LAW RELATED EDUCATION
IN A
JUVENILE CORRECTIONAL SETTING

FINAL REPORT
COOPERATIVE AGREEMENT #95-JS-CX-0004

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**National Office
for Social Responsibility**

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In April of 1995 the National Office for Social Responsibility (NOSR) and the University

of Colorado's Center for Action Research (CAR) began an ambitious undertaking to incorporate

Law Related Education (LRE) into the daily operations of a large juvenile correctional facility.

Funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the intent of the

Project was to demonstrate that LRE can help to prepare incarcerated youth for eventual release

and to assist them in their adjustment while incarcerated and following release. The Project was

housed within Arizona's Adobe Mountain School (a secure correctional facility with a population

of over 500 youthful offenders). During the later part of the Project, LRE training was also

provided to Colorado's Lookout Mountain Youth Service Center (a correctional facility similar to

Adobe Mountain). The training and follow-up technical assistance in Colorado is also discussed

within this Final Report. However, the Report concentrates on the Project at Adobe Mountain

since that is where the majority of the effort under this Project took place.

Our belief has always been that an effective LRE program provides young people with a

deep appreciation of our democratic institutions -- of the law -- and of the fundamental principles

and values upon which democratic institutions are founded. For young delinquents, LRE can help

turn their lives around by teaching them to use the democratic process when making decisions,

and by helping them to acquire skills for conflict resolution. The lives of most youth who end up in a state correctional institution are rife with conflict. Conflict dominates their relationships with family members, peers, teachers, rival gang members, and with a host of others. Thus, learning to manage conflict for the institutionalized delinquent is important. But, perhaps the most important skills which LRE provides these youth relate to effective and responsible citizenship.

A previous four year research study conducted by CAR on the effectiveness of LRE across the Country revealed that LRE, when properly taught, was found to reduce delinquent behavior. CAR was able to bring the data and knowledge accumulated from their four year research study to bear on the current Project. Their findings were interwoven in the training and follow-up technical assistance provided to institutional staff.

The Project began with an organizational meeting at Adobe Mountain School on April 20 and 21, 1995. The meeting was attended by Bob Gemignani and Dr. Carter White (NOSR staff); Dr. Bob Hunter and Grant Johnson (CAR staff); Alan Wright and Dr. Lenny Lindstrom (Adobe staff); and Norma Wright (NOSR LRE Consultant). A review of the Project was conducted and dates were set for training LRE implementors at Adobe Mountain. Training objectives and outcomes were discussed. Also discussed were the services to be provided by NOSR/CAR and what is expected from the Arizona Department of Juvenile Corrections and the Adobe Mountain School. Part of the organizational meeting included NOSR and CAR staff familiarizing themselves with Adobe Mountain School's facility and its day to day operations. Following the orientation meeting NOSR and CAR devoted much of their time preparing the research design,

developing a framework for the training, instituting procedures for on-going technical assistance, and consulting with appropriate administrators and staff at Adobe Mountain to prepare them for the introduction of LRE into their facility.

The Research Design

For purposes of the study youth were randomly assigned to experimental and control groups. The experimental group received LRE, the control group did not. It was agreed that all youth involved in the research at Adobe Mountain School would be administered a pretest and post-test during the course of the data collection period. Pretesting of youth began in July of 1995. A copy of the pretest questionnaire with instructions is found in Appendix A. The questionnaire contains 100 questions. The answers to the questionnaire yielded measures of 15 positive factors associated with law-abiding (nondelinquent) behavior and 7 negative factors associated with delinquent behavior and frequencies of committing 10 categories of delinquent acts (comprising 21 specific offenses). To encourage honest responses, youth were told that no one at Adobe or in the justice system will have access to their answers. Nor would assessment of the answers show how any individual youth answered specific questions. Each youth was instructed to place their completed forms into sealed envelopes for direct routing to CAR in Boulder, Colorado. This insured the opportunity to match each youth's pretest responses with their post-test responses without compromising confidentiality. The staff person administering the questionnaire made sure that each youth's name and living unit assignment were placed on the outside of the sealed envelope. The questionnaires were self-administered (sometimes in a group

and sometimes individually). Estimated completion time was less than an hour. For those youth having reading difficulty, the questionnaire was administered in an interview -- with the interviewer reading the questions and the youth marking the answers on a separate copy of the questionnaire. For purposes of the research the pretest was administered to every youth who entered Adobe during the last three weeks of 1995 and who was not scheduled to be released before September 1995. In addition, the pretest was administered to every youth who entered Adobe July 1, 1995 through October 20, 1995 and who was not scheduled for release within 60 days. Three hundred and twenty five Adobe Mountain youth were eventually pretested. A data analysis was conducted on these tests to enable NOSR and CAR to specifically define the population with whom we were working; to determine the extent to which subsequently identified experimental and control groups (based on law-related instruction received) would have comparable prescores; and, to assess the applicability of theory-based predictors of delinquency to Adobe Mountain youth. The data analysis of the pretests can be found in Appendix B. Resulting from the pretest data, NOSR and CAR were able to obtain critical data on:

- Frequency distributions by race/ethnicity, age, living unit, and number of times youth were placed in confinement (separation cottage).

- Comparison of mean scale scores and self-reported offense frequencies by age.

- Comparison of mean scale scores and self-reported offense frequencies by living unit.

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- Comparison of mean scale scores and self-reported offense frequencies by race/ethnicity.

- Correlation coefficients between theory based predictors and self-reported offense frequencies.

The Theoretical Framework

In constructing a successful LRE program it was essential for Adobe Mountain School to adopt a theoretical framework from which effective LRE programming could evolve and on which success would be measured. NOSR and CAR stressed to Adobe Mountain staff five compelling reasons for them to incorporate an appropriate theoretical framework:

1. It grounds their law related education instruction to proven thought and research on delinquency causation and control.

2. It helps staff to shape questions which effectively examine policy alternatives related to LRE's implementation at Adobe.

3. It contributes to an understanding of the boundaries on which to frame new policy decisions relative to law related education.

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4.   It assists staff in determining how LRE instruction affects, and is affected

by, the larger environment.

5.   It gives staff indications of which LRE alternatives are most promising.

For purposes of this Project, NOSR assisted Adobe Mountain staff to integrate three different

delinquency theoretical formulations into their LRE programming. These were Social Control

Theory, Strain Theory, and Labeling Theory. See Appendix C for a succinct discussion of each

theory.

Social Control Theory says that most people stay out of trouble most of the time because

they are bonded to the conventional norms of society through their affiliations with the social

institutions of family, school, work, and church. Thus, in establishing an LRE learning

environment it is critical that these ties are maintained and strengthened.

Strain theory tells us that, in our society, the same worthwhile goals tend to be held out as

desirable to everyone. Virtually every child who is raised in American culture is socialized in the

home and at school to accept common life goals associated with high aspiration for economic

achievement. However, according to Strain Theory, the legitimate means to achieve these goals

are not open to all. It is this combination of equality of goals and inequality of opportunity to

achieve them that causes *strain*. Thus, in establishing LRE programming efforts must be made to

close the gap between worthwhile life goals and opportunities for their achievement.

Labeling Theory holds that attaching negative or derogatory descriptions to persons affects their situations and future behavior. More than any other group, juvenile delinquents have had to bear such devastating labels as "learning disabled", "slow learner", and "trouble maker." Such labels make it difficult for youth to succeed. Thus, it was critical to formulate LRE learning in ways which help incarcerated youth to shrug off their negative labels and to acquire positive images of themselves.

All staff at Adobe Mountain School involved in implementing Law Related Education were given four hours of formal training in the above theories. Follow-up technical assistance was also provided in ways to incorporate the essential elements of the theories into the facility's LRE Program.

LRE Training Design

Staff and consultants of NOSR and CAR first met in Falls Church, Virginia on July 2nd and 3rd, 1995 to review and finalize the agenda and materials to be used for training the LRE implementors at Adobe Mountain School. NOSR's training design concentrated both on content and method.

LRE content was designed to be compatible with a number of objectives associated with the cognitive and social development of delinquent youth. The content developed by the team addressed the nature and extent of human conflict and offered rules for interaction, delineating

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expectations about behavior. We also proceeded on the notion that law is itself representative of a higher level of moral and abstract development. Teaching youth about normative expressions in society captured in statutes, cases, and legal processes accorded well with the theoretical underpinnings discussed earlier. The LRE training design team felt strongly that concentrating the content of LRE on the cognitive dynamics of the individual was critical. Thus, LRE focused on changing the delinquent's attitudes and reasoning styles. It was our goal to help youth at Adobe to successfully cope not only with their lives while incarcerated, but also to learn to cope with the high-risk environments to which they would return. To accomplish this we felt that a youth's *resiliency* was critical. One way to build resiliency is to equip the individual with cognitive tools to combat pressures from family, peers, school, or the community which encourage the individual to engage in anti-social behavior. As a result, the LRE content developed by NOSR stressed the following three categories of cognitive attributes:

- **Social competence** -- This includes responsiveness to others, conceptual and intellectual flexibility, caring for others, good communication skills and a sense of humor.

- **Problem solving skills** -- This involves an ability to apply abstract thinking, engage in reflective thought, and develop alterative solutions in frustrating situations.

- **Sense of autonomy** -- This enables an individual to develop a positive sense of independence, emerging feeling of efficacy and high self-esteem, control of impulses, planning and goal setting, and a belief in the future.

The LRE content developed for Adobe Mountain embraced three primary goals. The first goal was to insure the *acquisition of useful knowledge*. Attaining knowledge of LRE concepts and facts is necessary for an understanding of how society operates and why it is important for each of us to participate in the system. Understanding the functions of law, legal processes, legal roles, and legal principals are essential elements of successful community living. The team felt strongly that LRE content should fortify incarcerated youth with skills and knowledge to better face the difficulties encountered in their daily lives. Our second goal was to design the content of LRE to provide youth with the *acquisition of critical thinking and participation skills*. Critical thinking skills demand the careful analysis of statements and questions in order to participate responsibly and effectively in our democratic system of government. Thus, LRE content was designed to help youth develop objective, constructive and critical attitudes toward the information they receive regarding public and private issues; to learn to examine issues, communicate ideas clearly and succinctly, conduct discussions, and value the viewpoints of others; to make individual and group decisions and to evaluate those decisions in light of other social and political values and interests. Our third goal in designing LRE content was to *instill positive attitudes*. The key to instilling positive attitudes was the training of staff at Adobe on interactive methods of instruction and through the use of outside resource persons.

NOSR and CAR developed a 403 page LRE Curriculum Guide for use by the LRE implementors at Adobe Mountain School. Each implementor was provided with a copy of the Guide. The same Guide was later used in training staff at Colorado's Lookout Mountain Youth Service Center. The Guide is too voluminous to be included as part of this final report. However, Appendix D contains the introductory section of the Guide followed by the overview and table of contents of each of the three major units of the Guide (Authority, Distributive Justice, and Rights and Responsibilities). In general, staff were exposed to the following five basic training components:

1. **Awareness Training**: Developed knowledge of what LRE is, including its goals and rationale and its effectiveness in reducing or preventing delinquency.

2. **Training for implementation**: Developed the skills to effectively and successfully integrate LRE innovations into the institutional environment.

3. **Follow-up**: Provided technical assistance to implement the LRE innovations via monitoring, coaching, demonstration, and co-teaching.

4. **Evaluation**: Determined both the effectiveness of the training and follow-up technical assistance.

5. **Training in instructional strategies**: Developed skills in brainstorming, discussion, small group work, cooperative learning, case study, controversial issues methods, mock trial, moot court, pro-se court, mediation, and role playing.

Two and a half days of intensive training was provided to Adobe Mountain staff in July of 1995. Follow-up training was provided to the same staff in August of 1995. Additional formal training was provided for Adobe in October of 1995. Start-up training was provided to Colorado's Lookout Mountain staff in August of 1996. Refresher training was again provided for Adobe Mountain staff in August of 1997. Selected copies of training objectives and agendas are found in Appendix E. In addition to formal LRE training, extensive on-site technical assistance was provided at Adobe Mountain. Lookout Mountain received only limited technical assistance.

Finally, NOSR devoted a great deal of time helping staff to acquire appropriate instructional strategies. LRE content is important, but even more important is our ability to teach it effectively. Since LRE instruction within the correctional facility is provided not only by certified teachers but by living unit staff as well, it is imperative that all staff view themselves as teachers. We found that staff were often anxious about teaching because they felt a lack of ability to do so. Those fears had to be eliminated and each staff person armed with the tools to teach. Thus, NOSR's training oriented staff to the elements for successful teaching; provided team-building through interactive activities; and made learning enjoyable.

All staff went through intensive training on *everyone is a teacher*. Adobe Mountain staff were trained in June 1996 and Lookout Mountain staff was trained in September of 1996. The training was highly interactive and carefully scripted to make it fun. A copy of the training script may be found in Appendix F. The following five critical elements of teaching were emphasized throughout this training and consistently reinforced during NOSR/CAR on-going consultations:

1. **Objective**: What is to be learned, stated in simple, clear terms before instruction begins.

2. **Input**: The teaching process using interactive strategies (discussion, role-playing, modeling, simulations, etc.)

3. **Check for Understanding**: Continual questioning process throughout the lesson to ensure the learner is obtaining the information.

4. **Practice**: Opportunity for learner to use/demonstrate newly acquired skills/information.

5. **Assessment**: Formal measurement of learning.

Research Outcomes

Our data analysis indicates that among older youth in correctional settings LRE can produce substantial gains in factors associated with law-abiding behavior. The largest gains occur when LRE includes participation by police officers. For younger youth in correctional settings, LRE appears somewhat effective with police participation and generally ineffective without it.

As of March 7, 1997 when the data analysis was completed, two thousand two hundred and sixty hours (2,260) of law related education had been provided to a hundred and one youthful offenders confined at Adobe Mountain. Among youth at Adobe who received LRE and exposure to a police co-teacher, outcomes were predominantly favorable for 16 and 17 year olds, and predominantly unfavorable for 14 and 15 year olds. Among all youth who received LRE (with or without police), additional hours of instruction appeared beneficial to the older group and detrimental to the younger group.

Older youth who received LRE with exposure to police (relative to older youth who did not receive LRE) showed significant gains in the following six of fifteen desired outcomes:

1. Understanding others' viewpoints (empathy).

2. Considering how own actions affect others.

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3. Management of anger (self-control).

4. Sense of control over own future.

5. Prospects for achieving life goals.

6. Obeying facility rules.

They also demonstrated favorable trends in the following four additional outcomes:

1. Belief that delinquent behavior is wrong.

2. Favorable attitudes toward police.

3. Enthusiasm for school.

4. Attentiveness to instructional topics.

Members of this group also had fewer remedial social skills hours and were sent to the Separation Cottage fewer times than those in the comparison group.

Fourteen and 15 year olds who received LRE with exposure to police showed favorable trends in two of the fifteen desired outcomes (understanding others' viewpoints and obeying facility rules), had fewer remedial social skills hours and significantly fewer times in Separation Cottage than those 14 and 15 year olds in the comparison group.

Research findings at Colorado's Lookout Mountain Youth Service Center resemble those found at Adobe among youth who received LRE with exposure to police. Older students who received LRE (in this instance, 17 and 18 year olds) showed significant gains relative to the same-age comparison group in five of the fifteen desired outcomes and favorable trends in five more. No outcome at Lookout Mountain favored the comparison group. Younger youth (age 14 to 16) at Lookout Mountain showed significant gains in two outcomes (similar to those at Adobe), while one significant outcome and one trend favored the same-age comparison group.

For a copy of the complete report discussing outcomes of law related education at the two sites see Appendix G.

The Future of LRE in Juvenile Correctional Facilities

The goal of this Project was not only to obtain data on the effectiveness of LRE in a juvenile correctional facility, but also to attempt to institutionalize LRE as an on-going program of the institution. A critical lesson was learned about institutionalizing such programs. Patience and time is necessary when introducing a new idea or program within existing bureaucratic and

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traditional institutions. LRE at Adobe Mountain has caught on and has been melded within the fabric of the institution. LRE at Lookout Mountain, while strong in the beginning, has begun to fade and was never ingrained into the fabric of the institution. There is reason for this. Our efforts in LRE began at Adobe back in April of 1995 and have continued uninterrupted to the current time. It wasn't until the second year of the Project (June 1996) that we were authorized, under the extension of our Cooperative Agreement, to provide training in LRE to Lookout Mountain as well. Additionally, because of limited resources we continued to concentrate our efforts on Adobe Mountain, although an ample amount of training and assistance was provided to Lookout Mountain as well. The Lookout Mountain experience is much more typical of the short term training and technical assistance conducted under federally supported projects. While the training and follow-up services are appreciated and helpful to individual participants, structural changes as a result of such efforts rarely occur. A more intense effort over a longer period of time is required to achieve systemic change -- which is precisely what occurred at Adobe Mountain School in Arizona.

