

THE PREVENTION REPORT

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State Responses to Disproportionate Minority Youth Confinement

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In 1992, the issue of disproportionate minority youth confinement (DMC) was included as a core requirement of the Juvenile Justice and Delinquency Prevention Act of 1974 along with the deinstitutionalization of status offenders, the removal of juveniles in adult jails, and the separation of juveniles from adults in institutions (Juvenile Justice and Delinquency Prevention Act of 1974, as amended [Public Law 93-415], Section 223[a][23]). Beginning with Fiscal Year 1994 funds, states participating in the Federal Formula Grants Program were required to determine whether disproportionate minority confinement exists, identify the causes, and develop and implement corrective strategies (Federal Register 1991, p. 22969; Hsia 1999). States failing to make progress or at least show a good-faith effort toward this endeavor, risked losing one-fourth of their Formula Grant funds for that year and the remaining three-fourths had to be directed toward achieving compliance. The main objective of the present research is to examine the DMC mandate and the attempts by states to comply. The research focuses on two key components of the mandate: identification of the extent of minority overrepresentation in states' juvenile justice systems and assessment of the causes of DMC. The discussion centers on the politics and practical limitations that surround and hinder the implementation of the DMC requirement.

The first phase of the DMC requirement was descriptive and involved the identification of the number and the proportion of minority youths in arrests, secure detention facilities, secure correctional facilities, jails, and lockups. If a determination had been made from phase one that disproportionate minority representation exists, the state was required to conduct an assessment that investigates the specific reasons for this situation. The assessment phase attempted to address why minority overrepresentation exists. The third and fourth stages of the DMC requirement entailed specific interventions and/or programs to reduce minority disproportionate overrepresentation and the ongoing monitoring or systematic tracking of overrepresentation over time. The monitoring stage also included the evaluation of intervention strategies to address DMC.

THE PRESENT RESEARCH

As of 1999, all states participating in the Formula Grants Program that had a minority population of one percent met the Identification phase and all but four states (Delaware, Kentucky, Louisiana, and New Hampshire) and the District of Columbia completed the assessment phase. As of 1999, most states were implementing programs and policies within the context of the intervention phase to address DMC. A small number of states are in the process of an evaluation of the intervention activities and even fewer are at the monitoring stage (Devine et al. 1998).

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The present research provides a review of the information as reported by the states for the identification stage and the studies conducted as part of the assessment stage. An evaluation of the intervention strategies is not conducted due to an inability to locate information on activities funded nationwide by the Formula Grants Programs as part of the DMC effort (cf., Devine et al. 1998; Disproportionate Minority Confinement Technical Assistance Manual 2000; Hsia and Hamparian 1998; Welsh et al. 1996). The monitoring stage of the DMC mandate will also not be covered since few states are at this point.

The review of the identification stage is based on 43 States and the District of Columbia. Information for the identification stage is missing for Hawaii, Michigan, Nevada, New Hampshire, and Wyoming. Maine and Vermont completed the identification phase and are exempt from the DMC requirement because the minority juvenile population does not exceed one percent of the total population.

The evaluation of the assessment studies is drawn from 40 States. Information is missing for the District of Columbia, Kansas, Kentucky, Louisiana, Montana, New Hampshire, and Nevada. As of 1999, Kentucky had not conducted an assessment study and Wyoming was not a participant in the Formula Grants Program.

The discussion of the results is organized around the identification and assessment stages of the DMC requirement. For the identification stage, documentation is required that indicates the extent minority youth are disproportionately arrested, confined in secure detention or correctional facilities, jails or lockups, or transfers to criminal court. States calculate an index value of disproportionality to assess the extent of over/under representation for each of these outcomes.

The index value is arrived at by dividing the percentage of minority juveniles represented at each point by the percentage of minority juveniles in the state's total juvenile population at risk for secure confinement. An index value over 1.00 indicates that minorities are overrepre-

sented. For example, an index value of 2.00 would mean that minority youth are represented at a rate twice their representation in the total at-risk population (usually defined as age 10 to 17). The greater the index number, the greater the amount of disproportionate representation. Conversely, an index under 1.00 indicates that minorities are underrepresented. The information provided is as reported by the state and no attempt was made to validate the accuracy of the disproportionate index value.

The review of the state assessment studies will present information on the study sites, the racial/ethnic groups involved, the decision-making stages investigated, the analytical procedures employed, research results, and the existence of race effects. The model for reviewing the assessment studies parallels Pope and Feyerherm's (1993) method of review of research conducted on race and decision-making. A race effect is defined as the presence of race differences at any decision point and involve a lenient and/or more severe outcome once relevant legal (e.g., crime severity, type of crime) and extralegal (e.g., age, family structure) factors are considered.

RESULTS

The Identification Stage

Before discussing the results, it must be noted that data limitations are evident and should be kept in mind. Information, for example, varied in the extent to which index values are presented for each of the eight categories. In addition, some of the states did not differentiate among minority groups and therefore failed to report identification information on African Americans and Hispanics. Another data limitation is that the data reported by the states are not for a uniform period. Some of the data are from the late 1980s, and some from the period between 1990 and 1996. Consequently, the time frame from which the data was collected needs to be considered when arriving at conclusions regarding the extent of DMC within a state and when making state comparisons on the issue. Despite these shortcomings, an examination of the data from the identification stage allows for several summary conclusions.

First, minority youth overrepresentation was evident in every state that the review was based upon. The extent of minority overrepresentation was also not limited to any specific region of the country. For example, Alabama reported slight overrepresentation at arrest (1.2), secure detention and secure corrections (1.3), transfer to adult court (1.4), and probation (1.1). Under-representation of minorities was reported in adult jails (.8) and adult lockups (.0). In comparison, the index values were much higher for minorities in Minnesota for arrests (1.8), secure detention (6.7), secure corrections (5.2), and adult jails (2.8).

Second, minority youth over-representation existed at all of the decision points. In fact, minorities were on average over 2 to 2 1/2 times their percentage of the at-risk youth population (i.e., secure detention 2.63, secure corrections 2.64, adult jails 2.01, adult lockups 2.16, transfers to adult court 2.55, and probation 2.03). The exception was for arrests, but minority youth were still on average overrepresented (1.38).

Third, the decision point where minority youth overrepresentation was greatest varied by state. In Iowa, the index values were highest for secure detention (7.9) and secure corrections (6.6), whereas in Massachusetts the greatest overrepresentation was for minority youth placed in adult jails (4.7) and transferred to adult court (5.0). In Wisconsin, the highest index values were for adult lockups (6.8) and secure corrections (5.5).

Fourth and last, differentiating among minority groups indicated that overrepresentation existed for African Americans and Hispanics. Also, African American youth overrepresentation was greater at each of the decision points than Hispanic youth. For example, the average index was 3.23 for detention for African Americans compared to 1.41 for Hispanics. For secure corrections, the average index was 3.32 for African American youth while for Hispanic youth the average index was 1.90.

In summary, the results from the identifica-



tion stage confirmed trends seen in aggregate form from the Children in Custody Series (e.g., Krisberg et al. 1987; Synder et al. 1995). Minority overrepresentation existed across the country and in many instances appeared to be more pronounced in states where minority presence was small. For example, states with larger minority populations (e.g., Alabama, Texas, Washington, D.C.) reported lower index scores, while states with smaller minority populations (e.g., Arizona, Iowa, Minnesota) indicated higher index scores.

Minority youth were disproportionately involved at each point in the system but the stage with the greatest overrepresentation appeared to vary by the state. African American youth were overrepresented in the system more so than Hispanic youth. Recall that the information (index values) representing the identification stage did not generally involve the use of controls for the factors that might explain minority overrepresentation (i.e., those related to explaining differences in offending and legal considerations). Next, the discussion focuses on state efforts to understand the causes of minority youth overrepresentation in arrests and the juvenile justice system.

The Assessment Stage

Because there is no standard procedure for conducting the assessment, individual states varied in their research strategies. Some states did not examine decision-making across stages and instead focused on one to two stages (e.g., Mississippi, South Carolina). Some states also focused only on whites and African Americans (e.g., Georgia) or collapsed all minorities into one group called minority (e.g., Delaware) or non-white (e.g., Florida). Bivariate analysis in the form of cross tabulations (i.e., race by decision-making stage) was also used in a number of studies that sometimes controlled for the seriousness of the offense (e.g., Alabama, North Dakota) to comply with the assessment phase of the DMC requirement. On a positive note, a majority of the studies used multivariate analyses and qualitative techniques (i.e., surveys, interviews, observations, focus groups) to examine the causes

of DMC (e.g., Arizona, Hawaii, Iowa).

Despite the variability in the analytic strategies, most studies (n=32) found evidence of race differences in juvenile justice outcomes that are not totally accounted for by differential involvement in crime. Twelve state studies discovered the presence of minority overrepresentation and the occurrence was determined to be the result of legal factors (i.e., severity of the crime).

Most states that conducted more rigorous assessments by using multivariate techniques showed evidence of direct and indirect race effects on decision-making (cf. Hawaii, Massachusetts, Wisconsin). Research in Florida and Maryland, for example, indicated overrepresentation of minority youth throughout the system (Bishop and Frazier 1990; Iyengar 1995). Likewise, minority overrepresentation was found in 10 of the 15 decision points examined in Arizona (Bortner et al. 1993) while in Pennsylvania race effects were evident at all stages but adjudication (Kempf-Leonard 1992). In Iowa, race effects varied by the jurisdiction, the stage in the proceedings, and the racial group (Leiber 1992a, 1992b; see also Leiber and Jamieson 1995). In one jurisdiction, Native American youth, for example, were more likely to be released and diverted at intake than whites and African Americans. In the same jurisdiction, both Native Americans and African Americans were released at petition once relevant legal and extralegal factors were controlled.

In Ohio, race had a direct effect on detention decisions and detention status in turn, impacted decisions to commit juveniles to correctional facilities (Dunn et al. 1993). A similar indirect race effect through detention was found in Washington (Bridges et al. 1993) and in Michigan race operated through the status of the family household (Bynum et al. 1993).

Although studied less frequently than any other stage in the system, police decision-making was also found to contribute to minority overrepresentation (Bynum et al. 1993). In Connecticut, for example, racial disparity was found at several police

decision-making points (length of time held at the police station, use of secure holding, and placement in detention) (Hartstone and Richitelli 1995). Similar findings were found in Washington where Bridges and colleagues spent approximately 65 hours conducting participant observation with police officers in three counties with the largest populations of African Americans and Hispanics (Bridges et al. 1993).

In Iowa, the use of semi-structured interviews with juvenile justice personnel showed that race bias was often indirectly operating through the respondents' perceptions of minority youth, in particular, African American youth that were fostered by stereotyping and strong convictions to middle-class values and standards (Leiber 1993). Beliefs about crime, the family, respect for authority, and the correctional ideology of the court had implications for case processing and outcomes that resulted in the differential treatment of African Americans compared to whites. African Americans were believed to be more criminal, reside with a single parent who could not effectively supervise and socialize their children, and lack respect for the law and authority. Lack of respect was judged on eye contact, dress, and demeanor. The court's adherence to retribution, or the maintenance of order, or the protection of society, or a legalistic approach impacted with these beliefs about minorities at some stages and in some jurisdictions to influence decision-making and the exertion of social control (Leiber 1993).

In some states, race and gender interacted to influence decision-making even after controlling for legal factors. For example, in Missouri, African American females were more likely to be detained in urban localities while in rural settings, white females were more likely to receive informal supervision than any males or African American females with similar characteristics (Kempf-Leonard et al. 1990).

Besides the finding of overwhelming evidence to support the presence of race effects in juvenile justice decision-making, the locality of the court appeared to be a strong explanatory factor in understanding DMC. Although not addressed in great



detail by most studies, a few of the assessments controlled for possible macro-effects or community characteristics on the case processing and outcomes of minorities and whites. In Ohio, race was not found initially to be predictive of confinement disposition (Dunn et al. 1993). When community characteristics were controlled for in the analysis, however, minority youth were more likely to be given a harsher disposition than white youth. In Washington, county characteristics most associated with disproportionality were the concentration and growth of minorities in the counties, the degree of urbanization, and levels of violent crime and chronic juvenile offending. These contexts impacted decision-making directly or indirectly (Bridges et al. 1993). In Missouri, community characteristics on decision-making were inconsistent. In urban courts, African Americans were more likely than whites to be detained (Kemp-Leonard et al. 1990). In rural courts, race impacted both detention and disposition decisions (Ibid).

States also used surveys and interviews of decision-makers and focus groups as part of the assessment phase. Some states employed these techniques in conjunction with multivariate analyses (e.g., Hawaii) and/or bivariate analyses (e.g., Illinois). A wide-range of responses were offered as to the causes of minority youth overrepresentation. A few states reported responses that emphasized discriminatory policies and procedures, racial stereotyping, and cultural and language barriers as explanations for DMC (e.g., Arizona, California, Oklahoma). The most common explanations of DMC focused on minority criminality and the factors associated with delinquency, such as poverty and the family (e.g., Alabama, Nebraska, Texas, Utah).

Other responses also included the need for the development of risk assessment tools, the use of alternatives to secure corrections, and the implementation of cultural sensitivity programs. In New York, for example, explanations for minority overrepresentation emphasized responses to behavioral problems occurring early in the youth's life, opportunities for and the utilization of probation and diversion, as well as greater ethnic diversity in the work force and

cultural sensitivity training (Harig et al. 1995). In South Carolina, social class rather than race, was viewed as the cause of DMC. Responses focused on parental status, family income, and educational status as factors influencing decisions to supervise youth or place youth in restricted environments (Chishom et al. 1992).

Of the state assessments that incorporated the surveying of youth, some of the respondents provided little or no indication of bias on the part of the juvenile court toward minorities (e.g., Hawaii, Virginia). In other localities, youth indicated police bias in terms of the likelihood of referral to juvenile court (e.g., Connecticut, Iowa, Massachusetts, Mississippi).

DISCUSSION AND CONCLUSIONS

The incorporation of DMC into the reauthorization of the Juvenile Justice & Delinquency Prevention Act of 1974 has resulted in a number of contributions to the issue of race and involvement with the juvenile justice system. OJJDP, collaborating agencies, and invested persons should be acknowledged and commended for sensitizing states to the issues of minority overrepresentation in the system and racial bias, disseminating information, and providing technical assistance and funding for the development and implementation of initiatives to study and reduce DMC. The results from state efforts to comply with the identification and assessment stages of the DMC requirement, for example, provide information concerning the extent of minority youth overrepresentation in the system across the country, within individual states, and localities within states. The findings also shed further light on the pervasiveness of racial discrimination within the juvenile justice system and reaffirm the belief that "race still matters" (West 1993).

In addition, states such as Oregon, Pennsylvania, and Washington and local jurisdictions are funding and implementing strategies to reduce racial bias, use alternatives to secure detention, and prevent crime. These efforts have implications for impacting DMC (Disproportionate Minority Confinement Technical Assistance Manual, 2000; Hsia and Hamparian 1998;

Welsh et al. 1996). While there is no direct evidence linking DMC responses to national trends, the proportion of African Americans at most stages of the juvenile justice system was smaller in 1996/97 compared to 1990/91 (Snyder and Sickmund 1999, p. 192).

