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If Not Now, When?

A Survey of Juvenile Justice Training in America's Police Academies



Acknowledgements

Strategies for Youth (SFY) is a national policy and training organization dedicated to improving police/youth interactions, building community support of police, promoting risk management, and increasing efficient use of law enforcement resources.

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Dedicated to Liane Lowenheck.

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Contents

04	Executive Summary
06	Introduction
08	The Case for More Training: Why It Matters
11	The Juvenile Brain: Adolescent Behavior and Brain Research
14	Strategies For Youth Survey
15	Summary of Findings
20	Model Curriculum Components
24	Recommendations Going Forward
26	Conclusion
28	Appendix A Source of Juvenile Justice Training Requirement
30	Appendix B Total Juvenile Justice Training Hours, Total Academy Hours, Juvenile Justice Training Hours as Percentage of Total Academy Hours
32	Appendix C Juvenile Justice Academy Curriculum Content
34	Appendix D Juvenile Justice Curriculum Combined with Child Abuse Training
35	Appendix E Involvement of Mental Health Experts in Juvenile Justice Curriculum Development and Training
36	Appendix F Inclusion of DMC Topics in Juvenile Justice Curriculum and Training
37	Appendix G Footnotes

Executive Summary

Over the past decade, police have become a ubiquitous presence in the lives of many youths, particularly those living in disadvantaged communities. They are now routinely deployed in public schools. As social and mental health services have been scaled back, police are frequently the first responders in domestic disputes involving juveniles.

Yet, police confronting youths in a variety of deeply challenging situations and settings receive surprisingly little training about adolescent psychology and behavior. Strategies for Youth (SFY), an organization founded in 2010 with the express aim of improving interactions between youths and police, conducted a national, comprehensive survey on the state of training about juveniles available in police academies.

The results indicate that the curriculum for juvenile justice in police academies is limited both in scope of subject matter and in the time spent reviewing it. SFY's findings confirm that most police officers who interact frequently with juveniles are not benefiting from the wealth of new scientific research available about adolescent brain development. Nor are police provided information on promising and best practices for interacting with teens that stem from our growing understanding of how teenagers' brains differ from those of adults.



Quantity of Training Recruits Receive

- State law enforcement training academy requirements for juvenile justice training range from a low of zero hours in five states (Alaska, Kentucky, New Hampshire, New Mexico, and West Virginia) to a high of 20-24 hours in 2 states (Florida and the District of Columbia).
- In 37 states, academies spent 1% or less of total training hours on juvenile justice issues.

Quality of Training Recruits Receive

- 40 states' juvenile justice curricula focus primarily on the juvenile code and legal issues and provides no communication or psychological skills for officers working with children and youth.
- It appears that only 2 states' written curricula included training on youth development issues, such as communication techniques with juveniles, understanding the problems adolescents face and recognizing the sources and triggers of their behavior.
- The majority of academies do not teach recruits how to recognize and respond to youth with mental health, trauma-related and special education-related disorders.
- Only 8 states address the federally mandated obligation to reduce disproportionate minority contact.
- In spite of the number of young officers assigned to schools right out of the academy, only one state (Tennessee) provided specific training for officers deployed to schools.

This training gap for police officers has serious long and short-term consequences. Police officers' lack of understanding about adolescent behavior and development and ignorance of a host of promising practices and interventions limits the tools and strategies available to them when dealing with youths. This fact is confirmed by the number of juvenile arrests each year—2.1 million—of which only 12% are for serious or violent felonies. Arrests have profound and long-term harmful consequences for youths, their families and communities, risk the safety of officers, and put a strain on our communities' already overstretched public resources and institutions.



“Based on the evidence presented, not only does formal processing of juveniles appear not to control crime, it actually seems to increase delinquency — across all measures.”

— FORMAL SYSTEM PROCESSING OF JUVENILES: EFFECTS ON DELINQUENCY (2011)¹

Key recommendations offered in detail in the full report, support the findings of the 2001 IACP Youth Summit that police officers be trained so as to “approach potentially violent confrontations with youth more effectively.” The IACP recommended departments “recognize and reward non-traditional police performance to balance officer perceptions of the importance of youth violence prevention and enforcement activities.”²

Exposure and training in how to recognize mental health issues, along with best practices for improving positive outcomes for youth and their communities, will ensure a more judicious, effective and cost-efficient use of available resources, as well as increased public safety and improved relations between youths and police.

Strategies for Youth urges police academies to increase the scope, depth and focus of training to equip police with a variety of tools and strategies for encounters with youths.

Specifically, we believe that all police recruits should be taught:

- 1 To understand how developmental capacities of children and teenagers differ from those of adults and therefore require a set of approaches and strategies appropriate to their development.
- 2 Communication and behavioral skills that are most effective for working with youth to reduce, rather than increase, the likelihood of conflict or violent response.
- 3 To recognize triggers and key indicators of trauma, exposure to violence, and other mental health issues among children and youth, particularly those who live in areas of concentrated disadvantage, and how to use alternatives to arrest for these children.

Introduction

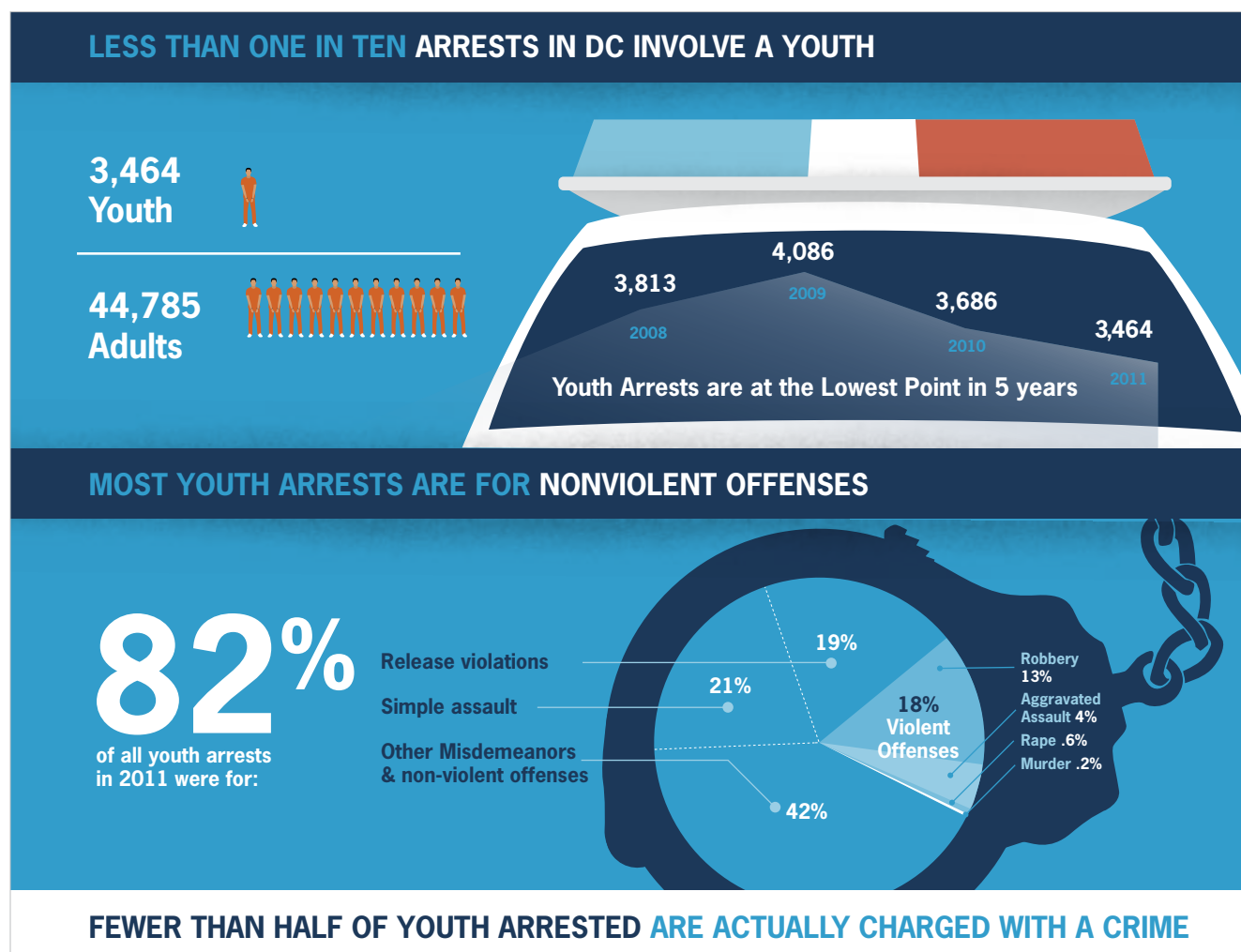
Every year police officers arrest approximately 2.1 million youth³ in the United States. The vast majority of these arrests are for low level, non-violent offenses, such as disorderly conduct, trespassing, or disruption of a school environment. The majority of the remainder are for property and public disorder offenses, and the legal equivalent of fighting. Only 12% of all juvenile arrests are for serious, violent felonies.⁴ The Bureau of Justice Statistics indicates that youth are fourth in overall contacts with police but third in contacts that result in handcuffing.⁵ Although juveniles are involved in only 3.5% of all interactions with police, they incur 30.1% of all interactions involving use of force. In 81% of these incidents, police are initiating the use of force.

Police are often first responders to incidents involving youth—regardless of whether there is a public safety issue. And how officers *read* the youth and the incident affect outcomes for youth.

Police function as the gatekeepers to the juvenile justice system. Decisions by police to use force or arrest a youth have long-term, profound consequences for that individual and his or her family, as well as for society in general.

Police also play a major role in youths' perceptions of how power and force are yielded, of how the law is applied, and of their own power and rights, or lack of them, within these encounters. Law enforcement officers' contacts with

THE HIGH COSTS OF ARRESTING DC YOUTH



SOURCE: DC LAWYERS FOR YOUTH, INFOGRAPHIC TITLED: THE HIGH COSTS OF ARRESTING DC YOUTH

young people play an important in how youth view and trust police. This is true for youth as ordinary members of the community, suspected offenders, young victims of abuse and neglect or children in need of help.

“Adolescent personality evokes in adults conflict, anxiety, and intense hostility.”⁶

— FIRST TEXTBOOK ON ADOLESCENCE, 1959

These interactions are a critical aspect of American youths' socialization. Author and youth expert James Forman wrote:

“Police officers are the principle arm of the state that inner-city kids see...This places an awesome responsibility on officers of the law, because how they treat young people, particularly in inner-city neighborhoods that tend to be heavily policed, will have a profound impact on how kids begin to see the state, society and themselves.”⁷

Moreover, everyone in our society pays for arrests and use of force on youths. The costs of arresting youth for minor offenses or “to teach them to respect authority” are enormous. Each arrest requires booking, court appearances by officers, and often involves two officers to insure federal laws for transport are adhered to.

