

139892

Developing Programs to Serve Victims and Witnesses in the Juvenile Justice System: A Training Workshop

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U.S. Department of Justice
National Institute of Justice

Student Guide

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Handouts

are packaged separately and inserted
inside the front cover.

They have been punched so that you
may put them in your notebook later.

They are copied on yellow paper.

Background

Who sponsors the training?

Victims -- once forgotten figures in the criminal justice system -- have received increased attention and assistance in the past decade. Programs designed to help victims and other witnesses of crime have burgeoned, and most states have passed some legislation to assist victims. Unfortunately, however, victims of **juvenile** crime have not shared equally in these advances, even though juveniles account for more than one in four arrests for serious crimes.

To remedy this neglect, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) contracted with the American Institutes for Research (AIR) in Washington, D.C. to develop a program for victims and witnesses in the juvenile justice system. The purpose of the project, the Victims and Witnesses in the Juvenile Justice System Development Program, is to help juvenile justice agencies and victim witness assistance providers to establish specialized programs for victims and witnesses of juveniles.

This Development Program involves several phases:

- In the first phase, AIR assessed current knowledge and practices concerning victims and witnesses in the juvenile justice system. The assessment included mail surveys of juvenile justice officials and victim witness assistance providers nationwide, an examination of victim-related legislation, and visits to several programs. The conclusions were presented in an Assessment Report (Draft, 1989.)
- In the second phase, AIR drew on the results of the assessment to develop a program handbook for policymakers and practitioners. This handbook, now in draft form, describes promising approaches to victim witness assistance in the juvenile justice system and shows how these approaches can be adapted to a variety of local environments.
- The third phase consists of the development and delivery of this training package. The training is targeted at practitioners and program developers who want to implement new programs for victims and witnesses in the juvenile justice system or expand the services they already have.
- In the fourth phase of the development program OJJDP awarded funds to local agencies or programs to establish model victim witness assistance programs serving victims and witnesses of juvenile crime.

Who should participate?

This training is designed for victim assistance providers or juvenile justice agency representatives who are interested in developing or improving programs to serve victims and/or witnesses of juvenile crime. Since the emphasis is on the nuts and bolts of needs assessment, program design and monitoring, the most appropriate participant is the person who will actually be planning the program.

Who are the instructors?

The instructors for the workshop are:

Jayne Crisp

Jayne Crisp is a nationally recognized trainer in the victim witness assistance field. She is currently the Project Coordinator of Training and Community Development for the South Carolina State Office of Victim Assistance.

Jayne directed the exemplary Victim Witness Assistance Program of the Thirteenth Judicial Circuit Solicitor's Office in Greenville, South Carolina from 1978 to 1991. Since its inception, this program has provided services to victims of juveniles as well as victims of adults, focusing on major felony cases and victims with physical injuries selected from daily police reports. The program provides a full array of services including: reporting investigation status; providing court-related services such as orientation to juvenile court, preparation for testimony, witness reception and accompaniment, transportation to court, and employer intervention; notifications of court dates and disposition; assistance with compensation and restitution; assistance with victim impact statements; and crisis counseling.

While directing this program, Jayne co-authored Surviving Violent Crime: A Handbook for Victims, Their Families and Others Who Care and Housewise Streetwise, a child abuse/prevention/safety education curriculum for elementary school children. She also produced "Taking the Stand", a videotape for child witnesses.

Jayne founded South Carolina's first Rape Crisis Center and established the Southeast's first volunteer Crisis Response Team. She has served for six years on the board of directors of the National Organization for Victim Assistance and is a member of the South Carolina Governor's Criminal Justice Crime and Delinquency Committee.

Her work in the victim assistance field has led to a number of national and regional awards including: the President's Child Safety Partnership Award in 1987; the Common Cause Public Service Achievement Award in 1984; the National Organization of Victim Assistance's Tadini Bacigalupi Award in 1984; and the South Carolina Victim Assistance Network Distinguished Humanitarian Award, 1988.

Barbara Kendall

Barbara Kendall is a national expert on victim witness assistance who has served as a consultant and trainer for a number of local, regional and national conferences. She directed the model Boulder County District Attorney's Victim/Witness Assistance Unit from 1978 to 1991. Currently, she is Director of Program Development for the DA's office.

Since 1986 the Boulder Victim/Witness Assistance Unit has assigned one staff member to serve victims and witnesses of juvenile crime. The juvenile specialist screens juvenile cases from police referrals to the prosecutor, notifying all victims of charges filed and basic victim rights. Telephone contact is made with all victims of violent or exceptional crimes, all witnesses scheduled to appear in court, and all victims who have not returned their restitution or impact forms within 10 days. Services provided include: crisis counseling and referral; orientation to the court process; assistance with victim impact, restitution and compensation forms; assistance for victims who must testify; notification of court dates and case outcome; and witness coordination and support.

While directing the Boulder Victim/Witness Assistance Unit, Barbara developed a number of new programs -- a community education component in 1978, a volunteer component in 1978, a battered women services component in 1977, a juvenile component in 1986, a county court component in 1986, and a domestic abuse component in 1986. In addition, she was instrumental in the development of the Colorado Victim/Witness Assistance Association in 1977.

Barbara currently serves on the boards of directors of four victim-related organizations -- the National Organization of Victim Assistance, the Colorado Organization for Victim Assistance, the National Association for Crime Victim Compensation Boards, and the Colorado Victims' Compensation and Assistance Coordinating Committee. She previously served on the board of directors of the YWCA (1975-1978) and the Boulder County Safehouse (1979-1980) and chaired the City of Boulder Human Relations Commission (1985-1986). Other organizations on which she has served include the Colorado Task Force on Victim Compensation, the Mile-Hi United Way Criminal Justice Subcommittee, the Colorado State Victim Advisory Committee, and the Colorado Victims' Compensation and Assistance Coordinating Committee.

Her work in the victim assistance field has earned her awards from the National Association of Counties for victim/witness assistance programs in 1985 and for domestic abuse projects in 1988. She also received the Boulder County Recognition Award for Outstanding Work in 1986.

Roberta (Bobbi) Sculley

Bobbi Sculley is a nationally known expert on victim witness assistance in the juvenile system who developed the first victim witness assistance program (to our knowledge) devoted exclusively to victims and witnesses of juveniles. She directed that exemplary program, Lutheran Social Services Victim Witness Services in Milwaukee County, Wisconsin until October, 1991.

Lutheran Social Services established Victim Witness Services in 1980, with support from the local United Way and space and equipment donated by the district attorney's office. The five staff identify clients from the district attorney's records, once charges have been filed. The staff contact most clients by telephone -- within 24 hours of charging in serious cases, and within 14 days in the remainder. For sexual assault cases the counselor usually meets personally with the victim before charging. Staff provide a full panoply of services to victims, including crisis counseling and referral, orientation to the court process, information about the status and outcome of the case, assistance with impact statements, and witness coordination and support.

Bobbi was responsible for developing and refining this program. She developed model procedures to orient victims to the juvenile system and to facilitate their participation in the process. In addition to her work with juveniles, Bobbi has served as a sexual assault counselor for the Waukesha Victim Assistance Program in Waukesha, Wisconsin.

Her work with this program resulted in her receiving the Tadini Bacigalupi Jr. Memorial Award for program excellence from the National Organization of Victim Assistance in 1983. From 1983 to 1986 Bobbi served on the board of directors of the National Organization for Victim Assistance and was chairperson of the Child Victim Committee.

Bobbi is a frequent speaker and trainer at local, regional and national events. She has served on the Advisory Panel for the Victims and Witnesses in the Juvenile Justice System Development Program for the past three years, and has played a significant role in the development of these training materials.

What will the training cover?

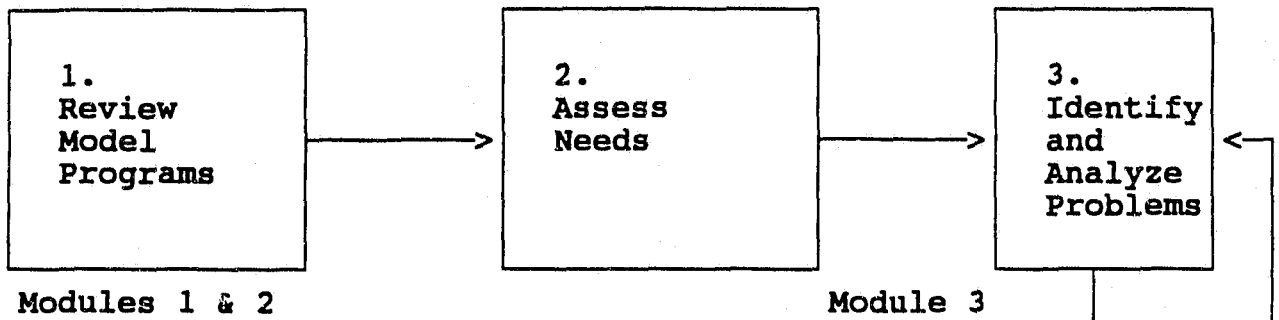
The purpose of the workshop is to help you design workable, effective programs. The workshop takes you step by step through design of a program, using a model of the program development process as an organizing framework. (See Figure 1.)

The material is divided into five modules that correspond to steps in the program development process:

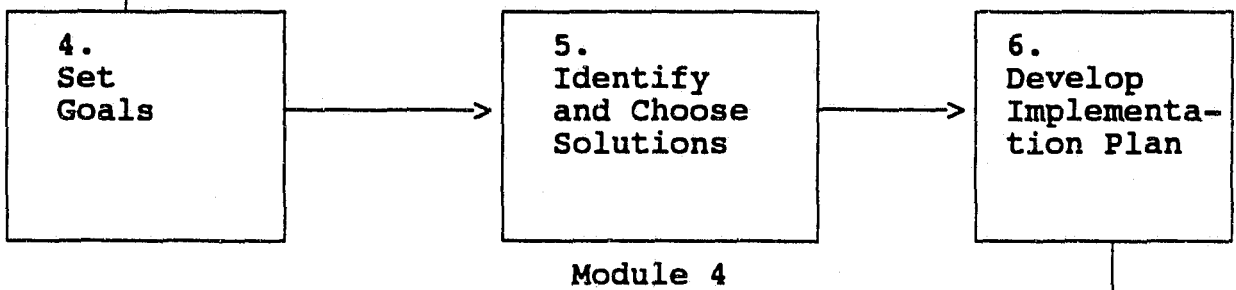
- Modules 1 and 2 review what we know about victim witness assistance in the juvenile justice system
- Module 3 shows how to conduct a needs assessment
- Module 4 explains how to develop a program plan
- Module 5 covers simple techniques for monitoring and evaluating programs.

Program Development Model

(Needs Assessment)



(Developing a Plan)



(Implementing Program)

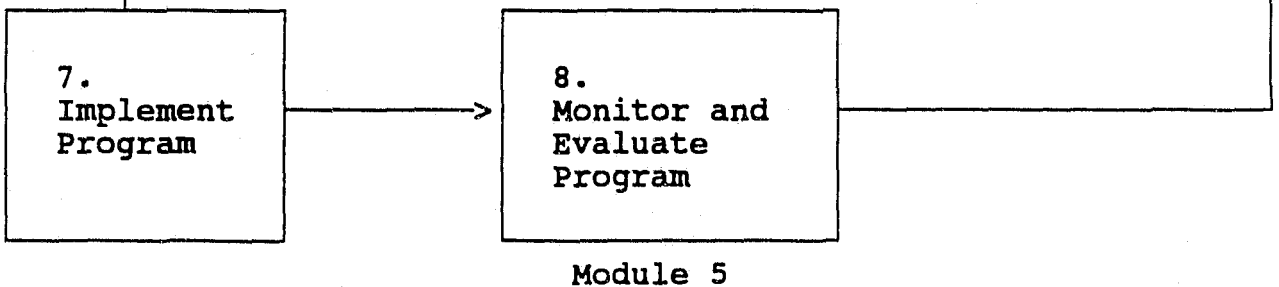


Figure 1

At the conclusion of this workshop, you will have the knowledge and tools to develop or improve a program that serves victims of juvenile crime and will have begun the planning process for their own jurisdictions. Specifically, you will

- be able to articulate a victim witness assistance process that is consistent with the procedures and philosophy of the juvenile justice system
- know what program designs have worked for other jurisdictions
- know how to conduct and use a needs assessment
- know techniques for planning a program
- know simple techniques for collecting and analyzing data and for evaluating the program processes and outcomes
- have analyzed the victim statutes and begun the planning process for your own jurisdiction.
- have forms and materials to assist in developing your program

What is the format of the training?

The training employs a mix of formats -- lectures, guided group participation, desk exercises, and group discussion. It requires a full day, with breaks for coffee and lunch.

This Student Guide contains three items:

- notes for each module outlining the main lecture and discussion points
- handouts (attached to the front cover) for each module

- a handbook developed by the Victims and Witnesses in the Juvenile Justice System Development Program. The handbook describes components of model victim assistance programs operating in the juvenile justice system and includes examples of forms, letters and brochures used by those programs

We will be using the notes and handouts today; we include the Handbook as a resource for you to consult later.

A complete schedule follows.

Workshop Schedule

8:15 - 8:30 am	Registration and coffee
8:30 - 8:45 am	Welcome and Introductions Roberta Cronin, Blair Bourque, Travis Cain
8:45 - 9:30 am	Module 1. Applying Victim Witness Assistance to the Juvenile Justice Environment: An Introduction and Overview Bobbie Sculley
9:30 - 10:15 am	Module 2. Basic Components of Victim Assistance Programs Operating in the Juvenile Justice System Bobbie Sculley
10:15 - 10:30 am	Break
10:30 - 12:00 pm	Module 3. Conducting a Needs Assessment Jayne Crisp
<hr/>	
12:00 - 1:00 pm	Lunch
<hr/>	
1:00 - 2:30 pm	Module 4. Preparing a Program Plan Barbara Kendall
2:30 - 2:45 pm	Break
2:45 - 3:45 pm	Module 5. Monitoring Your Program -- Simple Approaches to Data Collection and Analysis Barbara Kendall
3:45 - 4:00 pm	Workshop Wrap Up and Discussion Roberta Cronin

MODULE 1: Applying Victim Witness Assistance to the Juvenile Justice Environment -- An Introduction and Overview

Objectives

At the conclusion of this segment, you will:

- know the rationale for providing victim witness assistance in the juvenile justice system
- know the special characteristics of the juvenile justice system that may affect programs
- know the basic characteristics of victim witness assistance programs currently operating in the juvenile justice environment

Section 1. Discussion Questions & Lecture Notes

Questions	Notes
<p>A. Overview of Module 1</p> <p>B. Discussion Question: Why do you want to provide services to victims and witnesses of juvenile crime? If you were writing a proposal to a funding agency, how would you describe the problems victims and witnesses face in your juvenile justice system?</p> <ol style="list-style-type: none">1. Statutory mandate2. Seriousness of juvenile crime problem3. Victims of juveniles suffer losses/distress4. Victims more likely to be juveniles5. Juvenile system confusing6. Inadequate information provided to victims7. Lack of services8. Non-participation is a problem	

Questions

Notes

C. What can programs do to address these problems?

For the victim or witness?

For the juvenile justice system?

For the juvenile offender?

Lecture

Notes

D. Discussion Question:
What are some of the differences between the juvenile justice system and the criminal system in your jurisdiction that may affect victim witness assistance programs?