Each of these contributions, in many ways, can be attributed to the DMC requirement and justify the continuing need for its reauthorization. Despite these contributions, the review of the state attempts to comply with the identification and the assessment stages of the DMC requirement also shows that in many respects the effort is fraught with problems.

OJJDP has been somewhat inconsistent in the determination of state compliance with both the identification and the assessment stages. For example, few states have had their Formula Grants funding withheld for failing to comply with the identification and assessment components of the DMC requirement. Information provided at the identification stage is often incomplete or flawed. Many states have not provided data for all the categories of outcomes (e.g., detention, transfer to adult court), distinguished and presented information on these outcomes in areas within the state that have a one percent or more minority youth population (not evident in tables), or separated out by specific minority groups.

Although a number of states have conducted exemplary assessment studies (e.g., Connecticut, Hawaii, Iowa, Missouri, Pennsylvania, Texas, Washington), the problems associated with the identification stage are also evident with states found to be in compliance with the assessment stage. Some states did not include in the analysis many of the relevant factors that influence juvenile justice decision-making, fail to use multivariate analysis, multiple stages, or did not employ both quantitative and qualitative techniques. Findings of non-race effects or race effects were often based on bivariate comparisons that sometimes involved controlling for crime severity.

The questions that remain are: (1) Why have the Office of Juvenile Justice and Delinquency Prevention not held states to



be more accountable? And (2) Why the inconsistency in the determination of state compliance? In many respects the answers to these two questions are similar to those discussed by Ira Schwartz, the former administrator of OJJDP, in his book (In)Justice for Juveniles: Rethinking the Best Interests of the Child (1989), which describes the implementation of the JJDP Act from 1974 to the mid-1980s. A decade later, the DMC requirement of the Act is also influenced by politics and a failure to provide strong leadership and direction to the issue on the part of OJJDP. Practical limitations have also hampered the ability of states to fully comply with the requirement.

The political nature of DMC is not surprising. The topic of race and in particular, race bias generates much controversy especially when many people still think of discrimination only in terms of overt, blatant acts such as the Rodney King and Malice Green incidents. While these occurrences are unfortunate, these blatant forms of discrimination are viewed by many as rare occurrences and declining in significance at both the institutional and the individual level (e.g., Wilson 1980). Following the changes to the JJDP Act that designated DMC as a core requirement, OJJDP and contract service providers (e.g., Community Research Associates) were faced with educating people about the more common forms of subtle, indirect bias. They also had the daunting task of convincing states that DMC can be explained by both differential involvement in crime and racial bias.

Recall that most of the data as part of the identification and assessment stages was collected during a period of increasing juvenile crime and the “war on drugs.” Consequently, states often operated on the belief that minorities were overrepresented in the system because they commit more crime and/or more serious crime. Many states were reluctant to spend time and resources on a topic where the answer to the DMC issue was already assumed or known.

Concomitantly, states, state representatives, and juvenile courts did not want to be perceived as acting in ways or using

procedures that result in disadvantage for minorities. For example, in some states, when race effects were found to remain once controls were employed, emphasis was placed on the greater strength of the legal criteria to predict decision-making compared to race. In other words, the presence of the statistically significant race finding(s) was downplayed. States and other invested parties also exerted constant pressure on Congress to not include DMC in the reauthorization of the JJDP Act or at a minimum, “water-down” the DMC requirement (e.g., Coalition for Juvenile Justice 1999).

In response to these political factors, OJJDP has adopted a judicious approach to implementing DMC, one which appears to follow the “spirit” of the mandate and attempts to make inroads - “to get something done” rather than accomplishing “nothing at all.” While the strategy may be a reasonable and wise response to the political and economic realities of the implementation of legislation, it has come at the cost of providing strong leadership and obtaining an accurate picture of DMC and its causes.

The lack of a strong leadership by OJJDP is evident by the dearth of specific instruction as to what states must do to be in compliance, by vague criteria used to determine compliance, and by a lack of knowledge on DMC and research in general by the overseeing bodies.

Recall that OJJDP wanted to provide states with freedom because of the belief that the resources and data needed to ascertain the extent of DMC, determine the cause(s), and address DMC could vary by jurisdiction (Technical Assistance Manual 1990, p. 5). States were told that there is no “cook-book” formula to address the problem of DMC and the “overriding advice to planners is to provide the best information possible under existing state and local conditions and then to document carefully the sources and limitations of that information” (Ibid).

Accordingly, individual states had to come up with innovative approaches to meet the DMC mandate. Although not an official

position of OJJDP, an additional justification for keeping the implementation of the DMC mandate vague and loose is the diffusion of state resistance. By allowing states to come up with their own strategies to address DMC, OJJDP gave the appearance that the federal government was not telling states and localities within states what to do. That is, the states and local jurisdictions, to some degree, could feel ownership of the issue.

States were encouraged to contact statistical analysis centers, management information agencies and local universities for guidance in conducting an assessment study (Technical Assistance Manual 1990, p. B-6). Further guidance was also available to states through the information provided on the methodologies and experiences of the five model states (Coalition for Juvenile Justice 1993, p. 12; Rhoden 1994), technical assistance manuals (1990; 2000), regional workshops, individual state training and technical assistance, and reports and updates. The lack of strong leadership, specific directions, and the complexity of the research needed to assess the causes of DMC, however, often resulted in confusion for the states.

States often did not understand how to do an assessment study and/or were not in position to conduct the kind of research needed to identify the causes of DMC. Maintaining compliance with the other three mandates required the simple counting of the number of juveniles in adult jails, the number of status offenders confined, and the number of juveniles in sight or sound of adult incarcerated offenders. Compliance with the identification phase involved a similar process that also included the calculation of proportion indexes. The assessment stage, however, is much more complex than the first three mandates and the identification phase of the DMC requirement (Church 1994).

The lack of specific instruction also had implications for the reviewing bodies, the State Relations and Assistance Division (SRAD) at the federal level and the State Advisory Groups (SAG) at the state level. SRAD is the division within OJJDP that administers the State Formula Grants



Program and monitors each state's compliance with the four core requirements. Each SRAD State Representative typically represents or oversees more than one state. Pursuant to the JJDP Act (Section 223(a)(3)), the governor in each State that receives Formula Grants funds must establish an advisory group consisting of a wide range of individuals representing local government, law enforcement, the justice court, a public agency representative concerned with delinquency prevention and treatment, etc. The SAG consults with the State on juvenile justice issues including the four requirements and approves the use of monies for initiatives and programs dealing with juvenile delinquency and DMC.

Many of the personnel of SRAD and the SAG are not completely knowledgeable on DMC issues, the JJDP Act, and/or research in general. This state of affairs, along with the lack of specific criteria to determine state compliance with the assessment stage of the requirement, explains the variability in the kinds and quality of studies conducted. OJJDP State Representatives were provided with little instruction regarding what to look for in the assessment study.

The State Advisory Groups are provided with even less direction. In response to how rigorous state assessment studies had to be to meet compliance, OJJDP responded by stating:

The assessment of the reasons for disproportionate minority confinement must be specific and rigorous enough to satisfy the State Advisory Group that it has considered all reasonable explanations for the problem (Disproportionate Minority Confinement Technical Assistance Manual 1990, p. B-7).

The lack of specific criteria and knowledge on the part of the SAG often resulted in a reliance on their own common sense and the judgment of the agency, group, or person conducting the assessment study to determine the merits of the research for meeting the DMC requirement.

Recently, OJJDP has taken steps to provide more specific instruction to members of the

SAG, state representatives, and personnel from SRAD. For example, training was offered at both the OJJDP National Conference and the regional training conferences on how to address DMC (e.g., Office of Juvenile Justice and Delinquency Prevention 2000). Recognizing that personnel from SRAD may not be completely familiar with DMC, OJJDP is beginning to provide training to them on the requirements and strategies to address the issue. A compliance determination checklist has also been developed for the state representatives and the states that consists of a series of questions with "yes" and "no" response categories (Disproportionate Minority Confinement Technical Assistance Manual 2000). Finally, a number of states are receiving intensive technical assistance from OJJDP to provide greater guidance and overcome the shortcomings of previous efforts to comply with the DMC requirement.

Notwithstanding efforts to provide more concrete instruction on the part of OJJDP, practical considerations have and may continue to hamper the full implementation of the DMC requirement. Some states have chosen not to deal with the complexity of conducting an assessment study that meets social science standards and in some cases, even the minimum criteria set forth by OJJDP (e.g., differentiating among minority groups). States are often faced with the lack of critical data, such as relevant legal and extralegal factors and the various case outcomes within the juvenile justice system that is in an easily-accessible format. Some states opt to not expend the resources (i.e., money, personnel, etc.) needed to manually collect data from juvenile court files and instead use incomplete data. In other instances, the data cannot be collected because no record is kept. Other practical considerations are limited staff and in many instances, the staff that is available performs a variety of roles with different responsibilities (e.g., Formula Grants, Title V Grants, Juvenile Accountability Incentive Block Grants).

In summary, the politics of race, crime, and racial bias, coupled with state resistance and practical considerations, have led OJJDP to adopt a tentative approach to DMC. This

judicious strategy resulted in a number of significant contributions to understanding the issue of race and involvement in the juvenile justice system that includes sensitizing states to the issue. At the same time, however, OJJDP has failed to provide strong leadership to guide states and criteria to evaluate state compliance. OJJDP has begun to address these deficiencies and the benefits of these efforts may result in a greater number of states becoming more committed to DMC and information to better inform strategies to reduce the disproportionate representation of minority youth in our juvenile justice system.

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Disproportionate Minority Confinement Resource Center (DMCRC) Established

by: Brad Richardson & Sarah Nash, National Resource Center for Family Centered Practice

The National Resource Center for Family Centered Practice (NRC) has established a new resource center for Iowa called the Disproportionate Minority Confinement Resource Center (DMCRC). The resource center was established through a contract with the State of Iowa Department of Human Rights, Division of Criminal and Juvenile Justice Planning. In 1988 Congress amended the Juvenile Justice and Delinquency Prevention Act of 1974 to address reducing the proportion that minority groups make up of all youth detained or confined. Nationally, minority juveniles in confinement and detention are overrepresented compared to their proportion in the general population. In Iowa, 33% of youth held in juvenile detention facilities are minority even though they make up only eight percent of the state's youth population.

The DMCRC intends to address issues related to the overrepresentation in Iowa through information and education, research, technical assistance to counties and the state, and bringing attention to the topic at a statewide conference planned for November 7th and 8th near Des Moines at the Adventureland Inn in Altoona, Iowa.

The DMCRC is providing basic information on issues related to DMC through the NRC website at www.uiowa.edu/~nrcfcp/index_dmcrc.htm. We have posted numerous relevant articles related to overrepresented populations, and we are maintaining and expanding an extensive annotated bibliography on the topic. Information and education is also being disseminated through technical assistance and training in communities throughout the state.

Preliminary research is underway to examine data on circumstances that occur at decision points along the way that lead to confinement. The table below presents the number detained by facility type in 17 counties with equal or greater than statewide average percentage of minorities for the years 1993-98.

Minority Confinement by Facility (source: Iowa DHR, CJJP)

County	County Population	Detention Facilities		State Training School		Iowa Juvenile Home *		Total Confined
	% Minority	Detained	% Minority	Detained	% Minority	Detained	% Minority	
Polk	16%	4,381	45%	342	51%	88	36%	4,811
Woodbury	17%	2,241	39%	145	48%	34	35%	2,420
Linn	9%	1,570	30%	114	32%	68	29%	1,752
Blackhawk	15%	1,383	54%	151	63%	38	39%	1,572
Pottawattamie	8%	1,313	17%	98	27%	16	19%	1,427
Scott	20%	1,235	58%	95	67%	32	31%	1,362
Des Moines	11%	522	33%	40	55%	24	4%	586
Johnson	12%	430	28%	52	27%	10	10%	492
Webster	10%	380	22%	45	16%	17	29%	442
Lee	10%	310	11%	31	16%	11	18%	352
Cerro Gordo	10%	247	26%	89	16%	10	10%	346
Story	11%	245	9%	39	0%	15	20%	299
Muscatine	27%	181	44%	47	60%	12	8%	240
Cherokee	8%	90	6%	8	0%	3	0%	101
Tama	13%	84	58%	9	22%	4	100%	97
Louisa	13%	44	32%	3	0%	2	0%	49
Franklin	7%	24	4%	21	19%	1	0%	46

* Some data were unavailable

The data above are arranged in the order of the number detained: Polk County has more than 4,000 in confinement, Woodbury more than 2,000, and Linn, Blackhawk, Pottawattamie and Scott have more than 1,000 each. These six counties represent 13,344 of the total of 16,394 detained for the years 1993 through 1998. In 1999, Woods and Poole estimated that there were 343,147 youth in the state of which 25,831 were minority youth (8 percent). Eighteen percent of those arrested were reported to be minority youth, and twenty-five percent of those confined in juvenile detention facilities were minority youth. Of those youth confined in adult jails, 48 percent were minority youth. The data



available clearly indicate that issues of DMC exist within the state and as more data are made available by the Iowa Court Information System (ICIS) we will be analyzing those data at the various decision points along the way that lead up to DMC.

Another area of activity for the DMCRC is working with communities to consider the needs of minority youth in juvenile justice planning. Some strategies we are employing include better minority community involvement, development of local youth programs, and assistance in the collection and analysis of data including the examination of court system processing information. We have begun work with local planning entities to compile directories, review plans and initiatives, prioritize issues and assist in the design of community specific approaches. Communities that we are working with this year include

Blackhawk, Muscatine, Polk, Scott, and Woodbury counties.

A statewide conference for state, federal, and local officials and others concerned about DMC will be held on November 7 & 8, 2002 at the Adventureland Inn in Altoona, Iowa. The purpose of the conference is to: 1) mobilize efforts for Iowa's DMC initiative 2) heighten community awareness about DMC issues 3) provide information on best practices for minority youth concerning both programming and policy 4) bring in speakers who will provide an overview of national efforts and 5) provide a perspective on proven approaches and solutions that will impact DMC and link communities with the DMCRC.

The title of the conference is "Investing In Iowa's Youth, Investing in Iowa's Future."

This conference is intended to bring together judges, attorneys, juvenile court officers, social workers, case managers, community members, and youth. Some notable speakers who will attend the conference are: Heidi Hsia, from the Office of Juvenile Justice and Delinquency Planning, Washington DC; the Honorable Ernestine Gray, Orleans Parish Juvenile Court, New Orleans, Louisiana; William Feyerherm, Multnomah County, Oregon; Michael Lieber, University of Northern Iowa; Dick Moore from the Iowa Department of Human Rights, Division of Criminal and Juvenile Justice Planning; and Salome Raheim, Director of the University of Iowa School of Social Work. The two-day conference will also include workshops to develop expertise in areas such as working with youth, diversity and cultural competence, policy, and best practices.