Post-arrest duties take police out of service and make them less available to deal with dangerous or violent situations in the communities they serve. In addition, if the case is prosecuted, the system must allocate a judge, a prosecutor, and a defender to ensure protection of the juvenile's rights—all at taxpayers' expense.

These costs are no longer sustainable, nor are they practical or necessary. The recent avalanche of research indicates that when youth are arrested for normative adolescent behavior and the typical system responses are brought to bear on them—court, detention, probation and incarceration—the outcomes for these system-involved youth are, at a minimum, harmful and can be deeply traumatic.

There is a better way.

This report provides a blueprint for training, a key factor for improving relations between police and youths. Enhanced training will improve outcomes for youth, reducing unnecessary arrests and increasing the safety of our police and our communities. This report presents recent discoveries in adolescent brain science and juvenile behavior relevant to police practices, discusses the benefits of law enforcement training in the area of juveniles, and analyzes findings from a national survey, conducted by Strategies of Youth, about the training curriculum in juvenile justice available to police in the academy.

The report also highlights model training practices aimed at improving relations between youth and police, at reducing unnecessary arrests, and at increasing the strategies available to police in their interactions with youths. It concludes with recommendations for public policy, practice, and training that will equip police with the tools and knowledge they need to keep communities safe, reduce unnecessary arrests, and promote positive interactions with juveniles while lowering the costs of the juvenile justice system.



“We can't arrest ourselves out of dealing with youth. There's got to be a better way.”

— CHIEF PAUL MACMILLAN, MBTA TRANSIT POLICE CHIEF

The Case for More Training: Why It Matters

The quality of police/youth interactions varies widely across the U.S. and is rarely measured quantitatively. But the statistics and surveys that are available offer a disturbing portrait. One data set from the Bureau of Justice Statistics indicates that between 1998 and 2008, youth aged 16,17 and 18 represented 7.6% of the population and were involved in only 3.5% of all interactions with police, but experienced 30.1% of all interactions involving use of force by the police. In 81% of these incidents it was police initiating the use of force.⁸

Data from surveys conducted by Strategies for Youth shed light on the reasons why interactions between youths and police can turn violent. These surveys indicate that youth expect officers to play a parental role, to explain why behavior is illegal before arrest, and to *help them navigate* the world of peers, parents, and schools.

Other qualitative data, collected by ethnographers, suggest that youth feel officers do not hear them, routinely ignore their point of view, and proceed on the assumption that every youth encountered is guilty. Ethnographic analysis has been most effective in providing a nuanced view of what youth expect and experience in encounters with police. For instance, Stoutland's study in Boston found:

*"These young people did not suggest that police officers should be nice to everyone all the time or treat everyone the same...However, they did think that in every situation, there was an appropriately respectful way to treat someone."*⁹

Brunson and Fagan's extensive studies also provide insight into the experience of urban youth.¹⁰ A sophomore student at the Maya Angelou Public Charter School, in Washington, D.C. summed up the impact of similar actions by asking, "How can you tell us we can be anything if they [the police] treat us like we're nothing?"¹¹

One Police Chief interviewed by SFY in the course of this study noted, "Kids may have one or two interactions with an officer a year. A lot of our officers have 10 interactions with youth on any given day. With that much practice, officers need to get it right. First impressions count."

Studies dating back to the 1960s indicate that youth in poverty and youth of color feel especially disadvantaged in their interactions with police, leading to profound dis



SOURCE: BUREAU OF JUSTICE STATISTICS 2007

trust.¹² The critical factor in the youth's response and perception of the legitimacy of police authority is how an officer approaches a youth.

Recently, the International Association of Chiefs of Police issued a report acknowledging police departments' obligation to adjust their approach to youth:

*"Officers must apply their knowledge of youthful vulnerability—whether that knowledge arises from common sense, personal (or parental) experience, child victim interview training protocols, or brain science—to all juveniles who are being questioned, whether victim, witness, or suspect. **Systematic training will reinforce this important lesson.** [emphasis added]"*¹³

The report went on to say that in a study of what police know about custodial interrogation of juveniles:

*"76 percent of law enforcement officers expressed a desire for more training on how to question youth, and 60 percent endorsed the development of standardized juvenile questioning procedures. **Yet most officers had received fewer than 10 hours of juvenile interview and interrogation training over their entire careers.** [emphasis added]"*¹⁴

The Special Challenges for Police in Schools

With the increased deployment of police in public schools,¹⁵ the issue of police/youth interactions and questions about what is appropriate use of force and arrest are in the public eye almost weekly. Once a practice limited to “dangerous” schools or schools participating in the Drug Abuse Resistance Education (DARE)¹⁶ program, the number of officers in schools increased dramatically due to an availability of federal funding in the early 1990s and efforts to increase school security after the Columbine school shooting in 1998.¹⁷ The Newtown, Connecticut shooting in 2012 renewed this debate.¹⁸

In 1997, approximately 9,446 school resource officers (SROs) were permanently placed in school buildings across the country; as of 2010, that number was estimated to be closer to 17,000.¹⁹ As of late 2012, the National Association of School Resource Officers (NASRO) estimated school resource officers number around 10,000.

Behaviors once meriting school disciplinary action now often result in arrest and prosecution. An American Bar Association (ABA) report on North Carolina found that “[c]hildren as young as 6 and 7 are referred to court for issues that seem clearly to relate to special education status.”²⁰ Issuance of citations for children as young as 6 is routine.²¹ “[I]t was reported in one county that two-thirds of delinquency case complaints came from the public school system.”²²

The single offense for which there has been no reduction in juvenile charges: Public order offenses, such as disorderly conduct or obstruction of justice, increased steadily from 1985 to 2009 by 108%.²³

Chief Justice Wallace Jefferson of the Texas Supreme Court has warned that “charging kids with criminal offenses for low-level behavioral issues” is helping to drive many of them to a life in jail.²⁴

Others, however, see the presence of school resource officers “as a vital component in school safety planning...as effective resources in reducing campus disruptions and in enhancing educators’ and students’ feelings of safety while at school.”²⁵ One three-year study comparing the impact of schools with and without SROs in southeastern states, found that when results were controlled for economic disadvantage, schools with SROs reduced arrests for assaults and possession of weapons by 52.3% and 72.9% respectively.²⁶

To be sure, the use and impact of school resource officers differs by school and community. However, the concern that school resource officers are accelerating the rate at which youth go from school to prison has become a widely discussed and investigated topic²⁷ and led to a Congressional hearing initiated by Representative Durbin on December 12, 2012.²⁸



Police & Youth & the Media

Whether occurring in the streets or in the schools, recent media coverage is riddled with examples of negative interactions between police and youth. In Alabama,²⁹ Georgia,³⁰ Louisiana,³¹ Massachusetts,³² Mississippi,³³ New Mexico,³⁴ New York,³⁵ Texas,³⁶ and Washington,³⁷ high profile stories on police conduct towards youth illustrate two major trends that lead to police exposure in the press and in court:

- 1 Excessive use of force on youth
- 2 Use of arrest for minor offenses or school discipline violations

Another troubling dimension of police/youth interactions are high rates of mental illness³⁸ and learning disability³⁹ among youth who are arrested and system-involved. Officers able to distinguish between misconduct and mental disorder can better ensure positive and effective outcomes for youth by directing them into the appropriate system. In view of the diminishing resources for state juvenile facilities, it is increasingly unproductive to assume that youth will receive the mental health interventions they need in juvenile justice facilities.

The available data, combined with surveys and media narratives, confirm that police need a much broader and more comprehensive set of responses and alternatives to arrest in their interactions with juveniles. In particular, they can benefit from scientific research conducted during the past two decades about the seismic brain changes occurring during adolescence. (See Section III: The Juvenile Brain). This research provides conclusive evidence that adolescents process and interpret information and stimuli in a distinctly different manner than adults.

Some researchers have actually located specific areas of the brain that make teens more susceptible to peer pressure, more impulsive, less reliable, and less able to consider the likelihood of negative consequences. They are also more vulnerable to depression and anxiety disorders



“Young people’s negative attitudes towards police that are formed during adolescence will endure into adulthood...”

— LYN HINDS 2007 ⁴⁰

that can escalate their responses to events. At a minimum, these changes often lead young people to engage in conduct considered disrespectful and confrontational by officers; thereby increasing the likelihood that their conduct will result in arrest. However, if police are equipped with a broader and deeper understanding of adolescent brain development, they can develop alternative responses that reduce, rather than exacerbate, the risk of violence or altercations.

The Juvenile Brain: Adolescent Behavior and Brain Research

In its recently published blueprint for reform, *Reforming Juvenile Justice: A Developmental Approach*,⁴¹ the National Research Council concluded:

“Recent research on adolescent development has underscored important behavioral differences between adults and adolescents with direct bearing on the design and operation of the justice system, raising doubts about the core assumptions driving the criminalization of juvenile justice policy in the last decades of the 20th century.”

*Because adolescence is a distinct, yet transient, period of development between childhood and adulthood characterized by increased experience experimentation and risk-taking, a tendency to discount long-term consequences, and heightened sensitivity to peers and other social influences...Much adolescent involvement in illegal activity is an extension of the kind of risk-taking that is part of the developmental process of identity formation, and most adolescents mature out of these tendencies. The necessity for making the distinction between youth and adults is not simply one of age, but one of motivation, impulse control, judgment, culpability and physiological maturation.”*⁴²

The brain continues to develop through adolescence and does not reach maturity until approximately age 25.⁴³ The prefrontal cortex, the area of the brain that governs the executive functions of reasoning, sequencing, understanding consequences and impulse control, is the last part of the brain to develop.⁴⁴

Studies also indicate that this part of the brain responds differently to peer pressure as a function of maturation.⁴⁵ Adolescents generally seek greater risks for various social and emotional reasons, but also for physical reasons. Levels of dopamine, a neurotransmitter within the brain, affect memory, concentration, problem solving and other mental functions, and are not yet at their most effective in adolescence.⁴⁶

This research has been widely cited in court decisions about the treatment of juveniles in our criminal justice system. Of the four cases relating to juvenile justice issued by the U.S. Supreme Court since 2005, three focus on the obligation of the juvenile justice system to stop use of adult approaches to punish juveniles because of the scientifically established fact that juveniles are cognitively different from adults.⁴⁷



“Juveniles are more vulnerable or susceptible [than adults] to negative influences and outside pressures, including peer pressure... This is explained in part by the prevailing circumstance that juveniles have less control, or less experience with control, over their own environment.”

— U.S. SUPREME COURT CASE: *ROPER V. SIMMONS*, 543 U.S. 551 (2005)⁴⁸

The Court, citing neuroscience discoveries and psychiatric literature, has recognized the “underdeveloped sense of responsibility found in youth.” The Court in *Roper v. Simmons*, which outlawed the juvenile death penalty, noted that “juveniles are more vulnerable or susceptible [than adults] to negative influences and outside pressures, including peer pressure... This is explained in part by the prevailing circumstance that juveniles have less control, or less experience with control, over their own environment.”⁴⁹

Most recently, the U.S. Supreme Court made clear that developmental differences must also figure into how police work with youth. In *J.D.B. v. North Carolina*, the U.S.