Lecture	Notes
<p>E. Primer on the juvenile justice system (See Handout 1.1. Flow Chart of the Juvenile Justice Process.)</p> <p>1. Primary events in the juvenile process --</p> <ul style="list-style-type: none">• arrest • referral to court intake • arraignment at a detention or preliminary hearing • adjudication or plea • disposition	

Lecture

Notes

2. Opportunities for victim participation
 - a. Participation more frequent at adjudicatory hearing as victims subpoenaed to appear
 - b. Participation infrequent in:
 - intake or filing decisions
 - detention or preliminary hearings
 - in plea bargains
 - c. Participation varies at disposition

Lecture

Notes

F. No reasons not to develop victim assistance programs in the juvenile system

1. Few statutory barriers

2. Programs can usually work around judicial/other opposition

3. Programs can be low cost

Lecture

Notes

G. Characteristics of existing programs in juvenile justice environment based on research conducted by the Victims & Witnesses in the Juvenile Justice System Development Program

1. Majority serve some victims and witnesses of juvenile crime

2. "Juvenile" programs are diverse

a. Sponsorship of programs --

(1) advantages/drawbacks to different sponsors (see **Handout 1.2**)

(2) other criteria in sponsorship decisions

Lecture	Notes
<p>b. Program goals</p> <ul style="list-style-type: none">• universal goals:<ol style="list-style-type: none">(1) help the victim negotiate the juvenile justice process(2) afford victims their legal rights(3) make participation in the system less burdensome • other common goals:<ol style="list-style-type: none">(1) help victims return to pre-crime level of functioning(2) help victims recoup losses(3) increase victim participation in the system(4) coordinate witnesses	

Lecture	Notes
<ul style="list-style-type: none">• offender-related goals are less common:<ol style="list-style-type: none">(1) increase rehabilitation by holding offenders accountable(2) stimulate offender's empathy and understanding of the effects of crime by confrontation with the victim(3) increase appropriateness of dispositionsc. Target population<ul style="list-style-type: none">• usually victims referred to juvenile court intake or the prosecutor	

Lecture	Notes
<ul style="list-style-type: none">• most prioritize types of victims • as programs mature, may expand • most identify clients from cases referred to the prosecutor/intake. Also encourage police or self referrals <p>d. Services provided by adult and juvenile programs similar</p> <ul style="list-style-type: none">• emphasis varies according to sponsoring agency• nine core service components<ol style="list-style-type: none">(1) orientation to the juvenile court and process(2) assistance to victims who must testify	

Lecture	Notes
(3) information about case status and outcome	
(4) facilitating victim participation in the juvenile justice process	
(5) assistance with compensation and restitution	
(6) facilitating property return	
(7) crisis intervention	
(8) information and referral	
(9) education and training	
• heavy use of telephone or mail, face-to-face reserved for priority victims	
e. Usually located in the juvenile court complex	
f. Resources	
• may start with part-time person and expand	
• use whatever space they can arrange	

Lecture	Notes
<p>3. Lessons from existing programs</p> <ul style="list-style-type: none">a. Can adapt to any jurisdiction b. May be affiliated with an adult program or independent c. Many different sponsoring agencies d. Usually start small e. Frequent use of telephone or the mail f. No single correct model for a juvenile program	

MODULE 2: Basic Components of Victim Assistance Programs Operating in the Juvenile Justice System

Objectives

At the conclusion of this segment you will:

- know the essential or "core" components of exemplary victim witness assistance programs
- know where to go for more information

Section 1. Lecture Notes

Lecture	Notes
<p>A. Overview of Module</p> <p>B. Mature program includes nine core service components (See Handout 2.1 and see Handbook for additional information and examples) and case screening mechanism</p> <ol style="list-style-type: none">1. Programs vary in how they deliver components, to whom they provide services and which service they emphasize2. Should strive to incorporate all nine core components3. Case screening mechanism locates eligible clients<ol style="list-style-type: none">a. May screen on basis of one (e.g. all felony) or multiple criteriab. Prosecutor or intake may screen or programs may review files themselvesc. May interview victims during screeningd. May rank victims for services	

Lecture	Notes
<p>C. Thumbnail descriptions of core components</p> <ol style="list-style-type: none">1. Orientation to juvenile court and to the rights of victims.<ol style="list-style-type: none">a. Without information, victims may be discouraged from participating, and not know their rights nor what to expectb. Effective orientation should:<ul style="list-style-type: none">• thank the victim• explain how juvenile court is different• explain what will happen• explain victim's rights• tell how to get more informationc. Options for component<ul style="list-style-type: none">• send victim letter, brochure with orientation information• orient victims by telephone• orient victim in-person, usually for high priority cases	

Lecture	Notes
<p>2. Information about case status and outcome:</p> <p>a. Victims want to know where their case is and what happened</p> <p>b. Programs should notify victims of:</p> <ul style="list-style-type: none">• date of adjudicatory hearing/changes• disposition date• outcome of the case• sentence <p>c. At a minimum all victims should know the filing decision and case outcome, have access to other information if requested</p> <p>d. Notifications usually made by form letter, may be by telephone</p>	

Lecture	Notes
<p>3. Assistance to victims who must testify.</p> <p>a. Testifying may result in victim anxiety, inconvenience and expense</p> <p>b. Program serves as central point for information and assistance related to testifying, e.g.,</p> <ul style="list-style-type: none">• help with logistics (e.g. transportation, fees)• preparing victim for court• victim reception and directions• court accompaniment• intervention when victim intimidated <p>c. Most programs notify victims of the services available by telephone or mail, then meet them at court and escort them to the waiting area. Additional services (court preparation, accompaniment) are available upon request.</p>	

Lecture	Notes
<p>4. Facilitating victim participation in the juvenile justice process.</p> <p>a. Victims want the opportunity for the court to hear their story</p> <p>b. Program's role is to:</p> <ul style="list-style-type: none">• inform victims about opportunities to participate• assist victims in attending court hearings• assist victims in providing an oral or written impact statement <p>c. Most programs send forms to guide the victim in preparing impact statements, some telephone victims prior to detention or preliminary hearings to obtain information</p> <p>d. Options for relaying impact information to court:</p> <ul style="list-style-type: none">• usually a written statement is read by victim or by prosecutor to court• may include copy in presentence report• prosecutor or probation may paraphrase victim impact information	

Lecture	Notes
<p>5. Assistance with compensation and restitution</p> <ul style="list-style-type: none">a. Programs inform victims about restitution, answer questions and provide worksheet to facilitate documentation of lossesb. Distribute compensation information -- eligibility criteria and application procedures<ul style="list-style-type: none">• may act as liaison between victims and state compensation officec. Most programs relay information to victims by letter. May also telephone depending on:<ul style="list-style-type: none">• how aggressively the program will elicit information• at what stage of the process will it be used• who will present the information to the court	

Lecture

Notes

6. Facilitating the return of property.
 - a. Should assist all victims with return problems
 - long delay
 - special needs for property

 - b. Program intervenes where appropriate for system
 - writes release order and walks it through
 - contacts police property room directly

 - c. Program may also develop and implement routine property release procedures

Lecture	Notes
<p>7. Crisis intervention.</p> <p>a. Consists of:</p> <ul style="list-style-type: none">• assessing the emotional state of the victim• providing emotional first aid• referring as needed <p>b. Minimum requirement is to train staff in crisis counseling and establish referral mechanism</p> <p>c. Programs usually incorporate crisis intervention into their routine victim contacts (usually telephone but also face-to-face)</p>	

Lecture	Notes
<p>8. Information and referral.</p> <p>a. Develop networks of community referral agencies and refer victims who need:</p> <ul style="list-style-type: none">• long-term psychological treatment • legal information and services • emergency assistance • support from other victims (e.g. MADD, Parents of Murdered Children, and Women Against Rape)	

Lecture	Notes
<p>9. Education and training.</p> <p>a. Educate the public, juvenile justice personnel, and other local service providers through:</p> <ul style="list-style-type: none">• speaking engagements• information campaigns• routine contacts with agencies• participation on task forces <p>b. Content of education -- victim problems, needs and rights; the juvenile justice process; and when to refer victims to program</p>	

Lecture	Notes
<p>D. In addition to core components, some programs offer two types of additional services</p> <ol style="list-style-type: none">1. Providing witness coordination and support -- provide to witnesses the same services as are provided to victims who must testify 2. Providing post-disposition services<ol style="list-style-type: none">a. Notification of parole and probation release decisions b. Education as to purpose and process of the correctional system c. Monitoring offender compliance with restitution orders d. Holding victim/offender "mediations"	

Lecture	Notes
<p>E. Providing nine core components does not necessarily require large-scale program</p> <p>1. Many components can be provided during one contact</p> <p>2. Some of the services may be relevant only for a very small proportion of the victim population</p>	

MODULE 3: Conducting a Needs Assessment

Objectives

At the conclusion of this segment, you will:

- know what needs assessment is and why it is important
- know what information to collect in assessing needs and the most efficient ways to collect it
- know some approaches that are appropriate for a needs assessment in the juvenile justice environment
- have had an opportunity to discuss the juvenile code and victim rights statutes in your state
- have a set of needs assessment tools (e.g., forms, interview guides) to use as models
- have practiced identifying problems from assessment data

Section 1. Lecture Notes

Lecture	Notes
<p>A. Overview of module</p> <p>B. What is needs assessment?</p> <p>1. Collecting information to identify and resolve victim or witness problems. Should determine:</p> <ul style="list-style-type: none">a. How the juvenile justice process worksb. Current service levelsc. Service gapsd. Needs of victims and witnesses in juvenile casese. Needs of system agencies relative to victims and witnesses	

Lecture	Notes
<ul style="list-style-type: none">2. Need not be elaborate, high cost 3. An ongoing process <p>C. Why do needs assessment?</p> <ul style="list-style-type: none">1. To understand the parameters set by the juvenile system 2. To gain credibility with officials 3. To develop a rationale for funding support 4. To estimate caseload size and staffing needs 5. To inform other aspects of program design	

Lecture	Notes
<p>D. How do you conduct a needs assessment?</p> <ol style="list-style-type: none">1. Review statutes and rules2. Review written records3. Interview juvenile justice officials and service providers4. Talk to victims and witnesses5. Talk to staff of elected officials	

Lecture	Notes
E. Walkthrough of needs assessment tasks	
1. Review statutes to determine what is permissible	

Section 2. Group Discussion

Notes

1. Needs Assessment Step 1: Reviewing statutes. **(Refer to homework assignment.)**
 - Victim bill of rights -- coverage of juvenile cases?

 - Practices required by statute

 - Practices permitted by statute

 - Confidentiality protections

 - Ambiguities

 - Using the information

Section 3. Lecture Notes

Lecture	Notes
<p>2. Needs Assessment Step 2: review records to determine caseload levels</p> <p>a. Notes on Handout 3.1. Crime and Juvenile Court Statistics Worksheet</p> <ul style="list-style-type: none">• make sure juvenile court data include only delinquency• find out how "case" or "petition" is defined -- includes more than one event/offense? <p>b. Desirable data points for estimating caseload size:</p> <ul style="list-style-type: none">• number of felony cases referred to court intake• number of felony petitions filed• number of cases resolved by plea/trial• number of subpoenas issued	

Lecture	Notes
<p>c. What if the worksheet information is not available?</p> <ul style="list-style-type: none">• check other sources -- annual reports, proposals, etc.• extrapolate from what you know• look at a sample of case files <p>3. Needs Assessment Step 3: Meet with juvenile justice officials and victim witness assistance providers</p> <p>a. Develop list of topics or questions (see Handout 3.2. Sample Interview Guide for Judges)</p> <p>b. Interviewing tips</p> <ul style="list-style-type: none">• Limit interview• Prepare before interview	

Lecture	Notes
<p>4. Needs Assessment Step 4: Survey victims and witnesses -- by mail, telephone or in person.</p> <p>a. Three approaches</p> <ul style="list-style-type: none">• sample from cases that are closed -- most common approach • talk with victims or witnesses before or after court proceedings <p>b. Special considerations for surveys in juvenile system</p> <ul style="list-style-type: none">• get permission to access files from prosecutor or court • arrange for officials to corroborate that the interview is legitimate	

*Module 3: Student Guide
Conducting a Needs Assessment*

Lecture	Notes
<ul style="list-style-type: none">• expect many juvenile victims with different comprehension levels • be prepared to respond to crisis needs of victims • take care in drawing conclusions based on a small sample of interviews • inform victims how you are using results	

Lecture	Notes
<p>c. Tips for design of questionnaire (see Handout 3.3. Sample Topics for Victim Interviews)</p> <ul style="list-style-type: none">• keep questions simple • explain your purpose • do not ask for information that you can get from case records • ask the most personal questions at the end	

Lecture

Notes

F. Data analysis: consolidate and organize information, then look for patterns

- use charts to organize -- e.g.,
 - (1) **Worksheet, Checklist for Identifying Types of Victim Participation Permitted** (used in the homework assignment)

 - (2) **Handout 3.4. Summary of Interview Results**

- review information by topic, as illustrated with **Handout 3.5, Example from Hypothetical Jurisdiction of Interview Results**

Section 4. Group Discussion

Notes

Using needs assessment findings (see **Handout 3.6. Exercise in Using Needs Assessment Data**)

- Primary problems that **can** be ameliorated by victim witness services
- Problems that **should** be addressed by **initial** program
- Potential supporters or opponents
- Adequacy of needs assessment information
- Similarities to own jurisdiction

Group Discussion Questions

What are the primary problems in this jurisdiction? Which ones might be improved by a victim (and/or witness) assistance program?

Which of these problems would you propose to tackle with your initial program and how? Why did you choose these problems?

Who do you think will support or oppose your approach? Is your proposal politically feasible?

Was the information provided sufficient to support your decisions? If not, how could you improve on this needs assessment?

Do you see any similarity to the situation in your own jurisdiction?

MODULE 4: Preparing a Program Plan

Objectives

At the conclusion of this segment you will:

- be familiar with the essential components of a program plan
- know how to use the results of a needs assessment in program planning
- have begun to set priorities and think systematically about alternative ways of serving different segments of the target population
- be able to identify key individuals or agencies to participate in program planning.

Section 1. Lecture Notes

Lecture	Notes
A. Overview of the module	
B. Coming up with a plan	
1. An iterative process	
2. Start with what you know	

Lecture

Notes

C. Lessons learned from past efforts

1. Start small
2. Use mail or telephone
3. Some services are needed only by a few
4. Do the job well

D. Elements of a program plan

1. Try out question and answer format
2. Walkthrough of Handout
4.1. Guidelines for a Program Plan

Lecture

Notes

- 3. Walkthrough of Handout
4.2. Service
Planning Guide

Section 2. Desk Exercise in Program Planning

Instructions for the exercise

This exercise is designed to give you the opportunity to practice program planning for your own jurisdiction. The exercise requires you to use three planning worksheets.

NOTE: You will have approximately 30 minutes to spend on this exercise.

1. Develop a partial program plan by filling out Worksheet #1. You need not write out lengthy answers to the questions. Spend about 15 minutes on this step.
2. Then choose two of the specific services show on Worksheet #2 that you think your program will provide. Fill out the worksheet for those two services, after looking at the examples on the first page. The first column of Worksheet #2 lets you summarize where you are now in your thinking or in your actual implementation. Column 2 lets you summarize where you are headed. The other columns let you make notes about what you need to do next and when.

Spend about 5 minutes on this portion of the exercise.

3. In the last 10 minutes, complete Worksheet #3. This worksheet is designed to help summarize some of your thinking and prepare you for the discussion when the large group reconvenes.

NOTE: Don't worry if you are unable to answer some questions (or just have to guess), especially if your agency is just beginning to think about victims of juvenile crime. Whatever your stage of planning, however, this exercise will help you identify the next steps you need to take.

If you have questions about the exercise, now or as you are working on it, ask a facilitator for help.

Section 3. Debriefing

1. Where programs are headed (discussion of Worksheet #1)

2. Notes on the use of Planning Worksheet #2

Section 4. Group Discussion

1. Who should be involved in developing a program plan?
2. What obstacles are likely to be a particular problem?
3. What are my first priorities?

MODULE 5: Monitoring Your Program -- Simple Approaches to Data Collection and Analysis

Objectives

At the end of this segment, you will

- understand the importance of monitoring their program activities
- know what types of data other programs find useful
- be familiar with sample recordkeeping and reporting formats
- know a few simple techniques for assessing a program's effectiveness.

Section 1. Lecture Notes

Lecture	Notes
<p>A. Overview of the module</p> <p>B. Introduction: Definitions</p> <ol style="list-style-type: none"><li data-bbox="272 793 673 868">1. Monitoring -- describing and counting<li data-bbox="272 1095 695 1129">2. Other kinds of evaluation<li data-bbox="272 1364 841 1474">3. Walkthrough of Handout 5.1: Distinctions Between Monitoring and Other Kinds of Evaluation	

Lecture

Notes

C. Why monitor your program?

1. Required by funding agency

2. Increase program effectiveness

3. Prove program worth

4. Help build consensus about victim witness issues

Lecture

Notes

D. Forms include daily recording forms and summary forms

1. Case-specific forms

a. Describe clients and services received

b. Issue: who gets a form?

Lecture	Notes
E. Walkthrough of case-specific forms	
• walkthrough of Handout 5.2: Client Intake Form	
• walkthrough of Handout 5.3: Client Service Record	
• walkthrough of Handout 5.4: Case Closure Record	

Lecture	Notes
F. Summary reporting formats	
1. Walkthrough of Handout 5.5: Staff Activity Log (Supplement) and Services	

Lecture	Notes
<p>G. Summary reporting formats</p> <ol style="list-style-type: none"><li data-bbox="257 476 744 584">1. Walkthrough of Handout 5.6: Tally of Program Activities and Services<li data-bbox="257 892 645 965">2. Illustration of Handout 5.7: Tally Worksheet<li data-bbox="257 1194 744 1267">3. Walkthrough of Handout 5.8: Sample Charts and Graphs	

Lecture	Notes
<p>H. General advice about forms</p> <ol style="list-style-type: none"><li data-bbox="270 590 745 631">1. Check funding requirements<li data-bbox="270 855 635 929">2. Do a trial run, revise, and revise again<li data-bbox="270 1231 561 1272">3. Get a computer	

Lecture	Notes
<p>I. Other simple ideas for assessing services</p> <ul style="list-style-type: none">• follow-up with clients -- Handout 5.9: Client Evaluation of Juvenile Victim/Witness Program • follow-up with referral network -- Handout 5.10: Agency Evaluation of Juvenile Victim/Witness Program • meet with key officials • look at problem cases -- Handout 5.11: Guide to Troubleshooting • look at "success stories"	

Lecture	Notes
<p>J. Interpreting and monitoring data</p> <ol style="list-style-type: none">1. Differences between expectations and reality<ol style="list-style-type: none">a. Meeting timetablesb. Quantity of servicesc. Quality of servicesd. Client satisfactione. Agency satisfaction2. Do the data indicate that we need to:<ol style="list-style-type: none">a. Change objectives/priorities?b. Add/revise activities?c. Change staff allocations?d. Locate more money?	