ASSESSING NARRATIVE APPROACHES: ADOLESCENTS AS CO-INVESTIGATORS

by: Patricia Kelley, Lou Blankenburg, & Judith McRoberts

"adults look down on us-----like 'oh, you're on probation and you're going to get into trouble"

Young female adolescents in trouble with the law are a population at risk. Youth are committing crimes at younger ages, and they are more likely to be female than before. While most violent crime is still committed by adults, and steadily declined for all age groups throughout the 90's (Snyder, 2000), the proportional growth is in the juvenile population (Snyder, Sickmund & Poe-Yamagata, 1996). Youth are committing crimes at younger ages than before (Snyder, 1999), and they are more likely to be female (Acoca, 1999; Snyder, 2000, & Stahl, 1998). Violent crime committed by young females doubled between 1985 and 1994 (Snyder et al., 1996), and the number of delinquency cases involving females increased by 76% between 1987 and 1996 (Stahl, 1999). In 1999, 27% of juvenile arrests were female (Snyder, 1999), and girls involved with less severe offenses (i.e., property crimes, truancy, status offenses, and drug taking) at an early age are at risk of

more serious offenses in later adolescence (Acoca, 1999).

This article details a research project that was designed to increase understanding of young females who had broken the law and to assess the usefulness of narrative approaches in working with them. Narrative therapy, as used in this study, was developed by White and Epston of Australia and New Zealand respectively (White and Epston, 1990). It falls under the rubric of postmodern theory, and focuses on meanings people attribute to life events and to the stories around which their lives are organized. People's views about themselves are storied and co-constructed in interaction with other people and with societal institutions, and often involve internalized views of gender, ethnicity and power. In narrative therapy, clients' views are carefully listened to, and clients are invited to examine their problem stories to assess other truths in their lives, which may

involve strength and coping. Problems are externalized, that is, viewed as not intrinsic to the person, so client and therapist work together to fight the effects of the problems. In this collaborative approach, clients are viewed as experts in their own lives and are invited to explore other views of reality, which may also be true. This approach is consistent with the principles of empowerment theory (Lee, 1996) and with some aspects of strength based approaches (Saleebey, 1997).

The newer narrative approaches (Freedman & Combs, 1996; Kelley, 1996; Merscham, 2000; Neimeyer, 1999; White & Epston, 1990) are more collaborative which, with adolescents, decreases resistance that may lead to an impasse (Biever, McKenzie, Wales-North, & Cortez Gonzalez, 1995; Morgan, 1999; Smith & Nylund, 1997). These approaches are especially appropriate for work with young women who frequently have had narrow and restrictive



stories about their lives and identities created for them (Penn & Frankfurt, 1994). Adolescent lives are not completely storied (Zimmerman & Dickerson, 1994) and narrative therapy helps youth identify, challenge and broaden the stories around which they have organized their lives.

Research Questions and Methods of Assessment

Two broad questions guided the study. The first was: "What are the ideas and experiences of these young women who have broken the law, and how have their experiences affected the stories they have developed about themselves, and how have those stories affected their experiences?" This question was addressed through qualitative analysis of transcripts of the audio taped sessions. The participants' creative artwork was also assessed by the three investigators through discussion of the artwork in context of the themes. The second question was: "Are narrative approaches, where participants are challenged to assess stories around which they have organized their lives, useful in helping them identify and mobilize strengths they have to fight the effects of the problems they face?" This question was also addressed by qualitative analysis, assessing transcripts for changes over time. Other methods were also used to address this question, including: interviews with the participants before and after the program by the principal investigator (PI) who was not involved in the treatment and therapists' review of court records for arrests six months after the program ended.

Setting

The County Juvenile Court was interested in developing programs for girls, since most of the programs designed for mixed groups were found to be more useful for boys. The court asked local agencies to develop programs specifically for girls. The agency discussed here is a facility that has youth programming for a wide range of youth with varying interests. In 1997, the agency developed a cognitive-based summer program for young females who had broken the law. Agreement by the girls to join this program served as a diversion from arrest or a more serious sentence. While the program was generally successful, neither

the therapists nor the girls were pleased with the cognitive approach.

In 1998, the therapists chose to change the focus of the group experience and enlisted the help of a university professor in developing a research project based on narrative therapy. Only three girls participated that summer, but the results of that project did set the stage for the future programs of 1999 and 2000. The two aspects of the project, the therapy and the research, were kept as separate but cooperating partnerships.

Population

All participants were adolescent women who had broken the law and were offered this alternative to arrest or detention. While participating in the research was not mandatory for entrance into the program, all of those who stayed in the program agreed to participate in the research, for which they received a small honorarium. The participants understood that they were to be co-investigators in learning more about themselves and in helping the investigators understand the beliefs and experiences of young females in trouble with the law in today's society.

The number of potential participants varied from year to year. In 1998, the first year of this three-year study, 4 people were referred to the group and 3 stayed in it. They were all Euro-American girls aged 13, 15, and 15. In the 1999 group, there were eight group participants ranging in age from 13 to 17 (mean age was 15), with five of eight members representing ethnic diversity (African American, Hispanic, Asian American, and multi-racial). These participants were older and had more serious offenses, including theft and assault, than those referred in previous years. This group also had a wider range of family situations, income levels, and peer groups among its members than the previous groups did. The last group of 2000 consisted of 6 young women ranging in age from 14 to 16, 5 of Euro-American descent, and 1 African American. Overall, their offenses were less serious.

Interventions

In 1998, the program ran for 4 hours in the morning 5 days a week for 8 weeks. At the suggestion of those participants, it began an hour later in 1999, and ran for 3 hours a day for 5 days a week for 8 weeks. At the suggestion of that group it was reduced to 3 hours a day for 3 days a week for 8 weeks in 2000. Usually the days began with an hour of group discussion, after which there was a creative artistic activity of their choosing, which was designed to increase self-reflection and to tell others about themselves. Food was always an important part of the day. Only the first hour of group discussion was audiotaped.

In the group sessions, participants examined the dominant stories around which they had organized their lives, the personal, social cultural, and gender stories. They were then challenged to assess other aspects of themselves, often involving strengths and coping skills, to broaden their views of themselves and see more alternatives. The narrative concepts developed by White and Epston (1990) guiding the group interventions were: externalization, where they were encouraged to separate themselves from the problems they discussed, so they could assess them more objectively; mapping the problem's domain, where they discussed the effects of problems on their lives; unique outcomes, where they searched for those times when they had effectively challenged problems; problem dominated story, where they discussed how the stories around which they had organized their lives did not take into account all of their traits or experiences; and spreading the news, where others were told about the newly discovered aspects of themselves and changes they had decided to make. Creative projects after group discussions were used to aid in-group development and to reinforce ideas discussed in the group. Showing their projects to each other was a way of "spreading the news" of change. Throughout the program, participants were encouraged to challenge their thinking (cognitive) and the meanings (narrative) about events in their lives, and to increase their sense of empowerment to cope with and challenge adversity.



Process

In the 1998 group, the narrative idea was used more concretely than in subsequent years. The girls were actively involved in the research process of helping others to understand them and their lives as they told their stories, identified themes, and looked for alternative stories. Later in the session, they were asked to summarize stories of the others, with their own ideas added. They chose to work on a group project—a diorama made in a trunk. They designed interiors to represent the rooms in which the group met, and they decorated small dolls to look like themselves. They wrote excerpts from their stories on the outside, along with listing their expertise. They named it “the hen party.” The group ended with a sense of hope and success.

The 1999 group was larger, older, had more serious offenses, and was less homogeneous. Attempts to replicate the approach with the 1998 group failed; their stories were too painful and full of violence to deal within a group. Furthermore, they were very suspicious of each other, of the leaders, and especially of the tape recording even though it had been carefully explained when they agreed to join the project. These participants were skilled in presenting themselves as intimidating and dangerous. The therapists found it more useful to ask these young women to tell about important things that they know, and avoided more personal questions. As they worked on individual art projects they were asked who they were besides the tough people that they presented themselves to be. Gradually, through the art projects they opened up in ways they could not do in the talk sessions. This group never became as cohesive as the 1998 group, but things did begin to change over time, as some group members held each other accountable. This was the most difficult group of the three, but also the most interesting and productive.

The 2000 group had members who were younger, had less serious offenses and who were less experienced regarding treatment groups. The power struggles and anger were not as prevalent as in the previous year. Beginning with less structure, which had worked with the 1999 group, did not work as well; these participants wanted

more structure. They talked more openly and worked on stories of confidence and future possibilities. They designed art projects around the themes of romantic relationships, which is also what they liked to talk about in groups. There were more attempts to look good and to please others, but eventually they showed willingness to look at different notions of themselves, which indicated some hope for themselves and the future.

Understanding the participants' lives

“teens are faced with lots of crazy decisions every day. We were raised with TV and lots of violence that's not supposed to be accepted but it is on TV. We have lots of choices about drugs, and the multi-media all around us forces us to starve ourselves to be an accepted weight--oh and to change our features to look good; I heard about teenagers getting breast implants over spring break so they can look good at prom--everybody wants to look perfect. Then everybody is on some kind of drug--for asthma or depression or something. People are worried about getting AIDS or getting pregnant, people are unfaithful, it's hard to find the right one, we are in single parent families and have had to deal with death and divorce, and we are confused about how to raise our own kids. A lot of kids try to act like adults, a lot of us are really stressed out.”

One aim of this study was to increase understanding of the beliefs, experiences and ideas of young females in trouble with the law, which is important for social workers involved with youth. Using narrative therapy, these adolescents were invited to explore these areas to increase self-understanding and to educate the therapist about these matters.

In the 1998 group, several themes were identified, which helped us plan for future groups. Some themes identified in the first group were abandonment, accompanied by a lack of trust in adults; lack of stability, with everything seeming transitory—houses, parents, and schools; violence, with

all of the three girls victims of assault; negativism, especially in the beginning of the group; anomie, as they felt marginalized from the main stream of their peers; and being tough, as a way of coping with adversity they had faced. They did not admit weakness, which deprived them of the opportunity to be reflective. They were parentified children, who had taken on childcare and housekeeping tasks beyond their years. They had a live for the moment focus, but they believed in the possibility of control, as they talked about having choices, such as quitting smoking, attending AA to quit drinking, and choosing when and with whom to have sexual relationships. Power was an important issue for these young women. The dependence-independence struggle faced by most adolescents seemed more important to them. Privileging male relationships over others was noted, even when the relationships were hurtful. Not getting launched, as they took on adult roles and activities without the preparation, was also noted.

In the 1999 group, we decided not to superimpose the themes from the previous group, but to use the same process to identify themes. Because of the larger size of the group and more negative and defensive discussions, the process was more complex. Within each theme we identified several sub-themes, often with two sides of the same theme. For example, with “control,” there were attempts to control and manipulate others and attempts to control themselves and their own behaviors, demonstrating positive and negative sides of the same theme. The themes identified in this group are noted here.

A great deal of anger and justification of anger was found in the transcripts and the sub-themes included overt hostility, aggression, sarcasm, and frustration. The second theme, pride and identity, had positive and negative sides to it, with identity and self-esteem on the positive side, and excessive bragging on the more negative side. We noted identity with their peer groups and their cultural groups, but also that they wanted to maintain individuality. Control and coping was a major theme, as the participants tried to control others as a coping device, but also aimed to take



control of themselves. Often they found that their control tactics got them what they wanted. Coping with the many problems they faced was a major theme of these participants and was also a major focus of the study. Loss was another theme, which was isolated, and there were four sub-themes under it: concrete loss, interpersonal loss, intrapersonal loss and resolution of loss. These young women had all experienced chaos and violence in their worlds, and it was an identified theme. They discussed the stress and chaos in their lives and also discussed being both the victims and perpetrators of violence. These adolescents have been victims of violence, either directly or through exposure to it. Confusion and choice was another theme isolated from the text. It seems connected to the chaotic and violent world theme. Support from others is another theme with positive and negative features. Most of these girls received support from others which sustained them, and was probably what helped them to function as well as they did. On the other hand, they sometimes gave or received support that was not helpful, in that it encouraged them to engage in activities which got them in more trouble. Connection to family is a theme that related to support from others. All of the positive connections to family references noted were in the last two weeks of the eight-week program. Trust, and lack of it, was a major theme for this group. While the development of trust is a major task in any group process, it was especially important in this group because these participants have had trouble trusting anybody in their lives. We found that group members had created a privileged world for themselves, where they excluded adults and other peers, using their own language and jokes and not liking it if others used their language. They also shared antics and behaviors that got them into trouble in some bragging ways, especially at first. This theme tied in with the trust theme and as trust increased, they let others into their world more, including parents, teachers, and the group leaders. The last theme isolated, hope, only showed up near the end of the sessions. In this group there were some themes that had also been noted in the group of the previous summer, which is interesting since the groups were quite

different. In both groups they had moved a lot and had many difficult transitions; in the pilot group of 1998 they had moved mainly around the local town and surrounding countryside, whereas in the 1999 group most had moved from state to state. Both groups had members who had experienced violence and rejection, but in the pilot group it was often within the family and peer group (one had been abandoned by her mother), whereas in this group it was social and cultural violence, too. Both groups felt rejected and marginalized from the larger peer group, and in this group, members also felt cut off from cultural customs. The girls in both groups had stories of loss, chaos and abuse, but they also had stories showing strength, coping, and caring which were also true and were highlighted in the discussions, helping them see themselves in broader terms, which were less restrictive and offered hope.

In the last group of 2000, the themes were identified using the same methods as with previous years, but without reference to the other themes. For this year, the themes were clustered into four main categories after they were identified, a step which had not been used the previous years. For example, we clustered the theme of unfairness with disappointment and vulnerability, respect, and group identity, since all of these categories related to their experience of being a young person. Under unfairness, they felt that others (i.e., sisters, peers) got away with the same behavior that got them into trouble. Several participants expressed the idea that once they were on probation that the rules were stricter than ever, and they were more likely to get charged with new offenses that would not have gotten them into trouble before. They often expressed frustration with getting in trouble for things that adults do, such as drinking. Under respect, they wanted respect but were often disrespectful to others, and felt others were disrespectful to them. They referred to themselves as “us” on a regular basis.

As with the other groups, coping with their experiences was a major theme, and control was a major means of coping with chaos and was a theme in itself. Other themes included in this category are excitement, substance abuse, and responsibility, as they

were other methods of coping. Substance abuse seemed to fit in with the fun and party theme, and was frequently referred to as part of their lives. Taking responsibility emerged more near the end of the group process. As with the previous group, these girls had experience with violence and abuse. Three of the group members spoke of being abused, two sexually, even though the topic was never raised by the therapists. Other themes that were grouped under this category because they are so directly related include: trust versus mistrust, love, caring versus victimization, optimism versus magical thinking, hope versus despair, and sadness and anger. The reason that so many opposites were categorized together is that in group discussions, they seemed to appear together as opposite sides of the dilemmas the members were feeling and facing. With these participants there was less witnessing of violence and death, and less societal violence, and more personal and family violence. They did demonstrate caring for others, and these statements were highlighted in the group. Optimism and hope were encouraged, but sometimes the line between magical thinking and optimism had to be assessed. Such statements were not discouraged because there was too much discouragement in their lives, and seeing new possibilities is a goal of the work, but there were questions and discussion for them to assess the situations. Lastly, the themes of personal identity, responsibility, pride, importance of family, and taking another’s perspective were grouped together because discussions that fell under this category demonstrated their willingness to assess new possibilities for themselves, and look to more positive stories of self.

