENTATION AND SUSTAINABILITY OF KENTUCKY'S RESOURCES AND SERVICES

We will achieve positive outcomes by being playful, mindful, and deliberate as we implement and sustain effective programs, practices, or initiatives that enhance or change our existing system of care.

How we work together to **DEVELOP** our infrastructure:

- *We believe* that the daily lives of our children, our youth, their families, and their communities are impacted, positively or negatively, by how we function together.
- *We recognize* the need to effectively address the social, developmental, and behavioral needs that affect our children, our youth, their families, and their communities.
- *We are committed* to enhance and support the existing system of care by integrating our use of effective programs, practices, and initiatives.
- *We must* be good stewards of limited resources.
- *We must* be willing to recognize if we are simply applying a veneer of superficial change or committing to a depth and breadth of systemic changes that support sustainable quality behaviors and practices.

How we work together to **STRENGTHEN** our infrastructure:

As agency and resource partners that are affected by the process and/or the outcome of system change, we commit to:

- Planning together;
- Training together;
- Providing access to effective coaching and supervision;
- Sharing resources and knowledge;
- Documenting and integrating the lessons learned; and
- Utilizing data to help us make ongoing decisions and to honestly assess the impact of our changes.

**NOTE:** Kentucky Youth First was a \$1.2 million grant received by the Kentucky Office of Drug Control Policy and the Department for Mental Health and Mental Retardation Services (now known as the Department for Behavioral Health, Developmental and Intellectual Disabilities) through the Center for Substance Abuse Treatment. The grant provided funding to help Kentucky's infrastructure build capacity to provide effective, accessible and affordable substance abuse and co-occurring treatment for youth and their families.

## EXAMPLES OF COMMUNITY COLLABORATIVES IN KENTUCKY

Many communities already have existing community collaboratives that your Reclaiming Futures initiative may choose to partner with. One resource for locating and utilizing existing collaboratives is found within KEYS (Kentuckians Encouraging Youth to Succeed). This federally funded initiative was designed to develop and enhance the system of care for youth with emotional disabilities and co-occurring challenges.

Below are some examples of the existing community collaboratives that KEYS has linked together to better support youth.

### HOPE's Hands

HOPE's Hands is a community collaborative that brings together the service agencies, organizations, churches, and businesses who serve Owen County's children and youth. HOPE stands for Hope, Opportunity, Purpose, and Encouragement and represents the values Owen County would like to give the young people in their community in order to help them succeed in the future. The goal of this collaborative is to create synergies between all of these groups and individuals as they work to make Owen County a better place for youth. By coming together and focusing efforts, resources (both financial and human) can go that much further and make a greater difference in the lives of youth who will lead the community into the future.

### Covington Partners in Prevention

Covington Partners in Prevention (CPIP) was founded in 1999 to reduce drug abuse and violence among Covington youth. Since that time, they have expanded offerings to include a variety of mentoring, family strengthening, and physical/mental health programs. *Every aspect* of this Coalition's work is focused solely on supporting the children of Covington.

CPIP is a combination of dedicated individuals, organizations, and board members committed to the collaborative work of planning, funding, implementing, and evaluating initiatives to benefit the youth and the future of Covington. Since its inception CPIP has:

- conducted campaigns to increase youth leadership in schools and the community;
- provided mentors for students in need of support;
- promoted policies to improve the safety of Covington children in and out of school;
- implemented programs to help families support their children's learning processes; and
- provided needed training and resources for school staff and administrators.

### **Grant County Community Collaborative**

The Grant County Community Collaborative is committed to meeting the needs of families in Grant County and surrounding communities. They are dedicated to coordinating resources that empower and support individuals and families. Made up of community partners ranging from the education system to child welfare, the Grant County Community Collaborative plans various activities and events that give parents and their children many opportunities to learn, grow, or just have fun! A community baby shower offers a wealth of information each year, featuring booths from local community businesses and organizations that distribute pamphlets and promotional items. Door prizes are given away and workshops are offered to new and young mothers on well-being and the health of their babies. This is one of the many initiatives created by the collaborative to help Grant County families thrive.

