

Staff Education and Training for Systems Change

Joint Efforts of Mental Health and Juvenile Justice

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The Problem

- Increase in the number of youth
- Cuts in social service funding
- Continued breakdown of communities and community support
- Increased recognition of the concern
- Increased use of screening tools
- Increased in collaboration

Components of Systems Change

- Policy change at national and state level
- Change in services and delivery
- Retooling the workforce

Pennsylvania's CASSP Institute


- Funded by CASSP grant 1993
- State-wide, state funded Children's Bureau, Office of Mental Health and Substance Abuse Services
- Part of Penn State University Department of Psychology
- Focus on workforce, knowledge, skills and values
- All disciplines, all child-serving systems

Juvenile Justice System

- Components are probation, detention, locked facilities
- Overt culture: Balanced and Restorative Justice (BARJ), community protection, victim restoration, youth redemption
- Covert: protection and punishment
- Workforce
 - Education: criminal justice B.A., M.A.,
 - 24/7 staff: high school, A.A.


Juvenile Justice: Workforce

- Education of Professional Staff: Criminal Justice, bachelor's and master's degrees
- 24/7 staff: high school, associate degrees
- Formal education in child development and mental health negligible
- Reliance on "local" workforce, locked facilities in rural areas




Training Initiatives

- Probation
 - First delivered 1999
 - Concurrent training of probation officers and mental health workers
- Detention TOT
 - Funded by PCCD grant to Providers Association
 - Year: 2002, 2004
 - Centers' participation voluntary (13 of 23 participated)
- Secure Juvenile Facilities
 - Requested by new units
 - Mental health unit 2001
 - Mental retardation unit, TOT 2004




Characteristics of all training

- Focus on front line workers
- Training was requested by the program
- Probation officers' participation was voluntary, center participation was voluntary, locked residential facilities requested the training
- All curriculum was standardized
- All evaluations were delivered by Institute




Curriculum: Common Components

- Review of mental health and juvenile justice systems
- Developmental psychopathology
- Mental health diagnoses
- Relationship building
- Families
- Culture




Focus of Training: Values

- Compassion
- Culture
- Families



Progress and Systems Change

- Probation
 - Move toward mental health screening
 - Consideration of JIFF
 - Move toward Systems of Care
 - Family group conferencing etc.
- Detention
 - Formalized curriculum available
 - Continued collaboration
 - Evaluation
 - training
- Juvenile Facilities
 - Two formalized curriculum available
 - Repeat training scheduled by Institute staff
 - State-wide training on Asperger's scheduled
 - Involvement of Institute in staff performance standards



Lessons

- Avoid parallel training programs
- Avoid doing training-of-trainers in JJ facilities on mental health issues
- Match content of training to modality
 - Knowledge-didactic
 - Skills-supervision
 - Attitudes/values-positive exposure
- "It's the relationship, stupid!"



Acronyms

- CASSP: Child and Adolescent Service System Program
- TOT: Training of Trainers
- JIFF: Juvenile Inventory for Functioning
- PCCD: Pennsylvania Commission on Crime and Delinquency
- JJ: Juvenile Justice



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