Throughout the three years, several consistent themes appeared, sometimes with slightly different names. The themes of abuse, frequent change and transitions, chaos in their lives, wanting to control, and gaining control and esteem through developing a group identity shunning adults and peers, and masking sadness with anger. They also showed themes of caring and hope, and pride that were highlighted in the sessions.



Usefulness of the narrative approach

“from now on I will make decisions based on what is good for me”

Qualitative analysis was also used to look at changes over time. Under the theme chaotic and violent world, for example, the talk of violence was all in the early sessions, when the girls were more likely to relate direct memories and events, whereas in later sessions they spent more time reflecting on the meaning and effects of the events. Chaos was a theme throughout the transcripts. Changes were noted in the control and coping theme. In early sessions there was emphasis on being tough, and using anger to control others, during the middle sessions they discussed ways to cope with difficulties, and in later sessions they placed more emphasis on compromise and change, and on discussing past ways of coping. The pattern of developing compromise and accommodation does fit the pattern of group process in general, but this change seemed more than a group process phenomenon in that it generalized to outside behaviors, as noted in discussions as well as the post program interviews with the PI. All instances under the connection to family theme were in later sessions. Under trust, we noted lack of trust more in early sessions with more trust evident in later sessions, including examples from outside the group context, too. All expressions of hope were in later sessions, too.

Individual interviews with group members at the end of the summer by the principal investigator, who had not been involved in the treatment, was another method of assessing the usefulness of this approach. Even though the participants were assured that their individual comments would not be shared with the group leaders, they all responded positively about the group experience and about the leaders to whom they had complained. Suggestions in the first two years included: fewer group hours since many had jobs or summer school, more structure, and (others) less structure, where they could talk about whatever they wanted. In the last year, which was scaled back, they wanted more time and more structure. They all liked the field trips and art projects. Two members said they were

too sophisticated and had been in too many groups, that this project would serve younger girls better, which is interesting since the project was designed for a slightly younger population. They all named positive personal outcomes, however.

In the first group, members liked telling their stories and talking about their lives, in the second year group members found it intrusive and didn't want others knowing about them. They expressed anger more openly and were more hesitant in group discussions, but really opened up after the art projects began. They enjoyed telling their stories when they were connected with art projects of their choosing. They chose individual projects, which they shared with the group and discussed, different from the pilot project members who chose a group project. The larger size, older age, more group experience and the diversity of this group are possible causes for these differences. In the last group, they talked about their current life problems and successes more.

A review of the arrest records gave further evidence of effectiveness of the therapy. We looked at further offending by the participants who completed the programs at six months after the groups ended. In the 1998 group none of the three girls re-offended within six months, and in the 1999 group, two out of eight (25%) had re-offended within six months. This review tentatively supports the qualitative findings suggesting the potential usefulness of narrative approaches with this population.

Summary and Discussion

“you have to believe in having something at the end of whatever it is you're going through”

This project assessed the usefulness of narrative group therapy as part of a summer program for female adolescents who had broken the law, and sought to gain more understanding of this population. In narrative therapy, clients and therapists work collaboratively to discuss the problem, helping clients to view the problem as separate from themselves, like a character in a story, and to then change, re-story and rewrite their relationship to it. The clients'

expertise on their own lives is respected, as alternative narratives are discovered and celebrated.

Overall we found narrative approaches useful in helping these young women to examine their lives and to assess their future possibilities. We found that the more “intervention” they had before, the less open they were to story telling—it seemed a further invasion of privacy into their lives. Through the use of artwork and creative projects, however, they opened up a great deal and were willing to examine their lives. The qualitative analysis helped us understand this population better. Violence, anger, loss, premature adulthood with little preparation, chronic transition, and lack of trust were among the themes extracted from the transcripts. Many have been shunned by the mainstream society, and they have developed toughness and a sense of a privileged world to sustain themselves. Yet, every problem theme had a solution or coping theme within it, which was brought forth and highlighted in these sessions. For example, their need to be in control of others was the same trait that helped them control their own anger and behavior, which they gave many examples of doing. The importance of family relationships for these adolescents was also noted. These girls did face many problems in their lives, but feeling in-charge and feeling OK about themselves were very important coping mechanisms for them. These findings are important for future therapy and research with this population.

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Servant Leadership: Leading to Effectiveness

by: Jeremy Kohomban, Easter Seals, New York

As Peter Drucker puts it, efficiency is doing the thing right, but effectiveness is doing the right thing. The conflict between efficiency and effectiveness parallels the conflict in the oxymoron of servant leadership. Efficiency means getting something done, effectiveness is getting it done in the right way. You have to know when to lead and you have to know when to follow. If effectiveness is our goal, then consumers, in conjunction with our boards of directors and staff, are the best gauge of *what effectiveness is*. A servant leader strives to do the right thing and in so doing he or she builds an organization that is both efficient and effective.

The practice of *servant leadership* is crucial to successful non-profit governance. However, this may be contrary to what you might think, or as the case may be it is contrary to what I thought. The non-profit arena is an industry where the reward for hard work is usually just more work. The reward for persistence is often more obstacles. The reward for good intentions is too often the wrong result. Disappointment

prevails, disillusionment follows, and soon, our best and brightest are out the door. More often than not, I find the non-profit sector to be an industry where objectivity in decision-making is not encouraged. The personal empowerment of those being served is often compromised by the well-intentioned actions of those in service. The paradox of my endeavors has helped me to develop a syllabus on leadership behavior that I have found indispensable on my personal path to practicing the tenets of servant leadership.

First and foremost—I ascribe to a leadership style commonly referenced in Robert Greenleaf’s book, *Servant Leadership*. In its essence, this concept presents the leader as “one who serves.” Max DePree, in further defining servant leadership, puts it best. “The first responsibility of a leader is to define reality. The last is to say thank you. In between the two, the leader must become a servant and a debtor” (DePree, 1987). You might be thinking as I did initially, this is a nice theory, but how does one operationalize these concepts in an organizational setting? There following are a few

fundamentals that helped me implement the tenets of *servant leadership* in the organization.

Invest in your people. Our staff is our most valuable resource. In doing so you will be building the groundwork for success. Develop your team by investing in your staff and enhancing their individual skill-sets. It is an unfortunate reality that when cutbacks are made in non-profits, staff training and skill-development programs are often the first areas to be reduced.

Exercise caution to ensure that you never underestimate the workload of your dependable, committed and capable staff. It is unlikely that they are underutilized and waiting for the next responsibility with plenty of time on their hands. Your recognition of their dependability and ability is probably due to their initiative and willingness to take responsibility in difficult situations. Don’t disillusion them with more work.

Choose your representatives carefully.



These are your managers and emissaries, they help you get the work done—they are your partners! Partners come with various titles. Manager, director, vice president, etc. Regardless of title and position they must emulate your behavior, particularly as it relates to their treatment of others. These partners should garner respect and trust from others. They must be able to act autonomously, to make strong decisions, and to be your foot soldiers. Furthermore, an effective partner is one who is able to correct you when you are wrong. Overall, their values must be congruent with yours, they should possess the same (if not more) vitality, imagination, and the willingness to work long-hours and share the same excitement of learning as you do. Partners who do not meet these criteria may very well eventually compromise *your* team and *your* leadership.

Maintain Accountability. We must answer to our Board of Directors and to our consumers. They are equally critical. Both Boards of Directors and consumers have a vested interest in our success. Board members want their efforts and resources to create positive change in the world—our success is their reward. Consumers want us to use our resources to change *their* world and *their* community. Again, our success is

theirs. We must be accountable to both, but in the final analysis, even the board must be accountable to the consumer.

Be aware that among board members the ones who are most committed to the vision, mission and stated outcomes are often the ones who demand the most and ask the toughest questions. They are also our best advocates and most dependable partners in crisis. However, sometimes insecure organizational leadership leads us to tag these individuals as “difficult.” Even worse, I have seen leaders spend inordinate time and resources trying to discredit their own board members’ observations and contributions. When such leadership behavior is successful these board members are effectively isolated and their influence neutralized. Unfortunately, the strong, capable and valuable board member simply disengages and moves on, leaving a compliant board that rubber-stamps leadership decisions. In these cases, the organizations suffer and everyone pays the price.

Some time ago, while serving as a board member of a local organization I watched an assertive board member being marginalized by organizational leadership. When I asked the leader “why” the response

I received went something like this “...how dare he? The donors love us, they reward us with new contracts...look at the growth...so we must be doing right.” Initially, I bought into this ideology. After all, obtaining new contracts and increased funding are components in the criteria of the evaluation of success. It is how the organization survives into the next year.

I have since realized the irony inherent in this thinking. The challenge to rewrite this logic is not an easy one, but rewrite it we must! Although the government is the largest investor in our efforts (recently estimated at \$50 billion a year), the government is rarely an objective or reliable witness to what works at the community level. Thus, continued or increased government funding, while an indispensable requirement to our success, certainly doesn’t ensure effectiveness in community terms. If effectiveness is our goal, then consumers, followed by our boards of directors and staff, are the best gauge of what is effective. The foundation that we build in our own team *is* our guarantee. Ultimately, it is our internal structure that will secure an external fortitude—strength from within. Potency, reliability, *efficiency and effectiveness...*

Assessment of the Family Development Specialist Certification On-line Exam

by: John-Paul Chaisson-Cardenas & Judith McRoberts, National Resource Center for Family Centered Practice

Introduction

In the next few editions of the Prevention Report, we will be examining different aspects related to the effectiveness of the Family Development Specialist (FDS) Certification Program. The National Resource Center for Family Centered Practice (NRC/FCP) originally developed this 8-day training and certification program with the Iowa Association of Community Action Directors. Over the last 24 years, the NRC/FCP has continued to improve the FDS training to effectively develop the skills of family workers throughout the United States, Canada and Latin America. The FDS course is designed to increase the ability of many groups, i.e., Community Action, Head Start, county extension, community health nurses, teachers, counselors, social workers, and family

support workers, to provide family-centered programs. The course covers relationship building and maintenance, holistic/systemic thinking, strength based assessment, family-centered case management, self-sufficiency support strategies, and family and community empowerment strategies. Participants also review systems theory, solution-focused intervention, conflict management, depression, family violence, and substance use/abuse.

The FDS course uses a combination of lecture, multimedia training tools, class and small group discussion, portfolio development, readings, class presentations, role-playing and other experiential methods of teaching to achieve its goals. In order to be certified, participants are required to successfully complete eight full days of

training (48 total contact hours), positive class participation requirements, a case portfolio, and pass a final on-line certification exam (with a score of 70% or above).

The course and instructors are evaluated using the following methods: a) Participants are required to complete an evaluation tool at the end of each training session. The instrument assesses trainer performance, class environment, and specific content areas. Information is sent to the NRC/FCP where it is compiled into reports by class and instructor; b) Before taking the online test (usually 3-4 weeks after the last training day), participants are required to answer a pre-test survey about the applicability of the content of the course; c) Through the use of the online exam, the NRC/FCP has the ability to compile information on both the



instructor and the participants. This information can then be examined in multiple ways (race, ethnicity, age, organization type, etc.) to gather relevant information on the effectiveness of the FDS training; and d) Periodically, a post-training, customer satisfaction survey is sent to a sample population of all FDS participants since the last evaluation point. This survey also gathers information on course content application.

Family Development Online-Test

This report represents the results of two years of online testing, from February 2000 to January 2002. In that period, 651 students participated in 47 trainings and took the online test. There were 9 instructors, who taught from 11 to 171 participants, with an average of 67.2 students.

The FDS online-exam consists of 100 questions that are a stratified random sample of questions covering the major concepts in the training. The exam is time-limited, and access to the exam is controlled through the use of a combination of authorized user-IDs and passwords. The exam engine tracks performance on the exam and provides summary reports to the NRC evaluation team. The summary reports provide information on individual and group performance on the exam. Other quality control uses of the online-exam are: question effectiveness, measurement of performance trends, and trainer introduction of specific curricular objectives. Summary statistics can be analyzed according to a variety of variables such as trainer, agency and job classifications and settings, performance as to various training topic categories, and demographic characteristics (e.g., ethnicity, length on job, age, geographic regions, educational background, gender, etc.).

Primary Online-test results

Demographic data is available for most of the students. The majority of students were female (80.0%). The remainder were male (10.4%) or not identified (9.5%). Ages ranged from 20 to 65 with an average of 37.6. While the majority identified their race was European American (73.1%), there was a substantial

portion who identified themselves as African American (18.1%). Students were also asked a separate question about ethnicity, and 3.5% identified themselves as Hispanic/Latino on that question. The distribution of students by race is found in Table 1.

Table 1. Students by race

Race	Count	Percentage
African American	118	18.1%
Asian American	6	0.9%
European American	476	73.1%
Latino	5	0.8%
Native American	5	0.8%
More than one race	12	1.8%
No response	29	4.5%
Total	651	100.0%

Educational attainment of students ranged from completing high school to a graduate degree. The majority of students had a bachelor's degree (51.4%). Details of educational attainment are presented in Table 2.

Table 2. Students by education

Education	Count	Percentage
High school/GED	41	7.0%
Some college	100	17.0%
Associate's degree	80	13.6%
Bachelor's degree	303	51.4%
Graduate degree	65	11.0%
Total	651	100.0%

Students represented a wide variety of organizations. The largest numbers of students were from Community Action agencies (23.3%), Head Start agencies (14.6%), and private non-profit agencies (12.3%). The distribution of students by organization is presented in Table 3.

Table 3. Students by type of organization

Type of organization	Count	Percentage
Child welfare	3	.5%
Church-based organization	4	.6%
Community Action	152	23.3%
Family resource center	10	1.5%
Head Start	95	14.6%
Other	18	2.8%
Private for-profit	1	.2%
Private non-profit	80	12.3%
Public health	16	2.5%

School (school-based services)	24	3.7%
School (teacher, admin., counselor)	18	2.8%
Student type a	1	.2%
Welfare to Work/JOBS	62	9.5%
Unidentified	35	5.4%
Total	132	20.3%
Total	651	100.0%

The size of the organizations also varied considerably, with a fairly even distribution among small, medium, and large organizations. Size ranges are presented in Table 4.

Table 4. Students by size of agency

Education	Count	Percentage
0-10	54	8.3%
11-50	145	22.3%
200+	161	24.7%
51-200	229	35.2%
Unidentified	62	9.5%
Total	651	100.0%

Almost half of the agencies focused on work with families (46.1%). Results for the question on agency focus are presented in Table 5.