### **Carroll County Community Collaborative**

Meeting together to help families in Carroll County is what the Carroll County Community Collaborative is all about. Partners from mental health, public health, education, and other fields discuss events or activities they have available and share that knowledge with the families they serve. Through the collaborative, families in Carroll County have access to adult education programs, wellness workshops, resources for school, mental health services, youth entertainment, and basic needs such as food and clothing.

### **Community Service Alliance**

Pendleton County seeks to end the duplication of services through the Community Service Alliance (CSA). Made up of partners from schools, judicial systems, faith-based communities, and civic leaders, the CSA has a goal to make a positive difference in the lives of those in need in the community. Taking steps to reach their goal, the CSA hosted the first annual “Connections Service Fair” in 2008 to build awareness by introducing community members to resources that they might not have otherwise known existed. A number of service agencies and community organizations set up booths to distribute information to families in the community. The CSA continues to work towards their goals by moving Pendleton County families closer to success.

## GLOSSARY OF ACRONYMS FOR KENTUCKY'S SYSTEM OF CARE FOR CHILDREN

<b>ADD</b>	Area Development District Attention Deficit Disorder	<b>DECS</b>	Division of Exceptional Children's Services
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder	<b>DHHS</b>	US Department of Health and Human Services
<b>AMI</b>	Alliance for the Mentally Ill	<b>DJJ</b>	Department of Juvenile Justice
<b>AOC</b>	Administrative Office of the Courts	<b>DMS</b>	Department for Medicaid Services
<b>ARC</b>	Admissions and Release Committee Association for Retarded Citizens	<b>DOE</b>	Department of Education
<b>AT</b>	Assistive Technology	<b>DPP</b>	Division of Protection and Permanency
<b>AUT</b>	Autism	<b>DSE/ DoSE</b>	Director of Special Education
<b>BEEC</b>	Big East Educational Cooperative	<b>DSM-IV-TR</b>	Diagnostic and Statistical Manual of Mental Disorders (4th Edition, Text Revised)
<b>BIP</b>	Behavioral Intervention Plan	<b>DSW</b>	Doctorate Degree in Social Work
<b>CAN</b>	Child Abuse and Neglect	<b>EBD</b>	Emotional-Behavioral Disability
<b>CAP</b>	Center Accreditation Project Corrective Action Plan	<b>ECAB</b>	Exceptional Children Appeals Board
<b>CASA</b>	Court Appointed Special Advocate	<b>ECO</b>	Emergency Custody Order
<b>CASSP</b>	Child and Adolescent Services System Program	<b>EEG</b>	Electroencephalogram
<b>CATS</b>	Commonwealth Accountability Testing System	<b>EPSDT</b>	Early Periodic Screening, Diagnosis & Treatment
<b>CCA</b>	Core Content for Assessment	<b>ESS</b>	Extended School Services
<b>CCBD</b>	Council for Children with Behavioral Disorders	<b>ESY</b>	Extended School Year
<b>CCC</b>	Comprehensive Care Center	<b>FAPE</b>	Free and Appropriate Public Education
<b>CDA</b>	Child Development Associate	<b>FBA</b>	Functional Behavioral Assessment
<b>CDW</b>	Court Designated Worker	<b>FERPA</b>	Family Educational Rights and Privacy Act
<b>CEC</b>	Council for Exceptional Children	<b>FMD</b>	Functional Mental Disability
<b>CFR</b>	Code of Federal Regulations	<b>FRYSC</b>	Family Resource and Youth Services Center
<b>CHFS</b>	Cabinet for Health & Family Services	<b>GAIN</b>	Global Appraisal of Individual Needs
<b>CMHC</b>	Community Mental Health Center	<b>HI</b>	Hearing Impairment
<b>CON</b>	Certificate of Need	<b>I &amp; R</b>	Information and Referral
<b>COTA</b>	Certified Occupational Therapy Assistant	<b>IAES</b>	Interim Alternative Educational Setting
<b>CP</b>	Consolidated Plan	<b>IDEA</b>	Individuals with Disabilities Education Act
<b>CPS</b>	Child Protective Services	<b>IEE</b>	Independent Educational Evaluation
<b>CSPD</b>	Comprehensive System of Personnel Development	<b>IEP</b>	Individualized Education Program
<b>CSPT</b>	Children's Service Planning Team	<b>IFBSS</b>	Intensive Family-Based Support Services
<b>CTBS</b>	Comprehensive Test of Basic Skills	<b>IFSP</b>	Individual Family Services Plan
<b>DB</b>	Deaf-Blindness	<b>IGP</b>	Individual Graduation Plan
<b>dB</b>	Decibels	<b>IHE</b>	Institutes of Higher Education
<b>DBH</b>	Division of Behavioral Health	<b>ILP</b>	Individual Learning Plan
<b>DBHDID</b>	Department for Behavioral Health, Developmental and Intellectual Disabilities	<b>IMPACT</b>	Interagency Mobilization for Progress in Adolescent and Children's Treatment
<b>DCBS</b>	Department for Community Based Services	<b>KAR</b>	Kentucky Administrative Regulation
<b>DD</b>	Developmentally Disabled (or Delayed)	<b>KARP</b>	Kentucky Association of Regional Mental Health/Mental Retardation Programs
<b>DDID</b>	Developmentally Disabled or Intellectually Disabled Division of Developmental and Intellectual Disabilities	<b>KBE</b>	Kentucky Board of Education
		<b>KCCT</b>	Kentucky Core Content Test
		<b>KDE</b>	Kentucky Department of Education