Law Related Education at Adobe Mountain evolved three times since its inception in April of 1995. The first generation of LRE had eight teachers presenting the program for one hour, five times a week. There was an average of 240 youth attending these classes during this time. Approximately 110 youth completed the program. The second generation of LRE was conducted by a single instructor supported by living unit staff. Under this approach there were four ninety minute blocks of instruction, five times a week, for sixteen weeks. Approximately 156 youth participated during this time over a sixteen week period. Approximately 70% completed in

excess of ten weeks of LRE instruction. Today, the facility provides for two regular LRE instructors supported by living unit staff.. Each instructor is responsible for forty youth. LRE has finally been institutionalized as an on-going part of the educational curriculum at Adobe Mountain. Each youth receives three to five hours of LRE instruction on a weekly basis. Lesson plans are predominantly drawn from "Project Prince", "Street Law", and "Teens, Crime and The Community." Police officers from the Phoenix and Peoria Police Departments participate as co-instructors. Law related education has been incorporated as a major part of the education curriculum's *Principals of Society*. Twelve student outcomes for LRE have been established. They are to enable youth to:

1. Demonstrate a knowledge of the origins, need for, and definition of law.

2. Demonstrate an understanding of authority and the difference between authority and power without authority.

3. Identify some fair and reasonable ways to decide issues of distributive justice.

4. Identify and explain the procedural justice rights guaranteed by the US Constitution and why they are important.

5. Identify differences between juvenile and adult court procedures.

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6.   Identify responsibilities of family, school, and community.

7.   Demonstrate and practice the ability to manage and resolve conflicts peacefully.

8.   Demonstrate respect for legitimate authority.

9.   Demonstrate respect for divergent points of view.

10.   Demonstrate a belief in their own efficacy as individuals and as members of the larger society.

11.   Demonstrate a favorable but realistic view of the law.

12.   Demonstrate a willingness to accept responsibility for their own actions.

APPENDIX A

You will not be graded on this survey. There are no right or wrong answers. When you answer the questions, please just tell us what you think or remember.

The questions are about your beliefs and attitudes on many things, such as school, teachers, friends, and police. Some are about your own behavior. It is important that you answer the questions honestly. As soon as you finish the questions, put all pages in the envelope and seal it. Write your name on the outside of the envelope, but not on pages that show your answers.

Your unopened envelope will be sent directly to researchers in Boulder, Colorado. They are the only ones who will ever know how you answered any question. The only information anyone will get at Adobe Mountain School or elsewhere will be totals and averages without names for answers given by large numbers of people combined.

For each question, circle one letter: A, B, C, D, or E. Choose the letter that comes closest to what you remember or believe.

Thinking back to what happened at the last school you went to, try to remember how often each one of these things was true. Please circle the letter of the answer that best fits with what you remember.

This was true in school...

	Always	Most of the Time	Some of the Time	Almost Never	Never
1. Things you learned in your classes were really helpful to you.	A	B	C	D	E
2. The students in your classes paid attention when you spoke.	A	B	C	D	E
3. Students in your classes were "clockwatching," waiting for the ending bell to ring.	A	B	C	D	E
4. When other students spoke in class, they said something worthwhile.	A	B	C	D	E
5. Your teachers graded fairly.	A	B	C	D	E
6. When you said or did something good in a class, the teacher seemed impressed with you.	A	B	C	D	E
7. You turned in homework assignments on time.	A	B	C	D	E
8. You really liked your teachers.	A	B	C	D	E
9. Your teachers cared about you as a person.	A	B	C	D	E
10. Your teachers tried to get you interested in your classes.	A	B	C	D	E
11. Your teachers went out of their way to help you.	A	B	C	D	E
12. You showed up at school on time unless you had an honest excuse.	A	B	C	D	E
13. You made it to all of your classes unless you had an honest excuse.	A	B	C	D	E
14. While you were at school, you obeyed the school rules.	A	B	C	D	E

The next questions ask about some of your feelings and beliefs. For each statement, circle the letter of the answer that best shows how you feel.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
15. It's OK for you to take and keep things that people are careless enough to leave around.	A	B	C	D	E
16. Most things that teenagers do to get into trouble with the law don't really hurt anyone.	A	B	C	D	E
17. A hungry person has the right to steal.	A	B	C	D	E
18. Suckers deserve to be taken advantage of.	A	B	C.	D	E
19. You have a lot of respect for the police in the city you live in.	A	B	C	D	E
20. It's OK to lie if it keeps your friends from getting into trouble with the law.	A	B	C	D	E
21. You have to be willing to break some rules if you want to be popular with your friends.	A	B	C	D	E
22. It's OK to cheat on a test if you think the test is unfair.	A	B	C	D	E
23. Police always have a good reason when they stop somebody.	A	B	C	D	E
24. To have your friends like you, it's sometimes necessary to beat up other people.	A	B	C	D	E
25. Police try to give all kids an even break.	A	B	C	D	E
26. Taking things from big department stores and supermarkets doesn't hurt anyone.	A	B	C	D	E

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
27. On the whole, judges are honest and kindhearted.	A	B	C	D	E
28. Court decisions are almost always fair and just.	A	B	C	D	E
29. A person who does not have money to hire a lawyer can still get a fair trial in Arizona.	A	B	C	D	E
30. Police often try to help people.	A	B	C	D	E
31. At least some of your classes last year seemed to be exciting, lively, or challenging.	A	B	C	D	E
32. Your teachers do their best to see that you do well in your classes.	A	B	C	D	E
33. You feel good about yourself when you live up to the expectations a teacher has of you.	A	B	C	D	E
34. It is all right for you to beat up people if they start the fight.	A	B	C	D	E
35. It's OK for you to hit someone to get them to do what you want.	A	B	C	D	E
36. It is all right for you to hit people if they call you names.	A	B	C	D	E
37. If people do something to make you really mad, they deserve to be beaten up.	A	B	C	D	E
38. Before you do something, you think about how your friends might react if you do it.	A	B	C	D	E
39. In order to get along and be liked, you try to be what other prople expect you to be.	A	B	C	D	E

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	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
40. When you get angry, you often stay angry for hours.	A	B	C	D	E
41. When you are angry with someone, you often take it out on anybody who happens to be around.	A	B	C	D	E
42. At least half the things that get people into trouble with the law are things they can't help.	A	B	C	D	E
43. You often get blamed for things that are not your fault.	A	B	C	D	E
44. A good way to deal with a problem is to just not think about it.	A	B	C	D	E
45. Things you do now can change what happens to you later.	A	B	C	D	E
46. Even when you don't agree with somebody, you can usually see their side.	A	B	C	D	E
47. No matter where people start, they can still get ahead if they work hard.	A	B	C	D	E
48. What others think of you does not bother you a lot.	A	B	C	D	E
49. Sometimes you get so upset that you can't think of a way to solve a problem you face.	A	B	C	D	E
50. You are good at thinking of new ways to solve a problem.	A	B	C	D	E
51. Staff here at Adobe can help you if you have a problem.	A	B	C	D	E
52. Advice that you get from Adobe staff usually is not worth much.	A	B	C	D	E
53. Most people who get attacked on the street should have known better than to go where that could happen.	A	B	C	D	E

The next questions are about your long-range goals and your chances for achieving them. First, please tell us how important each of the following things is to you. Circle the letter of the answer that comes closest to how you feel.

How **important** is it to you...	Extremely Important	Pretty Important	Somewhat Important	Not Too Important	Not Important At All
54. to do well in school?	A	B	C	D	E
55. to have your family think of you as a good student?	A	B	C	D	E
56. to be a success in your work or career?	A	B	C	D	E
57. in the next five years to own a car worth more than $10,000?	A	B	C	D	E

For the same four goals, <u>what do you think your chances are</u>...	Good	Fair	Poor
58. to do well in school?	A	B	C
59. to have your family think of you as a good student?	A	B	C
60. to be a success in your work or career?	A	B	C
61. in the next five years to own a car worth more than $10,000?	A	B	C

We'd like to know how your friends would describe you. For each statement below, please tell us how much of the time you think your friends would agree that the description fits you.

How much of the time would your friends think that you...	Always	Most of the Time	Some of the Time	Almost Never	Never
62. are a good person?	A	B	C	D	E
63. are messed up?	A	B	C	D	E
64. are likely to succeed?	A	B	C	D	E
65. get into trouble?	A	B	C	D	E
66. have a lot of personal problems?	A	B	C	D	E

For these next questions, please tell us how wrong you think each of the following things is.

How wrong is it for someone your age to...

	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong at All
67. damage or destroy property on purpose that does not belong to them?	A	B	C	D
68. break into a car or building to steal something?	A	B	C	D
69. get drunk on alcohol?	A	B	C	D
70. use marijuana or hashish?	A	B	C	D
71. use hard drugs, such as cocaine, heroin or LSD?	A	B	C	D
72. steal something worth more than $5?	A	B	C	D
73. hang out with a group planning to do something that is against the law?	A	B	C	D

The next questions are about your friends' behavior during the last two months before you came to Adobe Mountain School. We'd like to ask you how many of your friends you think did each thing on the list.

How many of your friends in those last two months...

	All of Them	Most of Them	Some of Them	Very Few of Them	None of Them
74. suggested you do something that was against the law?	A	B	C	D	E
75. hit or threatened to hit someone without any reason?	A	B	C	D	E
76. broke into a car or building to steal something?	A	B	C	D	E
77. sold hard drugs such as cocaine, heroin or LSD?	A	B	C	D	E
78. told you they forced someone to have sexual relations against their will?	A	B	C	D	E
79. used marijuana or hashish?	A	B	C	D	E

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This section is about your own behavior. We remind you that none of your answers will be reported to anyone as answers given by a named individual.

We are interested only in things you may have done in the two months before you came to Adobe, not in anything before that. To help get the right period, try to think of a holiday or event that happened about two months before you came here and remember the time since then. For the behaviors listed below, please give your best estimate of the number of times you did each thing on the list.

How many times in the last two months before you came to Adobe did you...	Never	Once	Two or Three Times	Four to Six Times	Seven Times or More
80. damage or destroy property on purpose that did not belong to you?	A	B	C	D	E
81. steal or try to steal a motor vehicle, such as a car or motorcycle?	A	B	C	D	E
82. steal or try to steal something worth more than $50, other than a motor vehicle?	A	B	C	D	E
83. buy, sell or hold something that you knew was stolen?	A	B	C	D	E
84. steal or try to steal things worth $50 or less?	A	B	C	D	E
85. attack someone with the idea of seriously hurting that person?	A	B	C	D	E
86. use or try to use a credit card without the owner's permission?	A	B	C	D	E
87. use marijuana or hashish?	A	B	C	D	E
88. sell marijuana or hashish?	A	B	C	D	E
89. have or try to have sex with someone against their will?	A	B	C	D	E
90. try to cheat someone by selling them something that was worth a lot less than you said it was?	A	B	C	D	E

7

How many times in the last two months before you came to Adobe did you...	Never	Once	Two or Three Times	Four to Six Times	Seven Times or More
91. break or try to break into a building or vehicle to steal something or just to look around?	A	B	C	D	E
92. drink beer, wine or liquor by yourself or with friends?	A	B	C	D	E
93. go out with members of a gang to do something against the law?	A	B	C	D	E
94. get involved in a gang fight where somebody had to go to the hospital afterward?	A	B	C	D	E
95. go out with a group other than a gang to fight or break the law?	A	B	C	D	E
96. use force or a weapon to get money or things from somebody?	A	B	C	D	E
97. take a vehicle for a ride or drive (not intending to steal it) without the owner's permission?	A	B	C	D	E
98. use crack or another form of cocaine?	A	B	C	D	E
99. use amphetamines, such as uppers, speed or bennies?	A	B	C	D	E
100. use psychedelic drugs, such as LSD, acid, peyote or mescaline?	A	B	C	D	E

Thank you. This is the end of the survey.
Please put these pages in an envelope, seal it and write your name on the outside of the envelope.

APPENDIX B

ADOBE MOUNTAIN SCHOOL PRETESTS (Administered from 7/19 through 10/12/95)

I. FREQUENCY DISTRIBUTIONS ---

RACE/ETHNICITY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
HISPANIC	1	129	39.7	41.7	41.7
BLACK	2	53	16.3	17.2	58.9
WHITE	3	107	32.9	34.6	93.5
OTHER (Native American, Asian)	4	20	6.2	6.5	100.0
	.	16	4.9	Missing	
		-------	-------	-------	
	Total	325	100.0	100.0	

Valid cases   309   Missing cases   16

- -

	Value	Frequency	Percent	Valid Percent	Cum Percent
AGE	14	43	13.2	14.2	14.2
	15	71	21.8	23.5	37.7
	16	100	30.8	33.1	70.9
	17	88	27.1	29.1	100.0
	.	23	7.1	Missing	
		-------	-------	-------	
	Total	325	100.0	100.0	

Valid cases   302   Missing cases   23

COTTAGE

		Frequency	Percent	Cum Percent
	Missing	12	3.7	3.7
ALPHA		33	10.2	13.8
CROSSROADS		17	5.2	19.1
CHALLENGE		20	6.2	25.2
ENTERPRISE		31	9.5	34.8
GENESIS		23	7.1	41.8
HOPE		20	6.2	48.0
JOURNEY		20	6.2	54.2
KACHINA		109	33.5	87.7
PIONEER		22	6.8	94.5
RECOVERY		18	5.5	100.0
		-------	-------	
	Total	325	100.0	

Valid cases   313   Missing cases   12

NUMBER OF TIMES IN SEPARATION COTTAGE

	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	191	58.8	60.4	60.4
	1	43	13.2	13.6	74.1
	2	15	4.6	4.7	78.8
	3	11	3.4	3.5	82.3
	4	6	1.8	1.9	84.2
	5	4	1.2	1.3	85.4
	6	5	1.5	1.6	87.0
	7	1	.3	.3	87.3
	8	1	.3	.3	87.7
MANY-UNSPEC	9	12	3.7	3.8	91.5
	10	6	1.8	1.9	93.4
	12	1	.3	.3	93.7
	13	1	.3	.3	94.0
	15	2	.6	.6	94.6
	16	1	.3	.3	94.9
	17	1	.3	.3	95.3
	20	3	.9	.9	96.2
	21	1	.3	.3	96.5
	25	1	.3	.3	96.8
	30	3	.9	.9	97.8
	39	2	.6	.6	98.4
	40	2	.6	.6	99.1
	50	1	.3	.3	99.4
	55	1	.3	.3	99.7
	99	1	.3	.3	100.0
	.	9	2.8	Missing	
	Total	325	100.0	100.0	

Valid cases   316   Missing cases   9

II. Mean Scale Scores and Self-Reported Offense Frequencies By Age

	Description		Age 14	Age 15	Age 16	Age 17
		N =	43	71	100	88

SCALE SCORES:

	Description	Age 14	Age 15	Age 16	Age 17
CLOCKWAT	Clockwatching in class	3.67	4.04	3.89	4.08
DBRATZOK	Accepting rationalizations for delinquency	2.66	2.87	2.63	2.81
DBWRONG	Belief that delinquent behavior is wrong	3.82	3.81	3.80	3.81
DELEXPOS	Exposure to delinquent peers	2.88	2.90	2.68	2.71
DELINFL	Susceptibility to delinq peer influence	2.83	2.91	2.77	2.76
EMPATHY	Seeing other person's side	3.26	3.25	3.40	3.40
ENTHUSCH	Enthusiasm for school	3.16	3.15	3.28	3.14
FAIRSCHL	Belief you are treated fairly in school	4.14	3.70	4.06	3.98
FAVJUDGE	Favorable attitudes toward judges	2.90	2.71	2.70	2.66
FAVPOLIC	Favorable attitudes toward police	2.33	2.33	2.33	2.40
GENINFL	General susceptibility to others' influence	2.85	2.81	2.57	2.58
GOALIMPT	Importance of achieving life goals	4.22	4.06	4.13	4.07
GOALPROS	Prospects for achieving life goals	4.57	4.49	4.49	4.42
OPPORSCH	Opportunity to show competence in school	3.33	3.43	3.52	3.49
POSLABEL	Positive labeling by friends	3.12	3.20	3.42	3.23
POWERLES	Sense of powerlessness	2.50	2.66	2.43	2.47
PROBSOLV	Problem solving ability	2.91	3.01	3.16	3.22
SCHRULES	Obeying school rules	3.11	3.09	3.32	3.16
SELFCONT	Self control	3.13	2.77	3.18	2.93
STAFFSUP	Perceived support received from Adobe staff	3.15	3.15	3.37	3.06
TEACHCAR	Belief that teachers care about you	3.38	3.23	3.45	3.25
TEACHSUP	Perceived support received from teachers	3.58	3.35	3.47	3.45
VIOLENOK	Belief in violence as a solution to problems	2.90	3.12	2.90	3.01

SELF-REPORTED OFFENSE FREQUENCIES DURING THE 60 DAYS PRECEDING ARRIVAL AT ADOBE:

	Description	Age 14	Age 15	Age 16	Age 17
VANDALSM	Vandalism	2.78	2.70	2.35	2.40
CARTHEFT	Motor vehicle theft	1.80	2.09	1.45	1.85
STEAL>50	Stealing items worth more than $50	2.38	2.08	2.37	2.30
STOLPROP	Dealing in stolen property	3.27	3.12	2.82	3.06
STEAL<50	Stealing items worth less than $50	2.57	2.40	1.73	2.87
ASSAULT	Assault	1.86	1.56	2.09	2.14
CREDCARD	Credit card fraud	.72	.96	.69	1.10
USEMARIJ	Smoking marijuana	4.70	4.99	4.77	5.28
SELLMARI	Selling marijuana	3.17	3.57	3.29	3.46
SEXASSLT	Sexual assault	.42	.41	.45	.25
FRAUD	Illegally avoiding payment	2.23	2.24	1.89	2.32
BREAKENT	Breaking and entering	2.43	2.37	1.97	2.10
ALCOHOL	Drinking alcohol	4.55	4.17	4.17	5.18
GANGOFF	Go with gang members to break the law	3.24	3.02	3.08	2.77
GANGFITE	Gang fighting where somebody goes to hospital	2.06	1.83	2.01	1.94
GROUPOFF	Going with non-gang group to break the law	2.65	2.23	2.21	2.02
ROBBERY	Using force or weapon to steal	1.41	1.97	1.51	1.57
JOYRIDE	Taking vehicle without permission	2.14	1.41	1.18	1.30
CRACKCOC	Using crack/cocaine	1.13	1.32	1.39	1.64
UPPERS	Using methamphetamines	1.73	2.52	2.46	3.30
PSYCHDEL	Using psychedlic drugs	1.03	1.53	1.49	2.01

The range possible on scale scores is from 1 to 5 (Likert-type increments).