Table 5. Students by type of agency

Education	Count	Percentage
Children	79	12.1%
Community	165	25.3%
Families	300	46.1%
Special populations	45	6.9%
Unidentified	62	9.5%
Total	651	100.0%

Students represented a fairly even distribution of rural and urban areas with few students from suburban areas. The distribution by area is found in Table 6.

Table 6. Students by type of area served

Education	Count	Percentage
Rural	232	35.6%
Suburban	95	14.6%
Urban	262	40.2%
Unidentified	62	9.5%
Total	651	100.0%

Students were also asked two questions about the Family Development Specialist training in which they participated. Responses to the two questions were very



positive. Responses were on a five point scale with 1 indicating "strongly disagree" and 5 indicating "strongly agree." Average scores for the two questions were 4.53 and 4.51.

Test scores ranged from 43 to 96 with an average score of 81.7 and a standard deviation of 7.73. A passing score is defined as 70 or more correct out of 100 questions. Only 7.6% of students did not pass the test, and 20.6% received scores of 90 or better.

T-tests, Pearson's correlations, and analysis of variance were used to look at the relationship between selected demographic variables and test scores. No significant difference in test scores were found for gender, type of agency, or type of area served.

Differences for age were significant, with younger students receiving slightly higher scores (N=584, $r^2 = -.177, sig < .001$). Educational level was also significantly related to test scores, with more educated students receiving higher scores (N=586, $r^2=.413, sig<.001$).

Small numbers in several of the racial categories make it difficult to compare groups. However, there was a significant difference in scores between average scores for African Americans (78.51) and European Americans (82.88), with European Americans scoring slightly higher. This difference was evident even when educational attainment was taken into account. Non-Latinos also had significantly higher average scores (82.33) than Latinos (74.73), and this result was evident apart from educational attainment.

Students from agencies that served families had significantly higher average scores (82.20) than those from agencies that were community focused (80.15). There were no significant differences involving agencies that served children or special populations.

Factors related to instruction and the test itself show only small differences. Average scores for the nine instructors ranged from 78.16 to 83.13. Average scores for the sections ranged from 71.06 for the Group/

Community section to 87.83 for the Nurturing/Self Care section. Two sections, Joining and Group/Community had consistently lower scores than other areas. A breakdown of the average scores by section is presented in Table 7.

Table 7. Average scores by section

Section	Count	Average score
Assessment	16983	85.79
Interviewing	10039	84.66
Joining	9147	78.21
Philosophy	5186	83.96
Systems	4710	83.27
Nurturing/Self Care	2580	87.83
Group/Community	4496	71.06
Conflict Management	1011	84.47
Case Planning	1382	84.95
Challenges to Change	992	87.40

Percent answered correctly for individual questions ranged from 5.65% to 100%. However, more than half of students were correct on 88.73% of the questions.

Conclusions

Overall, the test performed as designed with a high rate of success among those who took it. Test scores were fairly uniform across groups for a number of variables. Although there were significant differences in some cases, none of these differences were large. The large number of students who have completed the test makes it more likely that even small differences will reach statistical significance.

Differences by instructor and by section were also fairly small and, for the most part, not significant. While there was a wide variation in percent correct for individual items, the great majority of items were answered correctly by more than half the students.

Interventions Based on Data Collection

Several modifications have been planned to respond to primary data analysis of the on-line test. Below you will find several modifications that have been or will be implemented in the by the end of 2002:

1. A new FDS Web-based Learning Center will be introduced July 2002. The Learning Center will enhance existing

multimedia training capabilities. In addition, it will feature two bulletin boards for homework and content implementation support, and FDS job listings from all over the United States.

2. A new test engine will be introduced July 2002 which will enhance the participant interface with the on-line-test taking experience.
3. The training team continuously reviews test questions for effectiveness. If a question is answered incorrectly by a significant number of participants, the question is flagged for review. Additionally, if a question is answered correctly by an overwhelming number of participants (95% or more), it is flagged for review. A review might lead to the following actions: a) no action, b) retirement of a question, c) rewriting of a question, d) curriculum amendment to cover specific content area, and/or e) intervention to raise trainer's capacities in a specific content area.
4. A revised FDS curriculum will be released in July 2002 that better infuses concepts like ethics and cultural competence. The new curriculum will also reflect the incorporation of multimedia tools and the on-line testing.

Please check our website at: www.uiowa.edu/~nrcfcp for the current schedule of Family Development Specialist Certification training.

Or call the Center at (319) 335-4965 to have a schedule and registration form faxed to you.



Strengthening and Valuing Latino Communities in Iowa

by: Kate Kemp, University of Iowa, School of Social Work

The Latino/a Conference, as it has become known since its' inauguration four years ago, and the Latino/a Leadership Awards Brunch were held Saturday April 27, 2002 at the Iowa Memorial Union with over 300 people in attendance. Funding and planning by a variety of University and community agencies provided participants with opportunities to explore the changing demographics and dynamics of the Latino/a community in Iowa and the responsiveness of policy makers, business leaders and community-based organizations, to the fastest growing population in Iowa. According to the 2000 census Iowa's Latino/a population has grown 153% in the last 10 years. However, this new population is still untapped and under-served. The conference emphasized "culture" as a strength that can be used to improve services to the Latino/a community (ideally one of providing optimum support to both the newcomers and the established persons of Latino/a origin). It also provides access to and networking opportunities for Latino/a leaders who live and work in the state of Iowa.

The University of Iowa President Mary Sue Coleman opened the conference, followed by Iowa Governor Vilsak. The 2nd Latino Leadership Awards Brunch was initiated by the Governor's Commission on Latino Affairs to profile Iowa's outstanding Latino/a Leaders. The Keynote speaker at the awards brunch was Anthony D. Romero, Executive Director of the American Civil Liberties Union. The first Latino to take the helm of the nation's preeminent civil liberties, his previous experience was in leadership of large, complex and global not-for-profit organizations. Romero was born in New York City of immigrant parents from Puerto Rico, and he was the first in his family to graduate from high school and college and to receive a graduate education.

At the awards brunch, six individuals who demonstrate vision, dedication and innovation in serving the community were recognized. They are:

- ◆ *Outstanding Latino/a Business Person*—William De Souza, Revolt Skateboard Shop
- ◆ *Outstanding Latino/a Leader*—Mr. Dan Vogeler, Principal, Roundy Elementary School in Columbus Junction, Iowa
- ◆ *Outstanding Latino/a Community or Educational Organization*—ALFA of Des Moines, Iowa and Columbus Junction Community School District
- ◆ *Outstanding Latino/a Youth Award*—Jesus Torres, Washington, Iowa
- ◆ *Ambassador Award*—Joe Bolcom (D) Iowa State Senator

Following a performance by Naui Ollin Dance Troupe of Mexica High School of Minneapolis, MN, the afternoon keynote presentation featured the UI School of Social Work sponsored Ida Beam Guest Lecturer, Lorraine Gutierrez, Ph.D. Dr. Gutierrez has a joint appointment in the School of Social Work and Department of Psychology at the University of Michigan. She brings to her speaking over twenty years of social work practice and research in multiethnic communities in New York, Chicago, San Francisco, Detroit and Seattle. She has published over thirty articles, chapters or books on topics such as empowerment, multicultural practice, and women of color. Throughout the day, 23 Workshops were conducted on topics such as Economic Development, Racial Profiling, Accessing Legislators, Civil Rights, Latino/a Identity Development, Culturally and Language Appropriate Assessment and Services, Immigration, Reaching Latino/Communities, and Gender Issues and Education.

Concurrently, 100 youth from high schools in Iowa and Minnesota participated in the Youth Development Track. The event, sponsored by Opportunity at Iowa featured special artists and workshops geared to the interests of Latino Youth.

Following the conference, The University of Iowa Museum of Art and the City of Iowa City Human Rights Commission hosted a reception, at which the Mayor of Iowa City

issued a proclamation that April 27, 2002 is Valuing Latino Communities in Iowa Day. Dramatic prints of the noted Mexican artist José Guadalupe Posada, Pre-Columbian Art from Mexico and Central America and Native American Art of the Southwest were featured. Music was provided by Mariachi Mexico de Kansas City and Voces De Venezuela and Youth Performing Groups danced; including Yolpaqi, Lost Matachines de West Liberty and Culturas Unidas del Mundo.

This event was sponsored by The University of Iowa (School of Social Work, National Resource Center for Family Centered Practice, Institute for the Support of Latino Families and Communities, Office of Admissions, Opportunity at Iowa & Museum of Art, Center for Disabilities and Development, UI LGBTSFA), State of Iowa Commission on Latino Affairs, City of Iowa City, Commission on Human Rights and the City Police Department, Diocese of Davenport, American Civil Liberties Union, Iowa Civil Liberties Union, Iowa City Press Citizen, www.latinoiowa.org, Coralville Convention and Visitors Bureau, America and Moore Research and Consulting, Wells Fargo Home Mortgage, State of Iowa Department of Public Health, Uptown Arts, National Conference for Community and Justice.

With planning members also representing:

Iowa Department of Education, Iowa Department of Public Health, University of Northern Iowa, American Friends Service Committee, Central College, HOLA, National Council for Community & Justice (NCCJ), Proteus, Iowa Civil Rights Commission, La Casa Latina, Hispanic Educational Resources, Latino Leadership Project, Hispanic Community Outreach Project, ISED_WFD, Disproportionate Minority Confinement, Des Moines Domestic Violence Shelter, United Action for Youth, Upward Bound Project, University of Iowa (Department of Community and Behavioral Health, Colleges of Public Health and Education and the Office of Affirmation Action).



Safe Schools/Healthy Students Initiative

Activity Ten: Family Development Specialist Training, Local Evaluation

by: Michelle Stover Wright, Child and Family Policy Center

Introduction

Family Development Specialist (FDS) training is provided by the University of Iowa, National Resource Center for Family Centered Practice. This training includes family-based intervention strategies designed to support and empower families. This model targets low-income families who want to improve family functioning and achieve economic independence. It was expected that one hundred forty-five persons would complete the FDS certification. The certification involved eight days of training, which included the following topics:

- Family systems theory
- Principles of family development
- Cultural sensitivity in family development work
- Relationship building
- Interviewing and family assessment skills
- Goal setting and planning
- Mapping and coordination of community resources
- Identification of and response to family violence
- Chemical dependency and depression
- Empowerment strategies
- Techniques of group work
- Community partnerships and professional development including personal plan, ethics and self-care.

Shorter knowledge-based training sessions of FDS techniques and a two-day follow up training were also being planned for implementation during year two of the Safe Schools/Healthy Students Initiative.

Collaboration for this training was between the New Horizons program in Des Moines and The University of Iowa National Resource Center for Family Centered Practice in Iowa City, Iowa.

Process Evaluation

Since the beginning of the Safe Schools Healthy Students Initiative, approximately

282 individuals working with families and youth in the Polk County areas have attended Family Development Specialist certification training. The coordinators of the training have been very pleased with the turnout of the training sessions and have expanded their recruitment efforts during year two of the Initiative. There was an increased focus on staff from the Juvenile court system, hospital environments as well as the Healthy Start and Empowerment agencies. Additionally, coordinators have received positive feedback from the agencies with high levels of involvement in the FDS training series. The agencies are sending a second wave of employees to the FDS trainings as well as having new employees attend the trainings. These actions were seen as a validation from the involved agencies of the usefulness and impact of the trainings on the work being done in the community.

While still getting inquiries from agencies and individuals wanting information regarding the sessions, the saturation level is getting close for these trainings. The coordinators have recruited participants thorough a variety of means including targeted mailings, sending informational packets to agencies with staff involved in the past, giving informational presentations to task forces and appropriate committees with targeted members and discussed the positive outcomes with representatives of the agencies they wanted involved. The coordinators are working on recruiting participants from other areas such as juvenile law and health services. These areas are a good match for the skills highlighted in FDS certification training. There has been increased interest from agencies and individuals from more suburban areas of Polk County. This interest was generated through word of mouth and suburban agencies inquired about the availability of training as their staff became more aware of its availability and positive response from those who had already attended.

Barriers

The amount of time the participants were away from work (eight full days over a couple of months) was seen as a barrier for some of the targeted agencies. This time was considered especially problematic due to the thin staff and budget cuts the agencies are looking at in the present human services environment. There was concern from some agencies that they could not have staff gone for this length of time. Coordinators responded to this barrier by making sure that the agencies understand the usefulness of the training and the positive impact of the FDS certification on their staff, agencies and clients.

A second barrier was a lack of summer sessions available to make the FDS certification more available for teaching staff. Teachers in the schools of the area could greatly benefit from FDS training as they work daily with families and youth. The FDS coordinators viewed this as an important group to target as they plan future sessions.

Scheduling was an issue when the coordinators attempted to find locations for the sessions. They attempted to have all eight days of training in the same place for each group for consistency and for ease of locating the sessions each time. This was not always possible with last minute location changes and a lack of adequate space in the area.

The interest in the supervisory training was less then the coordinators had hoped. Twelve supervisors attended the two-day training focused on supervisory staff. The supervisory training is important so that the day-to-day decision makers at the involved agencies will see the full scope of the FDS philosophy as the newly FDS certified staff put it into action. Supervisors are also central in the area of modeling and teaching the important ideas advocated by the certification process.



Some areas of service were not conducive to the FDS training. Areas of mental health services that fall under Managed Care jurisdiction are not able to fully implement FDS case management techniques due to the restrictions.

A challenge for this type of certification series included making the information accessible and useful for a wide variety of service providers with a range of educational and occupational experiences. While some participants were challenged by the pace of the class and the amount of information contained in the sessions, others felt the content of the classes was mostly review and was not new information. These types of challenges were difficult to fully address by coordinators for the FDS certification series. Some participants suggested splitting up the participants into more targeted groups by educational level or areas of employment as a possible solution. This solution was rejected, as it would cut down on networking opportunities among different individuals and agencies as well as lessening the exchange of ideas that were mentioned by many participants as a high point of the training series. Participants generally mentioned that they would have preferred more opportunities for information exchange among participants and information regarding local resources available for the families.

Outcomes

During year two of the Safe Schools Healthy Students Initiative, the participants reported positive perceptions of the Family Development Specialist training as they completed the sessions. In evaluation surveys completed on-site immediately after the sessions were completed, the participants were asked to rank the training in five areas on a scale from one to five with five being considered excellent, 4 good, 3 satisfactory 2 fair and 1 poor. When asked about the “trainer’s working knowledge of subject” the respondents gave the trainer a 4.95 out of 5 overall. When asked about the “clarity and understandability of the presentation” a 4.88 average response was reported. The average “style of presentation” score was 4.85 out of a possible 5 for the training sessions. The respondents also reported that participation was encouraged,

with an average score of 4.94 for this area. Finally, the participants responded positively (4.92 on a 5-point scale) when asked to rate the training overall. These positive results show an enthusiasm for the training, the trainers and the content of the sessions. The respondents were also invited to share their thoughts regarding the various subject areas of the trainings and the responses were overwhelmingly positive. The participants described the content as useful and they felt the information would have a positive impact on their work with families and youth in Iowa.

