



# Adolescent Developmental Approach

## Hallmark 1: Accountability Without Criminalization Checklist

### Goal of This Checklist

To help service providers determine whether they are on track with adopting each hallmark of the Developmental Approach, which strives to focus on helping youth avoid formal legal involvement unless necessary to ensure accountability or protect public safety. This initiative includes striving to keep youth in their communities and providing the services and interventions needed to support prosocial development of adolescents.

### Brief Overview

- Those who cause harm should be held accountable.
- Inappropriate behavior should be corrected.
- Confinement should be used sparingly (e.g., only when public safety concerns are involved).
- Adolescents need opportunities to accept responsibility for their actions.
- Adolescents should be allowed to make amends to individuals and communities affected.

Have you done the following things as part of Hallmark 1?	Yes	No
1. Considered the difference between accountability and punishment?	<input type="checkbox"/>	<input type="checkbox"/>
2. Considered why the focus of the juvenile justice system should be on accountability rather than criminalization of actions?	<input type="checkbox"/>	<input type="checkbox"/>
3. Considered how a youth’s developmental trajectory may lead to delinquent behavior that is situational, temporary, and common within normal adolescent development?	<input type="checkbox"/>	<input type="checkbox"/>
4. Considered the consequences of confining youth for low level offenses typical of juvenile behavior, knowing that adolescents will soon mature out of such behavior?	<input type="checkbox"/>	<input type="checkbox"/>
5. Considered that entry into the juvenile justice system may have a negative effect such as on education and employment opportunities, relationships, and access to social services?	<input type="checkbox"/>	<input type="checkbox"/>
6. Explored whether the juvenile’s official records of encounters with the juvenile justice system can be kept strictly confidential?	<input type="checkbox"/>	<input type="checkbox"/>
7. Explored different ways that adolescents can accept responsibility and make amends to individuals and communities affected? <input type="checkbox"/> Financial restitution <input type="checkbox"/> Community service <input type="checkbox"/> Explore processes of acknowledging the ramifications of behavior	<input type="checkbox"/>	<input type="checkbox"/>

Have you done the following things as part of Hallmark 1?	Yes	No
<input type="checkbox"/> Encourage the juvenile to apologize (written or verbal) <input type="checkbox"/> Victim–offender mediation and dialogue <input type="checkbox"/> Victim or community impact panels <input type="checkbox"/> Community or neighborhood impact statements <input type="checkbox"/> Victim empathy groups or classes <input type="checkbox"/> Personal services to victim <input type="checkbox"/> Peacemaking services <input type="checkbox"/> Family group conferencing		
8. Considered the ways that contact with the juvenile justice system can be rare, fair, and beneficial to the juvenile?	<input type="checkbox"/>	<input type="checkbox"/>
9. Explored the use of evidenced-based or promising practices (e.g., Model Programs Guide, CrimeSolutions.gov, etc.) to prevent or address juvenile delinquency?	<input type="checkbox"/>	<input type="checkbox"/>
10. Explored ways of ensuring that disposition and resulting placement decisions match the needs of the juvenile (i.e., validated risk and needs assessment)?	<input type="checkbox"/>	<input type="checkbox"/>
11. Examined your state, territory, or tribe’s juvenile court laws, statutes, or codes related to maximum age of juvenile court jurisdiction and opportunities for expungement?	<input type="checkbox"/>	<input type="checkbox"/>
12. Explored whether any local programs are funded by the state to promote community based services or placements as prevention, intervention, or diversion from state juvenile justice custody?	<input type="checkbox"/>	<input type="checkbox"/>

Please describe how you have used elements of Hallmark 1 in your provision of services.

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### Follow-Up Questions

What challenges have you experienced?

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Would you like training or technical assistance (TTA) in any of these areas? If so, please indicate the desired TTA area.