Supreme Court put police on notice that they too are obligated to recognize the developmental differences of juveniles:

“It is beyond dispute that children will often feel bound to submit to police questioning when an adult in the same circumstances would feel free to leave. Seeing no reason for police officers or courts to blind themselves to that commonsense reality, we hold that a child’s age properly informs the Miranda custody analysis. A child’s age is far ‘more than a chronological fact.’ It is a fact that ‘generates commonsense conclusions about behavior and perception.’ Such conclusions apply broadly to children as a class. And they are self-evident to anyone who was a child once himself, including any police officer or judge.”⁵⁰

In response, many juvenile justice system stakeholders—including judges, prosecutors, probation officers and juvenile defenders—are being trained in brain research to improve the quality of services they can provide to at-risk youth. These stakeholders are learning best practices tailored to the teen brain.⁵¹ They have been given tools for building their own developmental competence to work with youth, including:

- Greater clarity on what constitutes normative behavior; why youth have difficulty “self-regulating” and therefore need adult support to do so.
 - Recognition that adolescence and its potential for certain problem behavior—defiance of authority, impulsiveness and intensely emotional reactions—is a phase of human development.
 - Understanding that not all juvenile behavior is intentional; instead, it is reactive and often symptomatic of mental health problems and environmental stressors that youth are ill-equipped to handle on their own.
- Unfortunately, the training routinely provided to police officers working with youth does not include our growing knowledge of the teen brain, and rarely includes sufficient instruction. In 2011, the International Association of Chiefs of Police (IACP) conducted a survey assessing the juvenile justice training needs of police officers. The survey gathered responses from 672 law enforcement officers and 404 law enforcement agencies in 49 states and the District of Columbia.⁵² The results of the IACP survey⁵³ found:
- Most states do not mandate additional juvenile justice training after the basic academy level training.
 - Over half of all responding agencies had training budgets decreased or abolished over the past five years.
 - Lack of adequate funding and manpower were the primary reasons survey participants were not able to receive training.



Participants in the IACP survey were asked “what their agency would need to more effectively manage juvenile or youth involved cases.” The top three responses⁵⁴ were:

- 1 More staff or dedicated staffing
- 2 Increased and better quality training opportunities
- 3 Funding

The harmful consequences of this training gap become more apparent when we examine the comments made by IACP survey respondents. One, working in a department without centralized juvenile services commented, “Most officers are ‘adult’ officers and really don’t have a clue as to the juvenile system.” A police chief wrote, “We wait way too long to get involved with at-risk kids. We need to reach them at an earlier age before they get themselves into trouble.”⁵⁵ Another police chief did not want to “create a specialization for handling juveniles” but rather wanted “training for patrol officers that educates them on the best methods of addressing juvenile issues and not a program that encourages handing off the assignment to a specialist.”⁵⁶

This training gap puts police officers at a major disadvantage when interacting with youth, severely limiting the tools, strategies, and interventions they can employ in challenging situations involving youths. This lack of knowledge and training also puts their safety at risk.

Law enforcement’s lack of juvenile justice training means that officers are unaware of the research establishing that arresting and sending juveniles into the juvenile justice system *is not working*. Moreover officers need to better understand how their actions affect their own effectiveness, safety and success.

Recent studies affirming the value of alternatives to formal processing, including Teen Court, restorative justice, and mediation, reflect and vindicate police officers’ frustration with the current juvenile court system. These studies indicate that formal processing of youth through the juvenile justice system is costly and makes juveniles more likely to recidivate and officers’ jobs harder.⁵⁷

DEVELOPMENTAL COMPETENCE

Strategies for Youth has created a definition to articulate the basic requirements of adults effectively working with youth:

Developmental Competence refers to the understanding that children and adolescents’ perceptions and behaviors are influenced by biological and psychological factors related to their developmental stage.

Developmental competence is based on the premise that specific, sequential stages of neurological and psychological development are universal. Children and adolescents’ responses differ from adults because of fundamental neurobiological factors and related developmental stages of maturation.

A person who is developmentally competent recognizes that how children and youth perceive, process and respond to situations is a function of their developmental stage, and secondarily their culture and life experience. Developmentally competent adults align their expectations, responses, and interactions—as well as those of institutions and organizations—to the developmental stage of the children and youth they serve.

In order to become developmentally competent, an individual must:

- 1 Understand that children, adolescents, and adults interpret and respond differently to situations, social cues, interpersonal interactions, and the inherent authority and power of adults.
- 2 Apply this knowledge to enhance and improve interactions with children and youth.
- 3 Adjust institutional responses to the developmental stage of the children and youth served.

Strategies for Youth Survey

Strategies for Youth views training for officers as critical to ensuring that interactions with youth are:

- Less contentious and result in compliance with current laws and policies;
- Less reliant on force and arrests (when appropriate); and
- Developmentally appropriate and aimed at identifying youth with mental health, trauma, and addiction issues who need intervention and services.

Academy training on issues related to juvenile justice and on dealing effectively with youth takes on greater importance in view of the absence of mandatory in-service training for officers. Indeed, it is unclear how officers are kept up-to-date with legal changes in the treatment of juveniles, much less how they obtain current information about developments in understanding juveniles and best practices for working with them.

Strategies for Youth decided to expand the IACP's survey and posed the question: *If there is no in-service training, how are officers trained at the academy to work with juveniles?* In most states, mandated juvenile justice training for officers occurs at the beginning of their career in police academies or training centers. Most states define the curriculum for the academy and oversee, to one degree or another, each academy's adherence to this curriculum.

“We wait way too long to get involved with at-risk kids. We need to reach them at an earlier age before they get themselves into trouble”

— IACP SURVEY RESPONDENT

SFY designed a survey to explore and document how officers in recruit academies are trained to work with juveniles. The survey assesses the extent to which academies equip officers with the understanding, skills, tactics and best practices for working with juveniles. It is axiomatic that the level of discretion police officers possess in their interactions with youth and how they use that discretion in their interpretation of youth behaviors—as offenses, as “youthful indiscretions,” or as cries for help—is a key determinant in the outcomes youth experience in such



If there is no in-service training, how are officers trained at the academy to work with juveniles?

interactions. Therefore, we sought answers to these questions:

- 1 Are officers trained at the recruit academy to effectively interact with juveniles?
- 2 How much time is spent on this aspect of the training? As a percentage of total academy training?
- 3 What topics in juvenile justice are covered in the academy training?
- 4 Who develops and provides the training, and what experience and qualifications do they possess?

Survey Methodology

In September 2011, SFY developed a ten-question survey⁵⁸ and administered it via telephone to representatives from state Police Officer Standards and Training (POST) Boards or their organizational equivalents.⁵⁹ SFY also requested copies of the juvenile training curriculum from each state. SFY is grateful for the generosity and support the POSTs and other departments showed us in providing information. Several states were not permitted to provide curricula, and several others provided it after submission of a formal public records request. Only one state, Montana, provided no information and was not responsive to repeated requests via phone and email.

Summary of Findings

1. Do states have statutory mandates requiring juvenile justice curriculum in recruit training?

Only Connecticut has enacted a statute requiring the inclusion of a juvenile justice training component for law enforcement recruits. This law was enacted in 1995, and is considered a national model. Recent activity in legislating police training has focused primarily on training school resource officers. Maryland has enacted legislation that “encourages” officers to learn about juvenile justice topics before working in a school, while Indiana enacted and then repealed legislation that that created a commission to determine what topics should be included in the training curriculum. Efforts to enact legislation to mandate education in juvenile justice were considered by the Colorado and Texas legislatures in the past year. Neither bill passed.

Of the remaining states, all but five require training in juvenile justice at the direction of the Police Officer Standards

and Training (POST) Board or at the direction of other state agencies.

2. Do law enforcement recruit academies provide training on juvenile justice?

The review of the states and the District of Columbia found that 44 states cover the topic of juvenile justice in the Academy. Six do not: Alaska, Colorado, Kentucky, New Hampshire, and West Virginia; Montana did not respond to repeated requests for information about how police are trained.

Minnesota is the only state in the Union to require all recruits to have at least a two-year college degree. As part of this degree, recruits must demonstrate understanding in juvenile justice. A summary of the findings of the survey is presented in the following pages; a state-by-state analysis is available in chart form in Appendix A.

STATUTES REQUIRING POLICE TRAINING

Connecticut: The Best & Broadest

Conn. Gen. Stat. § 7-294h, enacted in 1995 at the instigation of a former police officer, requires that the state’s Police Officer Standards and Training Council provide officers a minimum of 14 hours of training in “techniques for handling incidents involving juveniles” including “information regarding resources of the juvenile justice system in the state.” The law requires each police department to have a written policy regarding the handling and processing of juvenile matters for arrests, referrals, diversion and detention. It is the only statute in the nation requiring such a comprehensive approach to police training for working with juvenile.⁶⁰

Maryland: Pretty Please

Maryland Education Code Ann. Section 7-430 promotes officers learning cultural competency to understand “behaviors, attitudes, and policies that enable law enforcement officers to understand, communicate with and effectively interact with” staff and students in public schools. However, attendance is not mandated: “A law enforcement officers who is assigned to patrol a school building or school grounds is *encouraged* to complete this...training...before the law enforcement officer begins an assignment in a public school.”

Indiana: Waiting to Begin

In 2010, the Indiana Legislature enacted legislation requiring the creation of a Law Enforcement, School Policing, and Youth Work Group, under the aegis of the Criminal Justice Institute of Indiana, to develop a statewide training curriculum, arrest practices, and standards for law enforcement working with youth in the state’s public schools. The Commission was to be composed of 26 voting members, including law enforcement to youth under the age of 19, members of the legislature and sheriff departments, public school teachers and juvenile court judges. As of November 2012, the Governor had not yet convened the Commission. In January 2013, the legislation was repealed.⁶¹

3. How long is the juvenile justice training in the academy, out of the total number of academy hours?

The survey indicates that academies spend an average of 6.1 hours on juvenile justice topics during training for recruits. The length of police academies ranged from 159 hours in Utah to 1,050 in Washington, D.C., averaging a total of 600 hours. For most academies, *the average proportion of hours spent on juvenile justice issues represented 1% of total academy hours.* Chart in Appendix B.

4. What topics are included in juvenile justice training?

SFY asked representatives of state's academies to identify which subject areas are covered in the juvenile justice portion of the curriculum. SFY also reviewed the curriculum, when available, to determine the extent to which such topics are covered. While some states provided only learning objectives, others provided their curriculum along with teaching notes. Based on this combination of data, we developed a chart, available in Appendix C, describing each state's coverage of juvenile justice topics.