Module 1

Handouts

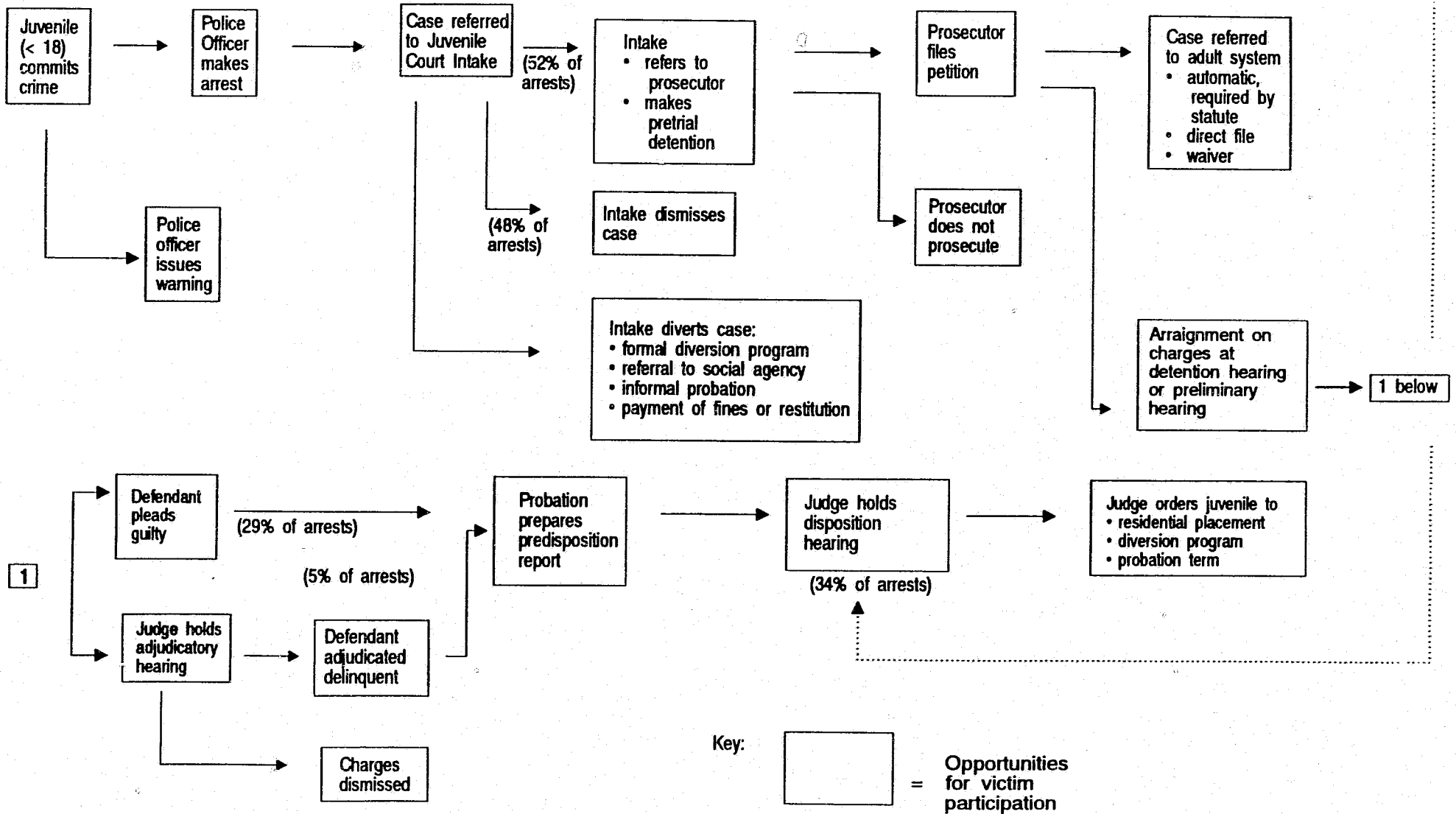
Handout 1.1: Flow Chart of the Juvenile Justice Process

Handout 1.2: Advantages and Drawbacks to Program Sponsors

Overhead 1.6 - Handout 1.1

Flow Chart of the Juvenile Justice Process

Time from Arrest to Disposition
 = 2-6 months if detained (2% of cases)
 = 4-9 months if released



Handout 1.2

Advantages and Drawbacks to Program Sponsors*

Prosecutor-Sponsored Programs	
Potential Advantages	Potential Drawbacks
Provides ready access to case files	Focuses on victims in terms of potential as witnesses
Provides opportunities for staff training in juvenile justice system operations	Restricts services to victims whose cases are filed
Provides program with authority and credibility	Limits early contact with victims
Provides area-wide jurisdiction	Restricts staff role as victim advocate
Provides opportunity to improve prosecutors' handling of victims of juveniles	Reduces acceptance by community-based organizations
Facilitates access to juvenile judges	Can create conflicts over confidentiality and disclosure
Facilitates inclusion of victims' concerns with sentencing recommendation	Can create conflict between prosecution needs and victims' needs
Provides opportunity for office space at court	
Provides stable constituency for future funding	
Provides opportunity to obtain prompt official action on intimidation	

- * The handout appears in Helping Victims and Witnesses in the Juvenile Justice System: A Program Handbook. It is adapted from Peter Finn and Beverly N. W. Lee, Serving Crime Victims and Witnesses. Washington, DC: U.S. Department of Justice, (1987), p. 27.

Handout 1.2
Advantages & Drawbacks to Program Sponsors

Probation-Sponsored Programs	
Potential Advantages	Potential Drawbacks
Provides ready access to case information	Misses victims if no referral has been made
Provides access to victims before prosecutor screening	Creates potential conflict between offender orientation and concern for victims
Provides access to victims in diverted cases	Creates tendency to focus on restitution exclusively
Provides opportunity for staff training in operation of the juvenile justice system	
Provides program with authority and credibility	
Provides area-wide jurisdiction	
Facilitates access to judges and court hearings	
Provides opportunity for court escort and witness reception center	
Facilitates inclusion of victims' concerns in sentencing recommendations	
Facilitates access to post-sentencing information (restitution performance, parole hearings, release from secure placements)	

Programs Sponsored by Community-Based Organizations	
Potential Advantages	Potential Drawbacks
Facilitates staff advocacy for victims vis-a-vis juvenile justice system	Hampers access to cases from criminal justice system
Relaxes victims distrustful of or intimidated by the system	Limits potential for improving justice system's handling of victims
Provides access to victims of unreported offenses and few disincentives to helping them	Reduces justice system's interest in funding program
Enhances access to referral resources	Inhibits credibility with police and prosecutors
Easily taps local support services, churches, senior centers, etc.	Can restrict court accompaniment
Can establish own objectives and priorities, independent of "system" needs	Can limit the location of reception facilities

Law Enforcement-Sponsored Programs	
Potential Advantages	Potential Drawbacks
Provides swift access to clients through arrest reports or calls to appear on the scene	Discourages service delivery after investigation and referral to juvenile court
Facilitates 24-hour services because agency operates around the clock	May arouse distrust among officers who fear interference with practices
Provides opportunity to improve police handling of victims	Association with law enforcement alienates some victims
Provides opportunity to assist in interrogation of children, rape victims, etc.	Invites excessive referrals of non-crime cases
Reduces distinctions between victims of juvenile crime and victims of adult crime	May create conflicts with service organizations that distrust police

Module 2

Handouts

Handout 2.1: Core Service Components

Handout 2.2: Example of Effective Orientation Brochure

Handout 2.1

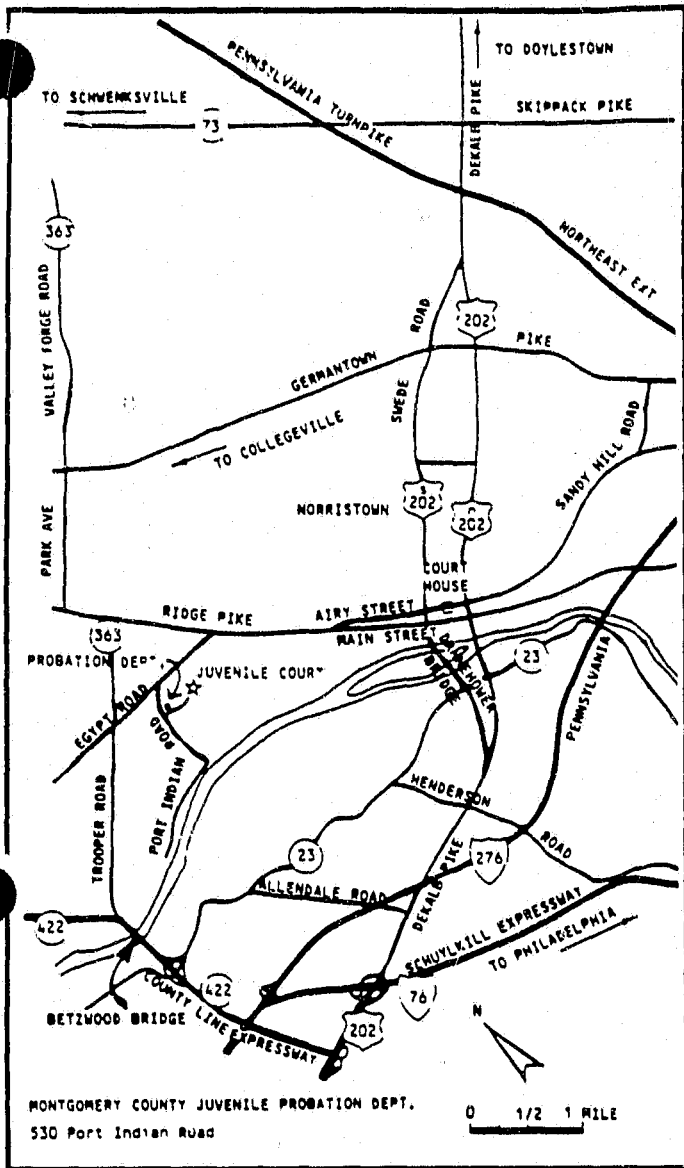
Core Service Components

Core Service Components	Primary Component Function
1. Orientation to the juvenile court and process	Improved Interaction Between Victim & System
2. Assistance to victims who must testify	
3. Information about case status/ outcomes	
4. Facilitating victim participation	
5. Assistance with compensation & restitution	Serves Victims' Needs
6. Facilitating property return	
7. Crisis intervention	
8. Information & referral	Educates Public/System Personnel
9. Education & training	

Handout 2.2

Example of Effective Orientation Brochure

Handbook For Victims



COUNTY OF MONTGOMERY

COMMISSIONERS
PAUL BAKER BARTLE, CHAIRMAN
FLORIANA M. BLOSS
RITA C. BANNING

HONORABLE WILLIAM W. VOGEL
PRESIDENT JUDGE

HONORABLE PAUL W. TRESSLER
ADMINISTRATIVE JUVENILE JUDGE

ANTHONY A. GUARNA
CHIEF JUVENILE PROBATION OFFICER



**Victim/Witness Assistance Program
Montgomery County Juvenile Court**

YOU HAVE BEEN THE VICTIM OF JUVENILE CRIME

The Juvenile Probation Department's Victim, Witness Assistance Program was designed to help YOU, the victim.

You may not be familiar with how the juvenile justice system functions and what rights you have.

You want to know if you will be reimbursed for damages or loss of property or medical bills.

This brochure will answer many of your questions. Please read it carefully and call our victim assistance coordinator (630-0110) if we can help you in any way.

With your cooperation, we will do our best to see that justice is done on your behalf.

Anthony A. Guarna
Chief Juvenile Probation Officer

WE CAN HELP YOU, YOU CAN HELP, TOO

As a citizen and as a victim or witness of a crime, you have an important role in the administration of justice. The Juvenile Justice System depends on people like you. You can protect your rights and those of your fellow citizens. The way in which you communicate your knowledge of a crime will be crucial to the outcome of your case.

The System **WILL WORK** if you:

- Cooperate with the police in the investigation of the crime and with the assistant district attorney in preparing the case for Juvenile Court.
- Testify in court if you receive a subpoena.
- Supply documentation of loss and/or medical expenses and complete the Probation Department victim claim form and victim impact statement.
- Try to be patient. Intake and court cases are scheduled as quickly as possible. For juveniles who are detained, cases are heard within a few weeks. Nonetheless, it may seem like a long time between when the crime occurred and the final disposition of the case. It may take a year before the total restitution payment is made.

VICTIMS HAVE RIGHTS

In Pennsylvania, victims have specific rights defined by law (Act 96 of 1984). The Basic Bill of Rights for Victims of Crime provides that YOU have:

The **RIGHT** to tell the judge how you feel and to have included in any disposition report information concerning the effect that the crime committed by the juvenile has had upon you. This includes physical or psychological harm or financial loss suffered by you.

The **RIGHT** to have restitution ordered whenever feasible. Most juveniles who have committed crimes do not have high paying jobs or substantial savings. Restitution ordered may be less than the full amount of your losses and may be paid back over a long period of time. While the court cannot guarantee payment of restitution, every effort will be made to collect it.

The **RIGHT** to be notified if you were the victim of a feloniously assaultive crime when the defendant is released from a physically secure institution. If you wish to be notified, you must send a request in writing to the victim assistance coordinator. Be sure to include your current address and a phone number where you can be reached during the day.

The law also provides for the establishment of **BASIC SERVICES** for victims of crime. These include:

Notification Services

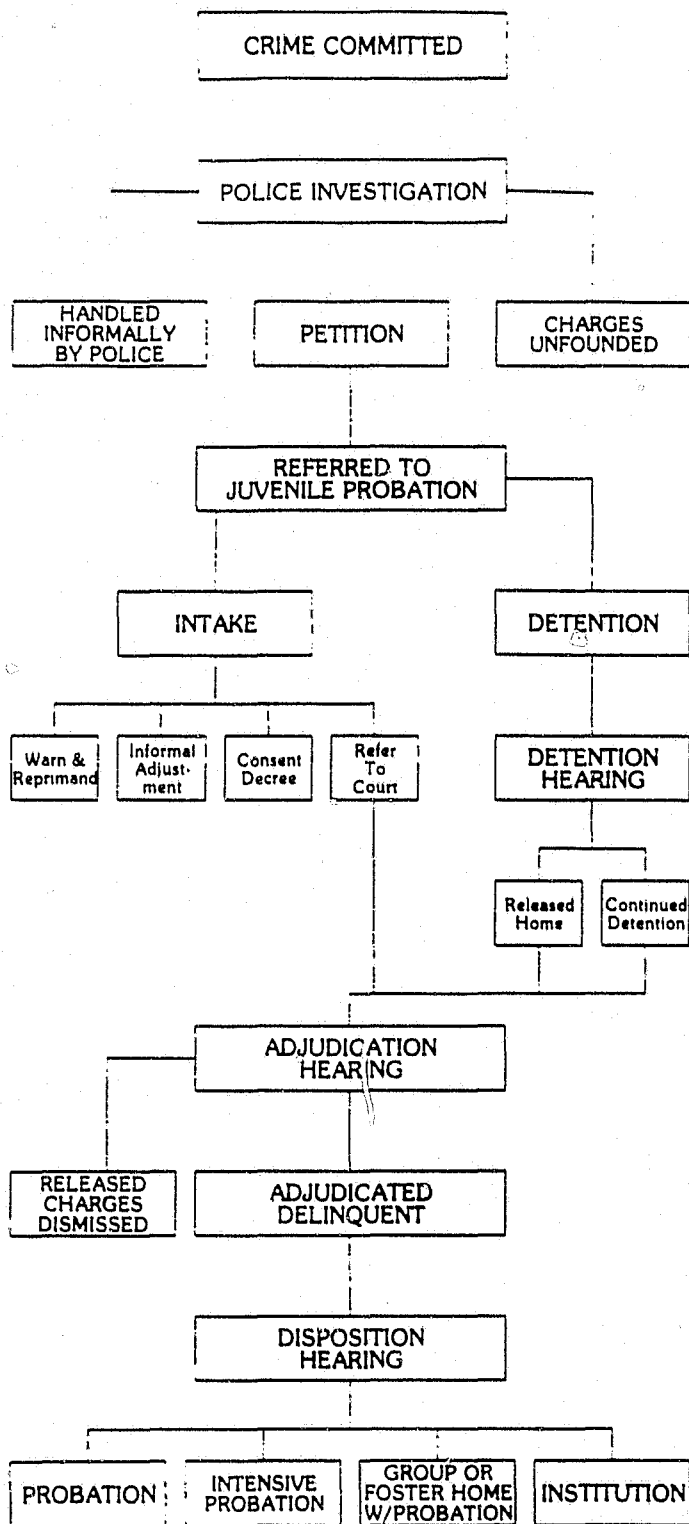
1. Notification of the final disposition of the case.
2. Information concerning services available as a result of being a crime victim.

Protection Services

1. Protection from intimidation and harm. If you are threatened or harassed by the defendant, you should notify your local police and the District Attorney's office (Juvenile Division) right away. Intimidation of or retaliation against witnesses is a crime in Pennsylvania.
2. Procedures for the expedited return of property held by law enforcement officials.

In all cases, the victim has the **RIGHT** to be treated with dignity and compassion during the course of criminal proceedings.

THE JUVENILE JUSTICE SYSTEM



When a juvenile commits a crime, the police conduct an investigation to determine if there is enough evidence to file a petition alleging acts of delinquency. If there is enough evidence, the petition is referred to the Juvenile Probation Department. The department then has two options in handling the case: refer the case to the Intake Department or detain the juvenile at Montgomery County Youth Center.