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### Legal Parameters of Hallmark 1: Accountability Without Criminalization

- Specifying in the statute how adolescent development will be integrated into policies and procedures of the justice system at the **initial point of contact**.

- How will the justice system ensure youth understand the ramifications of their inappropriate behavior, engage in activities for restitution, and understand effective strategies for avoiding inappropriate behavior in the future?
- Specifying in the statute how law enforcement and justice system personnel are to engage youth **at each point of contact**, to avoid unnecessary shackling, confinement.



# Adolescent Developmental Approach

## Hallmark 2: Alternatives to Justice System Involvement Checklist

### Goal of This Checklist

To help service providers determine whether they are on track with adopting each hallmark of the Developmental Approach, which strives to focus on helping youth avoid formal legal involvement unless necessary to ensure accountability or protect public safety. This initiative includes striving to keep youth in their communities and providing the services and interventions needed to support prosocial development of adolescents.

### Brief Overview

- The juvenile justice system should follow the “first, do no harm” approach.
- Research has indicated that youth with low-level offenses have higher rates of recidivism when formally processed in the juvenile justice system.
- Providing treatment for youth who commit low level offenses is more effective.
- More interventions are being developed to improve decision making, as well as address health and mental health needs of adolescents.
- Interventions focused on preventing reoffending are more effective when services are provided with minimal penetration into the system, as long as accountability is also achieved.
- Community-based programs are more likely to facilitate healthy development and reduce recidivism than secure confinement.
- Interventions should provide positive influences and strengthen available family relationships and supports.
- Adolescents suspected of less serious offending should be diverted to parental supervision or other community resources rather than the juvenile justice system.

Have you done the following things as part of Hallmark 2?	Yes	No
1. Considered how to divert youth who committed low-level offenses from the juvenile justice system?	<input type="checkbox"/>	<input type="checkbox"/>
2. Considered balanced and restorative justice practices?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Financial restitution <input type="checkbox"/> Community service <input type="checkbox"/> Explore processes of acknowledging the ramifications of behavior		

Have you done the following things as part of Hallmark 2?	Yes	No
<input type="checkbox"/> Encourage the youth to apologize (written or verbal) <input type="checkbox"/> Victim–offender mediation and dialogue <input type="checkbox"/> Victim or community impact panels <input type="checkbox"/> Community or neighborhood impact statements <input type="checkbox"/> Victim empathy groups or classes <input type="checkbox"/> Personal services to victim <input type="checkbox"/> Peacemaking services <input type="checkbox"/> Family group conferencing		
3. Considered developing school–police partnerships to reduce the number of adolescents referred to the court from schools?	<input type="checkbox"/>	<input type="checkbox"/>
4. Considered both pre-petition and post-petition diversion programs (i.e., provided opportunities for diversion prior to and after a petition to the youth court has been filed)?	<input type="checkbox"/>	<input type="checkbox"/>
5. Considered how the youth can repair the harm to the victim (e.g., restitution, victim–offender mediation, community service, etc.) in lieu of incarceration?	<input type="checkbox"/>	<input type="checkbox"/>
6. Used risk- and needs-assessment tools to assess and determine appropriate community-based placements in lieu of confinement?	<input type="checkbox"/>	<input type="checkbox"/>

Please describe how you have used elements of Hallmark 2 in your provision of services.

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## Follow-Up Questions

What challenges have you experienced?

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Would you like training or technical assistance (TTA) in any of these areas? If so, please indicate the desired TTA area.

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## Legal Parameters of Hallmark 2: Alternatives to Justice System Involvement

- Specifying in the statute the process by which youth are diverted to community-based or school-based programs for positive youth development. How are youth selected for diversion programming? What are the stated indicators of successful participation?
- How will diversion programming and recidivism data be collected, analyzed, and integrated into policies and procedures to improve diversion programming?