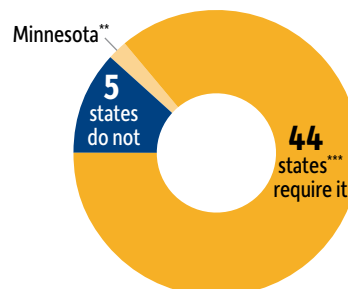
The vast majority of states' curricula focus *solely on juvenile law.* Some also provide a history of the development of the juvenile justice system. But few departments cover more than the juvenile code. The frequency with which the curricula are updated to reflect state and U.S. Supreme Court decisions varies greatly.

Of the 42 states that provide juvenile justice training, only:

- 2 states provide officers with knowledge on juvenile development and psychology.
- 9 states provide officers with information and skills for identifying and responding appropriately to adolescent mental health issues.
- 8 states provide officers with best practices for communication and interactions/interventions with youth—including in non-incident situations where there is no delinquency—or where youth might be victims or witnesses.

FINDING 2

How Many States Require Juvenile Justice Training In Law Enforcement Recruit Academies?*



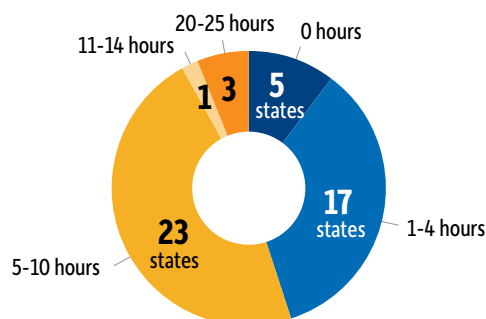
* Montana did not respond to survey.

** Minnesota requires a 2-year college degree which includes juvenile justice training instead of recruit academy training.

***43 States + Washington DC

FINDING 3A

Number of Academy Training Hours* That States** Devoted To Juvenile Justice

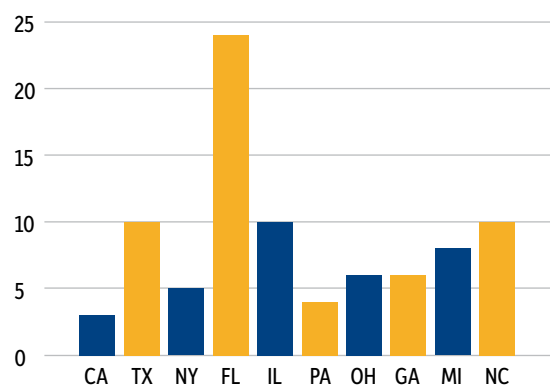


* Zero states spent 15-19 hours covering juvenile justice topics.

** Includes Washington DC and all 50 states, except Minnesota and Montana.

FINDING 3B

Hours Spent On Juvenile Justice Issues In The 10 Most Populated States*



* Shown (left to right) in order of greatest population density.

5. Is the curriculum on juvenile justice combined with curriculum focused on child abuse?

SFY reviewed the available curricula and PowerPoints of each state's juvenile law training components. The results indicate that most states address juvenile justice issues separately from issues related to child abuse. For 24 states, educating officers on juvenile law was a separate curriculum component; for 10 states juvenile law was combined with child abuse, and for 10 it was unclear (due to the information provided by the states).

Today many states are wrestling with what to do with the issue of "cross-over" youth, youth who are victims of abuse and neglect and become court involved due to a delinquency charge. However, no state academy curriculum explicitly addressed this issue nor shared best practices for serving and responding to these youth. Chart in Appendix D.

6. Are mental health experts involved in the development and presentation of the juvenile curriculum?

Only 11 states report providing recruits information on adolescent development and/or mental health issues. However, when SFY surveyed staff at each department about the involvement of mental health experts in the development of the juvenile justice curriculum, different information surfaced.

Twenty-four states report involving mental health professionals in the development of the juvenile justice curriculum. Only 18 states report the involvement of mental health professionals in the presentation of the curriculum. Many states say the involvement of such experts is a decision made by individual instructors and academies.

Several states report involving outside groups, such as the National Alliance on Mental Illness, to provide juvenile mental health training to officers. Several states allow officers, often on an elective basis, to attend Crisis Intervention Training (CIT). It is unclear from the information provided, however, whether the CIT training is geared toward youth. Chart in Appendix E-.

FINDING 4

Topics Covered in Juvenile Justice Curriculum

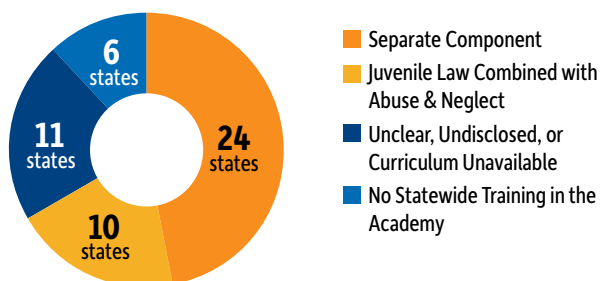
TOPIC	NUMBER OF STATES* COVERING THIS TOPIC
Adolescent Development & Psychology	2
Adolescent Mental Health Issues	9
Decision Making & Teen Group Dynamics**	5
Juvenile Law for Law Enforcement	40
Demographic Issues Affecting Teens' Conduct	11
Cultural Influences on Teen Conduct & Ramifications for Police	10
Asserting Authority Effectively / Best Practices for Policing Youth	8

* Includes Washington DC and all 50 states, except Minnesota, Montana and three states (Oklahoma, South Dakota, Washington) that did not respond with detailed information.

** Does not include state curricula focused on gangs.

FINDING 5

States* Addressing Juvenile Law as a Separate Curriculum Component or Combining It with Abuse & Neglect Issues



* Includes Washington DC and all 50 states

7. Does the Juvenile Justice curriculum include mention of disproportionate minority contact?

In 1974, Congress enacted the Juvenile Justice Delinquency Prevention Act (JJDP) that provided core protections to youth in the juvenile justice system. In 1988, Congress amended the Act to include a fourth core protection directing states to address disproportionate minority confinement, known as “DMC”, of youth involved in state juvenile justice systems. In 2002, Congress further expanded this core protection of the JJDP and directed states to address disproportionate minority contact. This “change required states participating in the formula grants program to address juvenile delinquency prevention efforts and systems improvement efforts, designed to reduce, without establishing or requiring numerical standards or quotas, the disproportionate number of juvenile members of the minority groups, who come in contact with the juvenile justice system.”⁶²

With the change in definition, the legal obligation to address disproportionate minority involvement of youth in the juvenile justice system suddenly included law enforcement. As the first point of contact, police interactions with youth are now within the orbit of federal regulation.

SFY investigated whether police recruits are informed of this federal requirement. SFY learned that only 8 states make mention of DMC or police obligations under it. The results summarized in the chart Finding 7A are drawn from surveys of academy staff as well as review of written curricula when provided.

Ten years after the enactment of the amendment to the law that includes police in review of DMC, there is little evidence in training academy curricula that this issue is raised, much less addressed. This represents a glaring omission in the training provided to police cadets. The enduring disparities in juvenile arrest rates by race (see chart Finding 7B), argue for increased focus by law enforcement academies on this subject.

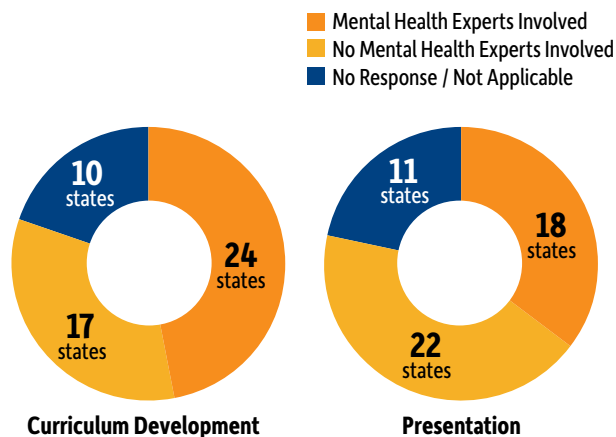
As the data indicate, the overrepresentation of youth of color, while showing some improvement over the last 5 years, remains highly problematic. See Appendix F.

What’s Missing from Academy Curricula

Most academy curricula emphasize legal matters to the exclusion of practical skills grounded in developmental and psychological understanding. They do not include best practices for working with youth, diffusing potentially vol-

FINDING 6

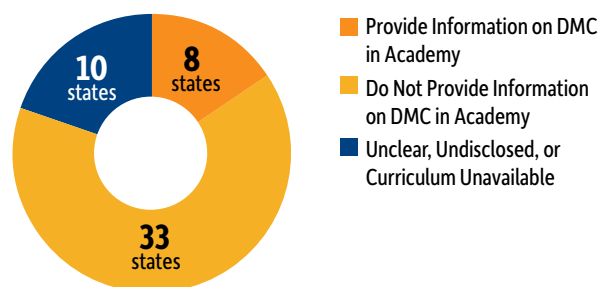
States* Involving Mental Health Experts in Development & Presentation of Curriculum in Police Academies



* Includes Washington DC and all 50 states

FINDING 7A

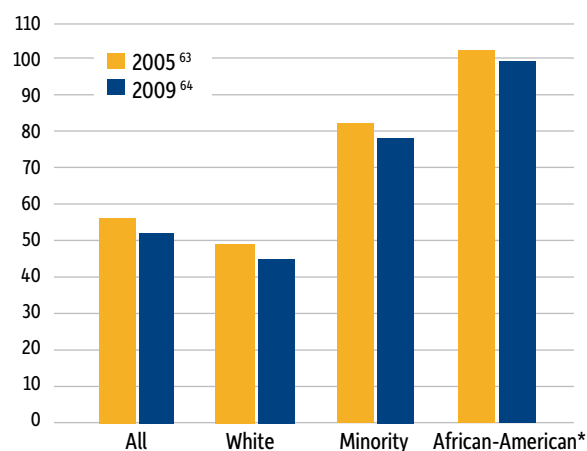
States* Teaching Recruits Federal Law Regarding DMC



* Includes Washington DC and all 50 states

FIGURE 7B

Juvenile Arrests Per 1000 Persons in the Population



* The number of juvenile arrests for African Americans is double that for White youths (2.1 in 2005 and 2.2 in 2009).

STATES OFFERING MOST COMPREHENSIVE TRAINING APPROACHES

A comprehensive approach to training officers in best practices for youth includes making use of alternatives to arrest and incarceration and promoting relationship building with youth as a key to delinquency prevention. Those that explicitly taught such topics were:

Illinois

The 10 hour curriculum included strategies for “anticipating and preventing delinquent acts and building strong juvenile community relations.” Illinois officers are to be trained to establish rapport with juveniles, listen carefully, and maintain objectivity. Emphasis is placed on the “behavioral aspects of dealing with the juvenile offender” including understanding behavioral patterns typical of youth such as “peer conformity” and “rebellion against authority.”

Texas

The 10 hour curriculum states that officers “will understand the nature of juvenile issues” including influences that may affect an youth’s encounter with police such as a “need for independence,” “rebellion against authority,” and “peer pressure.”