<b>KEDC</b>	Kentucky Educational Development Corporation
<b>KERA</b>	Kentucky Education Reform Act
<b>KRS</b>	Kentucky Revised Statute
<b>KSB</b>	Kentucky School for the Blind
<b>KSD</b>	Kentucky School for the Deaf
<b>KY SEED</b>	Kentucky's System to Enhance Early Development
<b>LARC</b>	Local Admissions and Review Committee
<b>LD</b>	Learning Disabled
<b>LEA</b>	Local Educational Agency
<b>LEP</b>	Limited English Proficiency
<b>LRC</b>	Legislative Research Commission Local Resources Coordinator
<b>LRE</b>	Least Restrictive Environment
<b>MAYSI</b>	Massachusetts Youth Screening Instrument
<b>MD</b>	Multiple Disabilities
<b>MHA</b>	Mental Health Association
<b>MI</b>	Mentally Impaired / Ill
<b>MIS</b>	Management Information Systems
<b>MMD</b>	Mild Mental Disability
<b>MMPI</b>	Minnesota Multiphasic Inventory
<b>MR</b>	Mentally Retarded (now known as DDID)
<b>MR/DD</b>	Mentally Retarded/Developmentally Disabled (or Delayed)
<b>MSW</b>	Masters Degree in Social Work
<b>NAEYC</b>	National Association for the Education of Young Children
<b>NAMI</b>	National Alliance for the Mentally Ill
<b>NICHCY</b>	National Information Center for Handicapped Children and Youth
<b>NIDRR</b>	National Institute on Disability and Rehabilitation Research
<b>NIMH</b>	National Institute of Mental Health
<b>NMHA</b>	National Mental Health Association
<b>O &amp; M</b>	Orientation & Mobility
<b>OHI</b>	Other Health Impairment
<b>OI</b>	Orthopedic Impairment
<b>OT</b>	Occupational Therapy
<b>P &amp; A</b>	Protection & Advocacy
<b>P &amp; Ps</b>	Policies and Procedures
<b>PD</b>	Professional Development
<b>PDD</b>	Pervasive Developmental Disorder
<b>Ph. D.</b>	A Doctoral Degree
<b>PIC</b>	Parent Information Center
<b>PLDs</b>	Performance Level Descriptors
<b>PLEP</b>	Present Levels of Educational Performance
<b>POC</b>	Plan of Care
<b>POS</b>	Program of Studies
<b>PRO</b>	Peer Review Organization
<b>PRTF</b>	Psychiatric Residential Treatment Facility
<b>PT</b>	Physical Therapy
<b>PTI</b>	Parent Training and Information Centers
<b>R &amp; R</b>	Resource & Referral
<b>R &amp; T</b>	Research & Training Centers
<b>RIAC</b>	Regional Interagency Council
<b>RN</b>	Registered Nurse
<b>RPC</b>	Regional Policy Council
<b>RRC</b>	Regional Resource Centers
<b>SAS</b>	Supplementary Aids and Services
<b>SDI</b>	Specially-Designed Instruction
<b>SEA</b>	State Educational Agency
<b>SED</b>	Severe Emotional Disability
<b>SEEK</b>	Support Education and Excellence in Kentucky
<b>SIAC</b>	State Interagency Council
<b>S/L</b>	Speech or Language Impairment
<b>SLD/LD</b>	Specific Learning Disability
<b>SLP</b>	Speech Language Pathologist
<b>SLPA</b>	Speech Language Pathologist Assistant
<b>SMHRCY</b>	State Mental Health Representatives for Children and Youth
<b>SSA</b>	Social Security Administration
<b>SSDI</b>	Social Security Disability Insurance
<b>SSI</b>	Supplemental Security Income
<b>SSN</b>	Social Security Number
<b>STO</b>	Short-Term Objective
<b>TA</b>	Technical Assistance
<b>TBI</b>	Traumatic Brain Injury
<b>TCM</b>	Targeted Case Management
<b>TFC</b>	Therapeutic Foster Care
<b>TPR</b>	Termination of Parental Rights
<b>VI</b>	Visual Impairment
<b>WISC</b>	Wechsler Intelligence Scale for Children
<b>WRAT</b>	Wide Range Achievement Test