# Adolescent Developmental Approach

## Hallmark 3: Individualized Response Based on Assessment Needs and Risks Checklist

### Goal of This Checklist

To help service providers determine whether they are on track with adopting each hallmark of the Developmental Approach, which strives to focus on helping youth avoid formal legal involvement unless necessary to ensure accountability or protect public safety. This initiative includes striving to keep youth in their communities and providing the services and interventions needed to support prosocial development of adolescents.

### Brief Overview

- Collecting a wide variety of information ensures a more dynamic view of adolescents and their behaviors.
- This approach goes beyond assessing risk and emphasizes addressing factors that contribute to antisocial behavior that can be changed.
- Risk assessments can differentiate adolescents by risk of reoffending by low, medium, and high risk.
- Needs assessments help guide the selection of interventions likely to be effective in addressing the individual needs of adolescents.
- The responses to offenders need to address the adolescents’ risk factors, protective factors, and specific characteristics that may affect their response to treatment (e.g., learning style, motivation, mental health).
- These tools focus system resources where they are most likely to reduce offending and promote positive adolescent development.
- Critical goals include successful treatment, reintegration into the community, and reduced recidivism.

Have you done the following things as part of Hallmark 3?	Yes	No
1. Based decisions on evaluating the risk level and individual characteristics of adolescents?	<input type="checkbox"/>	<input type="checkbox"/>
2. Considered the needs of the adolescent that may affect their response to treatment?	<input type="checkbox"/>	<input type="checkbox"/>
3. Based treatment decisions on specific characteristics that may affect adolescents’ response to treatment?	<input type="checkbox"/>	<input type="checkbox"/>

Have you done the following things as part of Hallmark 3?	Yes	No
4. Used a standardized assessment? If yes, please check the following that apply: <input type="checkbox"/> The tool is used throughout our jurisdiction. <input type="checkbox"/> The tool classifies risk. <input type="checkbox"/> The tool identifies needs. <input type="checkbox"/> The tool provides information that can be used in case or treatment planning. If no, what is the basis for decision making within your system?	<input type="checkbox"/>	<input type="checkbox"/>
5. Administered these assessments at least every 6 months or after a major life event as adolescents are in a rapid period of change?	<input type="checkbox"/>	<input type="checkbox"/>
6. Shared the assessment information providers with whom the court contracts to provide services for court involved youth for the purposes of systematically addressing risks and needs?	<input type="checkbox"/>	<input type="checkbox"/>

Please describe how you have used elements of Hallmark 3 in your provision of services.

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### Follow-Up Questions

What challenges have you experienced?

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Would you like training or technical assistance (TTA) in any of these areas? If so, please indicate the desired TTA area.

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### Legal Parameters of Hallmark 3: Individualized Response Based on Assessment Needs and Risks

- Specifying in the statute how physical, mental, and substance abuse assessments will be administered to youth, how the findings from assessments will be analyzed, and how the findings will factor into individualized treatment plans for youth.



# Adolescent Developmental Approach

## Hallmark 4: Confinement Only When Necessary for Public Safety Checklist

### Goal of This Checklist

To help service providers determine whether they are on track with adopting each hallmark of the Developmental Approach, which strives to focus on helping youth avoid formal legal involvement unless necessary to ensure accountability or protect public safety. This initiative includes striving to keep youth in their communities and providing the services and interventions needed to support prosocial development of adolescents.

### Brief Overview

- Developing alternatives to justice system involvement is important.
- Alternatives to confinement can hold adolescents accountable while allowing them to remain in the community.
- Confinement of youth beyond the minimum amount needed to deliver intensive services effectively is economically wasteful, potentially harmful to youth, and may impede prosocial development.
- When necessary for public safety, confinement in residential placements should be conducive to positive development, provide appropriate services and treatment, and meet standard measures (e.g., provision of education).