Kansas

The 9 hour curriculum discusses the importance of focusing on prevention and officers having “positive contact” with juveniles that may influence their future behavior. Specifically, the Kansas juvenile training curriculum states, “The community suffers or reaps based on the relationship between the police and the juveniles. Juveniles will respect those officers with good relationships. In contrast, those officers who choose not to get involved with the juveniles in the community will face more illicit deeds.”

atile situations, mediating conflict among peer groups, families and communities. Similarly, the lack of information on prevalent mental health issues among teens and on key facets of adolescent development is troubling in view of the rates of mental illness of arrested and incarcerated.

With thousands of officers deployed to public schools as school resource officers or to respond to schools’ calls for service, the absence of training for school-based policing is likely leading to arrests for school discipline and loss of educational services for youth. Several states offered information as part of their juvenile justice curriculum or on an elective basis, in specialized areas of the law.

Most states offered recruits neither information on “hot topics” in juvenile offending and juvenile law, nor opportunities for officers to work with youth.

In light of these omissions, Strategies for Youth recommends that academy curricula include more:

“HOT TOPICS” IN JUVENILE OFFENDING

Few curricula include the changing face of juvenile offending and conduct that bedevils and challenge officers. For instance, few curricula made reference to technology (the web, cellphones, social media) or abuse of pharmaceuticals in lieu of other illicit drugs. There is no attention given to changes in patterns of offending among youth, including small but consistent increases in girls being charged with offending.

“HOT TOPICS” IN JUVENILE LAW

Also notably absent from these trainings are “legal hot topics.” These topics include best practices for advising youth on *Miranda* rights, the rationale for and practice of alternatives to detention, the value of restorative justice practices, and effective approaches to diversion.

In view of the amount of focus on *Miranda* and when custody attaches, the lack of curricula attention about how and when to provide rights to juveniles does not serve officers well. The complete absence of discussion about the short- and long-term consequences of arrest and court involvement on youths’ futures is also a serious shortcoming.

“GOING NATIVE”

The lack of experiential training, exposure to real youth and community-based programs that serve youth does not allow officers to apply their training in a way that would ensure a deeper understanding of the information and skills they have been taught. These interactions would give officers insight into how youth perceive the role of police and what approaches to asserting authority are most effective for officers to obtain compliance and cooperation from youth.

Model Curriculum Components

In 1995, Connecticut was the first, and so far the only, state to statutorily require officers to receive 14 hours of training in “techniques for handling incidents involving juveniles” and to require each police department to have a written policy regarding the handling and processing of juvenile matters for arrests, referrals, diversion and detention.

In 2012, the National Center for Juvenile Justice (NCJJ) published a “snapshot” outlining innovative law enforcement training in three states.⁶⁵

According to the NCJJ snapshot, only Connecticut is involved in police training; indeed, the other two states that have taken advantage of federal funding have focused on training detention and corrections officers.⁶⁶

In Massachusetts, juvenile detention officers are required to be trained to understand adolescent behavior, the troubled teen, juvenile versus adult inmates, communication with youth detainees, and mentor roles for officers.

In Texas, the law requires juvenile correctional officers to undergo 300 hours of training on topics including signs of suicide; signs of abuse, assault, and neglect; neurological, physical, and psychological development of adolescents; and dispute resolution.



Elements of A Model Curriculum

Overarching Principles Of A Model Curriculum

- A model curriculum should provide recruit officers with lecture, film and experiential modes of learning.
- The curriculum should be premised on developmental competence: explaining developmental differences, coupled with provision of hands-on, practical application of tactics and practices for interactions with juveniles.
- It should involve cross-training so that recruits may learn from a variety of viewpoints including those of mental health experts.
- It should involve youth who can demonstrate and explain their responses to assertions of authority and which methods are most effective, as well as give officers an opportunity to apply the communication skills they have learned.
- The developmental perspective should be incorporated into other areas of academy training, especially regarding training on the use of force.

Model Training Curriculum Components:

NATURE: NORMATIVE TEEN DEVELOPMENT

Understanding the impacts of structural brain changes in adolescents affecting perception, processing, and response:

- Best practices for relationship building
- Impact of group dynamics on youths' decision making and behaviors
- Understanding BLT: Behavior-Language-Timing
- Tactics for de-escalation of youth behavior & interactions
- Tactics for interactions with groups of youth

RECOGNIZING BEHAVIOR OF COMPROMISED TEENS

Review of most prevalent mental health problems among teens, and of the prevalence of youth in the juvenile justice system with diagnosed mental health issues. Understanding the impacts of alcohol, illegal and prescription drugs on youth behavior. Recognizing and responding appropriately to the most prevalent mental health issues among teens: post-traumatic stress disorder (PTSD), anxiety, oppositional defiance disorder, depression, and youth on the autism-spectrum.

UNDERSTANDING TRAUMA & TRAUMATIZED RESPONSES TO POLICE

Review of the frequency with which police/youth interactions are related to trauma and traumatic instances. Review of sources of

trauma and understanding their impacts on brain structure, the psyche, and behavior. Officers learn best tactics for working with traumatized youth.

WORKING EFFECTIVELY WITH LEARNING/LANGUAGE DISABLED YOUTH IN SCHOOL & ON THE STREET

Officers learn to recognize signs of school-based behavior reflecting learning disabilities. The component will demonstrate differences in learning/language disabled youths' ability to perceive, and adults' inability to see different perceptions and capacities of youth. Officers will learn tactics for recognizing and responding appropriately to youth with autism-spectrum disorders, lack of processing skills, and auditory processing disorders. Officers will learn tactics for preventing and intervening on behalf of youth who are bullied due to their special needs.

TRYING IT ON FOR SIZE

Skits involving local youth demonstrate youths' reactions to different kinds of law enforcement demands for compliance; youth explain why and when they are most likely to comply. Officers have an opportunity to participate in a dialogue with youth.

SHOWCASING YOUTH-SERVING COMMUNITY BASED ORGANIZATIONS

Introduce recruits to local organizations that work with youth, showcase programming and resources available, volunteering opportunities, and the process for officers to bring youth to programs as alternatives to arrest.

EXPERIENTIAL LEARNING

Recruits spend 7 to 14 hours at youth-serving community based organizations working directly with youth in a community setting; recruits visit local detention facilities and youth incarceration facilities and participate in facilitated conversations with youth.

JUVENILE LAW FOR LAW ENFORCEMENT

Part I: Perspectives on creation and purpose of juvenile justice system, as well as trends in recent court decisions from the U.S. Supreme Court and state courts on issues relating to juveniles, including judicial notice of differences in juveniles' competence and resulting behavioral issues, *Miranda*, custody, interviews and interrogations, etc. This section also describes the Juvenile Justice Delinquency Prevention Act and the obligations of state governments and police departments to address Disproportionate Minority Contact (DMC).

Part II. Enforcement Options: What are Officers' Choices? What are Messages Officers Give with Each Choice? Review of options to arrest and not arrest, and best practices in such situations; provision of state data on juvenile court case dismissal rates.

Part III. Intended & Unintended Consequences: Review of literature demonstrating impacts of use of detention and commitment on rates of, and kinds of, re-offending. Information on collateral consequences of arrest on youths' educational and employment opportunities, as well as their access to housing and other government benefits.

DEMOGRAPHIC FACTORS THAT INFLUENCE YOUTH BEHAVIOR

This incorporates the review of socioeconomic factors affecting youth, including data on risk and protective factors that affect youth in their communities and in their schools and the increasing "cross-over" of youth from child welfare systems to juvenile justice systems.

CULTURAL FACTORS THAT INFLUENCE YOUTH BEHAVIOR

This incorporates the review of aspects of American culture that most affect how youth interact and respond to assertion of authority; the messages that compete with messages of police, with special emphasis on the corporate world's messaging and provocation to disobey authority and its explicit and implicit messages among teens about sex and violence; review of the role of technology (internet/IM/FB) that allows youth to lead a life hidden from adults and that expands their peer group exponentially—and sometimes dangerously.

BIAS & REDUCING DISPROPORTIONATE MINORITY CONTACT

This incorporates the review of the mental processes by which implicit bias occurs and data on racial disparities, as well as gender and sexual orientation, in the juvenile justice system. This component discusses the importance of bias-free interactions for ensuring a positive perception of procedural justice, how to anticipate and address youth claims of racialized treatment, and methods of "self checking" for personal bias.

ASSERTING AUTHORITY EFFECTIVELY

This incorporates the review of literature demonstrating triggers that escalate incidents; what respect means to youth and the connection between procedural justice and police department relations with the community.

Model Training Programs That Get Good Grades

PORTLAND, OREGON, POLICE DEPARTMENT

The System Integration & Resource Network (SIRN) is a new and innovative project happening in Multnomah County, Oregon. This is a partnership between law enforcement, the juvenile justice system, and local non-profit, youth serving community organizations. This

program allows all new police recruits and veteran Field Training Officers to participate in a 2 to 5 day (36-45 hour) experiential training focused on learning about each other's systems while building and strengthening trusted community relationships.

Recruits: 1) attend presentations by the local juvenile prosecutor, staff from a local youth center working with youth who are mentally ill, homeless, and commercially sexually exploited, 2) visit the detention and commitment center for pre/post adjudicated youth, 3) spend time gardening with youth in a restitution program and 4) learn about gang issues.

This is how the founders of the program explained their approach: "Early on Multnomah realized that police were underrepresented at the policy-making level and there was a need nationwide to embrace law enforcement in every jurisdiction. Because law enforcement provides the largest number of criminal referrals to the juvenile justice system and their support is vital when dealing with public safety issues, public perception and public relations—each system partner must be committed to including law enforcement in their local policy-making efforts."

"One of the many goals of this program is to help officers appreciate the fact that they are not alone in their work but have many dedicated system partners standing behind them such as the District Attorney's Office, Multnomah County Department of Community Justice, and community providers that together serve and support juveniles, adults and their families in the probation, parole and juvenile services system."



YOUTH AND RECRUITS FARMING TOGETHER IN PORTLAND, OREGON

MASSACHUSETTS BAY TRANSIT AUTHORITY POLICE DEPARTMENT

The MBTA Transit Police operate a recruit training academy, one of 7 regional academies overseen by the Municipal Police Training Council in Massachusetts. Since 2011, the MBTA academy has provided officers with 8 to 12 hours of training on the teen brain and recognizing and appropriately responding to youth with mental health issues. It has also given them an opportunity to observe teens' responses

to different styles of asserting authority. In addition to lectures on demographic and cultural factors influencing youth, officers spend two hours on salient juvenile law issues. This component focuses on the top reasons for juvenile arrest and prevalent misconceptions youth have about police/youth interactions and their rights. The training requires officers to review scenarios and propose alternatives to arrest. Officers spend at least an hour describing critical aspects of asserting authority that promote respect, relationship building, and positive interactions with youth.