Follow-up Surveys

A survey was mailed to the approximately 200 persons who had attended FDS training during years one and two of the Safe Schools/Healthy Students Initiative. Some FDS participants were not included for a variety of reasons including a lack of a correct mailing address. As of February 2002, the Child and Family Policy Center had received 70 completed surveys from those who had attended FDS certification training. Of those responding, 63 reported that they were FDS certified, having completed all the necessary sessions and steps. Of the seven who were not fully certified but had attended at least one FDS certification session, four were planning to attain the certification, but had not yet completed the necessary homework or exams. The remaining three reported that they would not be finishing the certification due to changing jobs or lack of interest.

A majority of the respondents who attended FDS certification training described themselves as case managers or social workers (22). Other represented occupations included coordinators and directors of various human services programs (11), FaDss workers (3), nurses (5), and other advocates or more specialized workers in the community (20).

One hundred percent of the respondents reported that the training was “useful” with 57.1% saying it was “very useful.”

When asked about the content of the Family Development Specialist training series the respondents were consistent in stating that they were putting the content into action as

they went back to their jobs and worked with families in Central Iowa. There were high levels of agreement with all statements correlating with content areas included in the training series. The highest levels of agreement were in the areas of family empowerment and ongoing assessment. The average score (on a scale of one to five with one being “I do not agree at all” and five stating “I absolutely agree”), when asked if family empowerment was central to the work they did, was 4.71. The mean score was 4.68 when respondents were asked about the importance of ongoing assessment and measurement of family progress. Seventy-seven percent (54) of the respondents reported that they applied the principles of family development to their daily work more now than before certification. Sixty-nine percent (48) reported that family empowerment was more central to their work than before they had attended the trainings. Sixty-one percent (43) reported that they personally gave more thought to value judgements and personal biases in their daily interactions with families than before the training series. Additionally, 42.9% (30) of the respondents were more likely to assure that the family is involved in case plan development and 50% (35) are able to re-evaluate the action plan when it does not seem to be working, compared to before their participation in the certification series. These responses were backed up by the qualitative data collected. Family empowerment, personal bias identification and family assessment were repeatedly mentioned as a main area of satisfaction as well as areas of central impact.

Respondents reported that FDS training had long-term impacts on how they provided services to the families and children of Polk County in the following ways. It introduced different ways of assessing the families and their needs, including overall assessment of the family and tools such as genograms, which were noted as very useful for the service delivery staff. Service providers noted that they were able to more efficiently provide services targeted to families’ strengths as a full unit rather than the needs of only the individuals referred for service; they felt they knew the families more completely and were better able to



Table One: Main Findings From Follow-Up Survey of Family Development Specialist Certification Series

Respondents were asked to report their level of agreement on a scale of one to five with one meaning they did not agree at all and five meaning they absolutely agreed with the statement.

Respondents were also asked to compare their level of agreement with the following statements before the training and after the training.

	Mean agreement score from one to five:	Do you agree with the statement:
I believe that ongoing assessment and measurement of family progress is essential.	4.68	More than before: 55.7% (n=39) No Change: 37.1% (n=26) Less than before: 0.0% (n=0)
I often collaborate with other agencies and community members to examine the extent to which Polk County is meeting the needs of families in Polk County.	3.86	More than before: 44.3% (n=31) No Change: 47.1% (n=33) Less than before: 1.4% (n=1)
I explore and identify personal biases such as values, judgement, and attitudes that may affect my ability to make appropriate referrals.	4.30	More than before: 61.4% (n=43) No Change: 28.6% (n=20) Less than before: 2.9% (n=2)
Family Empowerment is central to the work I do with families.	4.71	More than before: 68.6% (n=48) No Change: 24.3% (n=17) Less than before: 0.0% (n=0)

encourage goal setting and empowerment while encouraging the families to do for themselves and work in partnership with the client. They did this by incorporating the following: increased cultural awareness, sensitivity, communication, and confidence in their ability to work with families separate from their own agendas and goals. They also worked in partnership with families, rather than from a position of control and power, by focusing on a family’s positive strengths and providing tools to work on areas in need of attention. Final decisions are left to the family while the provider is flexible in meeting the family’s needs. The provider is encouraged to evaluate the impacts of their own attitudes on the success of a family toward its goals.

The FDS training also allowed representatives from different agencies to interact, getting to know each other and the services provided by other resources. It was clearly an advantage to be aware of a variety of resources in the community for referral and information gathering

purposes. The participants noted that they had names of people and a history with staff at various agencies. This increased collaborative efforts and appropriate referrals for the families.

It was also helpful for human service agencies to have similar philosophies of service that the FDS certification provides. Agencies reported that they are making efforts to incorporate Family Development ideas into their daily work. This included adding ideas and philosophies to agency manuals that more fully incorporated the ideas advocated by the FDS certification.

The increased availability of FDS certification made possible by the Safe Schools/Healthy Students Initiative has the information hitting critical mass in Polk County, Iowa. The spread of better techniques for family empowerment and more effective ways of working with families struggling with a variety of issues to many people is helpful. In this time of budgetary uncertainty it is helpful for as many persons as possible who have contact with children and families, to know

how to encourage and empower families as well as to be aware of appropriate resources for referral.

Conclusion

The coordinators of the FDS certification series are attempting to incorporate a wider variety of individuals and agencies into the training. They are expanding to include parent groups as well as neighborhood associations and juvenile justice staff. These expansions will further affect the ways families and youth are impacted by service providers of all types. Individuals working with families will be more likely to focus on the strengths of the families and concentrate on the family as a system which impacts all of its members rather than focusing on only one member. The participants of the FDS certification series are likely to share a common language such as the issues of family development and empowerment to better serve families.

With the expansion of those attending the certification and the clear impact of the training on the participants, it is evident that the families were served in ways that more positively impact the entire family as well as focusing more specifically on issues that will encourage long-term positive outcomes. The training also forms a cohesive group of individuals better able to serve their clients, using each other as resources and support.

"POWERING UP II:" MAXIMIZING WORKER POTENTIAL IN CHALLENGING TIMES

Fifth Annual National Resource Center for Family Centered Practice's Training Institute January 15-17, 2003

**Embassy Suites
Deerfield Beach, Florida**

Dear Friends and Colleagues:

The National Resource Center for Family Centered Practice is pleased to announce the Fifth National Training Institute: "Powering Up II" MAXIMIZING WORKER POTENTIAL IN CHALLENGING TIMES, to be held on January 15-17, 2003, at the Embassy Suites, in Deerfield Beach, Florida. By popular demand, we are offering you yet another chance to join us in sunny Deerfield Beach, Florida. Last year participants experienced an opportunity to increase their skills, network with colleagues, share their knowledge, and practice self-care.

The training institute is unlike a conference workshop setting. Instead of a couple of hours to obtain information regarding a particular topic, you will engage in very interactive skill-building classes. The Fifth National Training Institute hopes to provide an opportunity to integrate new knowledge with useful skills that will enhance practice and professional development. The following are the main objectives of this training institute:

- ◆ Define family centered practice in the context of your work.
- ◆ Apply practical skills to enhance your work with children and families.
- ◆ Energize and revitalize the zest for your work and life.

We hope that you will join us to learn, laugh, network, and leave with new knowledge, skills, and motivation to approach your work with children and families.

Sincerely,

The Staff of the National Resource Center for Family Centered Practice

At-A-Glance Training Sessions

	1	2	3	4	5	6
Day 1	Family Development Recertification	Ethical Program Development	Working With Families With Multiple Diagnosis	Stress Free Outcomes	Supporting Families Beyond Placement	Maintaining Healthy Workers
Day 2	Stress, Crisis, & Critical Incidence	Family Centered Supervision	Reaching African American Youth	Recruiting & Maintaining a Diverse Staff	Solution Focused Case Management	Divorcing the "Dis" and Empowering the "Able"
Day 3	Engaging Youth As Partners in Changing Communities	Maximizing Worker Potential	Outcome Based Case Management	Coordinating Services With Faith Based Organizations	The Other Diversities: Empowering Disenfranchised Families	Substance Abuse & Mental Health



TRAINING DESCRIPTIONS

Day 1: Wednesday January 15, 2003

Opening Session: *Changing Families and Changing You.* Jeremy Christopher Kohomban, M.A., is Senior Vice President of Easter Seals, New York. His child welfare experience ranges from managed family foster care and community based-wrap around initiatives, to residential campus programs, residential schools and non-secure detention services. He is the author of a number of articles on foster care and outcome based services. He is also a nationally recognized speaker on organizational leadership, system reform and family-focused service delivery. Jeremy is currently completing a Ph.D. in Organizational Leadership, Center for Leadership Studies, Regent's University.

Evening Entertainment: "Speaking Hands" is a dramatic group of young people, from age 7 years to 18 years old, who use American Sign Language to interpret gospel music for those who are hearing impaired. They are also involved in other community efforts such as after school tutoring, providing food and clothing for those in need, and making referrals to other agencies that can lend a helping hand.

Family Development Specialist Recertification, Viivi Shirley, (Participants must take this class and one additional day)

This training is designed to assist Certified Family Development Specialists to revisit the foundational concepts of Family-Centered Work. The recertification course reviews the use of the Family Development Model of Family Centered Practice to facilitate and improve family functioning and economic independence. The course will assist FDS workers in further implementing Family Development Concepts by allowing ample time for case consultation and group technical assistance.

Ethical Program Development, Jeremy Kohomban & John-Paul Chaisson-Cardenas

This training will focus on the development and implementation of new programs that reflect a strength-based family-centered philosophy. Areas covered will include, but not be limited to: ethics, funding, and human resources. The presenters will draw from current research and their personal/professional experiences to give a model for successful program development.

Working With Families With Multiple Diagnosis, Phil Ewoldsen

One of the realities of our world is the number of

families who have one or more members with one or more presenting challenges. This workshop will look at some of the clinical issues that affect these families: 1) the impact of the illness on the family; 2) issues for the mentally ill family member; 3) helping families promote recovery; 4) relapse prevention; 5) self care in the family; 6) advanced case management utilizing a strength based perspective. There will be opportunity in the afternoon to creatively staff your cases.

Stress Free Outcomes, Brad Richardson

Outcomes are designed to demonstrate through documentation that intended results of programs have been achieved. An added benefit is that programs are able to see for themselves how effective they have been and where improvements can be made. This session presents an approach to outcomes that is easy to implement and simple to process. The results of two large-scale, multiple-site evaluations are covered, with an explanation of how similar basic outcome measures approaches can be affected. Discussion of the results, their meaning, and the process necessary to obtain these and similar outcome measures from agency staff will be provided.

Supporting Families Beyond Placement, Angelica Cardenas

This training will assist practitioners in their efforts to provide ongoing support after placement. Discussion will be around Family Group Decision Making (a practice developed in New Zealand in the mid-1980's that has grown in countries around the world including over 100 communities in the United States) as a viable strength-based and family-centered solution for children and families who have experienced the effects of child maltreatment.

Maintaining Healthy Workers and a Healthy Working Environment, Ed Barnes

The essential keys of maximum worker potential promote good mental and physical health and promotion of a healthy working environment. This workshop will provide you with valuable tools to create a working environment that is respectful to staff and ultimately to the families that they work with.

Day 2: Thursday January 16, 2003

Family Centered Supervision, Bonnie Mikelson

This training is designed for supervisors of family centered practitioners. This program offers an opportunity to analyze the supervisor role systemically from a developmental stage

approach, to learn three modes of supervision, and to acquire solutions for the inevitable challenges workers face. Supervisory and training sessions will be modeled and practiced and participants will practice problem-solving and worker assessment.

Stress, Crisis and Critical Incidence, Viivi Shirley

This interactive hands-on training will assist workers and their supervisors to identify what is "crisis" and "critical incidence." Participants will develop techniques to minimize the effects of stress (PTSD) in times of crisis. In addition, participants will explore effective interventions and after-care issues from a family-centered perspective.

Reaching African American Youth, Eddie Moore, Jr.

The session will explore strategies to establish effective partnerships between service providers and African American youth. The session will include informative and challenging dialogue and discussion of various cultural competency and ethnographic techniques (including the use of rap music) that support **collaboration** and **partnership** between youth, schools, community organizations, and law enforcement.

Recruiting & Maintaining a Diverse Staff, Diane Finnerty

This workshop will explore the role of staffing in developing organizational cultural competency. In particular, we will discuss issues of organizational preparedness, recruitment, retention and the development of an organizational culture in which people of all backgrounds can thrive, contribute, and develop necessary competencies for a diverse workforce. We will examine participants' organizations and work together to define actions to create an organization with a culturally diverse and competent staff. Participants should bring information about: the demographic make-up of paid and unpaid staff (including volunteers, board of directors), demographics of clients (i.e., service users, patients, customers), and a demographic profile of the community, as well as any general brochures and/or staff-related materials that are currently used in the agency.

Solution Focused Case Management, Patricia Parker

This training will present participants with a family-centered case management model based on solution-focused theory and interviewing skills. Topics include: The five elements of family-centered case management, the assisting relationship, social economy and the value of



systemic assessment tools, change theory, solution focused interviewing skills, outcome based behavior specific case plans, and using outcome indicators as measures of progress.

Divorcing the “Dis” and Empowering the “abled”, Leah Kyaio

This session provides hands-on learning, active participation and appeal to the full spectrum of adult learners. The purpose is to influence a paradigm shift in how the disability community is viewed, both by its members and those who are temporarily unlabeled. The workshop explores the language of disabilities and the encompassing nature of labeling, to understand the inherent oppression of the present disability movement and to provide skills and language to empower differently-abled people.

**Day 3: Friday
January 17, 2002**

Engaging Youth As Partners in Changing Communities, Eddie Moore, Jr.

The session will focus on strategies to enlist youth as active partners in the development of community projects. Emphasis will be on techniques that enhance **collaboration** and **partnership** between youth, schools, colleges/universities, community organizations, and law enforcement agencies.

Maximizing Worker Potential, Bonnie Mikelson

This session offers information, practical tools and peer discussion to aid supervisors in leading their staff through the change process. Areas covered include creating partnerships for change, tools for identifying strength based worker competencies, and how to identify and enhance worker motivation.

Outcome Based Case Management, Phil Ewoldsen

This strength-based training is for supervisors and workers in agencies committed to family-centered practice. Participants will learn ways to engage families in treatment, and to formulate outcome based case plans utilizing family strengths to assure family progress toward change.

The Other “Diversities:” Empowering Disenfranchised Families, Diane Finnerty & Angelica Cardenas

This training explores policy, child welfare and social service responses to families that do not fit the image of the “traditional American Family.” Presenters will explore issues related to disability, language and gender identity and their effects on education, parenting (including adoption and foster care) and social services.

Coordinating Services With Faith-Based Organizations, Patricia Parker

This workshop is designed for community-based and faith-based organizations that are interested in collaborating for the benefit of families. The goal of healthy families for both groups are the same, however, their motivations and methods are very different. For these joint initiatives to be successful, they need to understand each other’s histories and community, and to appreciate the strengths that both groups bring. This workshop will look at how three such ventures have served their communities together for over two decades.