Have you done the following things as part of Hallmark 4?	Yes	No
1. Assessed whether confinement is necessary to achieve public safety?	<input type="checkbox"/>	<input type="checkbox"/>
2. Considered the negative aspects of confinement? If yes, please check each of the following that apply:	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Exposure to sexual abuse or sexual assault.		
<input type="checkbox"/> Insufficient focus on the behavioral and educational needs of youth.		
<input type="checkbox"/> Youth being restrained.		
<input type="checkbox"/> Lengthy isolations or solitary confinement.		
<input type="checkbox"/> Staff who do not have sufficient training.		
<input type="checkbox"/> Recidivism rates and ineffectiveness of confinement.		
<input type="checkbox"/> Frequent confinement of youth who pose minimal risk.		



Have you done the following things as part of Hallmark 4?	Yes	No
3. Used the presumption of keeping adolescents in the community as a guiding factor in confinement decisions?	<input type="checkbox"/>	<input type="checkbox"/>
4. Examined ways to eliminate pathways to confinement in the youth justice system?	<input type="checkbox"/>	<input type="checkbox"/>
5. Identified ways to reduce the use of confinement?	<input type="checkbox"/>	<input type="checkbox"/>
6. Considered ways of limiting options for secure confinement by exploring all possible community-based options?	<input type="checkbox"/>	<input type="checkbox"/>
7. Ensured that opportunities for keeping adolescents in the community are equitable through addressing disparities?	<input type="checkbox"/>	<input type="checkbox"/>
8. Considered how to track outcomes and hold systems accountable?	<input type="checkbox"/>	<input type="checkbox"/>
9. Have you considered other types of interventions and treatment strategies? If yes, please check each of the following that apply: <input type="checkbox"/> School-based programs <input type="checkbox"/> Community-based programs <input type="checkbox"/> Balanced and restorative justice programs <input type="checkbox"/> Diversion programs	<input type="checkbox"/>	<input type="checkbox"/>
10. Explored where to find intervention and treatment strategy resources?	<input type="checkbox"/>	<input type="checkbox"/>
11. Explored whether other people in your organization use these resources?	<input type="checkbox"/>	<input type="checkbox"/>
12. Considered the financial costs of confinement versus the financial costs of alternative programs?	<input type="checkbox"/>	<input type="checkbox"/>
13. When confinement is necessary, ensured that the following conditions of confinement are met? If yes, please check each of the following that apply: <input type="checkbox"/> The term of the confinement should not be lengthy. <input type="checkbox"/> The release of youth from confinement is due to the youth having achieved certain outcomes, not because they have spent a certain amount of time within a facility. <input type="checkbox"/> The use of isolation should be greatly reduced because isolating youth may have numerous detrimental effects that would serve to cause more harm than good to the youth. <input type="checkbox"/> The educational needs of the youth who are in secure confinement are still met. <input type="checkbox"/> Adolescent prosocial development is not stunted or altered. <input type="checkbox"/> Every opportunity for adolescent development and achievement is available to adolescents under the care of the custodial agency. <input type="checkbox"/> The health and behavioral health needs of youth are met. <input type="checkbox"/> The program should have a behavior management plan based on positive reinforcement. <input type="checkbox"/> Opportunities for structural for programming are available.	<input type="checkbox"/>	<input type="checkbox"/>
14. When confinement is necessary, ensured that youth facilities are not in violation of the Civil Rights of Institutionalized Persons Act? If yes, please check each of the following that apply: <input type="checkbox"/> <b>Education:</b> Conditions violating the detained youth's right to an adequate education program.	<input type="checkbox"/>	<input type="checkbox"/>