PENNSYLVANIA DMC YOUTH/LAW ENFORCEMENT

This day-long training brings police academy recruits, experienced law enforcement officers and youth together for honest conversations, role play exercises and discussion of adolescent development and police procedures. The curriculum is divided into four modules.

Panel Discussion: Experienced officers and youth sit on a panel and discuss issues including stereotypes, police behavior, youth reactions to law enforcement and recommendations to improve the relationship between youth and officers. This conversation is directed by a facilitator who ensures that both sides are able to have open, honest conversations.

Small Group Workshops: Recruits and youth who were in the audience join together in small group discussions with a facilitator to discuss the same issues that were discussed during the panel in a more intimate setting.

Lunch: Officers, recruits and youth share a meal together and have an opportunity for less structured conversations.

Adolescent Development: Law enforcement and youth are separated for instruction on adolescent development and youth culture. Officers learn about youth culture, adolescent brain development, concepts of hyper-vigilance and hyper-masculinity, as well as the distinctive characteristics of coping strategies for boys and girls. In a separate session, youth are taught to identify how adolescent development, environmental influences and issues of respect impact their behavior with law enforcement. Youth discuss strategies that can contribute to safe and positive interactions with police.

Role Play Exercises: Youth and law enforcement join together to participate in a series of facilitated role play exercises designed to reinforce the previous training and give youth and officers the opportunity to practice what they have learned.

PORTLAND, OREGON, POLICE DEPARTMENT

- ✓+ Premise Is To Introduce Police To *Youth*—Not Delinquents
- ✓+ Experiential Learning
- ✓+ Youth Involved in Training
- ✓+ Grounding in Adolescent Brain & Psychology
- ✓+ Promoting Community Partnership
- ✓+ Demographic Factors Affecting Youth
- ✓+ Juvenile Law for Law Enforcement
- ✓+ Recruits Visit Juvenile Justice Facilities

MASSACHUSETTS BAY TRANSIT AUTHORITY POLICE DEPARTMENT

- ✓+ Grounding In Adolescent Development & Psychology
- ✓+ Youth Involved in Training
- ✓+ Juvenile Law for Law Enforcement
- ✓+ Demographic Factors Affecting Youth
- ✓+ Premise Is To Introduce Police To *Youth*—Not Delinquents

PENNSYLVANIA DMC YOUTH/LAW ENFORCEMENT

- ✓+ Premise Is To Introduce Police To *Youth*—Not Delinquents
- ✓+ Experiential Learning
- ✓+ Youth Involved in Training
- ✓+ Grounding in Adolescent Brain & Psychology
- ✓+ Demographic Factors Affecting Youth

Recommendations Going Forward

Federal, state, and local law enforcement agencies should train officers based on the outcomes they hope to achieve. If, as some states' POST public safety mission statements indicate, striving toward well-trained, professional, ethical officers who instill public confidence is the goal, training officers to understand a large segment of the population they serve would achieve that end.

Recommendation #1: Increase Training

While some juvenile justice training is offered, in most police academies it is limited and primarily focused on review of law and procedure. Better trained officers are better able to resolve issues with youth and serve their communities effectively. Children and youth are one-sixth of the American population, but they average 1.0% of most academies' focus. That is insufficient.

In view of how many recruits are assigned to police public schools, the case for training officers on how to work with juveniles becomes more urgent—yet only Tennessee provides officers training on their goals and obligations when policing in public schools. Specialized, focused training should be a requirement for officers deployed to schools.

Recommendation #2: Expand Training to Include Adolescent Development & Best Practices for Working with Youth

Recruit training needs to include adolescent development and psychology, the demographic and cultural influences that affect youth' perception of options, and how to secure the respect and cooperation of young people through a positive experience with authority. Most departments limit their training to juvenile law for law enforcement. This does not reflect the special needs and issues officers regularly encounter in their interactions with youth.

Officers should be provided training in basic de-escalation techniques and in how to detect the symptoms and behaviors of young people with mental illness and/or who have been exposed to violence, trauma, or abuse. It is critical that the training reflect cultural factors that shape youths' interactions with peers and authority figures. Finally, the Juvenile Justice Delinquency Prevention Act requires states to focus on disproportionate minority contact; academies should view this law as requiring training in DMC and avoiding tactics that perpetuate it.





It is in the best interest of youth, the juvenile justice system, and communities to educate officers in the limits of formal processing and to ensure they are aware of the value and availability of youth-serving community based services. Such curricula, if regularly updated and taught with experts in adolescent development, will promote better interactions by increasing officers' understanding and skills for working with youth. A commitment to the regular updating and incorporation of research results and best practices are key to providing effective 21st century training.

Recommendation #3: Obtain Federal and State Support for a *Gold Standard* of Youth Development Training

The United States Department of Justice, the Federal Community Oriented Policing Services Office (COPS) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP) should take a leadership role and provide funding and technical assistance to promote effective training of police officers. In order to encourage states to ensure that adolescent and developmental competence training is provided, the Department of Justice should take the lead role in articulating the goal of police/youth interactions, reiterate the use of arrest as a last resort, clarify the role of police in reducing disproportionate minority contact, and promote best practices.

The federal government should require that such training be incorporated in all recruit curricula, provide incentives, and ensure necessary funding is provided to state and local jurisdictions to provide quality training. The government should measure the progress of states' law enforcement councils and POSTs and set completion dates for the incorporation of such training. State and local law enforcement organizations, police chiefs and sheriffs should advocate for adequately funded legislative training mandates.

Recommendation #4: Cross Train with Other Juvenile Justice Professionals & Youth-Serving Community Based Organizations

Law enforcement training organizations should collaborate and cross train with professionals serving youth, including community-based, youth-serving organizations.

Officers can learn much from mental health professionals about best practices for serving trauma and abuse victims. Adolescent and child development experts can provide officers with information on behavioral development, decision-making skills, and risk-taking behavior that normally accompany adolescence. Correction guards, probation officers, and public defenders could both benefit from the knowledge of officers and contribute information about adolescent thinking and behavior that may help reduce juvenile arrests and protect both officer and youth safety in the field.

Cross-training will enable officers to meaningfully engage in partnerships with youth-serving, community based organizations that offer viable alternatives to arrest and provide positive youth development and community supervision.

CONCLUSION

Presently, America's police academies are not sufficiently equipping its recruits to work with juveniles. While data on police/youth interactions is far from comprehensive, we know from arrest statistics and surveys that most youths are arrested for non-violent, low-level offenses, that they report police treat them with a lack of respect—particularly youths of color—and that arrests and processing through the system cause harm, sometimes irreparable, to the youths and their families, while unnecessarily taxing our already overburdened systems and public resources. It is in the best interest of our youths, our families, our communities and our democracy to reduce unnecessary arrests of youths and improve overall relations between police and juveniles.

Fortunately, there is now an abundance of brain science research that can help police who interact with juveniles on a regular basis understand their reactions and behaviors, and modulate their own interactions accordingly. Unfortunately, as SFY's survey makes clear, this information is not being communicated effectively to police as part of their training, in the academy, or later, as in-service instruction. The lack of such training to police officers represents a serious gap in their knowledge and awareness that is jeopardizing their safety, the safety of communities, and hobbling their ability to effectively address challenging situations.

We have the knowledge, the tools and the strategies to remedy this situation. We just need to implement them in a comprehensive manner so that they reach every police officer and police cadet. The first step is to provide training to all police officers that will ensure their interactions with youths are, at a minimum, less contentious and result in compliance:

- Less reliant on force and arrests (when appropriate); and
- Developmentally appropriate and aimed at identifying youth with mental health, trauma, and addiction issues who need intervention and services.

New York State Curriculum

Attributes of An Officer Who Is Effective In Dealing With Juveniles

Professional
Self-controlled
Patient
Flexible
Understanding
Impartial

Friendly
Considerate
Consistent
Positive
Competent
Mentally Alert

Knowledgeable
Motivated
Willing to Listen
Reasonable
Talkative



Appendix A. Source of Juvenile Justice Training Requirement

STATE	JJ TRAINING PROVIDED IN ACADEMY	TRAINING REQUIRED BY STATUTE
Alabama	●	
Alaska		
Arizona	●	
Arkansas	●	
California	●	
Colorado		
Connecticut	●	●
Delaware	●	
Florida		
Georgia	●	
Hawaii	●	
Idaho	●	
Illinois	●	
Indiana	●	●
Iowa	●	
Kansas	●	
Kentucky		
Louisiana	●	
Maine	●	
Maryland	●	
Massachusetts	●	
Michigan	●	
Minnesota	data not available	data not available
Mississippi	●	
Missouri	●	
Montana	data not available	data not available
Nebraska	●	
Nevada	●	
New Hampshire		
New Jersey	●	
New Mexico	●	
New York	●	
North Carolina	●	
North Dakota	●	
Ohio	●	
Oklahoma	●	
Oregon	●	
Pennsylvania	●	

STATE	JJ TRAINING PROVIDED IN ACADEMY	TRAINING REQUIRED BY STATUTE
Rhode Island	●	
South Carolina	●	
South Dakota	●	
Tennessee	●	
Texas	●	
Utah	●	
Vermont	●	
Virginia	●	
Washington	●	
West Virginia		
Wisconsin	●	
Wyoming	●	
Washington, D.C.	●	

Research Notes:

- AK, CO, KY, NH, and WV do not require juvenile justice training.
- Juvenile justice training is not a statewide obligation, varies by academy in these states: HI, LA, MA, MI, NJ, NM, NY, OH, and TX.
- In MN, all recruits are required to have completed a four-year college education; one of the competencies that must be demonstrated is knowledge of the juvenile justice system.
- Documentation not provided upon request, or agency was not permitted to disclose in the following: HI (Oahu), ID, LA, MS, OK, SD, VA, WA, and Washington DC.
- Only provided a curriculum outline listing basic training topics: AL, AR, CT, DE, IN, MA, NM, OR, RI, and VT.
- In CT, juvenile justice training is addressed in Connecticut Code Ann. § 7-294h, § 7-294y
- Indianapolis has a course on juvenile procedures in its law enforcement academy. Additionally, IN has enacted legislation to develop a statewide juvenile justice training curriculum but it was never implemented.