THE INTAKE PROCESS

The juvenile remains at home under the supervision of a parent or guardian until his/her appearance before an intake officer at the Juvenile Probation Department. At the Intake Conference, the parents and juvenile are required to appear for an informal interview. Victims do not attend Intake Conferences, but may talk with the intake officer or victim assistance coordinator prior to the hearing.

Depending on the seriousness of the charge(s) and the juvenile's adjustment at home, at school and in the community, the intake officer will determine whether the juvenile should be referred to court or handled informally at the Intake level. If court referral is made, an Adjudication Hearing is scheduled before the Juvenile Court Judge.

In cases which are not referred to court, the intake officer has three options. In any of these options, the juvenile may be ordered to pay restitution, attend school regularly, do community service work, attend counseling, avoid contact with the victim, etc.

1. Warn and reprimand the juvenile. No further action taken.
2. Hold the case open pending the successful adjustment of the juvenile for 3-6 months. This is called an Informal Adjustment.
3. Recommend to the judge that the juvenile be placed on a Consent Decree. The charges are held open for 6-12 months pending the successful adjustment of the juvenile. A probation officer supervises the juvenile during this period.

Juveniles who do not comply with the terms and conditions of the Informal Adjustment or Consent Decree may still be referred to court on the original charges.

If juveniles successfully meet the conditions of the Informal Adjustment or Consent Decree, they are released from the jurisdiction of the Court and do not have a juvenile record.

THE JUVENILE JUSTICE SYSTEM (continued)

IF YOU ARE CALLED TO TESTIFY

THE COURT PROCESS

Detention Hearing

In a small percentage of cases, immediately following the commission of a crime, the juvenile is detained at the Montgomery County Youth Center pending a Detention Hearing before the Juvenile Court Judge. At a Detention Hearing, the judge will decide whether the juvenile should remain in detention or be released to his parents on in-house detention, supervised in-house detention or electronic surveillance/in-house detention until the next appearance in court. The judge will consider the seriousness of the offense as well as the supervisory capacities of the parents and the protection of the community in making the decision.

Adjudication Hearing

An Adjudication Hearing (a hearing to determine guilt or innocence) is scheduled for those juveniles who are detained, released on in-house detention or referred to court by the intake officer.

The juvenile may or may not admit to the charges. If he/she does not admit, the District Attorney may subpoena witnesses to appear at the hearing. If the juvenile admits to the charges, it is not necessary for witnesses to appear, but they may do so if they wish. Juveniles who are not adjudicated delinquent are released from the jurisdiction of the Court. Juveniles who are adjudicated delinquent (found guilty) are scheduled for a Disposition Hearing at a later date.

Disposition Hearing

Before the Disposition Hearing, a thorough background investigation, called a court summary, is conducted by the Probation Department. Victims will be contacted by a probation officer to verify any losses and to discuss their feelings and opinions about the case. The probation officer will also contact schools, police, community agencies, etc. This report will be presented to the judge, the assistant district attorney and the juvenile's attorney before disposition.

The judge may place the juvenile on probation, intensive probation or drug and alcohol intensive probation. The juvenile will be under the close supervision of a probation officer who will enforce the rules and conditions set down by the judge. The conditions may include curfew stipulations, random urinalysis, counseling, day treatment school, etc. The judge may also commit the juvenile to an institution, group home or foster home. In any of these cases, the juvenile may be ordered to pay restitution. Victims will be notified of the disposition whether or not they choose to appear in court.

Hearings for juveniles are held in Juvenile Court. They are not open to the public. The only persons in the court room will be those with an interest in the case being heard. In the court room will be the judge, the court clerk, the court crier, the assistant district attorney, the defense attorney (usually a public defender), the court stenographer, the juvenile(s), parents or guardians of the juvenile(s), sheriff's deputy, police, victims and any witnesses of the crime.

You will be asked by the assistant district attorney to relate the facts you know about a crime. This is called direct examination. Then the juvenile's attorney will ask you questions. This is called cross examination.

The following suggestions may help you when you are called to testify:

1. Review the facts of the case in your own mind before you are called to testify. Always tell the truth. Don't be afraid to say you are unable to remember something.
2. Conduct yourself in a courteous and respectful manner during direct and cross examination. Dress neatly and appropriately. Be yourself.
3. Listen carefully and answer only the question being asked. If you do not understand a question, ask for clarification. An attorney may object to a question. Wait until the judge rules on the objection before you answer.
4. Do not volunteer information.
5. Do not give your opinions unless you are asked.
6. Do not guess. Never make up an answer if you are not sure. It is better to say "I don't know," or "I don't remember."
7. Don't talk to other victims or witnesses about your testimony. In some cases, the judge will order that the victims and witnesses be sequestered. This means that they will not be allowed in the court room to hear the testimony of other victims and witnesses.

HERE ARE THE WAYS TO RECOVER YOUR LOSSES

RESTITUTION

A claim for restitution can be submitted to the Juvenile Probation Department. Please complete a VICTIM CLAIM FORM and return it to our office as soon as possible. You should include documentation of your losses and/or medical expenses. Restitution can be ordered by the judge or the intake officer. In lieu of financial restitution, you may prefer to have the juvenile perform volunteer community service.

INSURANCE

A claim can be filed with your insurance company. The judge may order the juvenile to reimburse you for the amount of the deductible or for losses not covered by insurance.

SMALL CLAIMS COURT

You have the option of suing the juvenile and his parents in Small Claims Court. In doing so, you are proceeding in a civil court rather than criminal court. If you wish to sue in Small Claims Court, please contact the district justice in your area. Under the Juvenile Act, parents are responsible for \$300.00 per incident.

CRIME VICTIMS' COMPENSATION BOARD

This program covers any unreimbursed medical expenses, loss of wages or support, or loss of the ability to earn wages as a result of bodily injury from a crime. Pain and suffering and property losses are not covered. This act requires that the crime be reported to police within 72 hours after the crime occurred and that the victim and his/her family remain cooperative with the police. Applications can be obtained from our office or by writing to:

Crime Victims' Compensation Board
333 Market Street
Harrisburg, PA 17101
Phone = (717) 783-5153 or (800) 233-2339

We can assist you in filing your claim.

DO YOU NEED SOMEONE TO TALK TO?

We realize that being a victim of crime can be a traumatic experience. If you or your family need assistance to resolve some of the problems resulting from the crime or if you have any questions about the progress of your case or have any thoughts or information that you did not include in your victim claim form or victim impact statement, we encourage you to call our office to discuss your concerns with the victim assistance coordinator.

The coordinator can refer you to an appropriate counseling agency, or you may call one of the agencies listed below for services and/or referrals.

- Victim Services Center (provides assistance to victims of crime) ASSIST-1
- 24 hour rape hotline 277-5200
- Abington Memorial Hospital
Mental Health Outpatient Department
of Psychiatry 576-2525
M-F 9-5
- Mental Health
Crisis Line 1-800-237-4447
- Family Services 272-1520
- Elder Help 657-3344
- Senior Victim
Assistance Program 277-3715

VICTIM / OFFENDER MEDIATION

Even after the disposition of a case, some victims still have unanswered questions. They may want to know what happened to a particular item that was not recovered, how juveniles entered the home, why a particular victim was singled out. These are questions that only the juvenile offender can answer.

Victims can participate in a meeting with the offender supervised by the victim assistance coordinator. In this meeting, victims can ask questions, express feelings, determine restitution and work out a payment schedule. The meeting process helps to put closure on a case and reduces some of the anxiety victims may have about the offender.

If you are interested in participating in such a meeting, the process can be explained to you in more detail.

FOR YOUR INFORMATION

NOTES

Montgomery County Juvenile Court is located at 530 Port Indian Rd. in Jeffersonville, about 3 miles west of Norristown. Public transportation is available within one quarter mile. Free parking is provided.

Please give your name and or subpoena to the clerk at the desk when you walk in.

A private waiting room is provided for victims and witnesses.

Business hours for the County of Montgomery are from 8:30 A.M. to 4:15 P.M.

Montgomery County Juvenile Probation
530 Port Indian Road
Norristown, PA 19403

IMPORTANT PHONE NUMBERS

DISTRICT ATTORNEY'S OFFICE
JUVENILE DIVISION 278-3121
JUVENILE COURT WAITING ROOM 631-1893
EXT. 221
JUVENILE PROBATION DEPARTMENT . . 630-0110
OFFICE OF CHILDREN AND YOUTH 278-5800
PENNSYLVANIA CRIME VICTIMS'
COMPENSATION (717) 783-5153
TOLL FREE (800) 233-2339
SEPTA 574-7800

Module 3

Handouts

Handout 3.1: Crime and Juvenile Court Statistics Worksheet

Handout 3.2: Sample Topic Outline for Interviewing Judges

Handout 3.3: Sample Topics for Victim Interviews

Handout 3.4: Summary of Interview Results

Handout 3.5: Example of Interview Results from Hypothetical Jurisdiction

Handout 3.6: Exercise in Using Needs Assessment Data

Handout 3.1

Crime and Juvenile Court Statistics Worksheet

Potential Sources of Local Data:

Annual Report of the Juvenile Court

Juvenile Court

Juvenile Court Intake

Prosecutor's Office or Juvenile Division of Prosecutor's Office

Research Department of Law Enforcement Agency (Check each law enforcement agency in your jurisdiction.)

State Criminal/Juvenile Justice Planning Agency

Published Data on Crime and Arrests:

Crime in the United States. U.S. Department of Justice, Federal Bureau of Investigation (Washington, D.C.:USGPO) 1989. (Check for most recent edition.)

Data for cities over 100,000 population are also in the Sourcebook of Criminal Justice Statistics-1989. U.S. Department of Justice, Office of Justice Programs. (Washington, D.C.: USGPO) 1990. (Check for most recent edition.)

Arrests: 19_

	<u>Juvenile</u>	<u>Adult</u>	<u>Total</u>
Murder and non-negligent manslaughter			
Forcible rape			
Robbery			
Aggravated assault			
Burglary			
Household larceny			
Motor vehicle theft			
Arson			
Violent crime index			
Property crime index			

Delinquency referrals to juvenile court intake: 19__

*Felony offenses	_____
Misdemeanor offenses	_____
Total delinquency offenses	_____

Disposition of cases referred to intake

Dismissed by intake, no action taken	_____
Informal handling, counseled and released	_____
Diverted (no restitution) by intake	_____
Diverted (restitution) by intake	_____
Filed, juvenile court or referred to prosecutor for filing	_____

Delinquency Cases filed in juvenile court: 19__

*Felony petitions	_____
Misdemeanor petitions	_____
Total delinquency petitions	_____

Disposition of cases filed in juvenile court

Not prosecuted/dropped	_____
Transferred to adult system	_____
*Resolved by plea	_____
*Tried	_____
Charges not sustained (not guilty)	_____
Charges sustained (guilty)	_____
*Number of subpoenas issued to:	
Police	_____
Civilians	_____
Experts	_____

Disposition of delinquency petitions

Offender placed in residential facilities	_____
Offender placed on probation	_____
Offender released without probation	_____
Other (_____)	_____
Other (_____)	_____
Total number of offenders ordered to pay restitution	_____

* Especially useful statistics

Handout 3.2

Sample Topic Outline for Interviewing Judges

1. **Explain Purpose of Interview**
 - considering developing a program to better serve victims and witnesses of juvenile crime
 - would like to understand the juvenile justice process relative to victims and witnesses

2. **How Does the Judge See the Role of Victims in the Juvenile Justice Process?**
 - any conflict between needs of victim and court's other goals (for offenders, for efficiency of operation, etc.)

3. **What Services Does the Judge Believe Are Needed by Victims and Witnesses in Juvenile Cases? How Well Does He Feel These Needs Are Being Met and By Whom?**
 - victim needs
 - current level of services
 - gaps or problem areas
 - priorities

4. **What Are the Priority Needs of the Juvenile Court Relative to Victims and Witnesses**
 - any functions that could be performed by a Victim Assistance Program?

5. **What Are the Ground Rules Concerning Victim Participation in the Court Process? What Are the Current Practices?**
 - confidentiality of juvenile information
 - notification of court hearings (detention, preliminary, trial, disposition)
 - attendance at hearings (detention, preliminary, trial, disposition)
 - accompaniment to hearings
 - impact statements (by whom, what information)

6. **Background Information about the Juvenile Court**
 - court jurisdiction over what types of cases?
 - judges (number handling delinquency cases full-time, part-time)
 - courtrooms (number, locations, schedules)
 - what information is maintained about victims and witnesses (location, access)
 - sentencing (primary considerations, role and frequency of restitution)

Handout 3.3

Sample Topics for Victim Interviews

1. **What was the Crime?** (usually available in case records)
 - Type of crime
 - Where occurred
 - Involving offender(s) known to the victim?

2. **What were the Victim's Experiences with the Juvenile Justice System?**
 - Type and frequency of victim contacts with police and juvenile justice personnel
 - Understanding of purpose of juvenile court and the process
 - Level and type of participation in the court process (attendance, testimony, impact statement, etc.)
 - Informed or consulted about
 - case schedule?
 - case outcome?
 - Any restitution requested, order, or received?

3. **Who Helped the Victim?**
 - Type and source of assistance (formal or informal)
 - Needs that could not be met

4. **How Does the Victim Feel About His/Her Experiences with the Juvenile Justice Process?**
 - Level of satisfaction with victim/witness services (if any)
 - Level of satisfaction with police and various juvenile justice personnel (judge, prosecutor, etc.)
 - Reasons for satisfaction or dissatisfaction
 - Suggestions for improving the system or victim/witness assistance

5. **How was the Victim Affected?**
 - Immediate emotional reaction to the crime
 - Level of physical injury and/or financial loss
 - Longer-term consequences (including changes in lifestyle)

6. **Who is the Victim?** (often in case records)
 - Sex
 - Age
 - Ethnicity
 - Employment status
 - Socioeconomic status
 - Prior history of victimization

Handout 3.4

SUMMARY OF INTERVIEW RESULTS Services Checklist for Victims & Witnesses in Juvenile Cases

What services are provided?	Is the service provided routinely? For what cases?	Who provides the service?	When do they provide the service? (At the crime scene? After the subpoena?)	Do you have any additional comments about this service?
<p>1. Orientation to Juvenile Court & victim rights</p> <ul style="list-style-type: none"> • explains how juvenile court is different • explains what will happen in court • explains victim's role & responsibilities • explains victim's rights • explains how to get more information 				
<p>2. Assistance for victims who must testify</p> <ul style="list-style-type: none"> • provides directions • provides transportation • provides reception at court • provides babysitting • intervenes with schools or employers • helps with witness fees • provides separate waiting areas • accompanies witnesses to court 				

What services are provided?	Is the service provided routinely? For what cases?	Who provides the service?	When do they provide the service? (At the crime scene? After the subpoena?)	Do you have any additional comments about this service?
<ul style="list-style-type: none"> • prepares witnesses for court • protects witnesses from intimidation • protective practices in sensitive cases (e.g. videotaped dispositions) • restricts the release of victims' names • provides legal referrals along with prosecutors 				
<p>3. Crisis intervention & referral</p> <ul style="list-style-type: none"> • provides on-the-scene assistance • staffs a 24-hour hotline • provides crisis counseling during routine victim contacts • coordinates victim triage & referral • provides direct emergency services 				

What services are provided?	Is the service provided routinely? For what cases?	Who provides the service?	When do they provide the service? (At the crime scene? After the subpoena?)	Do you have any additional comments about this service?
<p>4. Provides information about case status & outcome</p> <ul style="list-style-type: none"> • regular updates on investigation status • date of detention or preliminary hearing • advance notification of subpoena • date of adjudication • on-call system (victims only) • disposition date • case outcome • diversion decisions • sentence information 				
<p>5. Assistance obtaining compensation & restitution</p> <ul style="list-style-type: none"> • explains application rules & procedures • assists witnesses in documenting losses • monitors claims • tracks restitution payments • assists with insurance claims 				

What services are provided?	Is the service provided routinely? For what cases?	Who provides the service?	When do they provide the service? (At the crime scene? After the subpoena?)	Do you have any additional comments about this service?
<p>6. Facilitates victim participation in the juvenile justice process</p> <ul style="list-style-type: none"> • provides information about opportunities for participation • helps write impact statements • assists in preparing oral statements • paraphrases victims' statements at disposition • consults on case filing • consults on charges • consults on diversions • consults on pleas • consults on information adjustments 				
<p>7. Facilitating the return of property</p> <ul style="list-style-type: none"> • write property release orders • provides liaison with the police for release 				

What services are provided?	Is the service provided routinely? For what cases?	Who provides the service?	When do they provide the service? (At the crime scene? After the subpoena?)	Do you have any additional comments about this service?
<p>8. Information & referral</p> <ul style="list-style-type: none"> • refers victims for psychological treatment • refers victims for legal information • refers victims for emergency assistance • refers victims to support groups 				
<p>9. Education & training</p> <ul style="list-style-type: none"> • train police about victims' needs • train other juvenile justice officials • educates the community education 				

What services are provided?	Is the service provided routinely? For what cases?	Who provides the service?	When do they provide the service? (At the crime scene? After the subpoena?)	Do you have any additional comments about this service?
<p>10. Witness coordination & support</p> <ul style="list-style-type: none"> • provides directions • provides transportation • provides reception at court • provides babysitting • intervenes with employers or school • helps with witness fees • provides separate waiting areas • accompanies witnesses to court • prepares witnesses for court • protects witnesses from intimidation 				