The range possible on offense frequencies is from 0 to 8 (actual number of acts committed to a maximum of 8 per subject).

III. Mean Scale Scores and Self-Reported Offense Frequencies by Cottage

	Alpha	Crossrds	Challenge	Enterprs	Genesis	Hope	Journey	Kachina	Pioneer	Recovery
N=	33	17	20	31	23	20	20	109	22	18

SCALE SCORES:

	Alpha	Crossrds	Challenge	Enterprs	Genesis	Hope	Journey	Kachina	Pioneer	Recovery
CLOCKWAT	4.00	4.47	4.10	4.00	3.91	4.50	3.65	3.77	4.00	4.00
DBRATZOK	2.91	2.52	2.83	3.35	2.38	2.68	2.46	2.64	3.09	2.68
DBWRONG	3.72	3.75	3.54	3.76	3.95	3.76	3.94	3.97	3.18	3.92
DELEXPOS	2.68	2.69	2.81	2.95	2.76	2.57	2.71	2.76	2.98	2.63
DELINFL	2.93	2.51	2.95	3.18	2.59	2.86	2.88	2.70	2.98	2.96
EMPATHY	3.30	3.59	3.30	3.08	3.54	3.37	3.50	3.41	3.07	3.17
ENTHUSCH	3.12	2.78	3.19	3.01	3.25	3.17	3.20	3.40	2.95	3.09
FAIRSCHL	4.12	3.94	3.79	3.71	3.76	4.05	3.75	4.17	3.64	3.89
FAVJUDGE	2.70	2.61	2.33	2.86	2.87	2.58	2.68	2.93	2.18	2.32
FAVPOLIC	2.09	2.62	2.32	2.42	2.64	2.01	2.59	2.46	1.84	2.10
GENINFL	2.61	2.65	2.92	2.80	2.58	2.61	3.00	2.57	2.80	2.74
GOALIMPT	4.18	4.01	4.06	3.84	4.16	4.13	4.19	4.23	3.95	4.01
GOALPROS	4.33	4.32	4.46	4.44	4.53	4.54	4.69	4.55	4.48	4.43
OPPORSCH	3.65	3.59	3.50	3.18	3.46	3.50	3.35	3.59	2.86	3.58
POSLABEL	3.18	3.22	3.35	3.17	3.15	3.29	3.17	3.29	3.19	3.57
POWERLES	2.38	2.54	2.31	2.83	2.43	2.47	2.74	2.47	2.52	2.60
PROBSOLV	2.98	2.88	3.00	3.11	3.16	3.14	3.13	3.06	3.24	3.27
SCHRULES	3.11	2.75	3.05	2.98	3.30	3.02	3.22	3.29	3.27	3.43
SELFCONT	3.08	2.71	3.35	2.61	3.11	3.26	2.50	3.14	2.64	2.58
STAFFSUP	3.02	3.56	3.58	3.02	3.24	3.11	3.27	3.27	2.57	2.94
TEACHCAR	3.22	3.19	3.48	2.90	3.52	3.22	3.44	3.53	2.85	3.29
TEACHSUP	3.41	3.20	3.30	3.08	3.75	3.12	3.55	3.63	3.38	3.54
VIOLENOK	3.29	2.87	3.18	3.36	2.72	2.88	2.63	2.90	3.35	2.94

SELF-REPORTED OFFENSE FREQUENCIES DURING THE 60 DAYS PRECEDING ARRIVAL AT ADOBE:

	Alpha	Crossrds	Challenge	Enterprs	Genesis	Hope	Journey	Kachina	Pioneer	Recovery
VANDALSM	2.12	2.71	2.50	1.82	2.67	3.03	2.65	1.91	3.55	3.94
CARTHEFT	1.27	2.29	1.98	1.26	1.37	1.89	1.60	1.54	2.93	3.08
STEAL>50	2.02	3.62	1.97	2.02	2.57	2.29	1.38	1.96	3.69	2.94
STOLPROP	3.03	3.59	2.52	2.69	2.91	3.13	2.83	2.45	4.52	4.97
STEAL<50	1.81	3.12	1.83	2.02	2.43	2.21	2.78	2.17	3.48	2.97
ASSAULT	1.68	2.79	2.03	2.58	1.54	2.58	2.10	1.55	2.33	2.56
CREDCARD	.14	1.44	.97	1.18	1.11	.79	.33	.73	1.98	.97
USEMARIJ	4.91	5.71	3.92	4.05	4.95	6.47	3.37	4.87	5.68	6.11
SELLMARI	3.26	4.31	2.80	2.22	3.54	3.47	2.93	3.34	3.53	5.28
SEXASSLT	.03	.47	.18	1.44	.11	.13	1.18	.34	.88	.00
FRAUD	2.36	1.53	2.08	2.02	1.91	1.68	2.10	1.93	3.64	3.33
BREAKENT	2.42	1.06	2.60	1.73	2.74	2.34	2.45	1.60	3.60	3.00
ALCOHOL	4.88	5.09	3.35	3.38	5.70	5.47	3.60	3.88	5.93	5.64
GANGOFF	3.29	4.53	3.20	3.16	3.93	3.21	2.03	2.06	4.45	4.81
GANGFITE	2.45	2.76	1.95	1.85	3.02	2.79	1.43	1.16	2.86	3.33
GROUPOFF	2.59	2.59	1.95	2.10	3.37	3.05	2.35	1.63	3.15	2.72
ROBBERY	1.41	3.15	1.30	1.77	2.67	2.24	1.15	1.17	2.00	2.59
JOYRIDE	1.86	1.03	1.20	1.43	1.07	1.50	1.98	1.03	2.24	2.14
CRACKCOC	1.36	1.19	.75	.90	2.85	1.66	.83	1.22	1.55	3.03
UPPERS	2.14	2.44	2.72	2.30	2.24	3.82	1.68	2.49	4.00	3.56
PSYCHDEL	.85	1.38	1.98	1.42	2.00	1.82	1.45	1.35	2.21	3.88

	Alpha	Crossrds	Challenge	Enterprs	Genesis	Hope	Journey	Kachina	Pioneer	Recovery
Cottage Type:	Overflow	Violent Offenders	Prototype	Parole Violators	Prototype	Prototype	Sex Offenders	Prototype	Prototype	Substance Abusers

IV. Mean Scale Scores and Self-Reported Offense Frequencies by Race/Ethnicity

	Hispanic	Black	White	Other
N=	129	53	107	20

SCALE SCORES:

	Hispanic	Black	White	Other
CLOCKWAT	3.88	4.06	3.95	4.00
DBRATZOK	2.79	2.69	2.74	2.78
DBWRONG	3.78	3.70	3.82	4.03
DELEXPOS	2.80	2.83	2.70	2.74
DELINFL	2.83	2.72	2.86	2.93
EMPATHY	3.19	3.48	3.46	3.18
ENTHUSCH	3.12	3.28	3.26	3.14
FAIRSCHL	3.95	3.84	4.09	3.60
FAVJUDGE	2.60	2.78	2.80	2.52
FAVPOLIC	2.40	2.19	2.40	2.32
GENINFL	2.66	2.80	2.67	2.78
GOALIMPT	4.14	4.15	4.01	4.16
GOALPROS	4.48	4.55	4.49	4.36
OPPORSCH	3.40	3.67	3.43	3.37
POSLABEL	3.24	3.32	3.22	3.40
POWERLES	2.55	2.58	2.46	2.40
PROBSOLV	3.10	3.04	3.17	2.88
SCHRULES	3.15	3.33	3.21	2.83
SELFCONT	2.97	2.86	3.07	3.08
STAFFSUP	3.19	3.32	3.17	3.08
TEACHCAR	3.25	3.50	3.37	3.18
TEACHSUP	3.43	3.64	3.46	3.03
VIOLENOK	3.04	2.98	2.93	3.09

SELF-REPORTED OFFENSE FREQUENCIES DURING THE 60 DAYS PRECEDING ARRIVAL AT ADOBE:

	Hispanic	Black	White	Other
VANDALSM	2.48	1.95	2.34	3.18
CARTHEFT	1.72	1.49	1.89	1.53
STEAL>50	2.25	2.55	2.04	2.30
STOLPROP	2.99	2.42	3.23	2.98
STEAL<50	2.07	2.43	2.55	2.50
ASSAULT	2.10	2.58	1.49	2.07
CREDCARD	1.01	.94	.84	.23
USEMARIJ	4.58	5.13	5.05	5.08
SELLMARI	3.15	3.04	3.67	3.40
SEXASSLT	.39	.75	.38	.18
FRAUD	2.11	2.28	1.95	2.50
BREAKENT	2.25	1.81	2.21	1.98
ALCOHOL	4.37	4.95	4.14	5.25
GANGOFF	3.73	3.44	2.13	2.25
GANGFITE	2.39	2.75	1.43	1.23
GROUPOFF	2.48	2.33	2.05	2.33
ROBBERY	1.89	2.43	1.13	.83
JOYRIDE	1.62	1.39	1.28	1.10
CRACKCOC	2.04	.47	1.19	1.20
UPPERS	2.55	.95	3.77	1.43
PSYCHDEL	1.57	.70	2.05	2.00

- - Correlation Coefficients Between Theory-Based Predictors and Offense Frequencies - -

OFFENSE	Desirable Belief		SOCIAL CONTROL THEORY Undesirable Belief		Attachment		Commitment		SOCIAL LEARNING THEORY Undesirable	Peer Relns
	DBWRONG	FAVPOLIC	DBRATZOK	VIOLENOK	TEACHSUP	TEACHCAR	ENTHUSCH	GOALIMPT	DELEXPOS	DELINFL
VANDALISM	-.3639**	-.2363**	.2603**	.2843**	-.1512**	-.1721**	-.2787**	-.0724	.1587**	.2555**
CARTHEFT	-.3460**	-.1278*	.2016**	.1621**	-.0456	-.1212*	-.2040**	-.0834	.1435**	.1715**
STEAL>50	-.4100**	-.2589**	.2704**	.2753**	-.1200*	-.1412**	-.2711**	-.1044*	.2223**	.1919**
STOLPROP	-.3898**	-.2971**	.1946**	.2402**	-.1501**	-.1337**	-.2777**	-.0811	.2252**	.1269*
STEAL<50	-.2393**	-.1827**	.1527**	.1264*	-.1602**	-.1475**	-.2722**	-.1112*	.2029**	.0903
ASSAULT	-.3777**	-.1971**	.2278**	.2830**	-.1139*	-.1766**	-.2316**	-.0909	.1843**	.1446**
CREDCARD	-.3025**	-.0086	.1499**	.1545**	-.0820	-.1187*	-.1699**	-.1103*	.2244**	.0926*
USEMARIJ	-.2741**	-.3028**	.0714	.2084**	-.1069*	-.0847	-.2004**	-.0975*	.0322	.0966*
SELLMARI	-.3298**	-.2428**	.1675**	.2690**	-.0626	-.0520	-.1479**	-.1215*	.2528**	.1705**
SEXASSLT	-.1414**	.0447	.1243*	.0530	-.1113*	-.1405**	-.0773	-.1566**	.2215**	.1512**
FRAUD	-.3899**	-.2330**	.2482**	.2758**	-.1112*	-.1365**	-.1472**	-.0373	.2005**	.1789**
BREAKENT	-.3927**	-.2470**	.2880**	.2182**	-.1675**	-.2198**	-.2808**	-.1074*	.2124**	.2910**
ALCOHOL	-.3336**	-.3032**	.1036*	.2213**	-.1442**	-.1918**	-.2935**	-.1337**	.0804	.1329**
GANGOFF	-.4313**	-.3369**	.2698**	.3086**	-.1884**	-.2592**	-.3573**	-.2017**	.2659**	.2274**
GANGFITE	-.3702**	-.1666**	.2568**	.3127**	-.1045*	-.1417**	-.2143**	-.1121*	.1997**	.2482**
GROUPOFF	-.4458**	-.1995**	.2820**	.2840**	-.1958**	-.2828**	-.3047**	-.1267*	.2725**	.2038**
ROBBERY	-.4038**	-.2173**	.2202**	.2436**	-.1224*	-.1774**	-.3063**	-.1021*	.2705**	.1738**
JOYRIDE	-.3393**	-.0881	.2712**	.1433**	-.0590	-.1594**	-.2425**	-.0417	.2153**	.1643**
CRACKCOC	-.2920**	-.1395**	.1689**	.1894**	-.1101*	-.1748**	-.2439**	-.0771	.1388**	.1734**
UPPERS	-.2980**	-.1861**	.1409**	.2258**	-.1852**	-.2044**	-.2096**	-.1535**	.0933*	.0564
PSYCHDEL	-.3025**	-.1249*	.1473**	.2713**	-.1571**	-.1573**	-.1616**	-.0627	.1248*	.1397**

* - Signif. LE .05   ** - Signif. LE .01   (1-tailed)

V. PREDICTOR/OFFENSE CORRELATION COEFFICIENTS (N= 318)

APPENDIX C

JUVENILE DELINQUENCY THEORY

Understanding the specific causative factors related to law abiding or to delinquent behavior is critical in implementing successful program innovations. Three different theoretical formulations exist which can assist us in designing a Law Related Education Program. They are: Social Control Theory, Strain Theory, and Labeling Theory. Key elements from these theories include the concepts of commitment, attachment, involvement, belief in the necessity for and fairness of rules, positive labeling, and equality of opportunity. An Adobe Mountain School focused on these key elements has the potential to increase law abiding behavior and to reduce delinquent behavior. Following is a succinct description of each of the above theories.

Social Control Theory

Social control theorists maintain that most people stay out of trouble most of the time because they are bonded to the conventional norms of society through their affiliations with the social institutions of family, school, work, and church. As long as these ties remain strong and rewarding, the individual has a compelling incentive to engage in socially approved behavior. However, problems arise when an individual's affiliations to these basic social institutions are weak or non-existent.

There are four essential processes involved in bonding individuals to family, school, work, and church. The first is *commitment*, which refers to the degree to which the individual has interests that misconduct would jeopardize. Commitment rests on the individual's perception that something worthwhile results from maintaining good standing in a legitimate position or role (for example, the role of student) and that the loss of such standing would outweigh any benefits that might be gained from breaking the rules. When a person invests time and energy in a certain line of activity -- an education, a family, a business, a career -- he/she understands that engaging in deviant behavior runs the risk of losing the investment (commitment) made in conventional behavior.