Substance Abuse & Mental Health, Ed Barnes

This session will highlight issues and trends within the disciplines of substance abuse, mental health, and child protective services that agencies continually face in the delivery of services to children and families. Discussion will center around approaches and practices that can assist in the creation of a more effective, comprehensive and seamless service delivery system. This workshop will present a non-deficit approach that enables families to grow beyond just surviving to thriving.



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Embassy Suites, Deerfield Beach Resort sits on a tranquil stretch of white sand beach just south of Boca Raton and away from the pressures of the day. All of the Resorts’ 244 luxury oversized two-room, two-bath suites are decorated with the vibrant colors of the tropics and are over 840 square feet each. All suites contain the amenities to make your next stay in Florida a pleasure. View suites offer commanding ocean or sunset views.

Area activities include championship golf, world-class tennis, exciting water sports, and a variety of shopping and dining options to suit every taste and budget. Cagney’s Crabhouse and Lounge features South Florida Regional Cuisine as well as traditional favorites. Al Fresco dining is available poolside. The hotel has secured underground parking. The fee is \$10 daily for self or valet parking. There is a \$5.00 Resort Fee, per suite, per day, which includes various amenities and services at the pool and beach for all hotel guests. **The special rate for our conference is \$165.00 single/double occupancy. You must mention the National Resource Center Conference for this rate. Complimentary cooked-to-order breakfast each morning and evening Manager’s Reception daily. Cut-off date for this wonderful rate is December 16, 2002. Make those reservations early!**

LOCAL AIRPORTS

Ft. Lauderdale International Airport

Distance from hotel: 18 mi. Drive time: 25 min. Directions: I-95 North to Hillsboro

Bldv, East. Hillsboro Blvd, to SE 20th Ave (A1A). Right on SE 20th Ave (A1A). Resort half mile on left side. **Getting to and from the Airport—Limousine, typical minimum charge is USD 50.00. Taxi, typical minimum charge is USD 45.00.**

Palm Beach International Airport

Distance from hotel: 23 mi. Drive time: 35 min. Directions: I-95 South to Hillsboro Blvd - East to A1A (SE 20th Ave) - South (Right). Hotel is located 1/2 mile on left side. **Getting to and from the Airport—Limousine, typical minimum charge is USD 55.00. Taxi, typical minimum charge is USD 50.00.**

Miami International Airport

Distance from hotel: 43 mi. Drive time: 55 min. Directions: I-95 North to Hillsboro Blvd East. Hillsboro Blvd to SE 20th Ave (A1A). Right (South) on SE 20th Ave (A1A), Resort is half mile on left. **Getting to and from the Airport—Limousine, typical minimum charge is USD 65.00. Taxi, Typical minimum charge is USD 60.00.**



Fifth National Training Institute—January 15-17, 2002—Deerfield Beach, Florida
Conference Registration Form

Please type or print clearly!

Name _____

Title _____

Company/Organization _____

Mailing Address _____

City _____ State _____ Zip+4 _____

Area Code _____ Phone _____ - _____ Ext _____ FAX _____ - _____

Email: _____

Special requests: (meals, special needs) _____

Registration Fees: The Conference registration fee includes all luncheons and reception.

	Postmarked by Dec 1	After Dec 1	Registration Amount
<input type="radio"/> One-day Registration Fee	\$150.00	\$200.00	_____
<input type="radio"/> Two-day Registration Fee	\$275.00	\$325.00	_____
<input type="radio"/> Three-day Registration Fee	\$350.00	\$400.00	_____
<input type="radio"/> Continuing Education Units	\$15.00	\$15.00	_____

Total Fee Enclosed: \$ _____

In order to process your registration, one of the following must be checked:

- Please invoice my agency (purchase order): PO# _____
- My check is enclosed: Check# _____ Amount of Check: \$ _____

Mail Your Registration. If paying by check, purchase order, or money order, please mail completed registration and payment to: National Resource Center, University of Iowa, 100 Oakdale Campus, W206 OH, Iowa City, IA 52242-5000; Telephone: (319) 335-4965; FAX: (319) 335-4964 or 335-4968. NRC Federal ID # 42-6004813. Cancellation Policy: Cancellations received in writing by December 20, 2002, are subject to a \$50 fee. After this date, substitutions will be allowed, but there will be no refunds.



Professional Development Training Sessions

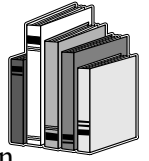
Day 1—January 15, 2003 1 Day Session (please check one)	Day 2—January 16, 2003 1 Day Session (please check one)	Day 3—January 17, 2003 1 Day Session (please check one)
<ul style="list-style-type: none"> <input type="radio"/> Family Development Recertification (Participants must take one other class) <input type="radio"/> Ethical Program Development <input type="radio"/> Working With Families With Multiple Diagnosis <input type="radio"/> Stress Free Outcomes <input type="radio"/> Supporting Families Beyond Placement <input type="radio"/> Maintaining Healthy Workers & a Healthy Working Environment 	<ul style="list-style-type: none"> <input type="radio"/> Stress, Crisis & Critical Incidence <input type="radio"/> Family Centered Supervision <input type="radio"/> Reaching African American Youth <input type="radio"/> Recruiting & Maintaining a Diverse Staff <input type="radio"/> Solution Focused Case Management <input type="radio"/> Divorcing the "Dis" and Empowering the "abled" 	<ul style="list-style-type: none"> <input type="radio"/> Engaging Youth as Partners in Changing Communities <input type="radio"/> Maximizing Worker Potential <input type="radio"/> Outcome Based Case Management <input type="radio"/> Coordinating Services with Faith-Based Organizations <input type="radio"/> The Other Diversities: Empowering Disenfranchised Families <input type="radio"/> Substance Abuse & Mental Health

**The National Resource Center reserves the right to cancel or change class schedule in order to accommodate participant's interests. Participants registering before December 15, 2002 will be notified via phone or electronic mail.



Resource Review

by: Diane Finnerty, Diversity Resources Coordinator, University of Iowa Office of Affirmative Action



Adams, Maurianne, Lee Anne Bell, Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook*. New York, NY: Routledge, 1997.

Adams, Maurianne, et al, editors. *Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism*. New York, NY: Routledge, 2000.

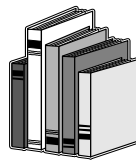
It is rare in the field of diversity education to find a publication that blends theory and practice, one that doesn't dummy down the educator or the student, one that is written from a conscious and unapologetic framework naming social justice and oppression. But that's what I have found in *Teaching for Diversity and Social Justice: A Sourcebook*, edited by Maurianne Adams, et al.

According to the editors, the sourcebook was designed for "use in higher education..., adult formal and non-formal education, and workplace diversity and staff development programs. It can also be adapted for upper-level high school courses." *Teaching for Diversity and Social Justice* is divided into three useful sections.

Part I includes chapters which explore the theoretical foundations and frameworks of social justice education within the U.S. or, as described in the Preface, "...a belief that social groups in the United States exist within constructed and unequal hierarchies in which they experience differential access to power and privilege, resulting in an unjust and oppressive system." (Adams et al, xvii) Part II offers usable and practical curriculum outlines on issues of racism, sexism, heterosexism, anti-Semitism, ableism, classism, and multiple issues. The curriculum designs are primarily active and experiential, and accessible to educators with little or great experience in teaching about diversity issues.

Part III, "Issues for Teachers and Trainers," calls on social justice educators to better

understand the often predictable issues which arise when "Facilitating Social Justice Education Courses," encourages us to "Know Ourselves as Instructors," and to "Know Our Students." I find this section very useful and use it as a stand-alone when offering programs to adults on "Facilitating Diverse Groups." The authors' approach is pragmatic, compassionate, and ever-focused on the process necessary to truly follow the Gandhian calling to "...be the change we wish to see in the world."

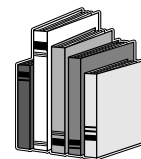


Also useful is the companion reader, *Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism*. I have used this anthology as a text for an undergraduate course with great success and I also draw articles from it for my own personal use. The structure of *Readings for Diversity and Social Justice* again demonstrates the commitment of the editors to a truly different learning experience. The book opens with a discussion of "Conceptual Frameworks" exploring issues of identity, socialization, oppression and privilege, paralleling the issues in the first book. Following that foundation, the book is divided into sections exploring particular identity-based oppressions. Each section takes the reader on their own journey through understanding the "Contexts" of, for example, racism and sexism. This includes "Personal Voices" to offer narratives from people of marginalized groups to speak from first-hand knowledge. Then, the "Next Steps and Actions" section joins the theory and voices, to explore what each of us can do to make change in the world. Because of this, readers are offered the opportunity to grapple with a theoretical framework, hear the voices of people living within the injustice, and then to be challenged to ask

"Now what...?" and hear of possibilities.

I strongly recommend both books to anyone engaged in social justice education in a classroom, community, or individual level. As wonderful as the books are, challenges include the books' exclusive focus on U.S. domestic diversity. The *Readings for Diversity and Social Justice* (2000) is the later of the two and includes international and analyses of immigration in greater detail than the *Teaching for Diversity* book. Also, the book offers an accessible and undeniable exploration of anti-Semitism that is deeply useful to chronicle the historical and contemporary aspects of oppression of Jews and the predominance of Christian entitlement. The design is an important prototype to explore the oppression of other non-Christian social groups as well, but does not offer parallel information to explore this oppression (e.g., anti-Hindu, anti-Muslim).

Both books add much-needed theoretical, practical, and compassionate tools to each of us as student-teachers of social justice. For me personally, I am inspired and assisted by the text to live out one of the principals which guides my work as a social justice educator: "No matter what our attempts to inform, it is our ability to inspire that will turn the tides." (Syracuse Cultural Workers mission statement)



Materials available from the National Resource Center for Family Centered Practice

PRINTED MATERIALS

AUTOMATED ASSESSMENT OF FAMILY PROGRESS (1998-2000) \$7.00

The Automated Assessment of Family Progress (1998-2000) documents the results from the use of the instrument over three years in Community Action Agencies throughout the state of Iowa. The AAFP instrument and procedures are contained in the booklet describing how the instrument serves as both a case management and outcome measures tool. Analyses include a needs assessment based on initial appearances by families across the state, and documents progress with families receiving ongoing services.

BEYOND THE BUZZWORDS: KEY PRINCIPLES IN EFFECTIVE FRONTLINE PRACTICE (1994) \$4.00

This paper, by leading advocates and practitioners of family centered services, examines the practice literature across relevant disciplines, to define and explain the core principles of family centered practice.

CHARTING A COURSE: ASSESSING A COMMUNITY'S STRENGTHS AND NEEDS (1993) \$4.00

This resource brief from the National Center for Service Integration addresses the basic components of an effective community assessment.

CHILDREN, FAMILIES, AND COMMUNITIES—A NEW APPROACH TO SOCIAL SERVICES (1994) \$8.00

This publication from the Chapin Hall Center for Children presents a framework for community-based service systems that includes and builds upon community networks of support, community institutions, and more formal service providers.

CHILDREN, FAMILIES, AND COMMUNITIES: EARLY LESSONS FROM A NEW APPROACH TO SOCIAL SERVICES (1995) \$5.00

This is a street level view of the experience of implementing a system of comprehensive community-based services. Another report in a series on the Chicago Community Trust demonstration.

CHRONIC NEGLECT IN PERSPECTIVE: A STUDY OF CHRONICALLY NEGLECTING FAMILIES IN A LARGE METROPOLITAN COUNTY

EXECUTIVE SUMMARY (1990) \$1.00 **FINAL REPORT** (1990) \$18.00

A research study examining three groups of families referred for child neglect: chronic neglect, new neglect, and unconfirmed neglect. The report presents descriptive data about these groups of families, changes over time and differences between the three groups. The study was conducted in Allegheny County, PA, and funded by OHDS and the Vira I. Heinz Endowment.

COMMUNITY RESPONSE TO HOMELESSNESS: EVALUATION OF THE HACAP TRANSITIONAL HOUSING PROGRAM

EXECUTIVE SUMMARY (1996) \$2.00 **FINAL REPORT** (1996) \$9.50

An evaluation of a HUD-funded demonstration project of the Hawkeye Area Community Action Program (1990-1995). This project provided transitional housing and supportive services for homeless families with the objectives of achieving housing stability and economic self-sufficiency. Data include background information from participants obtained through structured interviews, and self-sufficiency measures at intake, termination, and six month follow-up to evaluate progress in housing, job, education, and income stability.

COMMUNITY SOCIAL WORK: A PARADIGM FOR CHANGE (1988) \$9.00

This book is a collective product of a work group in Great Britain set up to articulate core characteristics of community social work.

COST EFFECTIVENESS OF FAMILY-BASED SERVICES (1995) \$3.50

This paper describes the data and cost calculation methods used to determine cost effectiveness in a study of three family preservation programs.

CROSS SITE EVALUATION OF IOWA'S PREGNANCY PREVENTION, INTERVENTION, AND COMMUNITY PROGRAM

EXECUTIVE SUMMARY (2000) \$2.00 **FINAL REPORT** (2000) \$14.00

This report covers the first year of the second round of funding for a comprehensive community-based pregnancy prevention initiative funded by the Iowa Department of Human Services. The program involves 13 sites and a wide variety of primary and secondary prevention approaches, as well as integrated community models.

DEVELOPING LINKAGES BETWEEN FAMILY SUPPORT & FAMILY PRESERVATION SERVICES: A BRIEFING PAPER FOR PLANNERS, PROVIDERS, AND PRACTITIONERS (1994) \$2.50

This working paper explores the connections in policy, program design, and practice needed to enhance the chances for success of linked programs.

EMPOWERING FAMILIES: PAPERS FROM THE FIFTH ANNUAL CONFERENCE ON FAMILY-BASED SERVICES (1991) \$6.00

A collection representing the third published proceedings from the annual Empowering Families Conference sponsored by the National Association for Family Based Services. There are five major sections: Training and Education, Research, Practice Issues, Program and Practice Issues, and Program and Policy Issues.

EMPOWERING FAMILIES: PAPERS FROM THE SIXTH ANNUAL CONFERENCE ON FAMILY-BASED SERVICES (1992) \$6.00

A collection representing the fourth published proceedings from the annual Empowering Families Conference sponsored by the National Association for Family Based Services. Major sections address Diversity, Research, and Expansion in family-based services.

EMPOWERING FAMILIES: PAPERS FROM THE SEVENTH ANNUAL CONFERENCE ON FAMILY-BASED SERVICES (1993) \$6.00

This is the latest collection of papers from the NAFBS conference in Ft. Lauderdale. Chapters address family empowerment and systems change, child protection and family preservation, determining outcomes for community-based services, and wraparound services for SED youth.

EMPOWERING FAMILIES: PAPERS FROM THE EIGHTH ANNUAL CONFERENCE ON FAMILY-BASED SERVICES (1994) \$6.00

This collection presents the best from the national conference. Key issues include reunification practice, family-centered residential treatment, culture and therapy, and a variety of research and evaluation issues.