What services are provided?	Is the service provided routinely? For what cases?	Who provides the service?	When do they provide the service? (At the crime scene? After the subpoena?)	Do you have any additional comments about this service?
<p>(Witness coordination)</p> <ul style="list-style-type: none"> • prepares subpoenas • subpoena follow-up • advance notification of subpoenas • appearance reminders • operates on-call system • notifies witnesses of changes in schedules • notifies witnesses about case outcomes 				
<p>11. Post-adjudication services</p> <ul style="list-style-type: none"> • notifies witnesses about probation release hearings • notifies witnesses about parole hearings • relays restitution payment status to court • provides mediation services 				

**Example of Interview Results from
Hypothetical Jurisdiction**

What services are provided	Is the service provided routinely? For what cases?	Who provides the service?	When do they provide the service? (At the crime scene? After the subpoena?)	Do you have any additional comments about this service?
<p>1. Orientation to Juvenile Court and victims rights</p> <ul style="list-style-type: none"> • explains how juvenile court is different • explains what will happen in court • explains victim's role & responsibilities • explains victim's rights • explains how to get more information 	<p>No</p> <p>Only to victims/witnesses who telephone prosecutor after receiving subpoena</p> <p>No</p> <p>To victims in cases with a conviction</p> <p>To all sexual assault victims</p> <p>All victims & witnesses subpoenaed</p>	<p>-----</p> <p>Prosecutor</p> <p>-----</p> <p>Prosecutor</p> <p>Rape crisis program</p> <p>Prosecutor</p>	<p>-----</p> <p>After subpoena</p> <p>-----</p> <p>Upon conviction only</p> <p>At crime scene or when reported</p> <p>In letter with subpoena</p>	<p>Judge considers it a priority need</p> <p>Prosecutor sees need to explain to all victims/witnesses subpoenaed</p> <p>Victims express need for this information</p> <p>Ambiguity in statutes; information must be cleared by judge</p> <p>Need to highlight information number</p>
<p>2. Assistance for victims who must testify</p> <ul style="list-style-type: none"> • provides directions • provides transportation • provides reception at court • provides babysitting • intervenes with schools or employers 	<p>No</p> <p>No</p> <p>Court receptionist checks victim's name; provides no other information</p> <p>No</p> <p>No</p>	<p>-----</p> <p>-----</p> <p>Court</p> <p>-----</p> <p>-----</p>	<p>-----</p> <p>-----</p> <p>Upon victim's arrival at court</p> <p>-----</p> <p>-----</p>	<p>No official reaction to whether needed</p> <p>No victims mentioned the need</p> <p>Need for more information, more courteous reception</p> <p>Security problem since no separate victim waiting area</p> <p>Prosecutor sees this as victim's responsibility</p>

Handout 3.6

Exercise in Using Needs Assessment Data Characteristics of Jurisdiction

Background. Lake County, Mississippi (pop. 800,000) consists of a central city and its surrounding suburbs. For years, the county prosecutor's victim witness unit has provided victim witness services in criminal cases. Because the budget is tight and juvenile cases are prosecuted five miles away from the main office at the juvenile court complex, the unit has never worked on juvenile cases.

Caseloads. Last year, police arrested 4250 juveniles for delinquent offenses and referred them to the intake center at the juvenile court. About 50% of these cases were later formally petitioned by the prosecutor's office. (The other cases were handled informally or refused by the prosecutor.)

Of the offenses that were officially filed, about 1800 involved the type of offenses that usually have a victim. The breakdown of these cases is as follows:

<u>Felonies against persons</u>	
Homicide, manslaughter	4
Forcible rape	8
Robbery	75
Aggravated assault	80
Other sex offenses	<u>35</u>
	202
 <u>Felonies against property</u>	
Burglary	450
Motor vehicle theft, grand larceny	280
Arson	<u>8</u>
	738
 <u>Misdemeanors against persons</u>	
Simple assault	195
Sex offenses	<u>15</u>
	210
 <u>Misdemeanors against property</u>	
Vandalism and trespassing	200
Petit larceny and other stolen property offenses	<u>450</u>
	650
 All Offenses (With Victims)	 1800

Handout 3.6
Exercise in Using Needs Assessment Data
Characteristics of Jurisdiction

Subpoenas and trials. Approximately 3000 subpoenas were issued to civilian victims and witnesses last year. Often, these victims and witnesses never actually testified, because the defendant decided to plead guilty before the trial or any preliminary hearings.

About 150 cases went to trial, with trials lasting from less than a day to almost two weeks. The average was about 1 1/2 days. Because of growing backlogs, the average case took 5 1/2 months to resolve (compared with 3 1/2 months the previous year). The range was from 4 days to 11 months.

Problems Identified by Juvenile Justice Officials. [From interviews with: both juvenile court judges, chief of juvenile probation, director of rape crisis program, chief juvenile prosecutor.

General system problems

- Big increase in court backlog, system is very overburdened now, but budget has not increased.
- Much public concern about the overuse of plea bargaining.
- Limited or unsatisfactory sentencing alternatives:
 - Diversion program is under fire for taking some assaults and sex offenses.
 - Probation is overwhelmed.
 - Few placements available for serious offenders.
 - Crowded residential facilities.
 - No formal restitution program. Many youth don't complete restitution requirements.

Problems related to witness access and needs

- Many witnesses fail to appear. Subpoenas go out too late, especially in cases where the juvenile is detained and gets an early trial date.
- Victims are not informed of disposition dates or other hearings unless subpoenaed.
- There is no private waiting area for victims at the courtroom.

Handout 3.6
Exercise in Using Needs Assessment Data
Characteristics of Jurisdiction

- Victim impact information is rarely included in probation reports. Probation sends victims a form requesting restitution information, but most people never send it back or send it after the case is already over.
- By law, the prosecutor's office is supposed to notify victims of case outcome, but individual prosecutors are overburdened and frequently don't get around to it.

Specific attitudes and preferences concerning victim assistance

Judge 1: I'm afraid that victim participation will slow the backlogged court down even further. Also concerned that victim involvement may conflict with the court's rehabilitative mission. Not opposed to making victim appearances at court more comfortable or educating victims about the process.

Judge 2: We should make victim participation as easy as possible and avoid re-victimization by the system. The problem is we lack resources for things like a private waiting area. Not opposed to impact statements and other forms of participation as long as the confidentiality of juveniles is protected.

Probation Chief: Victims should be informed of disposition dates and encouraged to participate. Victims need a chance to tell their story. For offenders, hearing the victim's statement is the first step in accountability. However, it should not be up to probation to encourage impact statements, because that would conflict with probation's primary mission.

Rape Crisis Director: Have had only two cases in juvenile court, but the victims felt they were on trial and disliked waiting near the defendants and their friends. We handled the cases just like criminal cases, accompanying the victims to court and submitting written impact statements. (The judges and prosecutors knew us from criminal court.)

Juvenile Prosecution Chief: We need to get subpoenas out faster and develop a better system for managing information about case status and witnesses. Also, I assume that the victim rights described in our Victim Bill of Rights apply to juveniles even if the statute doesn't say so.

Problems Identified by Victims. [From telephone interviews with 28 felony victims whose cases were disposed of within the last six months. (70% of the original sample of 40 agreed to participate.)]

Handout 3.6
Exercise in Using Needs Assessment Data
Characteristics of Jurisdiction

Effects of victimization

- 50% reported no lasting effects
- 50% said they did not need any help immediately after the crime
- 33% did not recoup their financial losses through insurance or restitution. (Most of these victims were angry, because no restitution was ordered or it was ordered but not paid.)
- 20% suffered debilitating fear after the crime
- 14% dramatically changed their daily habits as a result

Experiences with the juvenile justice system

- 67% did not understand what was expected of them when they got their subpoena
- 25% had tried to call the prosecutor and didn't reach him or her
- 70% did not understand the differences between the juvenile and adult systems
- other problems:
 - no explanation of why charges were dropped
 - didn't get a telephone number to call for information
 - letter from the prosecutor was intimidating
 - no information about case outcome
 - didn't understand the letter about case outcome or wanted more information

Experiences with court appearances

- 50% of victims went to court on at least one occasion

Handout 3.6
Exercise in Using Needs Assessment Data
Characteristics of Jurisdiction

- problems mentioned:
 - had to wait near defendant
 - long waiting time
 - too many appearances were required
 - lack of attention to case/prosecutor didn't seem very prepared
 - court seemed disorganized/no-one knew where I should wait
 - showed up unnecessarily -- wasn't told that the defenanant pled guilty and the trial was called off

Other

- A few victims wondered whether the sentence meted out would do the offender any good.
- Two victims were extremely angry about what they saw as lenient sentencing.

Worksheet for the Exercise on Using Needs Assessment Data

1. What are the primary problems in this jurisdiction? Which ones might be improved by a victim (and/or witness) assistance program?
2. Which of these problems would you propose to tackle with your initial program and how? Why did you choose these problems?
3. Who do you think will support or oppose your approach? Is your proposal politically feasible?
4. Was the information provided sufficient to support your decisions? If not, how could you improve on this needs assessment?
5. Do you see any similarity to the situation in your own jurisdiction?

Module 4

Handouts

Handout 4.1: Guidelines for a Plan for Victim (Witness) Assistance in the Juvenile Justice System

Handout 4.2: Service Planning Guide

Handout 4.3: Program Planning Exercise

Handout 4.1:

Guidelines for a Plan for Victim (Witness) Assistance in the Juvenile Justice System

1. What is the structure of the program?

- a. What organization will sponsor the program?
- b. Where will the program be located?
 - With other victim witness services?
 - Near the juvenile court or other juvenile justice agencies?

2. What are the program's goals and objectives?

- a. What are the goals? What are the program's broad purposes?

For example, is the program trying to:

- Reduce the trauma and loss associated with victimization?
- Improve the way victims and witnesses are treated by the juvenile justice system?
- Implement a particular statute or policy?
- Make the juvenile justice system or some part of it function more efficiently?
- Improve public attitudes toward the juvenile justice system?
- Affect juvenile offenders in some way?

- b. What are the objectives? What specific accomplishments is the program after?

For example, will the program:

- Notify all victims of violent crime that they have a right to attend and speak at case disposition?
- Notify all victims that a case has been filed within one 1 week of filing?
- Provide a private waiting area for all victims of violent crime?
- Reduce prosecutor time spent in preparing witnesses to testify?
- Increase the number of victims of juvenile crime who receive restitution?

3. What is the target population?

a. Whom will the program serve?

Will it serve:

- Victims? If so, will it serve --
 - Victims of all types of offenses?
 - Victims in cases where no charges have been filed yet?
 - Victims in cases that the prosecutor has decided not to prosecute?
 - Victims who are never summoned as witnesses?
 - Police officers who have been victimized in the line of duty?

- Witnesses? If so, will it include --
 - Witnesses in all types of cases?
 - Police officers and expert witnesses called to testify?

b. Will the program assign priorities to different categories of victims and witnesses?

Will all the victims or witnesses that the program serves

- Be contacted within the same time frames?
- Be contacted initially in the same way?
- Be offered the same types of services?

If caseloads exceed program capacity, are there some categories of "must-serve" victims or witnesses? Others that will receive service only if time permits?

c. What geographical or political jurisdiction will the program serve?

4. How will the program identify its target population?

a. To identify clients, will the program

- Review court or probation files?
- Review prosecutor files?
- Review police files?
- Ask prosecutors to send their witness lists?
- Ask police, prosecutors, or other juvenile justice personnel to refer cases?
- Ask health and social service agencies in the community to refer cases?
- Advertise its services to the general public and solicit self-referrals?

b. If the program plans to solicit referrals from juvenile justice personnel or other agencies in the community, how will they learn about the program?

c. How will the program screen cases?

- Will the program assign cases to different levels of priority, depending on their characteristics?
- Will the program need to screen out cases that do not fit its criteria?
- Who will do the screening -- the program staff or others?

5. What services will the program offer?

a. Will the program services include

- Core service components

- Orientation to the juvenile court and to the rights of victims?
- Assistance to victims who must testify?
- Information about case status and outcome?
- Facilitating victim participation in the juvenile justice process?
- Assistance in obtaining compensation and restitution?
- Facilitating the return of property?
- Crisis intervention and referral?
- Information and referral?
- Education and training to the general public, juvenile justice personnel, and/or other local service providers?

- Optional service components

- Witness coordination and support?
- Post-adjudication services?

b. For each of these services, will the service be provided by mail, by telephone, or in person?

To which types of victims or witnesses?

6. What resources will be needed to support the program?

a. Who will deliver the services?

- How many staff will be involved and what will be their responsibilities?
- Will the program involve volunteers? If so, how will volunteers be recruited and supervised?
- To whom will the staff report?
- Will staff or volunteers receive any training?

b. What will it cost to operate the program?

- Personnel
- Fringe benefits
- Emergency funds (if desired to meet special victim needs not covered by other sources)
- Other expenses, such as
 - Office space
 - Waiting room space
 - Furniture
 - Equipment (e.g., typewriter, word processor)
 - Telephone
 - Postage
 - Office supplies
 - Printing (for brochures, record-keeping forms)
 - Conference/training expenses
 - Travel
- Overhead and administrative expenses (if not included above)

c. Which of these expenses will be met through "in-kind" support -- through donations from the host agency or other agencies?

d. Who will provide the monetary support that is needed?

7. How will the program be monitored or evaluated?

a. What kinds of records will the program keep?

b. Will the program follow up with clients, referral agencies, or key officials in the juvenile justice system?

c. What kinds of reports will the program generate, for whom, and how often?

d. Will researchers from outside the program be involved in assessing how the program is working?

Handout 4.2:

Service Planning Guide

Example:

Type of Service	Provided to/by means of:		
Core service components	Mail	Telephone	Face-to-face contact
<p><u>Examples:</u></p> <p>Orientation to juvenile court/victim's rights</p>	<p><u>All victims:</u></p> <p>Send letter & brochure when case is filed</p>	<p><u>Victims of felonies:</u></p> <p>Call when subpoena is mailed</p>	<p><u>Child victims, others who have special needs:</u></p> <p>Courtroom tour.</p> <p><u>All victims who appear:</u></p> <p>Brief orientation on trial date.</p>
<p>Assistance to victims who must testify</p>	<p><u>All victims who are subpoenaed:</u></p> <p>Cover letter asks victims who need help to call</p>	<p><u>All victims of felonies:</u></p> <p>Transportation, other needs identified during above phone call.</p> <p>Call those who do not acknowledge subpoena.</p>	<p><u>All victims who appear:</u></p> <p>Escort/accompaniment to court.</p> <p>Private waiting area in victim/witness office.</p>

Type of Service	Provided to/by means of:		
Core service components	Mail	Telephone	Face-to-face contact
Orientation to juvenile court/victim's rights			
Assistance to victims who must testify			
Case status/outcome information			
Facilitating victim participation			
Compensation/restitution assistance			

Type of Service	Provided to/by means of:		
Core service components	Mail	Telephone	Face-to-face contact
Helping with property return			
Crisis intervention and referral			
Information and referral			
Education and training for public or professionals			
Witness coordination/support			

Type of Service	Provided to/by means of:		
Core service components	Mail	Telephone	Face-to-face contact
Post-adjudication services			
Other			

Handout 4.3.

Program Planning Exercise Program Planning Worksheet #1: General Overview

1. What is the structure of the program?

What organization will operate it?

Where will the program be located?

2. What are your primary goals? Rate these goals according to their priority at this time: H=High, M=Moderate, L=Low

- Reduce the trauma and loss associated with victimization?
- Improve the way victims and witnesses are treated by the juvenile justice system?
- Implement a particular statute or policy?
- Make the juvenile justice system or some part of it function more efficiently?
- Improve public attitudes toward the juvenile justice system?
- Affect juvenile offenders in some way?
- Other?

3. What is your target population?

Will you serve:

- Victims? If so, will you serve --
 - Victims of all types of offenses?
 - Victims in cases where no charges have been filed yet?
 - Victims in cases that the prosecutor has decided not to prosecute?
 - Victims who are never summoned as witnesses?
 - Police officers who have been victimized in the line of duty?

- Witnesses? If so, will you include --
 - Witnesses in all types of cases?
 - Police officers and experts called to testify?

Will you assign priorities to different categories of victims and witnesses? How might services differ for the different priority groups?

4. How will you identify your target population? Indicate what emphasis you will place on each method: H=High, M=Moderate, L=Low.

- Reviewing court or probation files
- Reviewing prosecutor files
- Reviewing police files
- Asking prosecutors to send their witness lists
- Asking police, prosecutors, or other juvenile justice personnel to refer cases
- Asking health and social service agencies in the community to refer cases
- Advertising services to the public so that clients will refer themselves

5. What services will the program offer? Indicate your priorities: H=High, M=Moderate, L=Low.

Core service components

- Orientation to the juvenile court and to the rights of victims?
- Assistance to victims who must testify?
- Information about case status and outcome?
- Facilitating victim participation in the juvenile justice process?
- Assistance in obtaining compensation and restitution?
- Facilitating the return of property?
- Crisis intervention and referral?
- Information and referral?
- Education and training to the public, juvenile justice personnel, or other local service providers?

Optional service components

- Witness coordination and support?
- Post-adjudication services?

Other services (explain)

6. What resources will be needed for this program?
How many staff, with what responsibilities?

Will you involve volunteers? How will they be recruited and supervised?

Besides the basics, like desks and telephones, will you have special needs for space, equipment, printing, or other items?