Have you done the following things as part of Hallmark 4?	Yes	No
<input type="checkbox"/> <b>Environment:</b> Unsanitary and inhumane environmental conditions violating the incarcerated youth's constitutional rights under the 8th and 14th Amendments (e.g., fire and safety hazards, filth, crumbling plaster, serious lighting problems, plumbing leaks, etc.). <input type="checkbox"/> <b>Health care:</b> Lack of routine health screening and medical and dental services, especially for residents who are required to take medication, are pregnant, or have serious medical conditions. <input type="checkbox"/> <b>Overcrowding:</b> Evidence of severe overcrowding resulting in inadequate education, health, mental health, and recreation services. <input type="checkbox"/> <b>Recreation:</b> Inadequate opportunities for exercise and outdoor recreation. <input type="checkbox"/> <b>Restraints/isolation:</b> Stripping away of a youth's liberty due to excessive isolation and/or excessive use of mechanical restraints. <input type="checkbox"/> <b>Safety:</b> Violating the right of incarcerated youth to be protected from threats of violence and sexual assault. <input type="checkbox"/> <b>Staffing and staff training:</b> Poor staffing ratios, increase in staff overtime, or lack of adequate staff training that contribute to deliberate indifference to the rights of youth with whom staff come into contact.		

Please describe how you have used elements of Hallmark 4 in your provision of services.

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### Follow-Up Questions

What challenges have you experienced?

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Would you like training or technical assistance (TTA) in any of these areas? If so, please indicate the desired TTA area.

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### Legal Parameters of Hallmark 4: Confinement Only When Necessary for Public Safety

- Specifying in the statute the process by which justice system personnel will evaluate whether confinement is necessary and the time frame by which a youth is held in confinement.
- Specifying in the statute the justification that is needed by justice system personnel before a youth is confined. This includes youth mental and physical health assessments,

recommendations from justice facility staff, and incident reports approved by justice facility administrators.



# Adolescent Developmental Approach

## Hallmark 5: A Genuine Commitment to Fairness Checklist

### Goal of This Checklist

To help service providers determine whether they are on track with adopting each hallmark of the Developmental Approach, which strives to focus on helping youth avoid formal legal involvement unless necessary to ensure accountability or protect public safety. This initiative includes striving to keep youth in their communities and providing the services and interventions needed to support prosocial development of adolescents.

### Brief Overview

- Treating youth fairly throughout the administration of justice is important.
- The perception of fair treatment contributes to prosocial development (i.e., moral development, belief in the legitimacy of the law, and legal socialization processes).
- Prosocial development creates a framework for youth to build on their decision-making process and care about the rights, feelings, and welfare of others.
- The perception of fair treatment, prosocial development, and maintaining the standards and levels of accountability for the American judicial system all help promote positive legal socialization.
- Positive legal socialization can also be achieved by working with youth to eliminate antisocial behaviors while they are in the adolescent phase (e.g., instilling accountability through restorative justice practices, engaging youth in understanding the consequences for their actions and the implications for others they interact with, and internalizing legal rules and norms).

Have you done the following things as part of Hallmark 5?	Yes	No
1. Considered the ways that personal experience affects the development of adolescents' perceptions of the legal process?	<input type="checkbox"/>	<input type="checkbox"/>
2. Recognized that positive perception of the legal system is more likely to be influenced by peers than formal figures of the youth justice system?	<input type="checkbox"/>	<input type="checkbox"/>
3. Understood that adolescents are hypersensitive to perceived unfairness and perceptions of being mistreated by authority figures?	<input type="checkbox"/>	<input type="checkbox"/>
4. Considered that the adolescent phase is a great stage to eliminate antisocial behaviors, promote positive prosocial development, and promote respect for the law before adulthood?	<input type="checkbox"/>	<input type="checkbox"/>