Appendix B. Total Juvenile Justice Training Hours, Total Academy Hours, Juvenile Justice Training Hours as Percentage of Total Academy Hours

STATE	NUMBER OF JJ HOURS	TOTAL NUMBER OF ACADEMY HOURS	JJ% OF TOTAL HOURS
Alabama	20	480	4%
Alaska	0	960	0%
Arizona	2	585	0.3%
Arkansas	4	480	0.8%
California	3	664	0.5%
Colorado	0	540	0%
Connecticut	10	818	1%
Delaware	8	568	1%
Florida	24	770	3%
Georgia	6	408	1%
Hawaii	5	999	0.5%
Idaho	2	584.5	0.3%
Illinois	10	494	2%
Indiana	6	600	1%
Iowa	4	560	0.7%
Kansas	9	560	2%
Kentucky	0	754	0%
Louisiana	12	360	3%
Maine	4	720	0.6%
Maryland	4	1,040	0.4%
Massachusetts	8	800	1%
Michigan	8	594	1%
Minnesota	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>
Mississippi	3.5	400	0.9%
Missouri	8	600	1%
Montana	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>
Nebraska	6	600	1%
Nevada	6	700	0.9%
New Hampshire	0	<i>data not available</i>	0%
New Jersey	2.5	450	0.5%
New Mexico	4	800	0.5%
New York	5	600	0.8%
North Carolina	10	618	2%
North Dakota	4	477	0.8%
Ohio	6	582	1%
Oklahoma	4	576	0.7%
Oregon	8	640	1%
Pennsylvania	4	754	0.5%

STATE	NUMBER OF JJ HOURS	TOTAL NUMBER OF ACADEMY HOURS	JJ% OF TOTAL HOURS
Rhode Island	4	877	0.5%
South Carolina	3.5	400	0.9%
South Dakota	6	520	1%
Tennessee	8	400	2%
Texas	10	618	2%
Utah	4	159	3%
Vermont	8	500	2%
Virginia	8	680	1%
Washington	8	720	1%
West Virginia	0	835	0%
Wisconsin	8	520	1.5%
Wyoming	3	541	0.5%
Washington, D.C.	20	1,050	2%

Research Notes:

- AK, CO, KY, NH, and WV do not require juvenile justice training.
- Juvenile justice training is not a statewide obligation, varies by academy in these states: HI, LA, MA, MI, NJ, NM, NY, OH, and TX.
- In MN, all recruits are required to have completed a four-year college education; one of the competencies that must be demonstrated is knowledge of the juvenile justice system.
- Documentation not provided upon request, or agency was not permitted to disclose in the following: HI (Oahu), ID, LA, MS, OK, SD, VA, WA, and Washington DC.
- Only provided a curriculum outline listing basic training topics: AL, AR, CT, DE, IN, MA, NM, OR, RI, and VT.
- In CT, juvenile justice training is addressed in Connecticut Code Ann. § 7-294h, § 7-294y
- Indianapolis has a course on juvenile procedures in its law enforcement academy. Additionally, IN has enacted legislation to develop a statewide juvenile justice training curriculum but it was never implemented.

Appendix C. Juvenile Justice Academy Curriculum Content

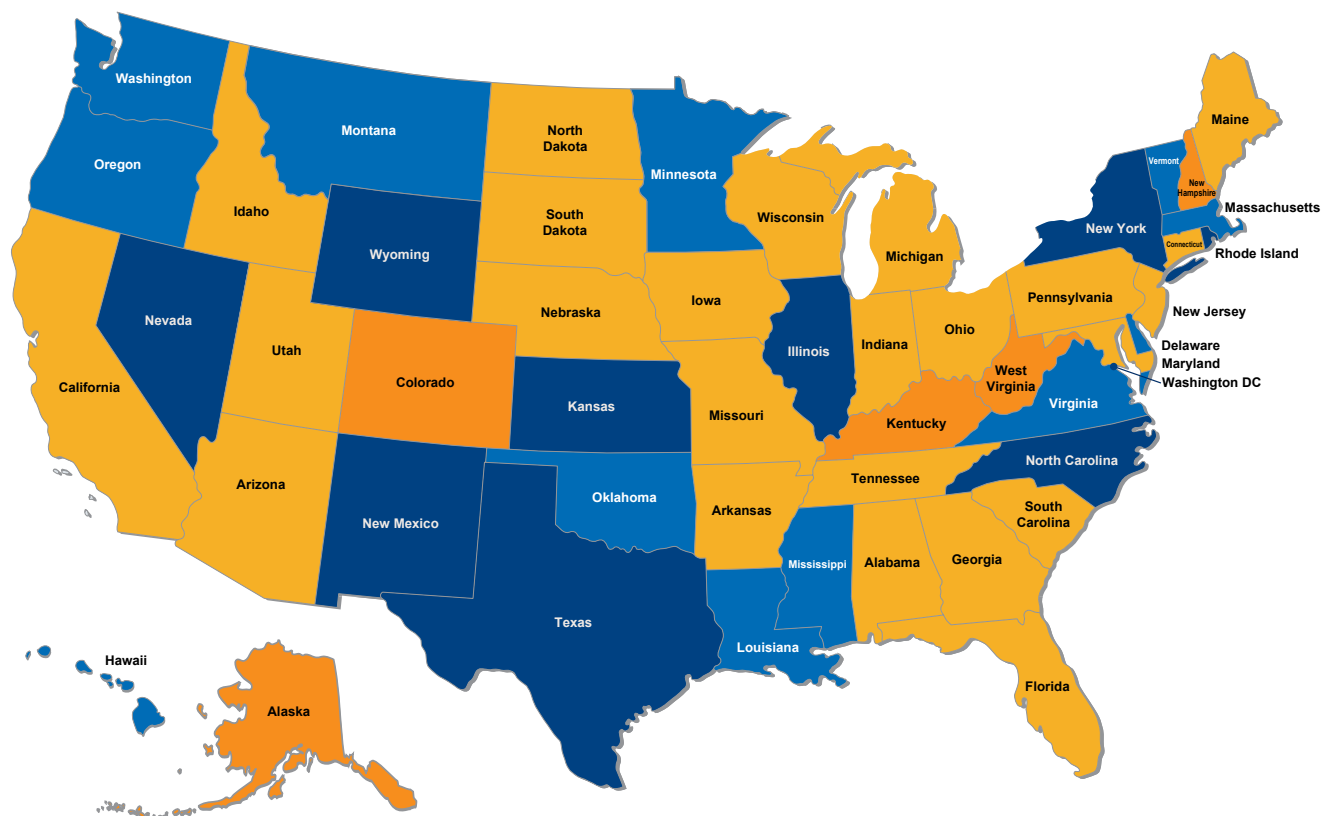
State	Development and Psychology	Adolescent Mental Health Issues	Decision Making and Teen Group Dynamics	JJLE	Demographic Issues	Cultural Influences	Asserting Authority Effectively
Alabama				●			
Alaska	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>
Arizona		●		●		●	
Arkansas				●	●		
California				●			●
Colorado	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>
Connecticut	●	●		●	●	●	
Delaware		●		●			●
Florida			●		●	●	●
Georgia				●			
Hawaii		●		●		●	
Idaho				●			
Illinois	●	●	●	●	●	●	●
Indiana				●			
Iowa				●	●		
Kansas			●	●	●		●
Kentucky	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>
Louisiana				●			
Maine				●	●		
Maryland		●		●			●
Massachusetts				●			
Michigan				●			
Minnesota	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>
Mississippi		●		●			
Missouri				●		●	
Montana	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>
Nebraska				●			
Nevada				●			
New Hampshire	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>
New Jersey				●			
New Mexico				●	●		
New York				●	●		
North Carolina				●			
North Dakota				●			
Ohio				●			
Oklahoma	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>
Oregon		●	●	●			●
Pennsylvania				●		●	

State	Development and Psychology	Adolescent Mental Health Issues	Decision Making and Teen Group Dynamics	JJLE	Demographic Issues	Cultural Influences	Asserting Authority Effectively
Rhode Island				●			
South Carolina				●			
South Dakota	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>
Tennessee				●			
Texas				●	●		
Utah				●			
Vermont				●			
Virginia				●	●	●	
Washington	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>
West Virginia	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>	<i>data not available</i>
Wisconsin				●		●	
Wyoming				●			
Washington, D.C.		●	●	●		●	●

Research Notes:

- AK, CO, KY, NH, and WV do not require juvenile justice training.
- Juvenile justice training is not a statewide obligation, varies by academy in these states: HI, LA, MA, MI, NJ, NM, NY, OH, and TX.
- In MN, all recruits are required to have completed a four-year college education; one of the competencies that must be demonstrated is knowledge of the juvenile justice system.
- Documentation not provided upon request, or agency was not permitted to disclose in the following: HI (Oahu), ID, LA, MS, OK, SD, VA, WA, and Washington DC.
- Only provided a curriculum outline listing basic training topics: AL, AR, CT, DE, IN, MA, NM, OR, RI, and VT.
- In CT, juvenile justice training is addressed in Connecticut Code Ann. § 7-294h, § 7-294y
- Indianapolis has a course on juvenile procedures in its law enforcement academy. Additionally, IN has enacted legislation to develop a statewide juvenile justice training curriculum but it was never implemented.

Appendix D. Juvenile Justice Curriculum Combined with Child Abuse Training

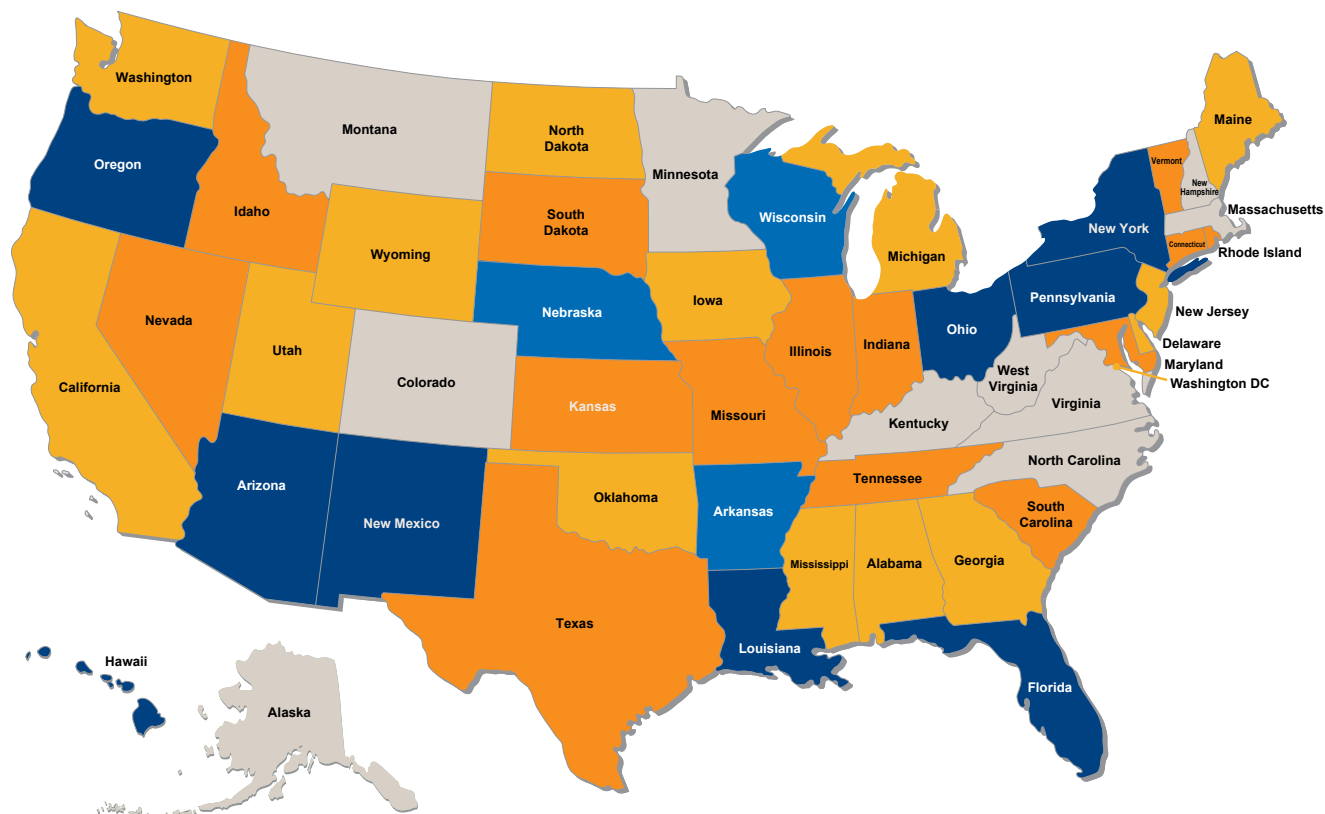


- Juvenile justice curriculum is separate from child abuse curriculum.
- Juvenile justice curriculum is combined with child abuse curriculum.
- Unclear, undisclosed, or no data.
- Does not require juvenile justice training.