The second process is *attachment* to individuals who support conventional behavior -- persons by whom a youth would like to be held in high regard. To engage in behavior which violates the normative expectations of such persons jeopardizes the relationship. On the other hand, a low level of attachment to adults who support conventional law abiding behavior, and a lack of concern for their opinions, makes violations of laws and rules more

likely. Within a learning environment, a plausible link between attachment and learning occurs when a teacher conveys material that a student sees as relevant and useful and who models the principles of fairness in what he/she teaches. Youth are more apt to form attachments with such teachers, than with those who pay little attention to such details. Likewise, providing opportunities for positive interaction between delinquent youth and the stereotyped symbols of authority (police, judges, prosecutors, etc.) could provide a foundation for attachment to them and the roles they play.

The third process is *involvement*, which refers to a youths' continuing allocation of time to productive and conventional activities. As used here the process of involvement is more complex than the notion that if one can keep youth sufficiently busy, they will not have time for delinquent acts. Rather, involvement refers to a youths' ongoing output of time and energy in certain conventional pursuits. For instance, activities associated with law abiding behavior are productive ones (like doing homework or participating in a debate). They do not include passive activities such as watching television, going to a movie, reading a magazine, etc. If youth are to become productive and enthusiastic participants in learning experiences involvement must occur.

The fourth process is *belief* that rules governing behavior are necessary and fair. belief is influenced not only by the individual's views of the degree of fairness and equity present in the justice system, but also by attitudes toward authority figures representing the system. For instance, researchers have found that lack of respect for the police is associated both with lack of respect for the law and with delinquent behavior, even among youth who had never had contact with the police.

These four bonding processes -- commitment, attachment, involvement, and belief -- operate through our affiliations with conventional representatives of basic social institutions (family members, teachers, work supervisors, clergy, etc.). The stronger the ties, the greater the control. Most people have a multiplicity of important conventional ties. During periods, for instance, when there is no stake worth protecting in school or in the workplace, the family and other community memberships remain as sources of control. Freedom to engage in misconduct occurs only when all important affiliations are in a disintegrated state at once. For most of us, this is an extremely rare occurrence -- for delinquent youth it is not.

Strain Theory

As originally formulated by Robert Merton, strain theory tells us that, in our society, the same worthwhile goals tend to be held out as desirable to everyone. Virtually every child who is raised in American culture is socialized in the home and at school to accept common life goals associated with high aspirations for economic achievements. Although the goals of the good life (education, job, family, home, etc.) and the aspirations for obtaining them are equitably distributed throughout the population, the legitimate means to achieve them are not open equally to all. This combination of equality of goals and inequality of opportunity causes strain and makes it difficult for some segments of the population to play by the rules to achieve what they want. Consequently, some turn to illegitimate and delinquent behavior. Others reject the goals and the means and retreat from society through the use of alcohol and drugs. Some scholars note that while strain and its presumed frustrations provide the impetus for delinquent behavior, more is necessary. Motivation alone, they argue, is insufficient to explain criminality. Adapting to strain through delinquent behavior also requires the opportunity to learn and use illegitimate means to alleviate strain.

For youth in our high-tech post-industrial society, access to the means of achieving the culturally prescribed goals of our society necessitates, more than ever, increased levels of knowledge and skills. Unfortunately, for too many of the youth with whom we work, the failure to master basic skills and content makes successful mastery of higher knowledge and skills virtually impossible. Thus, opportunities for continued learning are blocked, and the pattern of academic failure becomes circular and self-perpetuating. In varying degrees, youth at Adobe Mountain experience the frustration and strain described by this theory. We must engage these youth in instructional strategies designed for participative activities which expand opportunities for them to demonstrate and to be rewarded for knowledge and competence gained.

Labeling Theory

Labeling theory holds that attaching negative or derogatory descriptions to persons affects their situations and future behavior. A common assumption held by advocates of this perspective is that the most damaging labels are those conferred by the justice system. Those labeled as "delinquents" "criminals" "felons", etc. eventually alter their self-concept to fit stereotypic traits associated with these labels. In the case of younger persons, such labels

also curtail opportunities for contacts with law abiding individuals and lead to increased associations with those who have been similarly labeled. The consequence is a greater likelihood of continued delinquency.

Empirical research bearing on the labeling theory has indicated repeatedly that the judicial labels conferred are based not just on offenses committed, but on social factors as well. A number of studies have found that apprehension, booking, and referral to court occur on a selective basis. Selection at each step is influenced strongly by such non-offense related factors as class, sex, race, learning disabilities, and demeanor. Thus, some young persons stand a disproportionate chance of receiving derogatory judicial labels for reasons other than the extent of their misconduct.

While a decade of research on the *effects* of negative judicial labels has produced mixed findings regarding their consequences, research supports the conclusion that the most serious consequences occur when negative labels are introduced in a setting that has significance to the individual. A typical classroom is an example of such a setting. There is striking regularity with which teacher predictions of trouble among specific students tend to come true. Research suggests that this may be due in large part to labeling effects. Students tend to live up to or down to teacher expectations in the classroom. When a youth is called a *troublemaker* and is placed with others so labeled, trouble rather than productivity is expected.

Although all youth at Adobe Mountain share common judicial labels, how we deal with those youth we perceive as *troublemakers, slow learners, nonconformists, etc.* within the institutional environment is important. Not only do others respond to the person so labeled as if the description were correct, the label itself becomes a self-fulfilling prophecy. When this happens, opportunities for bonding to conventional persons engaged in conventional activities are diminished and the probability of nonconforming behavior increases.

THEORIES OF DELINQUENCY CAUSATION: SELECTED REFERENCES

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Integrated Theoretical Models:

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APPENDIX D

Curriculum Guide

Adobe Mountain School
LRE Project

created for the
National Office for Social Responsibility
and the
Center For Action Research

Based upon material from:
Street Law: A Course in Practical Law.4th ed.
Conflict, Courts.and Trials, 3rd ed(Law in Action Series)
Consumer Law(National Street Law Institute)
Juvenile Responsibility and Law, 3rd ed(Law in Action Series)
**Foundations of Democracy: Authority, Privacy.Responsibility
and Justice**(Center for Civic Education)
Hot Topic, by Daniel Starer

Curriculum Overview

Introduction

The draft curriculum for the LRE program is designed to help students achieve the learning outcomes outlined in the program Goals and Objectives. It is rooted in delinquency prevention theory and research which suggests that the degree to which students achieve the learning outcomes related to knowledge and skills will impact the outcomes which address the development of positive attitudes. The lessons included in the curriculum have been selected from a variety of LRE materials which have been evaluated and demonstrated to be effective in meeting the program Goals and Objectives. The curriculum guidelines are based on the extensive involvement of community resource persons in their implementation. This draft curriculum will be revised based on feedback from participating students, teachers and community resource team members.

Goal I--Knowledge.

The outcomes supporting this goal are content specific and address the following:

- Authority
- Justice (Fairness)
- Responsibility

The concepts which underlie these learning outcomes are interrelated. For example, procedural justice is embodied in the legitimate exercise of authority and determining who should be held responsible for a situation is closely related to corrective justice. It will be important for teachers and community resource persons to help students see these interrelationships. Opportunities for cross-curriculum linkage between LRE studies and other areas of the school curriculum should also be explored.

Goal II--Skills

The skills identified in the learning outcomes supporting this goal will be developed concurrently through the content and strategies used to implement the content outcomes in the knowledge goal.

As part of each unit, students will learn and practice the following problem-solving and social participation skills:

- social competence

1

*sense of autonomy

*high self-esteem

*belief in the future

*feelings of efficacy

   *belief that they have some degree of control over what
   happens (and are therefore responsible for their own
   actions)

   *belief that they are not alone-that they can ask for and
   accept support from others

*belief that they can make a difference in the world

Manual Format

Each unit in the manual follows the format outlined below:

- an introductory page consisting of a brief overview of the
   concept to be addressed in the unit

- lesson overview page which gives specific teacher directions
   on how to conduct each lesson within each concept cluster

- student materials for each lesson

Instructional Strategies

Research suggests that interactive learning strategies are essential to
the success of any LRE curriculum. The curriculum includes the following
instructional strategies:

Brainstorming

Purpose

Brainstorming is a well-known, widely used problem solving tool. It encourages participants to use their imaginations and be creative. It helps elicit numerous solutions to any given problem, e.g. What shall we name this product? What should I do in this situation? How can we overcome this obstacle?

Rules For Brainstorming

1. No evaluation of any kind is allowed in a "thinking-up" session. If you judge and evaluate ideas as they are thought up, people tend to become more concerned with defending their ideas than with thinking up new and better ones. Evaluation must be ruled out.

2. Everyone is encouraged to think up as many ideas as possible. It is easier to tame down a wild idea than to pep up a bland idea. In fact, if wild ideas are not forthcoming in a brainstorming session, it is usually evident that the individual participants are censoring their own ideas. They are thinking twice before they put out an idea for fear that they may come up with a silly one and sound foolish.

3. Quantity is encouraged. Quantity eventually breeds quality. When a great number of ideas come pouring out in rapid succession, evaluation is generally ruled out. People are free to give their imaginations wide range and good ideas result.

4. Everyone is encouraged to build upon or modify the ideas of others. Combining or modifying previously suggested ideas often leads to new ideas that are superior to those that sparked them.

Questioning Strategies

The use of questions is an important part of an LRE lesson. The effective use of questions is critical in involving students in the learning process.

The effective use of questions requires careful planning, for they are more than words ending with a question mark. While some questions may be useful to see how much knowledge students have, the major goal is to affect student attitudes leading to responsible decisions. Therefore, you will want to use questions that will lead students to analysis of situations and synthesis of concepts, enabling them to transfer the learning from this program on a lifelong basis.

Types of Questions

There are at least six types of questions. Following is a brief description of six levels of questions and examples of each.

1. Knowledge is the remembering of previously learned material. These questions involve recall of specific facts. All that is required is remembering appropriate information.

   Example: What is the difference between trial courts and appellate courts?

2. Comprehension is the ability to grasp the meaning of material. This may be shown by translating material from one form to another, and by interpreting material.

   Examples: What does the case history mean? Summarize the main ideas of today's lesson.

3. Application is the ability to use learned material in new situations. Application includes using rules, concepts or principles from one situation and applying them to another.

   Examples: Which consequences in today's activity could happen to you? What options will you have when you are in the same situation in the future? If you were the main character in the role play situation, what would you have done?

4. Analysis is the ability to break down material into its component parts so it can be more easily understood. This may include identifying the parts of the decision-making process in a situation, analysis of the relationship between parts, and recognizing the decision-making principles in generating appropriate alternatives.

8. Avoid imposing your own judgment on students' responses to open questions. "Open" implies a wide variety of responses may be acceptable.

9. Call on non-volunteers as well as volunteers. Let students know that you plan to do this.

10. Ask questions that call for clarification, elaboration, justification (evidence), etc.

b. Think carefully about how you will group students. Will you let the students choose those with whom they want to work? Will you assign groups? Most experts recommend a combination of pupil-choice and teacher-choice. Before launching small group activities for the entire class, you might ask each student to writing the names of 3 or more students with whom he or she would most like to work. You could use this information in structuring the groups. (See sections below on Group Size and Assigning Students to Groups)

c. Help students become conscious of their group process skills. We cannot expect them to work well in groups without help. One way is to let them examine their own and others' behavior in groups by assigning "process observers" to monitor the groups' progress on the assigned task. The report of the process observers provides the group members with an opportunity to focus how they handled an issue. (See section on Process Observers)

3. Group size

a. The following comments on group size are adapted from *Revised Circles of Learning* by Johnson and Johnson.

- As the size of the group increases (not more than five), the range of ability, expertise, skills and number of minds available for acquiring information increases. Also more willing hands and talents are available to do the tasks and the likelihood of having someone who has special knowledge that will be helpful to the group task is greater.

- The larger the group, however, the more skillful group members must be responsible for ensuring that everyone has an opportunity to speak, help coordinate group actions, help the group reach consensus, and keep all members on task. Very few students have the collaborative skills necessary for effective group functioning. Therefore, the skills must be carefully taught.

- The materials available or the specific nature of the task may dictate group size

4. **Assigning student to groups.** The Johnson and Johnson book, *Revised Circles of Learning*, suggests that teachers/instructors consider the following questions when assigning students to groups:

   a. Should students be placed in learning groups of homogenous or heterogeneous ability? There are times when homogeneous ability groups may be used to master specific skills or to achieve certain instructional objectives. Generally, however, it is recommended that teachers maximize the heterogeneity of learning groups by placing high, medium and low achieving students within the same group. More creative thinking, more frequent giving and receiving of explanations and greater perspective-taking in discussion seems to occur in heterogeneous groups.

   b. Should non-task-oriented students be placed in learning groups with task-oriented peers or be separated? To keep non-academically-oriented student on task, it often helps to place them in a learning group with task-oriented peers.

   c. How do teachers assign students to learning groups? In order to build constructive relationships between male and female students and students from different cultural backgrounds, it is recommended that each group include gender and cultural heterogeneity.

   d. Should students select group members or should the teacher assign students to learning groups? Having students select their own group is often not effective. Student-selected groups are frequently homogeneous with high-achieving students selecting other high-achievers, males selecting males and members of different cultural groups selecting group members from similar backgrounds. There is often less on-task behavior in student-selected than in teacher-selected groups.

   A useful modification of the "select your own group" method is to have students list the students with whom they would like to work and place them in a learning group with one person they chose and other students selected by the teacher.

reasons why you would have difficulty doing it. This seemed to upset everybody and you all would return to the original problem again. Did you notice, Len, that nobody seemed to question your reasons? They just seemed to accept them at face value."

The process observer is **not**:

- a participating member of the group
- a spy, a judge or a self-proclaimed psychologist
- a manipulator or fabricator
- an all-knowing leader or expert
- a mediator or referee

The process observer **is**:

- someone who observes factors that influence the function of the group
- a source of feedback to the group

6. **Common problems.** Typical problems that groups face and that teachers and process observers should look for include:

   a. Terminology. Terms such as democracy, justice, etc. often mean different things to different people. Do the group members clarify their own terminology? Do all members use the same words in the same way? What happens when someone tries to clarify terminology?

   b. Respect for the rights and opinions of others to be heard. Does everyone in the group get a fair hearing?

   c. Willingness to compromise and to cooperate. Are there members of the group whose minds are made up and who will "lose" if they change their position and "win" if their position becomes accepted?

   d. Support of others. Do the members of the group support other individuals with positions similar to theirs? Or, do they let others go out on a limb and fight the same battle without support?

   e. Willingness to listen. Does it appear that the members of the group are more interested in talking than in listening to what

8. Other recommendations for using small groups.

   a. Make sure the students have the knowledge and skills necessary to do the work. If they do not, you will find out in a hurry. They will not stick to the task.

   b. Make the group instructions very clear. It is unlikely that groups will be able to follow more than one or two instructions, even if they are clear ones.

   c. Allow enough time to complete the assigned task in the small group. Think creatively about ways to constructively occupy groups that finish ahead of the others.

   d. Strike a balance between independent and group learning. Use small groups only for tasks calling for cooperation.

   e. Make small group work a norm in your classroom rather than an unusual departure from lecture and whole class discussion.

   f. Think about how your reward and evaluation strategies impact upon the use of small groups. Be able to provide group rewards for group efforts.

   g. Be explicit in dealing with management issues within the groups. If someone must report back to the class on the group's work, be sure there is a process for selecting the reporter.

   h. Be prepared for the noise level which occurs during group learning activities.

   i. Circulate and observe and evaluate what is occurring in the groups. When you stop to visit a group, don't take it over. Think about your role in such a situation before you speak.

Small Group Work -- Introducing the Activity

The first time the class works in groups is crucial. This will set the tone for other group work. Therefore, it is important to follow a few successful practices for this first time.

1. Teacher appoints the groups.

2. Think of the most extroverted students, or the students most likely to conduct a group with confidence. Make them group leaders.

3. Pick the most perceptive or successful students and put one in each of the groups.

4. Pick the least perceptive and put one in each group.

5. Complete the group of not more than three according to your best judgment of compatibility.

6. Meet with group leaders in advance to explain responsibilities.

7. Spend time in class explaining group responsibilities and leader responsibilities.

8. Be certain groups sit in a circle ("eye ball-to-eye ball, knee-to knee".) The group will not function unless each member can see all others.

9. Circulate around to each group during group work to answer questions. Present your observations at end of group work. Make specific mention of a good idea presented in each group.

10. Debrief the process of the small group work activity as well as the content discussed.

consider issues of public policy, ethics, and practical reality. For example, a case study involving abortion might involve the following issues:

- **LEGAL**: Is abortion legal? If so, under what circumstances?

- **PUBLIC POLICY**: Should abortion be legal? Why or why not?