## TREATMENT WALK-THROUGH EXERCISE

The following exercise is excerpted from the Network for the Improvement of Addiction Treatment ([www.niatx.org](http://www.niatx.org)). Additional considerations have been included to ensure that the walk-through takes into account the special circumstances related to adolescents. These additions are preceded by “RF”.

During a Reclaiming Futures walk-through you experience the processes currently in place as a youth or family member does. Taking this perspective of services—from the first call for help, to the intake process, and through final discharge—is the most useful way to understand how they would feel, and to discover how to make improvements that will serve them better.

### Who participates in the walk-through?

There is a lot of flexibility in choosing who will conduct the walk-through. The instructions are written for two people, but you can have just one person or more than two.

Ideally, the Fellowship Change Team Leader will participate, sometimes doing the work alone before a Fellowship Change Team is selected. However, in some organizations, the Director or administrative staff has done the walk-through, and in others, the Fellowship Change Team Leader and the rest of the Fellowship Change Team worked together on it. You can do whatever makes sense in your organization given the timing and resources you have to work with.

### Planning the walk-through

- Select two people from your team to play the roles of “youth” and “family member.” They will need to be detail-oriented and committed to making the most of this experience.
  - To ensure that their experiences will be as realistic and informative as possible, have them present themselves as dealing with a behavior (e.g., substance abuse, truancy, running away) they are familiar with, and thus able to consider the needs of someone with that particular issue.
- Let the staff know in advance that you will be doing the walk-through exercise. Ask them to treat the team members as they would anyone else.

### Doing the walk-through

- Have the team members go through the experience just as a typical youth and family member would. The walk-through should begin with a youth’s first contact with your agency: a youth or family member interested in obtaining services making a first call for information.
- Try to think and feel as a youth or family member would. Observe your surroundings and consider what a youth or family member might be thinking or feeling at any given moment. Record your observations and feelings.
- At each step, ask the staff to tell you what changes (other than hiring new staff) would improve the experience for the client, family member, and staff. Write down their ideas and feelings as well as your own.