Have you done the following things as part of Hallmark 5?	Yes	No
5. Recognized that adolescents who view discipline as fair are far more likely to internalize prosocial values?	<input type="checkbox"/>	<input type="checkbox"/>
6. Determined whether a specific course of action is punitive or provides opportunities for prosocial development, support, and services tailored to the youth?	<input type="checkbox"/>	<input type="checkbox"/>
7. Considered whether a specific course of action is fair?	<input type="checkbox"/>	<input type="checkbox"/>
8. Understood that minority adolescents may avoid, resist, or disobey law enforcement officers because they perceive them to be verbally abusive, disrespectful, and utilizing excessive force?	<input type="checkbox"/>	<input type="checkbox"/>
9. Assessed whether the adolescent was provided with competent legal counsel?	<input type="checkbox"/>	<input type="checkbox"/>
10. Examined the relationship between minority communities and police in your jurisdiction?	<input type="checkbox"/>	<input type="checkbox"/>
11. Explored the types of public education and outreach activities in your community to provide information about the youth justice system and its operations?	<input type="checkbox"/>	<input type="checkbox"/>
12. Considered approaches or programs like law-related education (LRE) to promote positive legal socialization in youth?  If yes, please check each of the following that apply: <input type="checkbox"/> Explored how your organization can teach children about law-related topics. <input type="checkbox"/> Organized or participated in events led by students (e.g., youth courts, moot courts, mock trials, peer mediations). <input type="checkbox"/> Made LRE materials available to youth. <input type="checkbox"/> Collaborated with other teachers and legal professionals to engage in discussions and activities with youth in school as well as outside school. <input type="checkbox"/> Participated in delinquency prevention activities.	<input type="checkbox"/>	<input type="checkbox"/>

Please describe how you have used elements of Hallmark 5 in your provision of services.

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## Follow-Up Questions

What challenges have you experienced?

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Would you like training or technical assistance (TTA) in any of these areas? If so, please indicate the desired TTA area.

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## Legal Parameters of Hallmark 5: A Genuine Commitment to Fairness

- Specifying in the statute how a youth’s family background, as well as their physical and mental health will be considered **at each point of contact** in the justice process.
- Specifying in the statute the process the court system will implement to ensure youth are provided adequate legal counsel, understand the implications of court proceedings, and actively engage in court proceedings.
- How will community-based programs, schools, and the justice system collaborate to form partnerships to benefit youth in prevention and diversion programming?



# Adolescent Developmental Approach

## Hallmark 6: Sensitivity to Disparate Treatment Checklist

### Goal of This Checklist

To help service providers determine whether they are on track with adopting each hallmark of the Developmental Approach, which strives to focus on helping youth avoid formal legal involvement unless necessary to ensure accountability or protect public safety. This initiative includes striving to keep youth in their communities and providing the services and interventions needed to support prosocial development of adolescents.

### Brief Overview

- Minority families and communities often perceive the justice system to be unfair.
- Poverty, social disadvantage, neighborhood disorganization, and other structural inequalities are strongly correlated with race/ethnicity and contribute to both differential offending and differential selection. The minority population, however, does not commit criminal offenses at a higher rate than the White population.
- Structural inequalities, along with bias, have an effect on decision making at the front end of the juvenile justice system.
- It is important for jurisdictions to strive to reduce disparate treatment of adolescents who represent racial and ethnic minorities, which can be achieved by reducing unnecessary system involvement and confinement.
- State and local juvenile justice systems should explore practices within their jurisdictions that may contribute to disproportionate minority contact throughout the juvenile justice system.

Have you done the following things as part of Hallmark 6?	Yes	No
1. Explored activities designed to increase awareness of unconscious biases and how to counteract them?	<input type="checkbox"/>	<input type="checkbox"/>
2. Examined activities to detect and respond effectively to overt instances of discrimination?	<input type="checkbox"/>	<input type="checkbox"/>
3. Used validated risk and needs assessments to ensure objective decision making? If yes, please check each of the following that apply: <input type="checkbox"/> To make decisions on whom to detain. <input type="checkbox"/> To make decisions on probation supervision level. <input type="checkbox"/> To determine type of committed placement and security level. <input type="checkbox"/> To identify services needed and match with treatment services to address the youth's specific needs.	<input type="checkbox"/>	<input type="checkbox"/>