Who can provide "in-kind" support?

Who can provide monetary support?

Program Planning Worksheet #2: Detailed Service Planning

Examples:

Type of Service	Current Status	Planned Services Provided to/by means of:			Next Steps	When
		Mail	Telephone	Face-to-face		
Examples: Orientation to juvenile court/victim's rights	D.A. sends brief letter with subpoena -- talks briefly to victim on court date (in routine cases). Adult V/W staff help on request (big cases only)	All victims: send letter & brochure when case is filed.	Victims of felonies: call when subpoena is mailed.	Child victims, others who have special needs: courtroom tour.	1. Revise letter & adult victim/witness brochure.	6/91
				All victims who appear: brief orientation on trial date.	2. Meet with judge re: courtroom tours & orientation content.	6/91
					3. Outline orientation for phone & in-person work.	6/91
					4. Judge & D.A. review materials.	7/91
					5. Print brochure.	7/91
Help with property return	Police handle it.	All victims: dispo letter explains whom to contact	"Hardship cases": intervene with D.A. for early release.	1. Verify procedures with D.A. & police.	6/91	
				2. Include in dispo letter.	6/91	

**Program Planning Worksheet #2:
Detailed Service Planning**

Type of Service	Current Status	Planned Services Provided to/by means of			Next Steps	When?
		Mail	Telephone	Face-to-face		
Orientation to juvenile court/victim's rights						
Assistance to victims who must testify						
Case status/outcome information						
Facilitating victim participation						
Compensation/restitution assistance						

**Program Planning Worksheet #2:
Detailed Service Planning**

Type of Service	Current Status	Planned Services Provided to/by means of			Next Steps	When?
		Mail	Telephone	Face-to-face		
Helping with property return						
Crisis intervention & referral						
Information & referral						
Education & training for public or professionals						

*Program Planning Worksheet #2:
Detailed Service Planning*

Type of Service	Current Status	Planned Services Provided to/by means of			Next Steps	When?
		Mail	Telephone	Face-to-face		
Witness coordination/ support						
Post-adjudication services						
Other						

Program Planning Worksheet #3:

Summary/Preparation for Group Discussion

1. What steps do you need to take when you return home? List your 5 highest priorities for action.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
2. Whom will you involve in further discussion or planning of services for victims or witnesses of juvenile crime?
3. What obstacles or problems are you most concerned about?

Module 5

Handouts

Handout 5.1: Distinctions Between Monitoring and Other Forms of Evaluation

Handout 5.2: Client Intake Form

Handout 5.3: Client Service Record

Handout 5.4: Case Closure Record

Handout 5.5: Staff Activity Log (Supplement)

Handout 5.6: Summary Report of Program Activities and Services

Handout 5.7: Worksheet for Program Activities and Services

Handout 5.8: Samples of Charts and Graphs for Presentation of Findings

Handout 5.9: Client Evaluation of Juvenile Victim/Witness Program

Handout 5.10: Agency Evaluation of Juvenile Victim/Witness Program

Handout 5.11: Guide to Troubleshooting

Handout 5.1.

Distinctions Between Monitoring and Other Forms of Evaluation

	Monitoring	Other Forms of Evaluation
<u>Focus</u>	<u>Short-term objectives</u>	<u>Long-term goals</u>
Key questions	Who is doing what, when, where, how often, and with what resources? effectiveness?	Does the program work? Is it efficient and effective? How do various activities contribute to program
Examples of typical monitoring concerns	<ul style="list-style-type: none"> • How many victims are we reaching each month? • How many (what proportion of) our clients are being notified that they are entitled to attend the disposition (sentencing) hearing? • How many hours of staff time are spent on victim witness services each month? • Is the size of our caseload changing over time? Is the type of victims we serve changing? 	<ul style="list-style-type: none"> • Are victims less traumatized as a result of our help? • Do cases get handled more expeditiously? • Are victims who make an impact statements more satisfied with their juvenile justice experience? • Do significantly more witnesses come to court if we routinely offer child care?
Required skills:	Careful and systematic record-keeping, simple arithmetic	Training in research design and statistical methods

Handout 5.2

Client Intake Form

Client ID # _____

Referred on: _____
(Mo/Day/Year)

Client

Name _____
(Last) (First) (Initial) (Suffix)

Address _____
(Street) (Apt. #)

_____ (City) (State) (Zip)

Home Phone _____ (Area Code) (Number) Work Phone _____ (Area Code) (Number)

Client Representative (if client is a minor)

Name _____ (Last) (First) (Initial) (Suffix)

Address _____ (Street) (Apt. #)

_____ (City) (State) (Zip)

Relationship to Client _____

Home Phone _____ (Area Code) (Number) Work Phone _____ (Area Code) (Number)

Client Profile

- Victim or Survivor
- Significant Other
- Witness

- Male
- Female

Age _____
(years)

- 0-12 years
- 13-17
- 18-29
- 30-44
- 45-64
- 65 and over
- Unknown

- White (non-Hispanic)
- Black (non-Hispanic)
- Hispanic
- Asian/Pacific Islander
- Native American
- Other _____

Disabled/Handicapped
 Yes _____
 No

Language Barrier
 Yes _____
(Language)
 No

Injured in Crime
 Yes _____
 No

Property Lost or Damaged
 Yes
 No

Case Profile

Defendant(s) _____

Case ID # _____ Prosecutor _____

Most Serious Charge: Incident Date / /
(Mo/Day/Year)

- Charges
- Homicide
 - DUI/DWI
 - Sexual assault
 - Other assault
 - Robbery
 - Other crime against person
 - Burglary
 - Vehicle theft
 - Other property crime
 - Other
- _____
- _____
- _____
- _____

Initial Contact Information

Referred by: _____
(Agency, self, etc.)

Offense status at referral (check one):

- not reported
- reported, not charged
- being prosecuted
- disposed of

Notes:

Closed on: / /
(Mo/Day/Year)

Handout 5.3

Client Service Record

Service Date	Service Provided	Contact Type			Service and Contact Notes
		Mail	Phone	In-person	

Handout 5.4

Case Closure Record

Client ID # _____ Referred on: _____
(Mo/Day/Year)

Client

Name _____
(Suffix) (Last) (First) (Initial)

Case Information

Case disposed on: _____
(Mo/Day/Year)

Disposition: _____

Restitution:

- Not requested
 - Requested, refused
 - Awarded (partial or full)
 - Decision deferred until _____
- Amount awarded \$ _____

Notification of Disposition

- Completed on: _____
(Mo/Day/Year)
 - By mail
 - By telephone
 - In person/victim in court
- Not completed
 - Not interested
 - Unable to locate
 - Other (explain) _____
- Case closed without court disposition (explain) _____

Follow-up Needed

- Notification of probation or parole hearing
- Notification of release
- Other (explain) _____

Handout 5.5

Name of Staff Member: _____

Time period: From ____/____/____ To: ____/____/____
(Mo/Day/Year) (Mo/Day/Year)

Number of hours worked during the time period: _____

Staff Activity Log (Supplement)

Record activities and services that do not appear in individual client records, such as information and referral for nonclients, education and training received or given, coalition or networking activities, and development of materials (brochures).

Date	Activity	Notes Note the number of hours of education and training given or received. For education and training <u>given</u> , note the type and size of audience.

Reporting Period: / / To: / /
 (Mo/Day/Year) (Mo/Day/Year)

Handout 5.6 Summary Report of Program Activities and Services

Category	This Reporting Period	Year to Date	*Last Year
*1. Client Volume			
Clients carried over			
New clients			
Client files closed			

2. Profile of New Clients
 (Indicate the total number of new clients falling into each category.)

Client type			
Victim or survivor			
Significant other			
Witness			
Sex			
Male			
Female			
Race or national origin			
White (non-Hispanic)			
Black (non-Hispanic)			
Hispanic			
Asian/Pacific Islander			
Native American			

* - Optional section

*Handout 5.6
Tally of Program
Activities and Services*

Category	This Reporting Period	Year to Date	*Last Year
Age group			
0-12 years			
13-17			
18-29			
30-44			
45-64			
65+			
Disabled/handicapped			
Language barrier			
Client injured in crime			
Client had property loss or damage			
Referral source			
Case screening			
Police			
Prosecutor			
Juvenile court			
Probation department			
Social services			
Mental health			
Hospital or other medical			
Self			
Other (_____)			
Other (_____)			

*Handout 5.6
Tally of Program
Activities and Services*

Category	This Reporting Period	Year to Date	*Last Year
Initial contact made			
By mail			
By telephone			
In person			
Offense status at referral			
not reported			
reported			
being prosecuted			
disposed of			
Crime type			
Homicide			
DUI/DWI			
Sexual assault			
Robbery			
Assault			
Other crimes against persons			
Burglary			
Vehicle theft			
Other crimes against property			
Other			

*Handout 5.6
Tally of Program
Activities and Services*

3. Client Services Rendered

(Indicate the number of units of each type of service provided during the month. Include services to old and new clients.)

Category	This Reporting Period	Year to Date	*Last Year
Total Contacts			
Mail			
Telephone			
In Person			
<u>Specific Services:</u>			
Orientation to court procedures and victim rights			
Brochure/letter			
Oral			
Appearance support			
Transportation			
Child care			
Employer or school intervention			
Assistance with witness fees			
Reception			
Accompaniment to court			
Intimidation support			
Crisis intervention			
On-scene or hospital			
Initial/short-term counseling			
Long-term counseling			

*Handout 5.6
Tally of Program
Activities and Services*

Category	This Reporting Period	Year to Date	*Last Year
Direct emergency aid			
Financial			
Security repair			
Shelter			
Case status information			
General status update			
Notice of arrest			
Notice of detention			
Notice of release from detention			
Notice of charge filing			
Notice of adjudicatory hearing			
Notice of disposition hearing			
Notice of disposition (including restitution)			
Consultation on pleas			
Assistance with compensation			
Assistance with restitution			
Victim impact statements			
Assistance with statement			
Representation at disposition			
Assistance with property return			

*Handout 5.6
Tally of Program
Activities and Services*

Category	This Reporting Period	Year to Date	*Last Year
Information and referral to:			
Social services			
Mental health services			
Other health services			
Legal services			
Crime prevention services			
Support groups			
Other (_____)			
Witness support			
Subpoena preparation			
Appearance reminder			
Witness location			
On-call			
Notification of schedule change			
Post-adjudication services			
Notification of probation hearing			
Notification of parole hearing			
Accompaniment to hearing			
Notification of release			
Mediation			
Restitution follow-up			
Other (_____)			
Other (_____)			
All Other			

***4. Profile of Closed Cases**

(Indicate the total number of closed cases falling into each category.)

Category	This Reporting Period	Year to Date	*Last Year
Case outcome			
Delinquent (guilty)			
Diverted/given informal disposition			
Not delinquent (not guilty)			
Dismissed			
Other			
Restitution			
Not requested			
Requested, not awarded			
Awarded (partial or full)			
Total restitution awarded (\$)			
Type of disposition notification			
By mail			
By telephone			
In person/victim at court			
None, victim not interested			
None, unable to locate victim			
None, other reason			

*** - Optional section**

5. Education and Training Delivered by Program
(Include training delivered by program personnel to program staff or volunteers.)

<u>Total Hours</u>	<u>No. Attending</u>	<u>Audience Type</u>

6. Staffing

	#	Total hours worked
Paid staff		
Volunteers		

7. Other Activities

a. New services, capabilities, or procedures. (Briefly list any added since last reporting period -- such as new or improved waiting room, new brochure, etc.)

b. Other significant activities. (Include activities not covered elsewhere -- such as participation in coalitions or committees, attendance at conferences, key meetings, etc.)

*Handout 5.6
Tally of Program
Activities and Services*

c. Recognition/publicity received. (Attach copies of letters or articles.)

d. Evaluation or monitoring results. (Report what has been found through client or agency evaluations, other methods.)

Staff Member: _____

Report Period From: _____ (Mo/Day/Year) To: _____ (Mo/Day/Year)

Handout 5.7

Worksheet for Program Activities and Services

Category	Tally Marks	Total
*1. Client Volume		
Clients carried over		
New clients		
Clients files closed		

2. Profile of New Clients
(Indicate the total number of new clients falling into each category.)

Client type		
Victim or survivor		
Significant other		
Witness		
Sex		
Male		
Female		

* - Optional section

*Handout 5.7
Worksheet for Program
Activities and Services*

Category	Tally Marks	Total
Race or national origin		
White (non-Hispanic)		
Black (non-Hispanic)		
Hispanic		
Asian/Pacific Islander		
Native American		
Age group		
0-12 years		
13-17		
18-29		
30-44		
45-64		
65+		
Disabled/handicapped		
Language barrier		
Client injured		
Client had property loss or damage		

*Handout 5.7
Worksheet for Program
Activities and Services*

Category	Tally Marks	Total
Referral source		
Case screening		
Police (specify department)		
Prosecutor		
Juvenile court		
Probation department		
Social services		
Mental health		
Hospital or other medical		
Self		
Other (specify)		
Initial contact made		
By mail		
By telephone		
In person		
Case status at referral		
no report		
offense reported		
offense being prosecuted		
offense disposed of		

*Handout 5.7
Worksheet for Program
Activities and Services*

Category	Tally Marks	Total
Crime type		
Homicide		
DUI/DWI		
Sexual assault		
Robbery		
Assault		
Other crime against person		
Burglary		
Vehicle theft		
Other crime against property		
Other (specify)		

3. Client Services Rendered

(Indicate the number of units of each type of service provided during the month. Include services to old and new clients.)

Total Contacts		
Mail		
Telephone		
In Person		
Orientation to court procedures and victim rights		
Brochure/letter		
Oral		

*Handout 5.7
Worksheet for Program
Activities and Services*

Category	Tally Marks	Total
Appearance support		
Transportation		
Child care		
Employer or school intervention		
Assistance with witness fees		
Reception		
Accompaniment to court		
Intimidation support		
Crisis intervention		
On-scene or hospital		
Initial or short-term counseling		
Direct emergency aid		
Financial		
Security repair		
Shelter		
Case status information		
General status update		
Notice of arrest		
Notice of detention		

*Handout 5.7
Worksheet for Program
Activities and Services*

Category	Tally Marks	Total
Notice of release from detention		
Notice of charge filing		
Notice of adjudicatory hearing		
Notice of disposition hearing		
Notice of disposition (including restitution)		
Consultation on pleas		
Assistance with compensation		
Assistance with restitution		
Victim impact statements		
Assistance with statement		
Representation at disposition		
Assistance with property return		

*Handout 5.7
Worksheet for Program
Activities and Services*

Category	Tally Marks	Total
Information and referral to:		
Social services		
Mental health services		
Medical services		
Legal services		
Crime prevention services		
Support groups		
Other		
Witness support		
Subpoena preparation		
Appearance reminder		
Witness location		
On-call		
Notification of schedule change		
Post-adjudication services		
Notification of probation hearing		
Notification of parole hearing		
Accompaniment to hearing		
Notification of release		

Category	Tally Marks	Total
Mediation		
Restitution follow-up		
Other		
Other		

***4. Profile of Closed Cases**
(Indicate the total number of closed cases falling into each category.)

Case outcome		
Found delinquent (guilty)		
Diverted/given informal disposition		
Found not delinquent (not guilty)		
Dismissed		
Other		
Restitution		
Not requested		
Requested, not awarded		
Awarded (partial or full)		

*** - Optional Section**

*Handout 5.7
Worksheet for Program
Activities and Services*

Category	Tally Marks	Total
Total restitution awarded (\$)		
Type of disposition notification		
By mail		
By telephone		
In person/victim at court		
None, victim not interested		
None, unable to locate victim		
None, other reason		

5. Education and Training Delivered
(Include training delivered to program staff or volunteers.)

<u>Total Hours</u>	<u>No. Attending</u>	<u>Audience Type</u>

6. **Total Number of Hours Worked:** _____

7. **Other Activities**

Include activities not covered elsewhere -- such as participation in coalitions or committees, attendance at conferences, key meetings, etc.