- **ETHICS**: Which value is more important, a woman's right to privacy or a fetus' right to life? Why?

- **PRACTICAL**: What are the options to someone faced with an unwanted pregnancy? Where can someone in this situation go for help or advice?

4. **Discuss the arguments**: once the students have focused on the issues, they should develop and discuss the arguments which can be made for and against each of the various points of view. One issue, clearly stated, should be identified for discussion. If time allows, you may wish to present other issues. When discussing the arguments students should consider questions such as:

- What are the arguments in favor of and against each point of view?

- Which arguments are most persuasive? Least persuasive? Why?

- What might be the consequences of each course of action? To the parties? To society?

- Are there any alternatives?

In discussing the various arguments it is important to foster a climate of acceptance and openness. Students must know that all shades of opinion are welcome and that their ideas will receive a fair hearing and analysis no matter how controversial or touchy the issue. In other words, students should be encouraged to listen to, consider and evaluate all points of view.

5. **Reach a decision**: a decision is the answer to the issue or issues posed by a case. When students are given the decision, as in a court case, they should be asked to evaluate it. Do they agree or disagree with it? What will the decision mean for the parties? For society? In some cases the decision will not be given and students should be asked to reach their own decisions. For example, students might be asked how they would decide a case and why. After the students have reached their own conclusions, the teacher can tell them the actual result or holding in the case, at which point students can compare their own decision to that of the court.

Case Study -- Five Easy Steps

The case study approach is a law-related education teaching strategy which uses real and hypothetical legal cases and may be used in a variety of ways: In its full-fledged form, it includes the following elements:

1. Identifying the facts of the case;
2. Developing the legal and/or constitutional issues;
3. Formulating arguments for both sides of the issues;
4. Explaining the court's decision and the reasoning of the majority and the dissent; and,
5. Evaluating the courts decision and predicting the impact of the court's decision

There are many different instructional strategies that can be used with these elements. They include individual, small group and whole-class processes.

1.   Facts of the Case

Students should read, listen to, or view a description of the facts of the case. One useful and efficient method for insuring that students understand the facts is to put them in pairs and have one student summarize by completely recounting the important facts. The question, "What happened in this case?" is a good prompt for the summarizer.

Another technique involves having students work on the following series of questions:

- What happened in this case?
- Who are the people/organizations/companies involved?
- What are the possible motives which could explain why the people involved acted the way they acted?
- How did the lower courts rule on this case? (Note: obviously this should be only asked if the case is on appellate review).
- Which facts are important?
- Which facts don't you have that you would like?

As a general rule, it is important to check for students' understanding of the facts before they work on the other elements. A quick whole-class discussion of the facts can clear up misunderstandings and reinforce the work the students did in pairs/groups.

The Constitutional and/or legal issues that the students develop provides a good starting point for the process of developing arguments. Students can be asked to formulate and evaluate reasons in support of both a "yes" and a "no" answer to the issue question. Any number of standard law-related education interactive strategies, such as moot court simulations, are useful to accomplish this.

Before students learn about the actual court's decision and reasons, it is useful to ask them to predict what they think the court will do and why.

4. Court's Decisions and Reasons

The first thing to focus on here is the court's answer to the constitutional/legal issue(s). For example, in **Tinker**, the Supreme Court ruled that the students' constitutional rights have been violated by the Des Moines Board of Education. It is also important to discuss the geographical areas that will be affected by the decision. If the case was decided by the United States Supreme Court then it will apply to the entire nation. However, few cases are heard by the Supreme Court and most decisions will affect a smaller area.

By identifying and evaluating the court's reason for their decision, students will be able to compare and contrast those reasons with their own.

5. Evaluating a Decision and Predicting Its Impact

The final step in the case study approach involves reacting, often on a very personal level, to the decision of the court. Especially in cases that are significant and controversial, students both want and need the opportunity to discuss what they think about the decision of the court. Additionally, having students predict the impact of court decisions often necessarily involves discussion of actions by other branches of government. Many court cases can be effectively overturned by a change in a statute or policy.

Stress the importance of learning how to discuss, manage, and evaluate controversial issues to reaching compromise or consensus in a free, diverse and pluralistic society.

Before beginning this program in which class discussion and sharing of opinions are critical components, you may wish to establish some ground rules. For example:

When expressing an opinion, always be prepared to justify it.

Politely and respectfully listen to the opinions of others.

RULES

1. Every one will get a chance to talk. Only one person will talk at a time.

2. Wait your turn, do not interrupt.

3. Do not argue with people, argue with reasons or ideas

4. You may change your view or opinion. Be prepared to give your reason for changing.

5. Listen to other's reasons and ideas. You will be called on to tell which one you liked best. (Other than yours)

process ends, the remaining students may be asked whether the participants were lined up correctly according to their understanding of the statements. This may require further clarification of positions.

5. Students now can be asked to state their reasons for positioning themselves as they have. The instructor may wish to post these. Students can respond to questions concerning their reasons, but argumentation should not be allowed.

6. In order to assure that students listen to and consider opposing points of view, all students should be asked to present the arguments that, although contrary to their positions, give them pause, make them think twice, "get under their skin," or are the most persuasive.

7. Finally, student should be required to consider the consequences of alternative policy choices. This involves identifying the existing law or policy on the issue being considered, if it exists. The class can then discuss what impact the polar positions presented on the continuum would have on society as a whole and on individuals.

Plaintiff's Team	**Defense Team**
Opening statement	Opening statement
Direct examination of plaintiff's witness #1	Cross-examination of plaintiff's witness #1
Direct examination of plaintiff's witness #2	Cross-examination of plaintiff's witness #2
Cross-examination of defense witness #1	Examination of defense witness #1
Cross-examination of defense witness #2	Examination of defense witness #2
Closing statement	Closing statement

• If a jury trial is used, students assigned to a jury may use this time to discuss the role of the jury, jury selection procedures in the local community, and the historical development of the jury system.

Simplified Rules of Evidence

In American courtrooms, elaborate rules are used to regulate the admission of evidence. These rules are designed to ensure that both parties receive a fair hearing and to exclude evidence which is irrelevant, untrustworthy, or unduly prejudicial. For purposes of a classroom mock trial, the rules of evidence may be greatly simplified. The following rules are those most commonly applied to a classroom mock trial.

1. **Form of Questions**: Leading questions are permitted during the cross-examination but not during direct examination. A leading question is one that suggests the answer desired by the person asking the question. Direct questions are generally phrased to evoke a narrative answer. Example of a direct question: Mr. Bryant, can you please tell us what happened to you on the night of July 23rd? Example of a leading question: Mr. Hayes, isn't it true that you were drinking on the night of July 23rd?

2. **Witness Opinions**: As a general rule, witnesses may not give their opinions. They should confine their testimony to matters of personal knowledge (i.e., what they did, saw, heard, smelled, etc.) However, certain witnesses who have special knowledge or experience in a certain

examination. This means that the opposing side can point out the contradiction and thereby call into question the truthfulness of the witness. To do this the side wishing to impeach the witness should:

- Show the witness statement to the person on the stand.

- Ask, "Is this your sworn statement?"

- Have them read the portion of the statement that contradicts their testimony.

- Point out the contradiction to the court.

7. In classroom situations, the student attorney may object if the other side introduces evidence that can not reasonably be deduced from the fact pattern given.

Moot Court

A moot court is patterned on an appeals court or Supreme Court hearing. The court, composed of a panel of justices, is asked to rule on a lower court's decision. No witnesses are called, nor are the basic facts in a case disputed. Arguments are prepared and presented on the application of a law, the constitutionality of a law, or the fairness of previous court procedures. In many ways, the moot court is like a debate, for each side presents arguments for the consideration of judges. Since moot courts are not concerned with the credibility of witness testimony, they are an effective strategy for focusing student attention on the underlying principles and concepts of justice.

How To Proceed:

1. Select a case (actual or hypothetical) that raises questions relevant to the concept being studied. Curriculum materials developed by the NTDP grantees all contain many fact situations on which to base a moot court. Moot court procedures applied to hypothetical situations can be used to explore almost any issue raised in classroom discussion.

2. Ask the class to identify the issue involved in the case.

3. Select an odd number of students to be the justices of the court.

4. Divide the remaining students into two teams. One team will represent the person or group appealing the lower court decision (the appellant or plaintiff). The other team will represent the defense (the respondent).

5. Each team should meet to prepare arguments for its side of the case. The team should select one or two students to present the arguments.

6. The justices should meet to discuss the issue involved and any questions they feel need to be answered in order to reach a decision. The justices should select one student to serve as chief justice. The chief justice will preside over the hearing. He or she will call for each side to present its case as well as recognize other justices to ask questions.

7. Participants should consider all of the details presented in the fact situation to have been established in a trial court. Teams may not argue that any of these facts are inaccurate.

Student Instructions for Pro se Court

1. Opening statements by the participants-- first by the plaintiff and then by the defendant. An appropriate time limit should be imposed on these statements.

2. Plaintiff makes arguments and is questioned by judge.

3. Defendant presents defense and is questioned by judge.

4. Judge makes decision and explains reasons.

5. Once the judges deliver their decisions, ask the resource person to discuss the decision-making process and decisions given. How would his decisions and rationale compare to the decisions given?

3. After each group has met with both mediators and has heard the position of the opposing group, each group meets independently again without a mediator. The group considers the advice given by the mediators and discusses its position. When members of a group disagree, a decision may be reached by majority vote. The group may talk to each other through a mediator.

4. The head mediator calls for a joint meeting of both parties and the mediators and acts as chair.

5. The head mediator asks each group to state its position and reasoning.

6. If both parties present the same position on an aspect of the conflict, the head mediator declares an agreement and selects another aspect to discuss. If the two parties do not agree, the head mediator may postpone discussion of the issue or may suggest that each group meet independently again, with or without a mediator, to reconsider its position.

7. If no agreement can be reached, the head mediator can adjourn the session.

Legislative Hearing

Legislative hearings are held by committees of the United States Congress and other legislative bodies to gather information upon which to base recommendations regarding subjects regulated by law or for which laws are being considered. These hearings are a basic function of legislative branches of government. Role playing a legislative hearing provides participants an opportunity to gain an increased understanding of the purposes and procedures of such hearings as well as the roles and responsibilities of committee members. Participants also gain experience in identifying and clarifying the ideas, interests, and values associated with the subject being discussed by the legislative hearing.

How to Proceed

1. Identify, or help students identify, a topic to be discussed in a legislative hearing. The topic should be related to the concept being studied, e.g., a hearing on government data banks and the right to privacy. You may wish to put the topic in the form of a proposed bill. Staff from the office of local legislators could be of assistance in this task.

2. Contact the local legislature, local groups or local chapters of national organizations that might have a concern in the topic you have chosen to serve as resource people. Ask them if they might have members or staff members who would be interested in serving as resource persons.

3. Assign the following roles:

   a. **Legislators.** Six legislators is a practical number for a committee but this number may be varied to meet class requirements. One legislator is designated as chairperson.

   b. **Witnesses.** The number and nature of the witnesses will depend upon the topic being discussed. Witnesses should represent differing point of view including various interests and values.

   c. **Recorder.** A person selected to keep a record of proceedings and present a review of recommendations.

4. Explain to participants the purpose of the legislative hearing and the procedures to be followed. Prepare a handout of the student instructions to a legislative hearing if needed.

6. The chairperson is the first to question the witness, followed by each of the other members of the committee. However, a committee member may interrupt to ask a question or make a comment at any time during the proceedings.

7. The following time limits are suggested: from two to five minutes for a witness' opening statement and from five to ten minutes for questions from the chairperson and other committee members.

8. After the witnesses have been heard, the legislators on the committee will review the testimony, discuss the problem, and make recommendations on what their next step(s) will be.

Student Instructions for a Legislative Debate

1. The student legislator groups may wish to discuss any similarities in the proposed bills to see if any groups can unite behind a common proposal.

2. Time limits for the various steps in legislative debates should be decided upon ahead of time. The chairperson shall be empowered to cut off speaking time when the limit has been reached.

3. The presiding officer calls the legislature to order, indicates that all votes will be decided by a simple majority, announces the issue, and opens the debate.

4. The first bill on the agenda is introduced by the group's chairperson or by an individual delegated this responsibility by the chairperson. The group spokesperson stands, addresses the presiding officer, and describes the bill the group has written.

5. After the chairperson or group spokesperson has completed presentation of the bill, he/she may remain standing and recognize two other members of the group who may then make additional comments on the bill.

6. The bill is discussed and debated by the legislature. Representatives from other groups may ask questions, offer criticisms, or suggest needed modifications. The chairperson or spokesperson for the group that developed the bill responds to the questions, criticism, or suggested modifications.

7. Steps #4 -#6 are repeated for each of the other proposed bills.

8. When the discussion and debate on all of the proposed bills are completed, legislators may move:

    a. that one of the bills be voted upon;

    b. that the sessions be recessed to enable the groups to consider the bills that have been presented. If the session is recessed, each group meets to decide upon a course of action. A group may decide:

        1) to support one of the bills as presented

        2) to suggest amendments to one of the bills, or

Town Meeting

A town meeting provides members of a community an opportunity to participate in the decision-making process. A community forum usually considers matters of local concern. A town meeting can serve as a local governing and decision-making body by performing functions similar to those of a representative city council. It can also be advisory in nature, providing elected representatives with the view of citizens.

How to Proceed

1. Identify, or help students identify, a proposition of importance to the entire community that the town meeting will discuss, debate and vote upon.

2. Organize the town meeting by assigning individuals the following roles:

   a. chairperson

   b. representative of a group in favor of the proposition

   c. representative of a group in opposition to the proposition

   d. community members at large

   e. elected officials who represent the entire community in the town or city council, state legislature, or other legislative body.

3. Explain to students the purpose of the town meeting and the procedures to be followed.

4. Allow time for students to prepare for the town meeting in accordance with their assigned roles.

5. Arrange for the use of a larger room than the typical classroom.

6. Arrange for local legislators and representatives from local civic improvement association to serve as resource persons or observers.

7. Conduct the town meeting using the procedures set in the "Student Instructions for a Town Meeting" handout.

8. Debrief the activity with the students and with the help of any resource persons.

Adapted from guidelines prepared by the Center for Civic Education, Calabasas, California

Role Playing and Simulations

Role playing: Participants feel like, think like, and/or act like another individual and "act out" a particular problem or situation.

Simulations: Participants react to a specific problem within a structured environment, for example, a moot court or legislative hearing. This hypothetical situation is designed to simulate an actual activity.

Although these two approaches have differing qualities, they are complementary and share the following common characteristics:

1. Build upon and further the development of imagination and critical thinking skills

2. Promote the expression of attitudes, opinions and values

3. Place the student in a particular problem or situation that is often found in the real world

4. Foster student ability to develop and consider alternative courses of action

5. Require careful planning by the teacher and preparation of the participants

6. Require extensive debriefing and in-depth analysis of the experience by the teacher and by the students

In preparing to use these two strategies, the following suggestions might be taken into consideration:

1. Initial activities should be simple and become increasingly more complex if role playing is to be more than a drama exercise.

2. Do not expect polished performances initially. Give students several opportunities to role play and to simulate historical and contemporary situations. Vary the type of activity.

3. There are four essential components to these two strategies:

    a. Preliminary planning and preparation by the teacher.

    b. Preparation and training of the students.

Structured Debate

Students are placed into pairs and assigned one side of a debate issue. With their partner, students read the assigned material and prepare to argue their side against a pair who has been given material on the opposite position.

The teacher then places a pair who are FOR an issue against a pair who is AGAINST the same issue. The debates begin. There will be several debate groups going on around the room. The teacher walks around and monitors the debates.

The teacher now switches the debate groups, but the pair that was FOR the position must now argue AGAINST it, using the information they learned from the first debate. This pair is now matched with a pair that had been AGAINST the issue, but is now FOR it.

The goal of using the Structured Debate format is that students learn both sides of a debate equally well by being forced to defend both positions.

UNIT OVERVIEW: AUTHORITY

Authority, in the form of rules and laws, people and institutions, constantly touches the lives of delinquent youth. Some of the most important political and legal controversies throughout history have focused on issues of authority. This concept cluster on authority will help youth gain the understanding and skills necessary to develop reasoned and responsible positions regarding authority. Some of the key issues with which they will struggle are incorporated into lessons within this unit. They are:

UNIT OVERVIEW: DISTRIBUTIVE JUSTICE

Distributive justice concerns itself with the fair distribution of benefits and burdens among two or more people or groups in society. For example, an issue that is always at the forefront of education is the question should all people be given the same educational opportunity at public expense, or should some people be given greater assistance and opportunity than others? Within this concept cluster, students will learn the following:

UNIT OVERVIEW: CORRECTIVE JUSTICE

Corrective justice has one principal goal--the fair response to a wrong or injury. Such responses can vary widely (i.e., imprisonment, fines, restitution, rehabilitation, etc.). Within this concept cluster students will learn:

APPENDIX E

Adobe Mountain LRE Project

Student Outcomes

Overall Program Goal

Upon completion of the LRE program, students will demonstrate knowledge, skills and attitudes necessary for effective citizenship in a constitutional democracy.