Have you done the following things as part of Hallmark 6?	Yes	No
4. Carefully reviewed which youth are involved in multiple systems (e.g., mental health, child welfare) when they come into contact with the juvenile justice system in order to determine the appropriateness of referrals to the juvenile justice system and reduce the likelihood of disparate treatment?	<input type="checkbox"/>	<input type="checkbox"/>
5. Examined whether your organizations' policies and practices have a disparate impact based on race, ethnicity, and gender?	<input type="checkbox"/>	<input type="checkbox"/>
6. Considered whether adolescents and their families have been legally represented in order to understand and fully participate in legal proceedings?	<input type="checkbox"/>	<input type="checkbox"/>
7. Considered whether adolescents and their families have access to translation services in order to understand and fully participate in legal proceedings?	<input type="checkbox"/>	<input type="checkbox"/>
8. Attempted to be personally accountable for reducing disproportionate minority contact within the juvenile justice system?	<input type="checkbox"/>	<input type="checkbox"/>
9. Explored your personal level of cultural and linguistic competence?	<input type="checkbox"/>	<input type="checkbox"/>
10. Explored your personal conscious and unconscious biases?	<input type="checkbox"/>	<input type="checkbox"/>
11. Explored ways that your organization can reduce disparities at preadjudication within the juvenile justice process?	<input type="checkbox"/>	<input type="checkbox"/>
12. Considered whether school disciplinary practices in your jurisdiction are contributing to the school to prison pipeline (criminalizing student behavior problems by involving the police)?	<input type="checkbox"/>	<input type="checkbox"/>
13. Examined recent policy changes at the federal, state, and local level for increasing accountability to reduce disproportionate minority contact?	<input type="checkbox"/>	<input type="checkbox"/>

Please describe how you have used elements of Hallmark 6 in your provision of services.

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## Follow-Up Questions

What challenges have you experienced?

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Would you like training or technical assistance (TTA) in any of these areas? If so, please indicate the desired TTA area.

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## Legal Parameters of Hallmark 6: Sensitivity to Disparate Treatment

- Specifying in the statute the measures **at each point of contact** justice system personnel will implement to address the perception of disparate treatment.



- Specifying in the statute engagement strategies to dispel misconceptions of youth among justice system personnel and misconceptions of justice system personnel among youth.
- Specifying in the statute how data on Disproportionate Minority Contact is collected, analyzed, and integrated into policies and procedures.



# Adolescent Developmental Approach

## Hallmark 7: Family Engagement Checklist

### Goal of This Checklist

To help service providers determine whether they are on track with adopting each hallmark of the Developmental Approach, which strives to focus on helping youth avoid formal legal involvement unless necessary to ensure accountability or protect public safety. This initiative includes striving to keep youth in their communities and providing the services and interventions needed to support prosocial development of adolescents.

### Brief Overview

- A central feature of positive youth development is a positive family experience that entails healthy supervision, guidance, and protection.
- Community-based treatment programs that are effective in reducing recidivism often involve the adolescent’s family in the program and pay attention to the adolescent’s social environment.
- Familial involvement throughout the juvenile justice system processes has been shown to lead to better outcomes for adolescents.
- When appropriate, it is important to allow parents and other family members to participate throughout the process of adolescent involvement in the justice system and service delivery.
- Families are the ally with the most vested interest in creating true systems change.

Have you done the following things as part of Hallmark 7?	Yes	No
1. Explored whether your organization engages in practices that are centered on the child?	<input type="checkbox"/>	<input type="checkbox"/>
2. Examined the extent that your organization involves families (including children, youth, and extended family) in your work?	<input type="checkbox"/>	<input type="checkbox"/>
3. Determined whether your organization helps families understand how to navigate the system in which you work (e.g., education, child welfare, juvenile justice)?	<input type="checkbox"/>	<input type="checkbox"/>
4. Employed practices that help families understand how to advocate for their children within the system in which you work (e.g., education, child welfare, juvenile justice)?	<input type="checkbox"/>	<input type="checkbox"/>
5. Explored whether your organization ensures that families have the information and resources they need to be active decision makers?  If yes, please check each of the following that apply: <input type="checkbox"/> There are resources and information that exist within your organization to engage families.	<input type="checkbox"/>	<input type="checkbox"/>