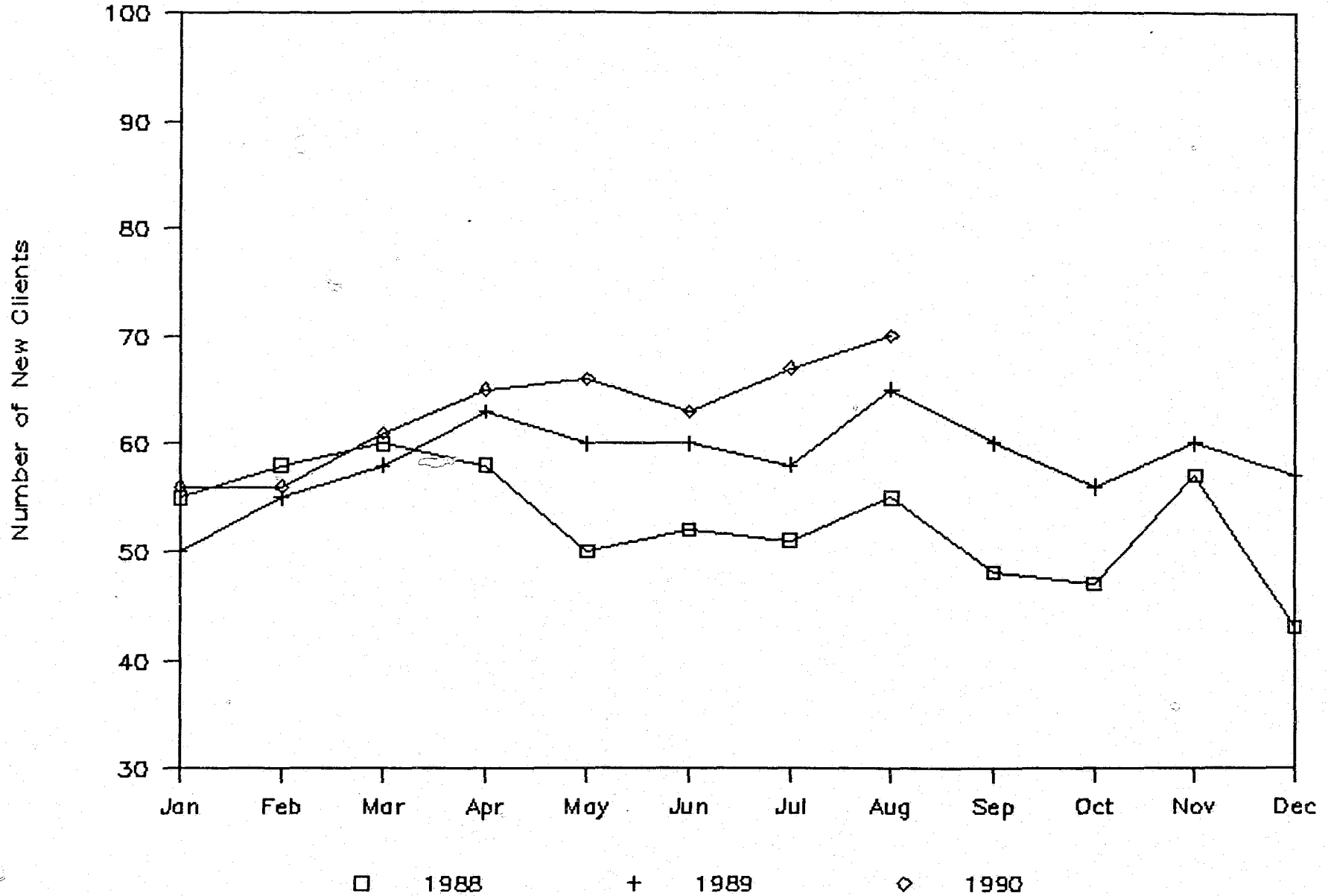
Handout 5.8

Samples of Charts and Graphs for

Presentation of Findings

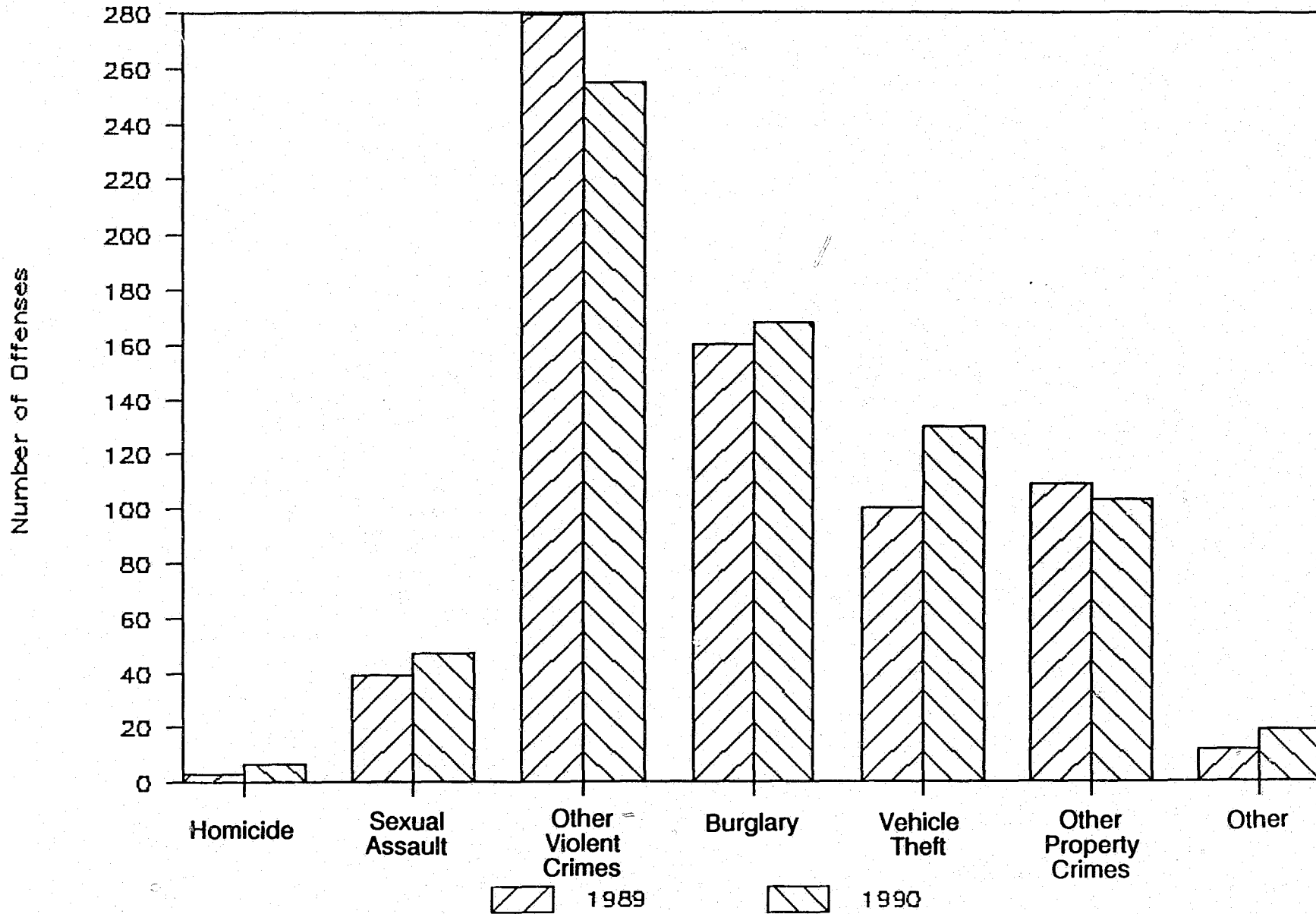
Victim/Witness Services:

Number of New Clients — 1988 — 1989



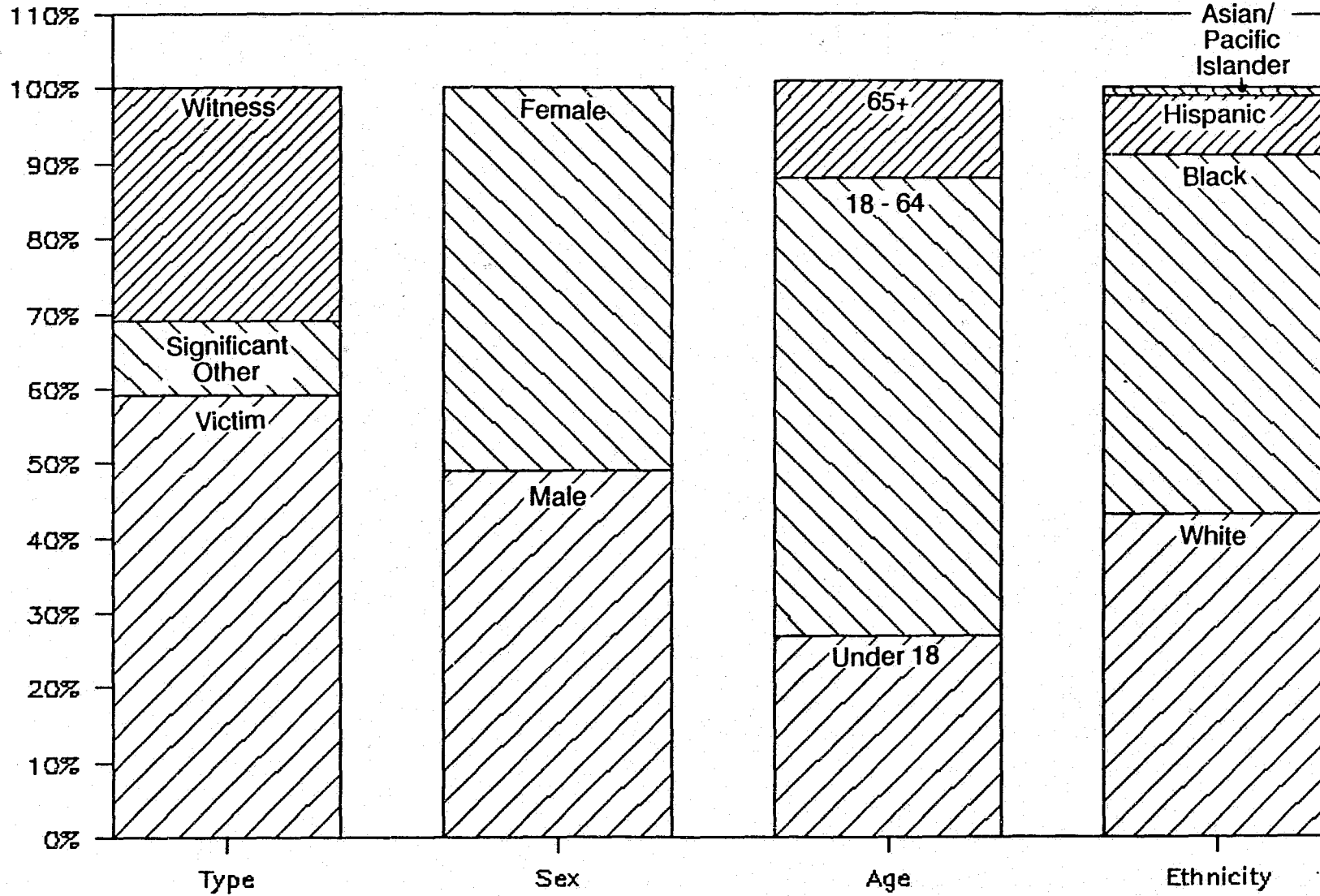
Victim/Witness Services:

Profile of Offenses — 1989 and 1990



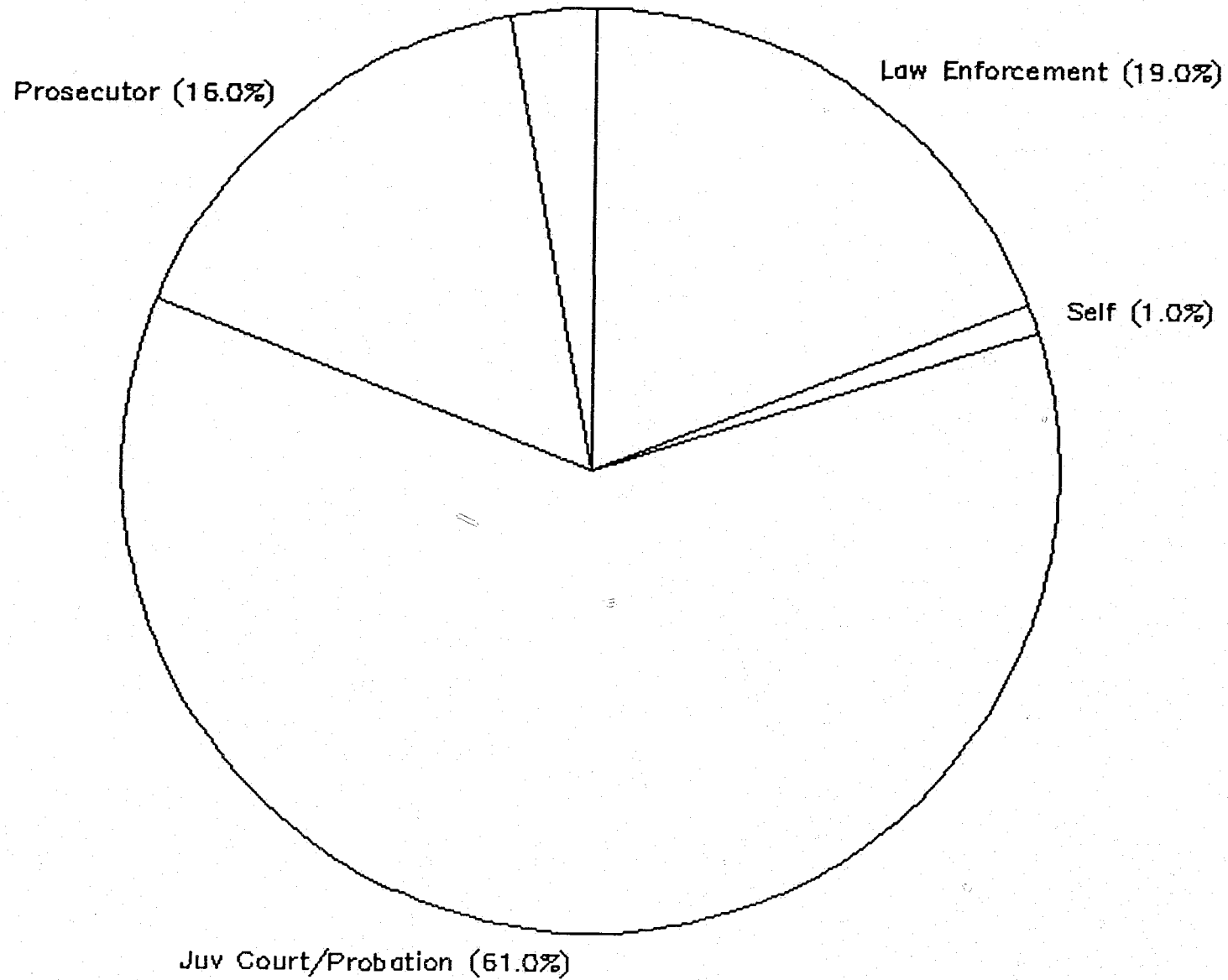
Victim/Witness Services:

Personal Characteristics — 1990



Victim/Witness Services:

Source of Referrals to the Program 1990
Community Service Agencies (3.0%)



Victim/Witness Services:

Source of Referrals to the Program 1989

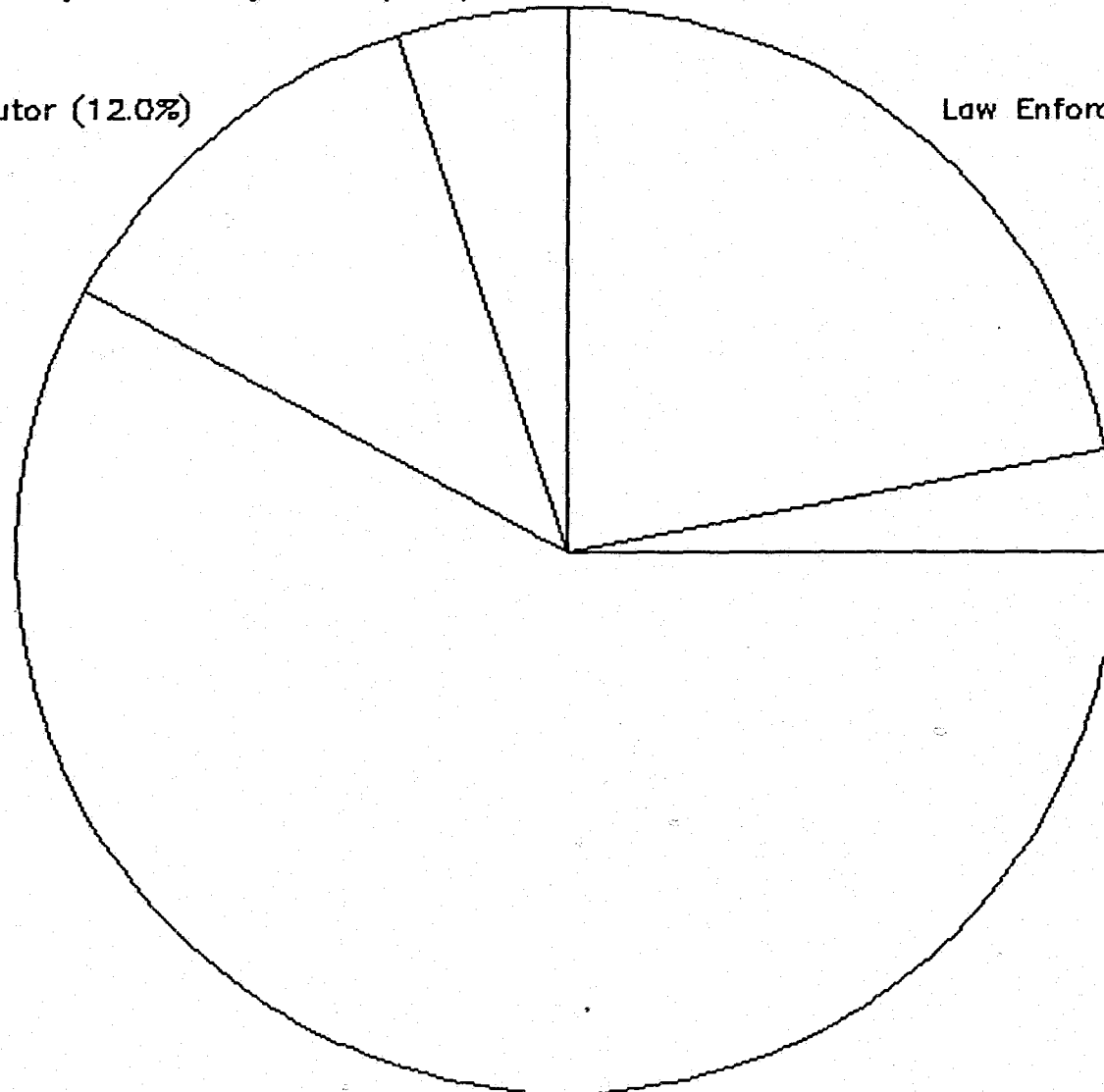
Community Service Agencies (5.0%)