EMPOWERING FAMILIES: PAPERS FROM THE NINTH ANNUAL CONFERENCE ON FAMILY-BASED SERVICES (1995) \$6.00

This is the seventh published proceeding from the annual Empowering Families Conference sponsored by the National Association for Family Based Services. Major sections address practice issues, program development, education and training, theory, and research and program evaluation.

EMPOWERMENT EVALUATION: KNOWLEDGE AND TOOLS FOR SELF-ASSESSMENT AND ACCOUNTABILITY (1996) \$27.00

This volume derives from a conference of the American Evaluation Association. It addresses the concepts, methods, and tools needed to integrate evaluation into the everyday practices of running programs.

EVALUATING FAMILY BASED SERVICES (1995) \$35.00

Major researchers in the field of family based services contribute chapters on all aspects of the evaluation process appropriate to a variety of program models.

EVALUATION OF ABSTINENCE ONLY EDUCATION (2000) \$6.00

This report covers the second year of an abstinence-only pregnancy prevention education initiative. The program involves 4 sites in Iowa and several abstinence curricula. The report includes a comparison with Iowa's comprehensive pregnancy prevention initiative.



FAMILY-BASED SERVICES FOR JUVENILE OFFENDERS (1990) **\$1.00**

An analysis of family characteristics, service characteristics, and case outcomes of families referred for status offenses or juvenile delinquency in eight family-based placement prevention programs. In *Children and Youth Services*, Vol. 12, No. 3, 1990.

FAMILY-CENTERED SERVICES: A HANDBOOK FOR PRACTITIONERS (1994) **\$18.00**

This completely revised edition of the *Practitioners Handbook* addresses core issues in family centered practice, from assessment through terminating services. Also included are a series of chapters on various topics such as neglect, substance abuse, sexual abuse, and others.

FAMILY FUNCTIONING OF NEGLECTFUL FAMILIES: FAMILY ASSESSMENT MANUAL (1994) **\$6.00**

This manual describes the methodology and includes the structured interview and all standardized instruments administered in this NCCAN-funded research study.

FAMILY FUNCTIONING OF NEGLECTFUL FAMILIES: FINAL REPORT (1994) **\$9.50**

Final report from NCCAN-funded research study on family functioning and child neglect, conducted by the NRC/FBS in collaboration with the Northwest Indian Child Welfare Association. The study is based on structured interviews with neglecting and comparison families in Indian and non-Indian samples in two states.

FAMILY GROUP CONFERENCES IN CHILD ABUSE AND NEGLECT CASES (1996) **\$20.00**

This volume offers a complete presentation of the Family Group Conference, the extended family network child protection model from New Zealand.

GUIDE FOR PLANNING: MAKING STRATEGIC USE OF THE FAMILY PRESERVATION AND SUPPORT SERVICES PROGRAM (1994) **\$8.00**

This document presents a comprehensive framework for implementing the federal family preservation and support services program.

HEAD START OUTCOMES FOR HOMELESS FAMILIES & CHILDREN: EVALUATION OF THE HACAP HOMELESS HEAD START DEMONSTRATION PROJECT (1996) **\$7.00**

This study reports findings of a transitional housing program for homeless women and children.

HOME-BASED SERVICES FOR TROUBLED CHILDREN (1995) **\$35.00**

This collection situates home-based services within the system of child welfare services. It examines the role of family preservation, family resource programs, family-centered interventions for juveniles, issues in the purchase of services, and others.

IOWA MEDIATION FOR PERMANENCY REPORT: FINAL REPORT (2000) **\$12.00**

This report describes a three-year federally funded demonstration project, which sought to implement a non-adversarial approach to resolving permanency for children involved with the Iowa Department of Human Services.

KEY CHARACTERISTICS AND FEATURES OF COMMUNITY-BASED FAMILY SUPPORT PROGRAMS (1995) **\$6.00**

This is a thorough review of issues determining the success of Family Support programs.

LENGTH OF SERVICE & COST EFFECTIVENESS IN THREE INTENSIVE FAMILY SERVICE PROGRAMS EXECUTIVE SUMMARY (1996) **\$2.50**
FINAL REPORT (1996) **\$20.00**

Report of an experimental research study testing the effect of length of service on case outcomes and cost-effectiveness in three family based treatment programs.

LINKING FAMILY SUPPORT AND EARLY CHILDHOOD PROGRAMS: ISSUES, EXPERIENCES, OPPORTUNITIES (1995) **\$6.00**

This monograph examines opportunities for family support in child care settings.

MAKING A DIFFERENCE: MOVING TO OUTCOME BASED ACCOUNTABILITY FOR COMPREHENSIVE SERVICE REFORMS (1994) **\$4.00**

This resource brief from the National Center for Service Integration presents the basic components of a program level outcomes based accountability system.

MAKING IT SIMPLER: STREAMLINING INTAKE AND ELIGIBILITY SYSTEMS (1993) **\$4.00**

This working paper from the National Center for Service Integration outlines a process for integrating intake and eligibility systems across agencies.

MANAGING CHANGE THROUGH INNOVATION: TOWARDS A MODEL FOR DEVELOPING AND REFORMING SOCIAL WORK PRACTICE AND SOCIAL SERVICE DELIVERY (1992) **\$9.00**

This manual treats the dynamics of the change process in a variety of settings.

MANAGING CHANGE THROUGH INNOVATION (1998) **\$30.00**

This manual treats the dynamics of the change process in a variety of social services settings.

MAPPING CHANGE AND INNOVATION (1996) **\$21.00**

This companion workbook to *Managing Change Through Innovation* addresses major issues related to managing change in any social organization and guides readers to develop a planned approach specific to their particular circumstances.

MULTISYSTEMIC THERAPY: USING HOME-BASED SERVICES: A CLINICALLY EFFECTIVE AND COST EFFECTIVE STRATEGY FOR TREATING SERIOUS CLINICAL PROBLEMS IN YOUTH (1996) **\$1.00**

This brief manual provides an overview of the multisystemic approach to treating serious antisocial behavior in adolescents and their multineed families. Dr. Henggeler outlines the focus of the approach on the family, the youth's peer group, the schools, and the individual youth, along with the structure of the family preservation program, and the research which documents the program's effectiveness.

NEW APPROACHES TO EVALUATING COMMUNITY INITIATIVES: CONCEPTS, METHODS, AND CONTEXTS (1995) **\$12.00**

Evaluating coordinated service interventions is a complex process. This volume examines a set of key issues related to evaluating community initiatives.

NEW APPROACHES TO EVALUATING COMMUNITY INITIATIVES: THEORY, MEASUREMENT, AND ANALYSIS, VOLUME 2 (1998) **\$12.00**

The book provides an overview for understanding how to apply the approach and examples of its benefits and challenges. It offers new insights and information which can help comprehensive community initiatives (CCI) stakeholders approach the evaluation enterprise with greater confidence that the result will meet their various needs.

PERMANENCY FOR TEENS PROJECT FINAL REPORT (1999) **\$6.00**

This report describes the Permanency for Teens Project, a demonstration project funded by DHHS Adoption Opportunities Program from 1995-1998 and conducted by the Iowa Department of Human Services and Four Oaks, Inc. The project sought to achieve permanency for teens in Iowa who were legally freed for adoption. The final report includes a description of the program model, lessons learned from implementation, and findings from the external evaluation conducted by NRCFCP.

PREVENTING CHILD ABUSE AND NEGLECT THROUGH PARENT EDUCATION (1997) **\$25.95**

Based on research of 25 parenting programs, this volume outlines how to develop and evaluate parent education programming to help prevent child maltreatment.

PUBLIC-PRIVATE PROVISION OF FAMILY-BASED SERVICES: RESEARCH FINDINGS (1989) **\$1.00**

A paper presented at the NAFBS Third Annual Empowering Families Conference (Charlotte, NC) discussing research findings on differences between family-based services provided by public and private providers.

QUALITY IMPROVEMENT AND EVALUATION IN CHILD AND FAMILY SERVICES: MANAGING INTO THE NEXT CENTURY (1996) **\$23.00**



This handbook describes how agency executives can address the changing world of services for children and families by practically applying quality improvement theory to assess and improve programs and services.

RACIAL INEQUALITY AND CHILD NEGLECT: FINDINGS IN A METROPOLITAN AREA (1993) \$1.00

Despite contradictory evidence, child neglect is believed to occur with greater frequency among African-Americans for a variety of reasons. This article describes racial differences among 182 families referred for neglect in a large metropolitan area.

REALIZING A VISION (1996) \$5.00

This working paper positions the progressive children and family services reform agenda within a complex welter of change, and it poses a provocative answer to the question: "Where do we go from here?"

REINVENTING HUMAN SERVICES: COMMUNITY- AND FAMILY-CENTERED PRACTICE (1995) \$25.00

This collection of articles explores aspects of the move towards a community-based service system. The book explores social work, economic development, school-linked services, and community policing. Crossing these different service sectors is a common understanding of community and family-centered practice.

REPERE: REASONABLE EFFORTS TO PERMANENCY THROUGH ADOPTION AND REUNIFICATION ENDEAVORS EXECUTIVE SUMMARY (1996) \$4.50 FINAL REPORT (1996) \$20.00

REPERE created a family based approach to residential treatment characterized by reduced length of stay, integration of family preservation and family support principles, and community based aftercare services to expedite permanency. The Final Report describes the conceptual approach and project design, lessons learned from implementation, and evaluation results (including instruments). [Funded by ACYF, Grant #90CW1072.]

RISING ABOVE GANGS AND DRUGS: HOW TO START A COMMUNITY RECLAMATION PROJECT (1990) \$2.50

This is a how-to manual for building and sustaining a community collaboration focused on youth issues.

THE SELF-SUFFICIENCY PROJECT: FINAL REPORT (1992) \$6.00

Final evaluation report of a federally-funded demonstration project in rural Oregon serving families experiencing recurring neglect. Includes background and description of project, findings from group and single subject analyses, and evaluation instruments. (See *The Self-Sufficiency Project: Practice Manual* below.)

THE SELF-SUFFICIENCY PROJECT: PRACTICE MANUAL (1992) \$3.75

This manual describes a treatment program for working with families experiencing recurring neglect, based on a federally-funded demonstration project in rural Oregon. Includes project philosophy and design, staffing, discussion, and descriptive case studies (See *The Self-Sufficiency Project: Final Report* above.)

SOURCEBOOK: ANNOTATED RESOURCES FOR FAMILY BASED SERVICE PRACTICE: 4th Edition (1993) \$6.00

Descriptions and ordering information for selected resources on: family therapy, FBS theory and practice, research and evaluation, legal issues, family-based services management, and training. Lists FBS service associations and program directories. Includes many unpublished materials prepared by social service departments, not generally available in libraries, which can be ordered from those agencies.

STRENGTHENING FAMILIES & NEIGHBORHOODS: A COMMUNITY-CENTERED APPROACH (1995) \$9.50

This is the final report of the "Patch" demonstration project, a model for community-centered social work practice that is now generating national attention.

STRENGTHENING HIGH-RISK FAMILIES (A HANDBOOK FOR PRACTITIONERS); Authors: Lisa Kaplan and Judith L. Girard (1994) \$40.00

This accessible handbook on family-centered practice addresses the range of issues to be considered in working with high-risk families. Practice strategies are set within the context of the development of family preservation services.

STRENGTHS/NEEDS-BASED SERVICE PLANNING TRAINING MANUAL(1997) \$6.50

Using strengths and needs to plan services is an approach to practice that increases workers' collaboration with families, children and providers. This manual provides modules to help workers build the skills necessary for implementing this approach and includes sections illustrating how to apply these general skills to specific parts of CPS work. The appendix offers guidelines for supervisors interested in enabling workers to focus on families' strengths and needs. Each module contains important components of a strengths/needs-based approach, but the ultimate goal is to develop a way of thinking that incorporates all of these skills into more effective practice.

THREE MODELS OF FAMILY-CENTERED PLACEMENT PREVENTION SERVICES (1990) \$1.00

An analysis that defines and compares family-centered services by identifying three models whose primary goal is tertiary prevention, the prevention of out-of-home placement of children from seriously troubled families, or reunification once placement has occurred. Also examines data from 11 family-centered placement prevention programs that further specifies and compares these models. Reprinted with permission from *Child Welfare*, Vol. LXIX: No. 1, (Jan/Feb 1990).

TRAINING MANUAL FOR FOSTER PARENTS (1990) \$14.50

Created by Dr. Patricia Minuchin at Family Studies in New York, the manual includes a theoretical section describing the rationale, goals, themes and skills, and a training section that describes eight sessions. The activities of the sessions are experiential, including role playing, small groups, simulated cases, and discussions. The sessions are focused on understanding families and on exploring attitudes about families, on the skills of making and keeping contact with biologi-

cal families, and on the liaison between foster parents and professional workers as they function in the foster care network.

WHO SHOULD KNOW WHAT? CONFIDENTIALITY AND INFORMATION SHARING IN SERVICE INTEGRATION (1993) \$4.00

Analyzes issues pertaining to confidentiality in collaborative projects. The paper includes a checklist of key questions.

WISE COUNSEL: REDEFINING THE ROLE OF CONSUMERS, PROFESSIONALS, AND COMMUNITY WORKERS IN THE HELPING PROCESS; RESOURCE BRIEF #8 (1998) \$8.00

This collection of readings examines the need for and benefit of changing relationships between professionals, community workers and consumer needs to implement true system reform and improve results.

AUDIOVISUAL MATERIALS

CIRCULARITY AND SEQUENCES OF BEHAVIOR (1992) \$30.00

This 30-minute training videotape describes the family systems concepts of circularity and sequences of behavior, and then demonstrates how the concepts are utilized in a child protection interview with a family where inadequate supervision of young children is an issue. Useful for training family-centered practitioners in any human services program.

FAMILY-BASED SERVICES: A SPECIAL PRESENTATION (1990) \$55.00

Videotape: 24 minutes. A lively introduction to the history, philosophy, and practice of family-based services featuring interviews with policy-makers, agency administrators, family-based service workers and families who have received services. For use by advocacy and civic groups, boards of directors, legislators and social service workers. A video guide accompanies the taped presentation.

This catalog/order form can also be accessed on our website: www.uiowa.edu/~nrcfcp. Orders can be placed online as well.



REQUEST FOR NRC/FCP INFORMATION & ORDER FORM — Fall, 2002

Table with 4 columns: TITLE/DESCRIPTION, PRICE, QTY, and TOTAL. It lists various publications and reports such as 'Automated Assessment of Family Progress (1998-2000)', 'Beyond the Buzzwords: Key Principles in Effective Frontline Practice (1994)', and 'Charting a Course: Assessing a Community's Strengths & Needs (1993)'. Prices range from 1.00 to 35.00.

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Video Tapes--

Table listing video tapes: 'Circularity & Sequences of Behavior (1992)' at \$30.00 and 'Family-Based Services: A Special Presentation (1990)' at \$55.00.

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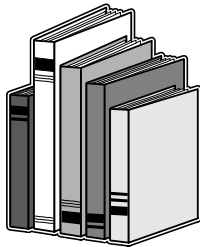
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