Have you done the following things as part of Hallmark 7?	Yes	No
<input type="checkbox"/> Resources and information are still needed within your organization <input type="checkbox"/> Systems, policies, and practices are in place within your organization to engage families. <input type="checkbox"/> Some systems, policies, and practices are still needed.		
6. Considered what information families will need to be effectively engaged? If yes, please check each of the following that apply <input type="checkbox"/> Explored who can help provide this information. <input type="checkbox"/> Explored how or from whom the information will be best received. <input type="checkbox"/> Explored whether there are family involvement and advocacy centers in your area with whom you can partner.	<input type="checkbox"/>	<input type="checkbox"/>
7. Examined barriers families might face (e.g., transportation, language)? If yes, please check each of the following that apply: <input type="checkbox"/> Explored how to address these barriers within your organization. <input type="checkbox"/> Explored the resources needed to address these barriers.	<input type="checkbox"/>	<input type="checkbox"/>
8. Assessed the strengths of each individual family (e.g., extended family, faith communities)?	<input type="checkbox"/>	<input type="checkbox"/>
9. Recognized the influences with which families are competing (e.g., negative peer influences, drugs, etc.) and incorporated practices to address those barriers?	<input type="checkbox"/>	<input type="checkbox"/>
10. Explored the resources available for children and their families (e.g., community-based organizations, youth service organizations, recreation centers, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
11. Factored in the risks families face on a daily basis in their communities (e.g., high crime rates, violence, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
12. Considered the issues family members might be facing themselves? If yes, please check each of the following that apply: <input type="checkbox"/> Unemployment or underemployment <input type="checkbox"/> Absence of dependable and affordable childcare <input type="checkbox"/> Caring for an elderly family member <input type="checkbox"/> Their own unmet mental health needs	<input type="checkbox"/>	<input type="checkbox"/>
13. Determined what steps families might have taken prior to your contact with them?	<input type="checkbox"/>	<input type="checkbox"/>
14. Examined whether youth and families perceive your organization to be respectful and collaborative in interactions with them?	<input type="checkbox"/>	<input type="checkbox"/>
15. Assessed whether your organization is adept at joint planning and decision-making?	<input type="checkbox"/>	<input type="checkbox"/>
16. Considered whether your organization is engaged in informed decision-making?	<input type="checkbox"/>	<input type="checkbox"/>
17. Considered whether your organization is skilled at interagency/multisystem collaboration?	<input type="checkbox"/>	<input type="checkbox"/>
18. Assessed how your state, territory, or tribe learns about the full context of the family? If yes, please check each of the following that apply: <input type="checkbox"/> Families are included in the initial risk- and needs-assessment process. <input type="checkbox"/> Family engagement specialists are involved in the process.	<input type="checkbox"/>	<input type="checkbox"/>

Please describe how you have used elements of Hallmark 7 in your provision of services.

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### Follow-Up Questions

What challenges have you experienced?

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Would you like training or technical assistance (TTA) in any of these areas? If so, please indicate the desired TTA area.

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### Legal Parameters of Hallmark 7: Family Engagement

- Specifying in statute what the rights of youth and families, regarding access to the youth while involved in the justice process, have **at each point of contact**.
- Specify how that will be communicated to the youth and their families/guardians during each point of contact.
- What reasonable accommodation (i.e. language barriers, transportation, etc.) are provided to families and youth to ensure they not only receive but also understand these rights?
- Does the status allow for flexibility in terms of how family is defined for engagement purposes at the points of contact? (i.e., parent, guardian, responsible adult, mentor, etc.)