### What to note in your walk-through observations and assessments

What you look for in a walk-through depends in part on which process you are observing. Here are some tips:

- **First contact** – When you called the agency, did you get a busy signal, voice mail, an automated greeting, or did a live person answer the call? Did the agency offer you an appointment on your first call? Would a typical client have to wait for an appointment? Would a typical client have difficulty reaching the site? Is transportation available? Record your experience.
- **First appointment** – On the day of the appointment, arrive at the clinic or office with the following questions in mind: What would it be like if you had never been to the site before? Is transportation to the site an issue? Are parking, directions, and signage adequate? Does the site feel friendly and welcoming or cold and harsh? Record your experience.
  - **RF:** Did the family receive a full briefing about the results of the assessment and options? Was the family provided a clear understanding regarding expectations around their participation in the process? What incentives were provided to return for a second visit? How do referral agents (courts, schools, etc.) receive information about their involvement in the process (if appropriate)?

- **The intake process** – Continue to make note of your impressions as a youth or family member. Complete the entire intake process. Fill out all required forms. Does the family member typically accompany the client through the entire intake process? How long does a typical youth spend in the waiting area? Wait for that amount of time. If the youth is required to undress, you should undress. Is a urine test required? Will you have to wait between your assessment and your first session, and if so, how long? The “youth” and “family member” should each record all of their thoughts and feelings about this process.
  - **RF:** How does the family receive information about progress, invitations to participate in family education or therapy, and an understanding of what they can contribute to their youth’s success?
- **Transfer between levels of care** – Experience the process of transferring between levels of care; for instance, going from detention to probation, alternative school settings to regular classroom settings, detoxification to residential, or outpatient to intensive outpatient. How much paperwork do you have to fill out? Are you answering the same questions you did in the intake process? Has the transition been smooth, or do you feel like you are starting again from the beginning? How has the family member experienced the transition?
  - **RF:** Additional questions to consider regarding the program:
    - What messages do youth get from the program about what they should be doing – beyond merely staying out of trouble?
    - How does the program acknowledge, value, and consider the youth’s and family’s culture, gender, and sexual identity?
    - How does the program cater to youth culture?
    - What outreach is provided to bring drop-outs back to the program?
    - How are setbacks handled?
  - How are successes handled?
  - How are long-term success and continuing care structured?
  - How are youth invited to participate in leadership *within* the program?
  - How are youth invited to participate in leadership *beyond* the program?

For all walk-throughs, summarize your findings by noting what most surprised you during your walk-throughs, and what two things you would most want to change.

### Study the results

Make a list of the areas that need improvement along with suggested changes to attempt. Include the perspectives of the client, family member, and staff. Sort the ideas into those that are directly linked with your team’s improvement project and those that are unrelated. As a team, discuss what went well with the walk-through, what didn’t go well or was confusing, and what you would do differently the next time around.

### Act on the results

Share the results with your leadership team. Discuss how to incorporate the relevant change ideas into your project, and how to handle the ideas that are not directly related to your project. Use a quality improvement process to implement any change that the leadership team wants to put in place immediately. Share the lessons you learned about doing walk-throughs in your organization. If you are a treatment program serving youth, you will want to consider continuing with a Self Analysis of Program Elements using the information that you gathered in the walk-through exercise. Review the following resources to continue the process:

[http://www.reclaimingfutures.org/resources\\_index](http://www.reclaimingfutures.org/resources_index)