Goal I--Knowledge:

Upon completion of the LRE program, students should be able to demonstrate an understanding of the concepts of authority, justice and responsibility.

Learning Outcomes:

Authority

Students should be able to:

1. define authority and explain the difference between authority and power without authority

2. identify some sources of authority

3. explain the need for rules and laws

4. develop and apply criteria for evaluating rules and laws

5. develop and apply criteria for selecting people for positions of authority

6. develop, defend and evaluate positions on the scope and limits of legitimate authority

Justice

Students should be able to:

1. identify some fair and reasonable ways to decide issues of distributive justice (who gets what)

2. explain the importance of procedural justice in gathering information and making decisions

3. identify and explain the procedural justice rights guaranteed by the U. S. Constitution and why they are important

4. identify some differences between juvenile and adult court procedures

5. identify and apply procedures for fair responses to wrongs and injuries (corrective justice)

1

6. demonstrate an understanding of the need to balance individual freedom and the common welfare

Responsibility

Students should be able to:

1. identify some of their responsibilities to their family, school and community

2. analyze some consequences of fulfilling or not fulfilling responsibilities

3. identify considerations and procedures useful in choosing among conflicting responsibilities and values

4. identify considerations useful in deciding who should be held responsible

5. identify the responsibilities of good citizenship

Goal II Skills

Students should be able to:

1. demonstrate critical thinking skills in analyzing issues of authority, justice and responsibility

2. demonstrate effective social participation skills including communication and perspective-taking

3. demonstrate and practice the ability to manage and resolve conflicts peacefully

4. demonstrate the ability to use effective problem-solving and decision making in resolving school and community problems

5. identify effective ways to influence or bring about change in a constitutional democracy

Goal III Attitudes

Students should be able to:

1. demonstrate respect for legitimate authority

2. demonstrate respect for divergent points of view

3. demonstrate a willingness to contribute to the common welfare through school and community participation

4. demonstrate a belief in their own efficacy as individuals and as members of the larger society

5. demonstrate a willingness to accept responsibility for their own actions

2

Curriculum Overview

Introduction

The draft curriculum for the LRE program is designed to help students achieve the learning outcomes outlined in the program Goals and Objectives. It is rooted in delinquency prevention theory and research which suggests that the degree to which students achieve the learning outcomes related to knowledge and skills will impact the outcomes which address the development of positive attitudes. The lessons included in the curriculum have been selected from a variety of LRE materials which have been evaluated and demonstrated to be effective in meeting the program Goals and Objectives. The curriculum guidelines are based on the extensive involvement of community resource persons in their implementation. This draft curriculum will be revised based on feedback from participating students, teachers and community resource team members.

Goal I--Knowledge.

The outcomes supporting this goal are content specific and address the following:

- Authority
- Justice (Fairness)
- Responsibility

The concepts which underlie these learning outcomes are interrelated. For example, procedural justice is embodied in the legitimate exercise of authority and determining who should be held responsible for a situation is closely related to corrective justice. It will be important for teachers and community resource persons to help students see these interrelationships. Opportunities for cross-curriculum linkage between LRE studies and other areas of the school curriculum should also be explored.

Goal II--Skills

The skills identified in the learning outcomes supporting this goal will be developed concurrently through the content and strategies used to implement the content outcomes in the knowledge goal. As part of each unit, students will learn and practice the following problem-solving and social participation skills:

- social competence

  - effective communication

    - reflective listening
    - reasoned arguments

  - empathy for others

  - seeing issues from multiple perspectives

  - peaceful resolution of interpersonal conflicts

    - flexibility of thought
    - impulse control

3

- problem-solving

  - gathering and organizing information
  - defining and clarifying issues
  - abstract and reflective thinking
  - tolerating ambiguities
  - critical analysis of issues
  - exploring and generating alternative solutions
  - assessing consequences
  - planning and goal setting

These skills have been identified in recent research as essential attributes of resilient young people. They are interrelated. They are not genetic abilities. They must be taught and practiced. The interactive strategies included in the curriculum guidelines provide opportunities in each of the content areas for instruction and reinforcement of each of the skills.

Goal III--Attitudes

As noted in the introduction to this overview, the degree to which students achieve the learning outcomes related to knowledge and skills will impact the outcomes which address the development of positive attitudes. Indeed, the attitude outcomes depend on the development of the skills addressed in Goal II. For example, students are unlikely to respect divergent points of view unless they have developed an ability to see issues from multiple perspectives. Implicit in the positive attitudes the LRE program is designed to promote are those identified by researchers as characteristics of resilience. They include:

- sense of autonomy

  - high self-esteem

  - belief in the future

  - feelings of efficacy

    - belief that they have some degree of control over what happens (and are therefore responsible for their own actions)

    - belief that they are not alone--that they can ask for and accept support from others

  - belief that they can make a difference in the world

4

Adobe Mountain LRE Project

Training Session

July 24 through July 26, 1995

Objectives

As a result of the training sessions, participants will be able to:

1. explain LRE and the rationale for using it at Adobe Mountain

2. identify Adobe Mountain LRE project goals and objectives

3. identify ways to implement and/or support Adobe Mountain LRE project

4. conduct a variety of LRE instructional strategies and lessons (instructors only)

5. effectively involve community resource persons in LRE lessons (instructors only)

Adobe Mountain School
Law-Related Education (LRE) Project

Training Agenda

Tuesday, July 25
Morning Session

8:30 - 8:40 a.m.   **Welcome and overview of agenda**

8:40 - 9:00 a.m.   **Warm up Activity**

*Participants will engage in a continuum on some proposals
for a juvenile justice system.*

9:00 - 9:45 a.m.   **Introduction to the concept of authority**

*What is authority and where does it come from? An
interactive lesson demonstration focusing on small group
work.*

9:45 - 10:00 a.m.   **Break**

10:00 - 11:00 a.m.   **How can authority be used? What are the
consequences of using authority?**

*An interactive lesson demonstration focusing on a
legislative hearing on whether school drop outs should be
denied a driver's license.*

11:00 - 12:15 p.m.   **Police Patrol**

*Participants will be involved with police officers in a series
of role plays based on a variety of typical police calls, i.e.
traffic stops, disorderly conduct, domestic quarrels, possible
child abuse, etc.*

12:15 - 1:15 p.m.   **Lunch**

Tuesday, July 25
Afternoon Session

1:15 - 1:30 p.m.   **What is Justice?**

An interactive lesson demonstration using newspaper and magazine headlines and pictures to define and explain common issues of justice.

1:30 - 2:30 p.m.   **What are some important procedural justice rights and how are they protected?**

A lesson demonstration using the case study method to focus on arrest procedures.

2:30 - 2:45 p.m.   **Break**

2:45 - 3:50 p.m.   **How does procedural justice apply to students?**

An interactive lesson demonstration focusing on how to conduct a moot court

3:50 - 4:00 p.m.   ·   **Evaluation and wrap-up.**

Participants will have an opportunity to reflect on and share what they have learned in the training thus far.

Adobe Mountain School
Law-Related Education (LRE) Project

Training Agenda

Wednesday, July 26
Morning Session

8:30 - 8:40 a.m.   **Welcome and overview of agenda**

8:40 - 9:00 a.m.   **Warm-up activity**

Participants and staff will share one delinquent act they committed as juveniles. Participants will be asked to reflect on how our list differs from acts committed by their students and why.

9:00 - 10:15 a.m.   **What are due process rights of juveniles and how are they different from those of adults?**

A brief review of the In Re Gault case and a demonstration lesson about the attorney/juvenile client relationship

10:15 - 10:30 a.m.   **Break**

10:30 - 11:45 a.m.   **How can we correct wrongs and injuries?**

An interactive demonstration lesson on corrective justice focusing on a case of drug abuse and child neglect.

11:45 - 12:00 p.m.   **Review of effective use of community resource persons**

12:00 - 1:00 p.m.   **Lunch**

Wednesday, July 26
Afternoon Session

1:00 - 2:30 p.m.   **How can we balance individual rights and the common welfare?**

An interactive lesson demonstration using a simulated hearing to analyze an issue involving limits on freedom of expression.

2:30 - 3:50 p.m.   **What's next?**

Participants will discuss what they may need to effectively implement the LRE program at Adobe Mountain school.

3:50 - 4:00 p.m.   **Final evaluation and wrap-up**

The proposed law:

A curfew shall be enforced for persons under the age of eighteen from 11:00 p.m. to 6:00 a.m. Sunday through Thursday nights. On Friday and Saturday nights the curfew shall be extended until midnight. Minors on the street after curfew will be detained until a parent picks them up. Curfew violators will be fined $100 for each offense. Excepted are: young people chaperoned by adults, attending a planned community activity or traveling to or from work.

DAILY EVALUATION

I EXPECTED	I GOT

I VALUED	I NEED

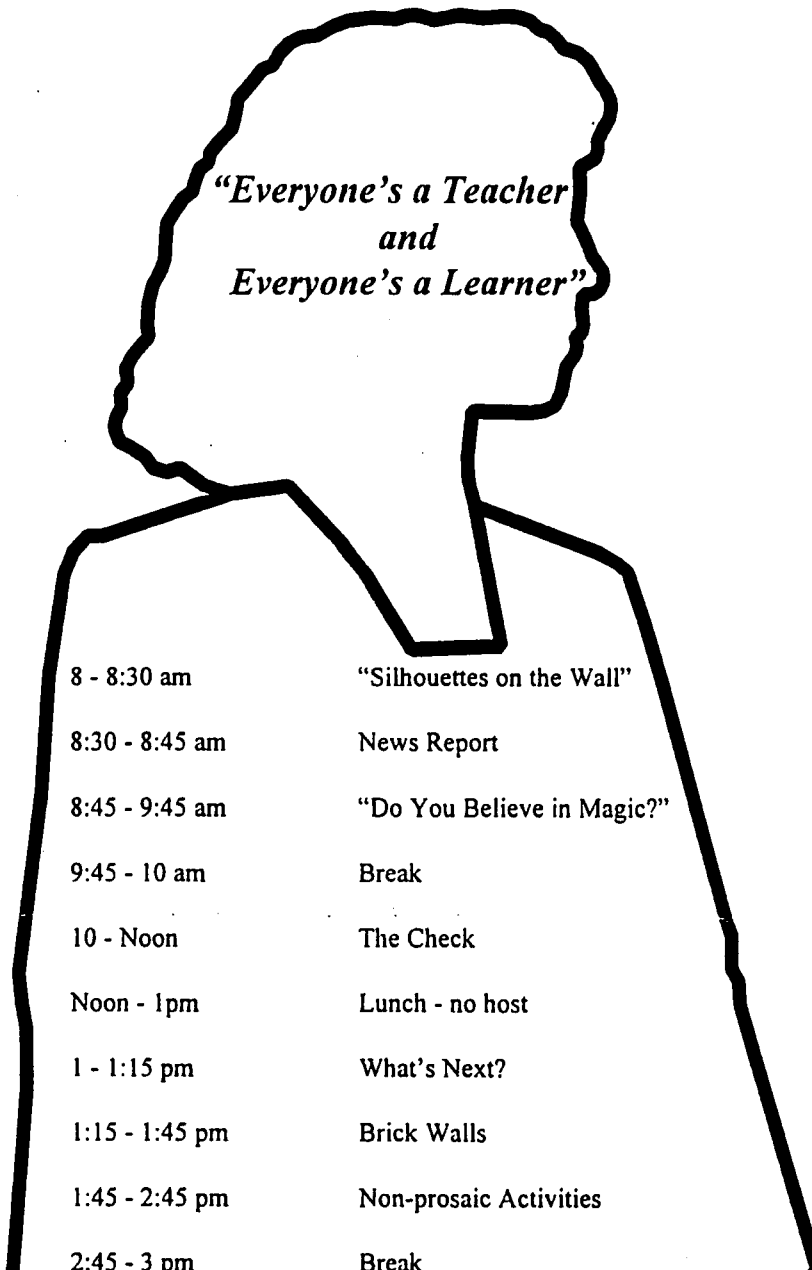NAME (OPTIONAL) _____   DATE _____

APPENDIX F

Adobe Mountain School Agenda

@ Windham Garden Hotel
Phoenix, Arizona
June 18 - 21, 1996

"Everyone's a Teacher
and
Everyone's a Learner"

8 - 8:30 am	"Silhouettes on the Wall"
8:30 - 8:45 am	News Report
8:45 - 9:45 am	"Do You Believe in Magic?"
9:45 - 10 am	Break
10 - Noon	The Check
Noon - 1pm	Lunch - no host
1 - 1:15 pm	What's Next?
1:15 - 1:45 pm	Brick Walls
1:45 - 2:45 pm	Non-prosaic Activities
2:45 - 3 pm	Break
3 - 5 pm	The Big "A"

Adobe Mountain School's

"Everyone's a Teacher and Everyone's a Learner"

Windham Garden Hotel
Phoenix, Arizona
June 18 - 21, 1996

Participants will sign training attendance log and wait in lobby.
Doors open and participants locate their nametag at their seat assignment and homebase of their team.
Overhead is showing of day's agenda.
Follow instructions on back of nametag.

8 - 8:30 am   "Silhouettes on the Wall"

1. Print your full name at the bottom of your Homebase map.
2. Estimate the location of your birthplace on the map and mark it with an "X".
3. Print the name of the city of your birthplace next to your "X".
4. Draw an arrow from your name to your "X".
5. Enlist a team member to draw your silhouette for you.
6. Cut out your silhouette.
7. On the head of your silhouette print your full name, your nickname, your hometown, your handedness (left or right), your favorite hobby, your secret ambition and what you are most proud of in your life.
8. Tape your silhouette on the wall near your team's homebase where you can reach it to write on it.
9. Read all your teammates' silhouettes and sign your name on the neck of each.
10. Return to your assigned seat at your homebase table.
11. Get ready to have some fun!!!!!

CARTER'S WHISTLE

8:30 - 8:45 am   News Report - Lenny

1. Introduce myself
2. Briefly review agenda on overhead.
3. Participants remove packets from under seats.
4. Cover who, what, when, where, why and how of training using overhead.
      ***discuss the evaluation form-work on throughout day
5. Introduce Becky-Go over the goals of the training session:
      -team building
      -cognitive and affective nature of successful teaching
   (Use the silhouettes to symbolize the training goals)
6. Becky introduces Carter-he discusses the afternoon activities and
      · The role of the heart in teaching
      **Carter tells about his pencil thing
who is taking pictures??? Is the music on???

8:45 - 9:45 am   "Do You Believe in Magic?"

1. Becky comes on after Carter's intro and gives a quick talk on how
   Many see teaching as a mystery, as magic. How can we expect
   Some of you to teach when you don't know the art of teaching...
2. Explain that once you know the "tricks", anyone can teach...
3. Carter comes on and models a magic trick...
4. Becky explains that, like this trick, once you break it down, the
   Trick is really not so mysterious....
5. Explain that by using magic, we will teach you the tricks of
   Teaching-
6. Have each team member get a partner who is different from their
   Silhouette partner.
      -one partner is to be Partner A; one is to be Partner B
7. Two trainers per team, or one trainer takes all of the A's from two teams
   While one trainer takes all of the B's from those same teams
8. Separating the A's and B's, the trainers will teach their magic trick to their
   Group (about 7-10 minutes)
      ***IT IS CRUCIAL TO USE GOOD ELEMENTS OF
      INSTRUCTION TECHNIQUES TO MODEL FOR
      THE PARTICIPANTS**
9. Whistle the group back together---explain that they now have until _____
   to teach their partner their trick, and to learn their partner's trick
10. Ask participants to think about what the trainers and their partners did
    that made learning the tricks easier; what did they do?
11. Becky facilitates brainstorming while Carter makes a list on the
    flipchart.
12. Becky goes over OICPA and Interactive Strategies
13. To check for understanding, Carter asks the participants to look over the
    list created in #11 above and identify which element each is,...
14. Lenny comes on and has each get their silhouette
    *asks participants to think about what they observed about themselves
    As a teacher and a learner.
15. Modeling on the overhead, have participants draw a T-Chart as follows:
       Teacher   Learner

16. Partner A will write on Partner B's silhouette what B observed about
    himself and B will do the same for A
17. Have participants hang silhouettes back

9:45 - 10:00   Break

10 - Noon   The Check

Who is taking pictures???