Prosecutor (12.0%)

Law Enforcement (22.0%)

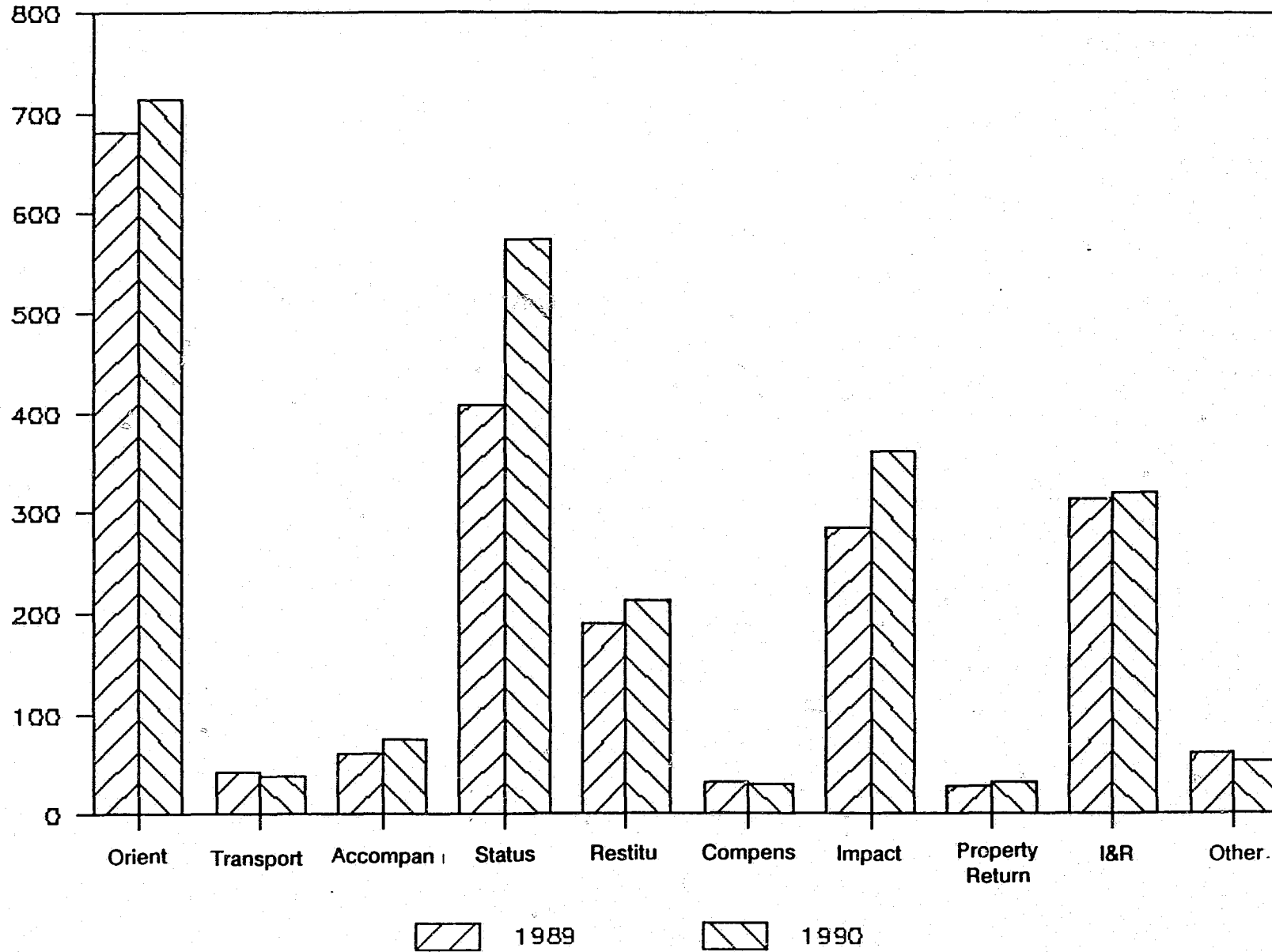
Self (3.0%)

Juv Court/Probation (58.0%)



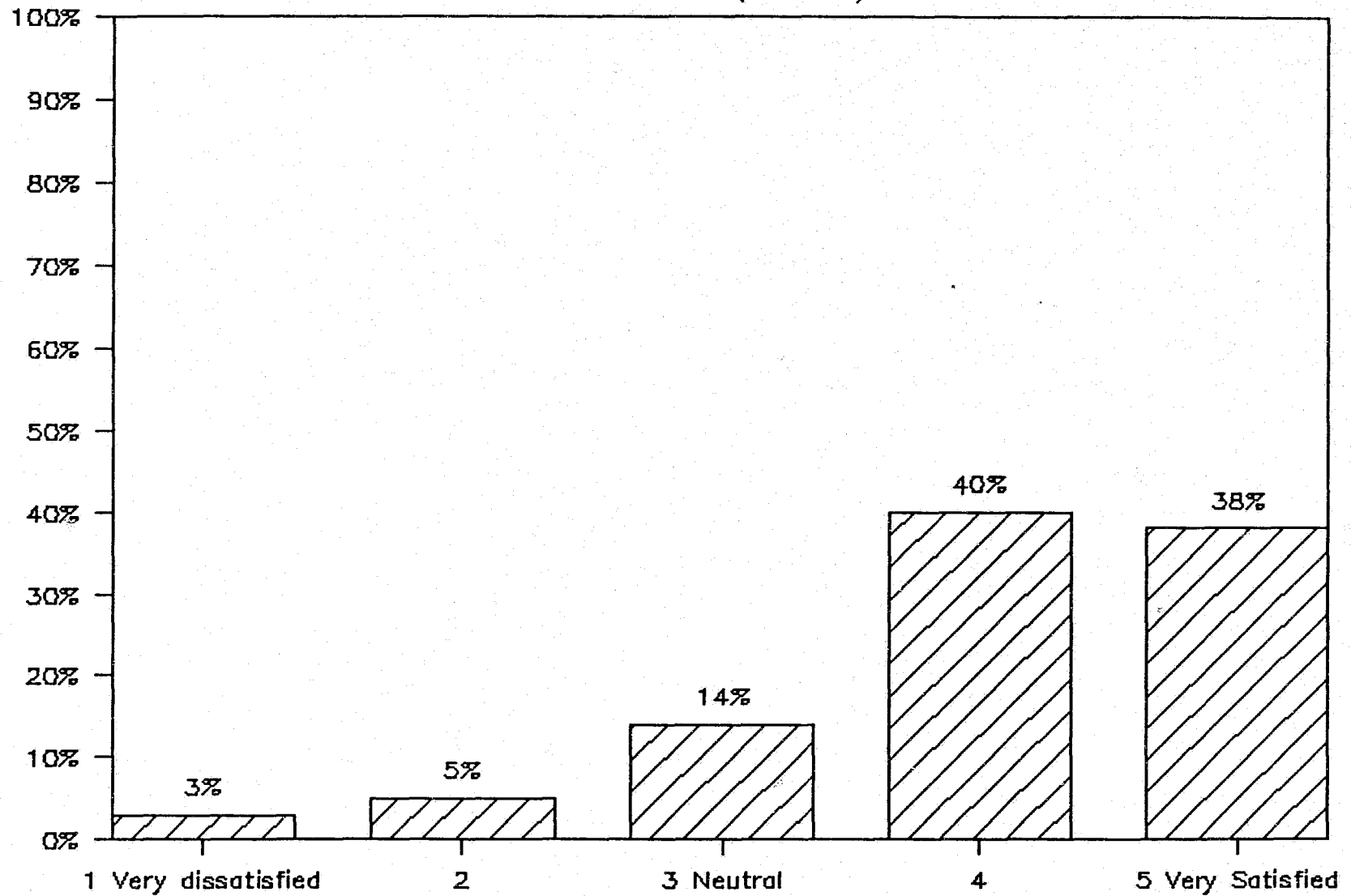
Victim Witness Services:

Average Number of Services/Month



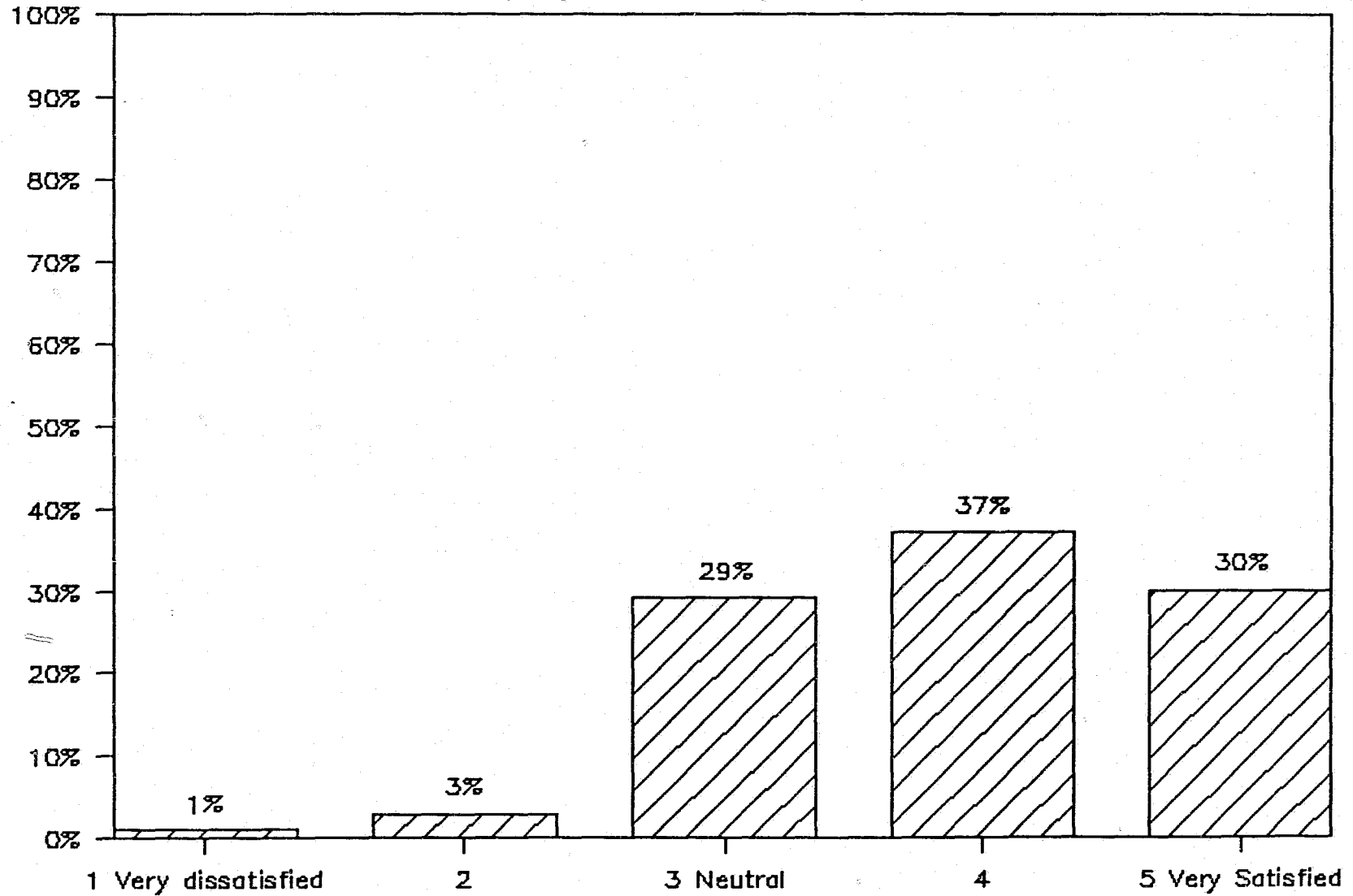
Victim/Witness Services:

Client Satisfaction (n = 135)



Victim/Witness Services:

Agency Satisfaction (n = 45)



Handout 5.9

Client Evaluation of Juvenile Victim/Witness Program

Our records show that you recently had contact with our Victim/Witness Program because you were the victim/witness (**circle one**) of a juvenile crime. Would you please take a few minutes to give us your honest opinions about our program? Just complete the form below and return it in the enclosed, stamped envelope.

If you have comments to add, we would be very interested in them.

Note: You do not have to give us your name. If you do give us your name, it will never be used in any reports about this survey.

1. Do you remember speaking with one of our Victim Witness Service workers? (Jane Doe, Mary Smith, or Bob Jones -- if you remember which one, please underline the name.)

- Yes
- No

2. What services did you receive from the Victim Witness Program?* (Check all that apply.)

- No services
- Gave me information about the juvenile court
- Discussed my feelings about the crime
- Explained what was happening with my case
- Explained what would happen when I went to court
- Helped me with problems I had about coming to court
- Stayed in the court hearing with me
- Helped me apply for restitution
- Helped me apply for compensation

* These are examples only! Develop your own list and keep it relatively short – not more than 6 or 8 items.

*Handout 5.9
Client Evaluation of Juvenile
Victim/Witness Program*

- Helped me express my opinions to the judge
- Told me how the case turned out
- Referred me to other services for help with problems that came up
- Other (please specify) _____

Comments:

3. Which of the services listed in question #2 was most important to you? Put a star next to it.

Comments:

Handout 5.9
Client Evaluation of Juvenile
Victim/Witness Program

4. Tell us how satisfied you were you with our program. Circle the number, from 1 (Very poor) to 5 (Excellent), that comes closest to your opinion.

	Very Poor 1	2	So-so 3	4	Excellent 5
Were staff polite?	1	2	3	4	5
Could staff answer your questions?	1	2	3	4	5
Were the services satisfactory?	1	2	3	4	5

Comments:

5. **[Optional question]** Put a check mark next to any of the experiences that you had during this case. Did you:

- speak with the prosecutor personally?
- come to court?
- testify in court?
- come to the disposition hearing (sentencing)?
- speak at the disposition hearing (sentencing)?

Handout 5.9
Client Evaluation of Juvenile
Victim/Witness Program

Did the defendant get convicted or plead guilty?

- Yes
- No
- Other _____

6. Overall, how satisfied were you with the way your case turned out? [Optional question]

Extremely dissatisfied		Neutral		Extremely satisfied
1	2	3	4	5
1	2	3	4	5

Comments:

7. How can we make our services better? How can we make things better for victims (witnesses)?

Handout 5.9
Client Evaluation of Juvenile
Victim/Witness Program

8. Once in a while, reporters ask to talk with victims (witnesses) about their experiences in juvenile court. Would you ever be willing to talk to a reporter about your experiences? (We would call and let you know first.)

- Yes (Please give us your name and number below)
- No

Thank you for helping us on this important survey. If you have any questions or need any further information, please call _____

Optional

Name _____

Address _____

Work Telephone _____

Home Telephone _____

Handout 5.10

Agency Evaluation of Juvenile Victim/Witness Program

Our records show that you recently had contact with our Victim/Witness Program. Would you please take a few minutes to give us your honest opinion of our program? Just complete the form below and return it in the enclosed, stamped envelope. Your comments, both positive and negative, would be especially beneficial.

Defendant or Client _____

Case # _____

1. Do you remember speaking with one of our Victim Witness Services workers? (Jane Doe, Mary Smith, or Bob Jones -- if you remember which one, please underline the name.)

- Yes
- No

2. Was this your first contact with our program?

- Yes
- No

3. Did this contact occur because

- Your agency referred a client to the program
 - We referred a client to your agency
 - Both
 - Other (specify) _____
-

Handout 5.10
**Agency Evaluation of Juvenile
Victim/Witness Program**

4. Please tell us how satisfied you are with the program on the following dimensions.
(Circle the number, from 1 to 5, that comes closest to your opinion.)

	Extremely dissatisfied 1	2	Neutral 3	4	Extremely satisfied 5
Overall support and assistance provided	1	2	3	4	5
Courtesy of staff	1	2	3	4	5
Dependability of staff	1	2	3	4	5
Responsiveness of staff	1	2	3	4	5

Comments: _____

5. Are you familiar with what our program does and the kinds of clients we serve?
(Circle the number, from 1 to 5, that comes closest to your opinion.)

	Not at all Familiar 1	2	Somewhat familiar 3	4	Extremely familiar 5
	1	2	3	4	5

Comments: _____

Handout 5.10
**Agency Evaluation of Juvenile
Victim/Witness Program**

6. Compared to other agencies and programs that you have contact with, how would you rate this program overall? **(Circle the number, from 1 to 5, that comes closest to your opinion.)**

Very poor		About average		Excellent
1	2	3	4	5
<hr/>				
1	2	3	4	5

Comments: _____

7. How can we make our services better? How can we make things better for victims (witnesses)?

Thank you for helping us with this important survey. If you have any questions or need any further information, please call _____
(name and/or phone number)

Optional

Name _____

Agency _____

Work Telephone _____

Handout 5.11

Guide to Troubleshooting