<http://www.reclaimingfutures.org/curriculum>

<http://www.niatx.net/Content/ContentPage.aspx?PNID=2&NID=18>

## RECLAIMING FUTURES SELECTIVE SCREENING AND ASSESSMENT TOOLS

SITE	SCREENING TOOL	ASSESSMENT TOOL	ADMINISTERED BY
<b>ANCHORAGE, AK</b>	CRAFFT, Alaska Screening Tool	Bio-psycho-social	Screening – Juvenile justice staff Assessment – Treatment providers
<b>SANTA CRUZ, CA</b>	CRAFFT	GAIN Q plus DRUG Grid questions	Screening – Juvenile justice and mental health staff Assessment – Treatment providers
<b>CHICAGO, IL</b>	MAYSI-2	GAIN I, Youth Assessment and Screening Instrument (YASI)	Screening- Juvenile justice staff Assessment-Treatment providers
<b>KENTUCKY</b>	CRAFFT, GAIN Q, GAIN-SS	GAIN I, YLS, Bio-psycho-social	Screening – Courts, treatment providers, Family Resource & Youth Services Centers Assessment – Department of Juvenile Justice, treatment providers
<b>MARQUETTE, MI</b>	MAYSI-2	Teen Addiction Severity Index (T-ASI)	Screening – Juvenile justice staff Assessment – Treatment providers
<b>NEW HAMPSHIRE</b>	GAIN-SS	GAIN I	Screening – Juvenile justice staff Assessment – Treatment providers
<b>DAYTON, OH</b>	CRAFFT, Behavioral Health Screen	Solutions for Ohio Quality Improvement and Compliance (state requirement)	Screening – Juvenile justice staff and treatment staff. Assessment – Treatment providers
<b>PORTLAND, OR</b>	Oregon Juvenile Crime Prevention screening tool	GAIN I	Screening – Juvenile justice staff Assessment – Juvenile justice clinicians, treatment providers
<b>ROSEBUD, SD</b>	GAIN Q	ASI, SASSI, Beck Depression Scale	Screening – Court staff Assessment – Treatment providers
<b>SEATTLE, WA</b>	GAIN Q, GAIN SS, Washington State Risk Assessment	GAIN I, Washington State Risk Assessment (long form)	Screening – Juvenile justice staff Assessment – Treatment providers

## IDEAS FOR POSITIVE ACTIVITIES FOR YOUTH AND FAMILIES

skateboard	make stained glass	learn something new	play laser tag
ride a hot air balloon	jog	help clean the house	bowl
start a journal	go to a concert	get a haircut	paint your room
go out to eat	collect baseball cards	go to a sporting event	go to a fair
attend a car show	try karate classes	draw	study for your driving test
go to an air show	learn to cook	learn to take pictures	work at a craft
sunbathe	write a song	go boating	go to the aquarium
go to the movies	try paintball	paint a picture	swim
box	ride a bike	make a scrapbook	walk the dog
watch airplanes	go kayaking	try jet skiing	play a video game
play ping pong	go rock climbing	play football	use a computer
rent a movie	join a youth group	read a newspaper	go to a teen center
play pool	write a letter	organize your closet	go to the park
visit caves	get a makeover	exercise	wash the car
make/decorate pottery	get ice cream	rearrange your room	do yoga
walk around the mall	play roller hockey	make candles	play foosball
write a story	read a book	run errands for someone	make smoothies
go to car races	do your nails	play softball	volunteer for street
watch TV	go roller-blading	get a job	clean-up
take flying lessons	barbeque	try new foods	make popcorn
ride the bus around	find a hobby	play cards	hike in the woods
go to the driving range	look at the stars	help a neighbor	play frisbee
watch the news	play racquetball	go dancing	learn to make jewelry
talk on the phone	go on a picnic	write rap music	make a sandcastle
learn about computers	go skiing	attend a play	take a video class
lift weights	play tennis	bathe a pet	make a video
go to a zoo	go horseback riding	try a new dance	write a poem
sing	play volleyball	take a class	learn to meditate
go to a coffee house	visit grandparents	be in a play	give yourself a facial
do aerobics	swing on a swingset	learn archery	take a hot bath
go to a museum	play miniature golf	go fishing	do crossword puzzles
play soccer	go to the library	play basketball	learn kickboxing
ride go carts	pick flowers	travel	download music
ride a scooter	take a nap	play golf	visit waterfalls
play a board game	walk	take an art class	get a library card
do gymnastics	mow the lawn	join a sports team	do homework
play baseball	put up new posters	go camping	go to AA/NA meeting
make a pizza	start a collection	plant flowers	
play an instrument	listen to music	go to batting cages	

Adapted from: PROSOCIAL ACTIVITIES FROM RECLAIMING FUTURES, SANTA CRUZ COUNTY, CALIFORNIA, 2006.



KENTUCKY YOUTH ADVOCATES

11001 Bluegrass Parkway  
Suite 100  
Jeffersontown, KY 40299  
tel: (502) 895-8167  
[www.kyyouth.org](http://www.kyyouth.org)