1. Carter explains that they will now practice using their skill at "teaching"
2. Play video #1 through, and then again, stopping to Identify for the

group the different Elements

3. Play video #2 through, having the participants write down the different elements they see.
   *replay video, stopping and discussing each
4. Becky now asks each person to get a new partner from within the team...
5. Using the form at the back of the packet, each partner group is to create a lesson
   *based upon the six principals of behavior
   *to be about 5 minutes in length
6. Partners have about 20-30 minutes to complete, as well as taking A break and working on the evaluation
7. Depending upon time, three choices are available:
   -merely collect the Elements form and send to lunch
   -have each partner team share their lesson with their homebase team And collect, then send to lunch
   -have the homebase team select its best lesson which will be shared With the entire group
8. Carter closes by giving a lunch assignment:
   -come back ready to list on silhouette three lessons they could teach In the next week.
   -Carter models on the silhouette overhead that they are to place these Across the shoulder area

Noon - 1pm   Lunch - no host

1 - 1:45 pm   What's Next?
Brick Walls!!

1. Carter reviews what happened during the morning and asks for questions

NO MUSIC!!!

2. Carter brings up problems, roadblocks, issues--ask each to think alone and list what they see as problems, etc
3. Becky now ask each to share with a new partner their list and to have Partner A write across the bottom of Partner B's silhouette Partner B's list and vice-versa.(5 minutes)
4. For 10 minutes, each partner pair shares their lists with the homebase team.
   TRAINERS HELP FACILITATE THE CREATION OF THIS LIST
   **TEAMS SHOULD PRIORITIZE THIS LIST
5. Share with the large group the top 2 on each teams list--Becky facilitates while Lenny writes on flip chart.

1:45 - 2:45 pm   Non-prosaic Activities

START MUSIC
1. Carter comes on and states "we'll get back to this; now I want to look at
   what can give life to your teaching..."
2. Assign teams to a Learning Center area (see specific instructions for
   each area)--each trainer is responsible for a Learning Center
   *during this activity, the trainers will be assigning handicaps to different
   Team members
3. Give about 20-30 minutes to complete--those done early work on evaluation

WHO IS TAKING PICTURES!!!!
4. At 2:15-2:30--Carter whistles the groups back
   *instructs each to get their silhouette and draw a red heart appropriately
   *have each, on their own silhouette, write within the heart 5 adjectives
     That describes their feelings/emotions doing this activity
5. Carter facilitates discussion on what they felt....then leads into a discussion
   on:
   >*the use of motivation/creativity/risk taking/team activities
   > In enhancing OICPA

   >*the use of these types of activities as a means to deal with the
   > Roadblocks to teaching and learning.....

   >*the issue of handicaps, not only of your students, but in
   > Doing your job
6. Becky tells each that as they return from break, they should have their
   silhouettes on the table in front of them.

2:45 - 3 pm   Break

3 - 5 pm   The Big "A"
1. Have each mount their Polaroid picture on the back of their silhouette head
2. Lenny asks each to take 5 minutes to think about and create one goal for
   Themselves in each of the following areas:
   -what they will do for kids
   -what they will do for team/Adobe
   -what they will do for themselves
3. After 5 minutes, have each write below picture those goals
4. Take 5 minutes to finish up the evaluation form....
5. Carter wraps up the pencil activity...did you get a pencil? Give a pencil?
6. Carter asks participants to put evaluations on table and put silhouette in/on
   their chairs--Carter demonstrates
   -take down parachute and go to parking lot---
Lenny---get picture of room with silhouettes on chairs...
7. Carter conducts the ball/parachute activity
8. Go inside and get silhouette and good-bye!!!

Assume that your state legislature is considering a law to encourage students to remain in high school until graduation. One part of the proposed law says that if students drop out of school, they lose their drivers' licenses.

Work in small groups. Each group should represent one of the following organizations:

> Committee to Protect Students' Rights
> Police Officers Association
> Parent-Teacher Association
> Jobs for Youth Employment Agency
>
> Committee of State Legislature

Develop a position on this proposed law from the point of view of your organization. Use the questions which follow to help you state your position and be ready to testify in support of your position at a committee hearing of the State Legislature:

1. What are the costs and benefits of your position?

2. What important interests underlie your position?

The Committee of the State Legislature should develop questions that will enable them to decide how to vote on the proposed law.

WHAT'S WRONG HERE?

The following rules were supposed to help the people of Dry Gulch conserve water. What do you think is the weakness of each rule?

1. Only those people who have lived in Dry Gulch for at least five years are permitted to water their lawns.

2. Residual water rights may not be abrogated unless specifically designated by superceding regulations.

3. Everyone must pay his or her water bill by the fifteenth day of each month.

4. Anyone who uses too much water will have to pay a fine.

5. The water commissioners can come into anyone's home anytime they want to inspect for leaky faucets.

6. No one may use any water for any purpose during the next year.

OICPA

The Critical Elements of Teaching

Objective - What is to be learned, stated in simple, clear terms before instruction begins.

Input - The teaching process (Lecture, Discussion, Role-play, Model, Simulation, etc.)

Check for Understanding - Continual informal questioning process throughout the lesson to ensure the students are obtaining the information.

Practice - Opportunity for learner to use/demonstrate newly acquired skill/information.

Assessment - Formal measurement of learning.

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APPENDIX G

OUTCOMES OF LAW-RELATED EDUCATION
IN TWO JUVENILE CORRECTIONAL SETTINGS:
Adobe Mountain School (Phoenix, Arizona) and
Lookout Mountain School (Golden, Colorado)

March 1997

After completing intensive training in June 1995, teachers at Adobe Mountain School began offering law-related education (LRE) to a portion of their students. Occasional class sessions had participation by a police officer as coteacher. The number of hours of this instruction, as well as exposure to the police coteacher, varied from student to student.

Teachers at Lookout Mountain School received similar training in August 1996, and LRE was added to the school curriculum as a full course beginning the following month. Two Denver police officers who had already completed LRE training participated regularly as coteachers. Accordingly, all students assigned to LRE received approximately equal instruction and police contact.

This is a report of outcomes produced by LRE at the two schools.

Research Design and Method of Analysis

Using questionnaires developed by the Center for Action Research, staff at Adobe Mountain School began pretesting students in July 1995 and posttesting the same individuals in November 1995. Eighty students completed both tests while still at Adobe.[1] Of the 80, 44 received between 5 and 63 hours of LRE between their two tests and 12 of these had LRE that included exposure to police. The remaining 36 students

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[1]Nineteen additional students pretested at Adobe did not complete their posttests until after being released (on parole) into the community. The original research design called for including tests completed following release in the analysis. But the 19 tests obtained represented only a small fraction of students released, the ones who were locatable and willing to comply with a request to be tested. Scale scores on these tests revealed the effect of self-selection: compared with persons posttested while still at Adobe, this handful of parolees expressed vastly more law-abiding attitudes and scored in the extreme nondelinquent range on most scales contained in the questionnaire. This group therefore is not included in the analysis of outcomes (although the correlations presented in Table 1 take account of their prescores).

are used as comparison subjects in the analysis of outcomes at this school.

At Lookout Mountain School, teachers pretested every student present in early September 1996 (before LRE began or assignments to the course had been made). Posttests were administered at the school in December 1996. Of the 62 students who completed both tests, 20 had received LRE (all with police participation) and 42 had not. The latter served as comparison subjects in the analysis of Lookout data.

Measures in both questionnaires covered attitudes and other factors known (from previous research) to be related to law-abiding behavior.[2] The two questionnaires yielded a "before" and "after" scale score for each factor. Increases in these scores among LRE students relative to change exhibited by a non-LRE comparison group represent desired outcomes of LRE. Five of the factors are school-specific (e.g., enthusiasm for school, obeying school rules) and 10 are general (e.g., belief that delinquent behavior is wrong, favorable attitudes toward police). In addition, a section of the pretest asked for frequencies of various offenses committed during two months prior to arrival at the school. For students at Adobe, supplemental information was obtained on two disciplinary dimensions: *number of times in Separation Cottage* and *remedial social skills hours required*.

To assess the relevance in this population of the desired outcomes to behavior , correlation coefficients (Pearson r) were computed between each factor and self-reported offense frequencies among 99 pretested Adobe students. As shown in Table 1, the number of significant negative correlations with offenses is highest for *belief that delinquent behavior is wrong* (16 out of 17 offenses), followed by *obeying school rules* (14 offenses) and *enthusiasm for school* and *belief that violence is wrong* (12 offenses each). Every offense except rape was correlated significantly (and negatively, as expected) with six or more of the desired outcomes.[3] No factor correlated positively with commission of an offense. (For each offense, the average frequency reported per student appears at the bottom of the table.)

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[2]Most of the factors measured correspond to variables contained in Social Control theory, which posits that most people stay out of trouble most of the time because they are bonded to society's norms through their home, school, workplace or church. Acceptable behavior is likely to be maintained through four control processes: *commitment, attachment, involvement* and *belief*. See Hirschi, Travis, *Causes of Delinquency*, Berkeley: University of California Press, 1969. For discussion of these and other theoretical variables represented here, see Elliott, Delbert S., David Huizinga and Suzanne S. Ageton, *Explaining Delinquency and Drug Use*, Beverly Hills: Sage, 1985.

[3]The only significant (negative) correlate of rape was *sense of control over own future*, a scale made up of items such as "Most things that get people into trouble with the law are their own fault" and "Things you do now can change what happens to you later." Reverse-scored, similar items have been used in the past as indicators of *powerlessness*, a form of alienation.

Table 1

CORRELATIONS BETWEEN DESIRED OUTCOMES AND DELINQUENCY:

Pretest scale scores (before any student had LRE) correlated with self-reported offenses committed during two months prior to arrival at Adobe Mountain School (N=99)

* = Significant negative correlation p:<.05

** = Significant negative correlation p:<.01

(The higher each scale score, the lower the number of offenses committed.)

	Offenses Against Persons				Property Offenses							Alcohol and Drugs					
	Assault	Rape	Robbery	Gang Violence	Other Gang Offenses	Vandalism	Theft Over $50	Dealing Stolen Property	Using Stolen Credit Card	Misrepresenting Item Sold	Break and Enter	Drinking Alcohol	Using Marijuana	Selling Marijuana	Using Crack/Cocaine	Using Amphetamines	Using Psychedelic Drugs
General factors																	
Belief that delinquent behavior is wrong	**		**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Belief that violence is wrong	**		*	**	**	*			*	**		*	*	**	*		**
Favorable attitudes toward police			*		*				*		*	*	**	**	**		**	**
Favorable attitudes toward courts/judges										**		*		*		**	**
Understanding others' viewpoints (empathy)				*	*					*		*					
Considering effect of own actions on others	**								*		*	**	**			*	
Management of own anger (self-control)			*	*													
Sense of control over own future	*	**							*							*	*
Prospects for achieving life goals									*					*			
Resistance to delinquent peer pressure						**			*	*	*				*		
School-specific factors																	
Enthusiasm for school	**		**	*	**	**	**	**		**	*	**	**		**		
Attentiveness to class topics			*							*			*	*		*	*
Belief that teachers care	**					*				**		*	*		**	**	**
Perceived support from teachers/school staff	*					*		**		**	*	**	**	*	**		**
Obeying school rules	**			**	*	**	**	**	*	**	*	*	*	*	*	**	
Average frequency per student X=	1.9	0.5	1.5	2	2.9	2.4	2	3.1	0.8	2	2.2	4.1	4.6	3.1	1.6	2.6	1.6

3

Data analysis was performed to identify the portion of change occurring between the pre and post tests that was <u>attributable to LRE instruction</u>. Simply subtracting each student's prescore from his post score on a particular dimension and then comparing the average difference (i.e., change) in the LRE group with that in the comparison group would produce a misleading indication of course effect. The reason is that part of any change over time is attributable to the prescore. Low prescores are likely to go up and high scores down regardless of the quality of instruction. For each factor, a multiple regression procedure was used to isolate the portion of change attributable to the prescores and then to calculate how much of the *remaining* change was attributable to membership in the LRE group rather than the comparison group.[4]

Preliminary examination of the data at both schools suggested age-related differences in outcomes, so the analysis divides each population into two age groups. Of the 44 students who received LRE at Adobe, 20 were age 14-15 and 24 were age 16-17. Of the 20 who received LRE at Lookout, 10 were age 14-16 and 10 were age 17-18. At each school, the younger and older groups were analyzed separately. Every comparison group consisted of students <u>in the same age range at the same school</u> as the respective LRE groups.

Findings At Adobe Mountain School

Among students who received LRE <u>and exposure to a police coteacher</u>, assessed outcomes favor 16 and 17 year olds over those who received no LRE at all by a wide margin and slightly favor 14 and 15 year olds. For students who received LRE without exposure to a police coteacher, outcomes are predominantly favorable for 16 and 17 year olds, and predominantly <u>unfavorable</u> for 14 and 15 year olds. Among all students who received LRE (with or without police), additional hours of this instruction appear beneficial to the older group and detrimental to the younger group.

As shown in Table 2, 16 and 17 year olds who received LRE with exposure to police showed significant[5] gains (relative to those in this age group who received no LRE) in

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[4]This was accomplished by applying a separate multiple regression procedure to each desired outcome. Each post score was designated as a dependent variable, and the corresponding prescore was the first independent variable entered, followed by a second independent variable representing the treatment (LRE, exposure to police officer, number of hours of LRE) received.

[5]Throughout this report, "significant" denotes outcomes that reached the .05 level of statistical significance; i.e., could have occurred by chance less than five times in 100. Other outcomes reported are apparent trends (with significance levels between .05 and .15).

Table 2

IMPACT OF LAW-RELATED EDUCATION ON STUDENTS AT ADOBE MOUNTAIN SCHOOL
(Total N= 80: 44 LRE students and 36 controls)

Desired Outcomes (correlates of law-abiding behavior)	Actual Outcomes ("+" indicates change favoring LRE students)					
	Age 14-15			Age 16-17		
N=	LRE alone 16 LRE & 23 ctrls	LRE/police 4 LRE & 23 ctrls	MoreLREhrs 20 LRE (all LRE)	LRE alone 16 LRE & 13 ctrls	LRE/police 8 LRE & 13 ctrls	MoreLREhrs 24 LRE (all LRE)
General factors						
Belief that delinquent behavior is wrong	-	0	0	0	+	+
Belief that violence is wrong	0	0	0	+*	0	+
Favorable attitudes toward police	-	0	-	+	+	+
Favorable attitudes toward courts/judges	-	0	0	0	0	0
Understanding others' viewpoints (empathy)	0	+	0	+	+*	0
Considering effect of own actions on others	0	0	-	0	+*	+*
Management of anger (self-control)	-	0	-	0	+*	0
Sense of control over own future	0	0	-	+	+*	0
Prospects for achieving life goals	0	0	0	+	+*	0
Resistance to delinquent peer pressure	0	0	0	+*	0	+
School-specific factors						
Enthusiasm for school	-	0	0	0	+	0
Attentiveness to class topics	+	+	0	0	+	0
Belief that teachers care	-*	0	0	0	0	+
Perceived support from teachers/school staff	-	0	0	+*	+	0
Obeying school rules	0	0	0	+	+*	0

*Statistically significant at .05 or better. (Significance level of other non-zero outcomes is between .05 and .15.)

six of the 15 desired outcomes and favorable trends in five. Members of this group also had fewer remedial social skills hours and were sent to the Separation Cottage fewer times (not shown in the table) than those in the comparison group.

Fourteen and 15 year olds who received LRE with exposure to police showed favorable trends in two of the 15 desired outcomes, had fewer remedial social skills hours and significantly fewer times in the Separation Cottage than those in the comparison group. No finding for either age range favored comparison students over the group who had LRE with exposure to police.

Eight of the 15 outcomes favored 16 and 17 year old students who received LRE without exposure to police over those who received no LRE; three of these gains are statistically significant. Among 14 and 15 year olds, seven outcomes favored comparison students over those who had LRE without police; only one outcome (*attentiveness to class topics*) favored the LRE group.

Findings at Lookout Mountain School

Police participated in all LRE at this school. The pattern of outcomes and differences by age group here resemble those found at Adobe among students who received LRE with exposure to police.

As displayed in Table 3, older students who received LRE (in this instance, 17 and 18 year olds) showed significant gains relative to the same-age comparison group in five of the 15 desired outcomes and favorable trends in five more. No outcome favored the comparison group.

Younger students (age 14 to 16) showed significant gains in two outcomes (including *obeying school rules*, a prominent correlate of law-abiding behavior), while one significant outcome and one trend favored the same-age comparison group.

Magnitude of Gains Produced by LRE

One expression of the magnitude of differences in gains between LRE and comparison groups is the proportion of comparison students that an average LRE student surpassed on a given outcome; i.e., the estimated percentile standing of an average LRE student
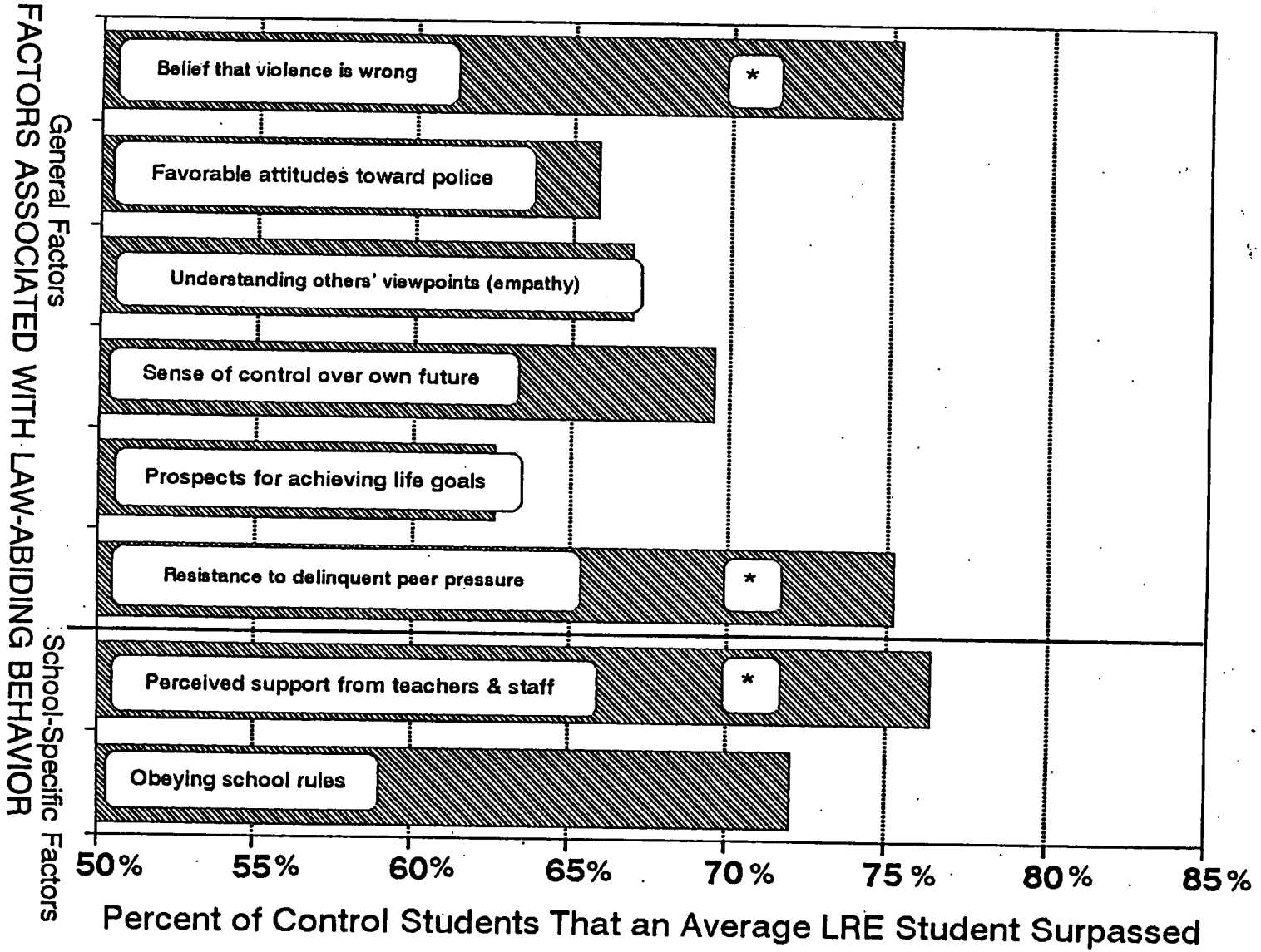
Table 3

IMPACT OF LAW-RELATED EDUCATION ON STUDENTS AT LOOKOUT MOUNTAIN SCHOOL
(Total N= 62: 20 LRE students and 42 controls)

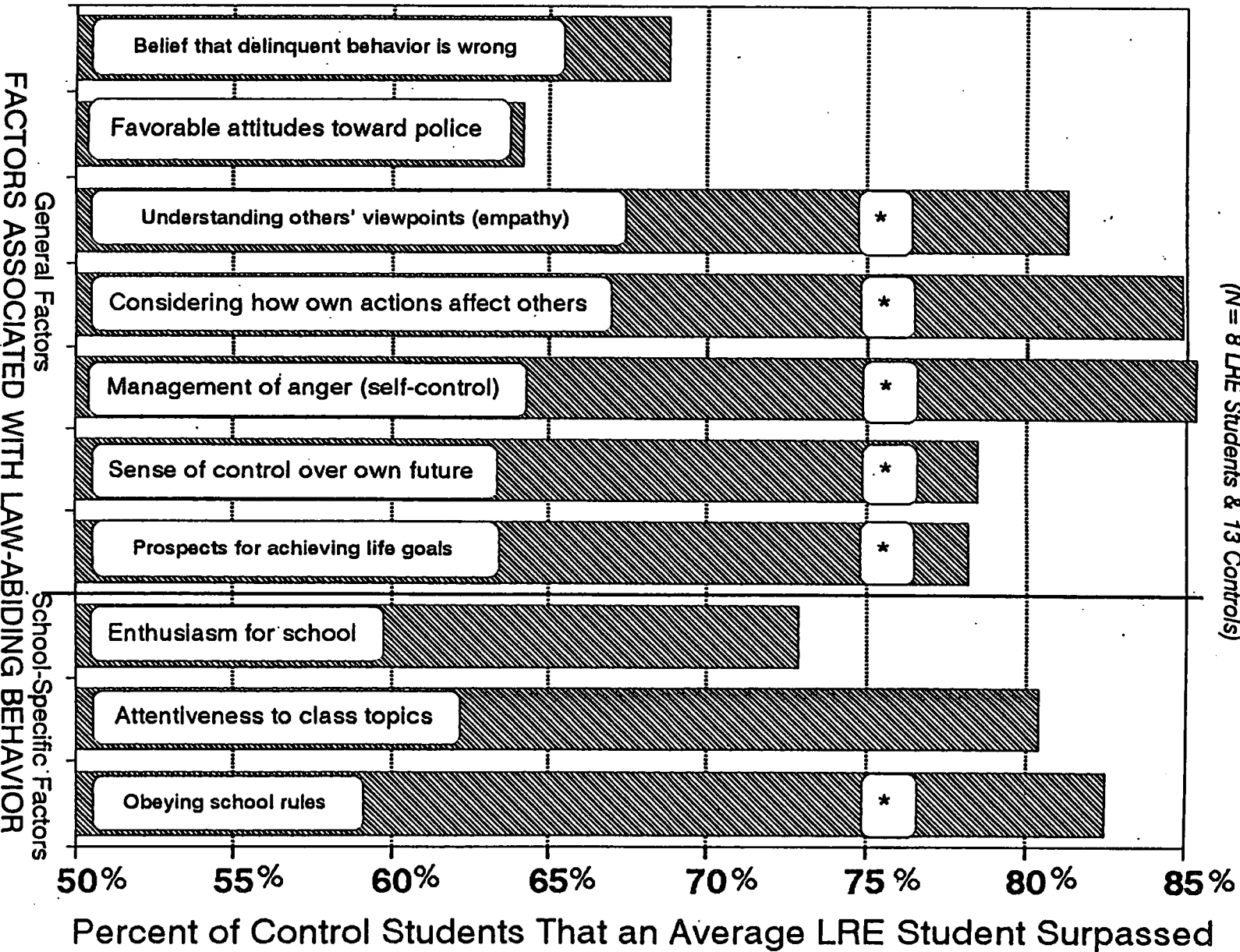| Desired Outcomes (correlates of law-abiding behavior)	Actual Outcomes ("+" indicates change favoring LRE students)					
	Age 14-16			Age 17-18		
	LRE alone None (all had police)	LRE/police 10 LRE & 29 controls	MoreLREhrs None (all had reg. course)	LRE alone None (all had police)	LRE/police 10 LRE & 13 controls	MoreLREhrs None (all had reg. course)
General factors						
Belief that delinquent behavior is wrong		0			+	
Belief that violence is wrong		0			+	
Favorable attitudes toward police		0			+*	
Favorable attitudes toward courts/judges		-*			+*	
Understanding others' viewpoints (empathy)		+*			0	
Considering effect of own actions on others		0			+*	
Management of anger (self-control)		0			+	
Sense of control over own future		0			0	
Prospects for achieving life goals		0			0	
Resistance to delinquent peer pressure		0			0	
School-specific factors						
Enthusiasm for school		0			+*	
Attentiveness to class topics		-			+	
Belief that teachers care		0			+*	
Perceived support from teachers/school staff		0			+	
Obeying school rules		+*			0	

*Statistically significant at .05 or better. (Significance level of other non-zero outcomes is between .05 and .15.)

FACTORS ASSOCIATED WITH LAW-ABIDING BEHAVIOR

General Factors

- Belief that violence is wrong *
- Favorable attitudes toward police
- Understanding others' viewpoints (empathy)
- Sense of control over own future
- Prospects for achieving life goals

School-Specific Factors

- Resistance to delinquent peer pressure *
- Perceived support from teachers & staff *
- Obeying school rules

50% 55% 60% 65% 70% 75% 80% 85%

Percent of Control Students That an Average LRE Student Surpassed

*Statistically significant at .05 or better. Significance levels of other outcomes are .06 to .15. [Excluded from the graph are factors that showed neither positive nor negative trends in this group: Belief that delinquent behavior is wrong, Favorable attitudes toward courts/judges, Considering effect of own actions on others, Management of anger (self-control), Enthusiasm for school, Attentiveness to class topics, and Belief that teachers care.]

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ADOBE MOUNTAIN SCHOOL: OUTCOMES OF LAW-RELATED EDUCATION WITH POLICE PARTICIPATION FOR STUDENTS AGE 16-17

Figure 2

(N = 8 LRE Students & 13 Controls)

FACTORS ASSOCIATED WITH LAW-ABIDING BEHAVIOR

General Factors

- Belief that delinquent behavior is wrong
- Favorable attitudes toward police
- Understanding others' viewpoints (empathy) *
- Considering how own actions affect others *
- Management of anger (self-control) *
- Sense of control over own future *
- Prospects for achieving life goals *

School-Specific Factors

- Enthusiasm for school
- Attentiveness to class topics
- Obeying school rules *

Percent of Control Students That an Average LRE Student Surpassed
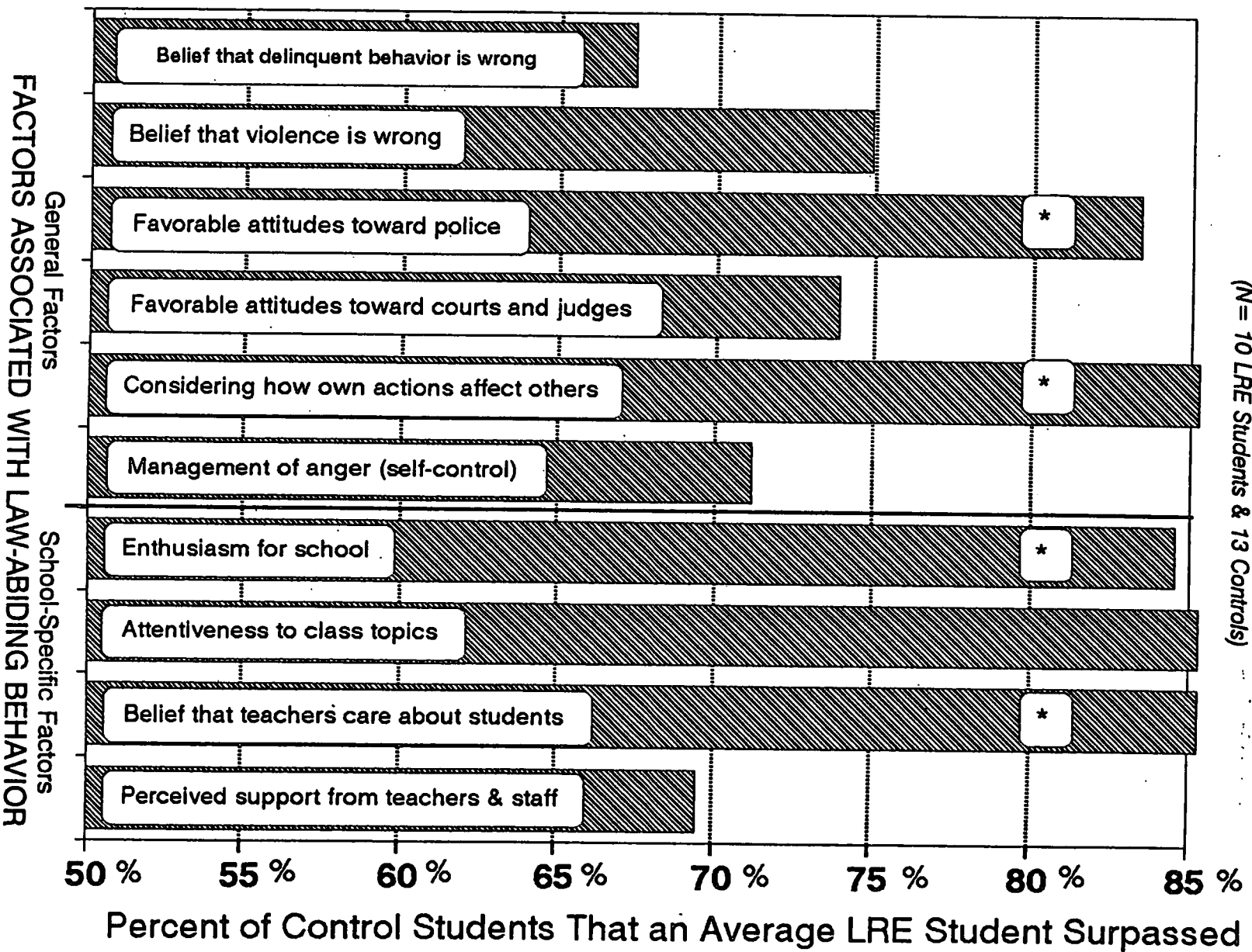
50% 55% 60% 65% 70% 75% 80% 85%

*Statistically significant at .05 or better. Significance levels of other outcomes are .06 to .15. [Excluded from the graph are factors that showed neither positive nor negative trends in this group: Belief that violence is wrong, Favorable attitudes toward courts/judges, Resistance to delinquent peer pressure, Belief that teachers care, and Perceived support from teachers and staff.]

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General Factors
FACTORS ASSOCIATED WITH LAW-ABIDING BEHAVIOR
School-Specific Factors

Belief that delinquent behavior is wrong

Belief that violence is wrong

Favorable attitudes toward police *

Favorable attitudes toward courts and judges

Considering how own actions affect others *

Management of anger (self-control)

Enthusiasm for school *

Attentiveness to class topics

Belief that teachers care about students *

Perceived support from teachers & staff

50 % 55 % 60 % 65 % 70 % 75 % 80 % 85 %

Percent of Control Students That an Average LRE Student Surpassed

*Statistically significant at .05 or better. Significance levels of other outcomes are .06 to .15. [Excluded from the graph are factors that showed neither positive nor negative trends in this group: Understanding others' viewpoints (empathy), Sense of control over own future, Prospects for achieving life goals, Resistance to delinquent peer pressure, and Obeying school rules.]

in the control group distribution.[6] Figures 1, 2 and 3 display the outcomes at each school in this manner for the older age groups (where the vast majority of gains occurred). The tables showed <u>numbers</u> of significant outcomes and apparent trends; these figures depict their estimated <u>sizes</u>. The magnitude of outcomes of LRE with police participation at both schools (Figures 2 and 3) generally exceeds that of outcomes without police participation (Figure 1).

This analysis indicates that among older teenage youth in correctional settings LRE can produce substantial gains in factors associated with law-abiding behavior; the largest gains occur when the course includes participation by police officers. For younger students in correctional settings, LRE appears somewhat effective with police participation and generally ineffective without it.

Grant Johnson
March 1997

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[6]Scores on the scales used in this analysis approximate a normal distribution -- resembling a bell-shaped curve with mean and median at about the same point and equal numbers of scores on either side of that point. For those scores, differences between LRE and comparison students can be computed in control group standard deviation unites (indicating distance above or below the <u>mean</u>) and then converted to percentile scores (indicating distance from the median).