Research Notes:

- Juvenile justice training is not a statewide obligation, varies by academy in these states: HI, LA, MA, MI, NJ, NM, NY, OH, and TX.
- In MN, all recruits are required to have completed a four-year college education; one of the competencies that must be demonstrated is knowledge of the juvenile justice system.
- Documentation not provided upon request, or agency was not permitted to disclose in the following: HI (Oahu), ID, LA, MS, OK, SD, VA, WA, and Washington DC.
- Only provided a curriculum outline listing basic training topics: AL, AR, CT, DE, IN, MA, NM, OR, RI, and VT.

Appendix E. Involvement of Mental Health Experts in Juvenile Justice Curriculum Development and Training

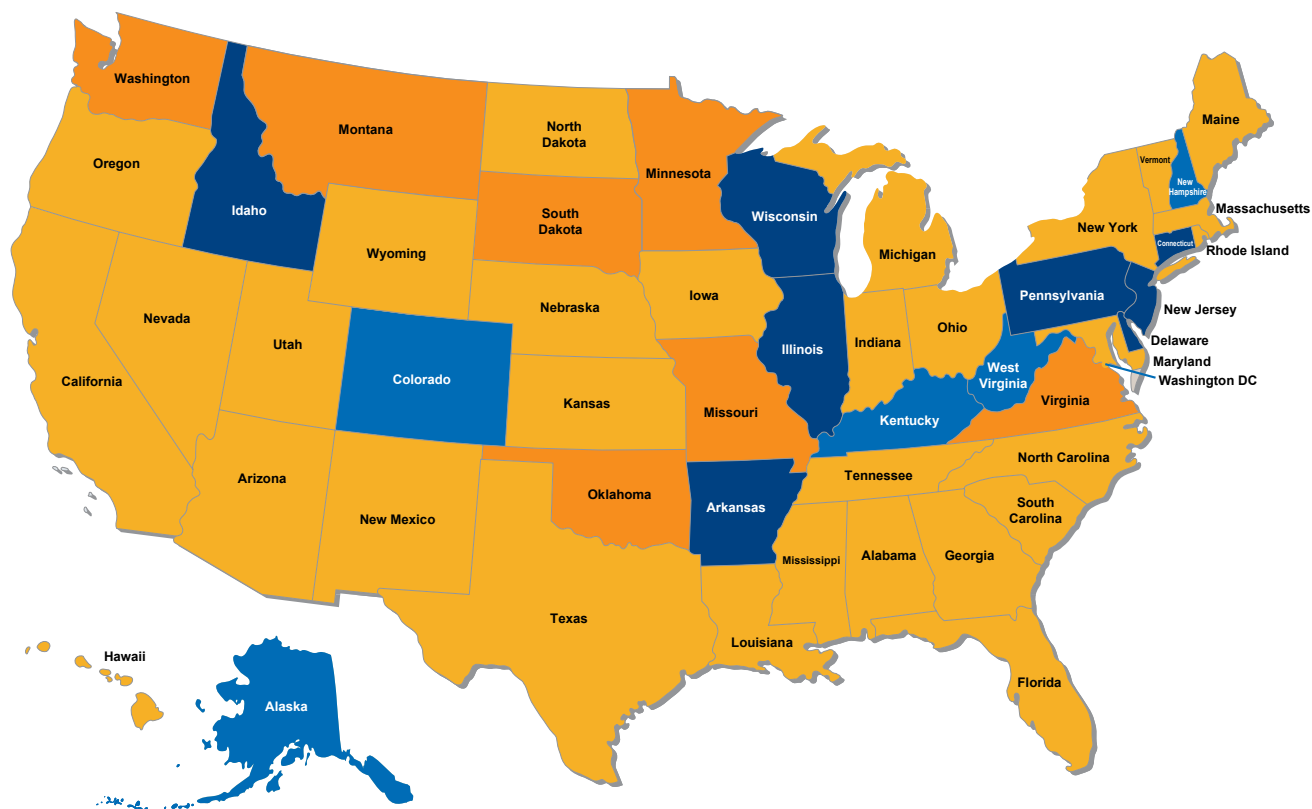


- Mental Health Experts involved in JJ Curriculum Development and Training.
- Mental Health Experts involved in JJ Curriculum Development only.
- Mental Health Experts involved in Training only.
- Mental Health Experts not involved in JJ Curriculum Development or Training.
- Does not require juvenile justice training or no data.

Research Notes:

- Juvenile justice training is not a statewide obligation, varies by academy in these states: HI, LA, MA, MI, NJ, NM, NY, OH, and TX.
- In MN, all recruits are required to have completed a four-year college education; one of the competencies that must be demonstrated is knowledge of the juvenile justice system.
- Documentation not provided upon request, or agency was not permitted to disclose in the following: HI (Oahu), ID, LA, MS, OK, SD, VA, WA, and Washington DC.
- Only provided a curriculum outline listing basic training topics: AL, AR, CT, DE, IN, MA, NM, OR, RI, and VT.
- CT, NM, and TX offer voluntary crisis intervention training (CIT)—no data on whether or not this CIT training is developed specifically for juveniles.
- Mental health training done by outside agency in the following: HI (Oahu), ME, NE, WI, and Washington DC.

Appendix F. Inclusion of DMC Topics in Juvenile Justice Curriculum and Training



- Juvenile justice curriculum includes DMC.
- Juvenile justice curriculum does not include DMC.
- Does not require juvenile justice training.
- No data.

Research Notes:

- Juvenile justice training is not a statewide obligation, varies by academy in these states: HI, LA, MA, MI, NJ, NM, NY, OH, and TX.
- In MN, all recruits are required to have completed a four-year college education; one of the competencies that must be demonstrated is knowledge of the juvenile justice system.
- Documentation not provided upon request, or agency was not permitted to disclose in the following: HI (Oahu), ID, LA, MS, OK, SD, VA, WA, and Washington DC.
- Only provided a curriculum outline listing basic training topics: AL, AR, CT, DE, IN, MA, NM, OR, RI, and VT.

Appendix G. Footnotes

1. Petrosino A, Turpin-Petrosino C, Guckenburg, S. *Formal System Processing of Juveniles: Effects on Delinquency*. Report. (2010). "When examining the impact of juvenile system processing and whether it reduces subsequent delinquency, the authors reviewed studies that included more than 7,300 juveniles across 29 experiments reported over a 35-year period. Based on the evidence presented, not only does formal processing of juveniles appear not to control crime, it actually seems to increase delinquency—across all measures."
2. *Youth Violence Summit Recommendations*. The International Association of Chiefs of Police, 28 Dec. 2001. Web. 31 Jan. 2013. www.theiacp.org/PublicationsGuides/ResearchCenter/Publications/tabid/299/Default.aspx?id=141
3. "Youth" is used generally to include persons under the age of 16 in New York and North Carolina, persons under the age of 17 in Massachusetts, and persons under the age of 18 in the rest of the United States; U.S. Department of Justice. Office of Justice Programs. *Contacts between Police and the Public, 2005*. By Matthew R. Durose and Erica L. Smith. Bureau of Justice Statistics, Apr. 2007. Web. 31 Jan. 2013. bjs.ojp.usdoj.gov/content/pub/pdf/cpp05.pdf
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5. U.S. Department of Justice, *Contacts Between Police and The Public*.
6. Friedenberg, Edgar Z. "The Generation Gap." *Ann. Am. Acad. Polit. & Soc. Sci.* 382.1 (1969): 32-42. Print.
7. Forman, James, Jr. "Children, Cops and Citizenship: Why Conservatives Should Oppose Racial Profiling." *Invisible Punishment: The Collateral Consequences of Mass Imprisonment*. Ed. Marc Mauer and Meda Chesney-Lind. New Press: 2002. 150-62, 151. Print.
8. U.S. Department of Justice, *Contacts between Police and the Public*.
9. Stoutland, Sara E. "The Multiple Dimensions of Trust in Resident/Police Relations in Boston." *J. Res. Crime Delinq.* 38.3 (2001): 226-56. Print.
10. Fagan, Jeffrey, and Tom Tyler. "Legal Socialization of Children and Adolescents." *Soc. Just. Res.* 18.3 (2005): 217-42. Print.; Fagan, Jeffrey. "Legitimacy and Criminal Justice." *Ohio St. J. Crim. L.* 6.1 (2008): 123. Print.; Brunson, Rod K. "Police Don't like Black People": African American Young Men's Accumulated Police Experiences." *Criminol. Public Policy* 6.1 (2007): 71-101. Print.; Brunson, Rod K. "Negotiating Unwelcome Police Encounters: The Intergenerational Transmission of Social Norms." *J. Contemp. Ethnogr.* 40.4 (2011): 425-56. Print.; Brunson, Rod K., and Ronald Weitzer. "Police Relations with Black and White Youth in Different Urban Neighborhoods." *Urban Aff. Rev.* 44.6 (2009): 858-85. Print.; Brunson, Rod K., and Jody Miller. "Young Black Men and Urban Policing in the United States." *Br. J. Criminol.* 46.4 (2006): 613-40. Print.
11. Forman, 151.
12. See, for instance, Irving Piliavin and Scott Briar, from "Police Encounters with Juveniles": "Thus it is not unlikely that frequent encounters with police, particularly those involving youths innocent of wrongdoing, will increase the hostility of these juveniles towards law enforcement personnel. It is also not unlikely that the frequency of such encounters will in time reduce their significance in the eyes of apprehended juveniles, thereby leading these youths to regard them as 'routine.' Such responses to police encounters, however, are those which law-enforcement personnel perceive as indicators of the serious delinquent. They thus serve to vindicate and reinforce officers' prejudices, leading to closer surveillance of Negro districts, more frequent encounters with Negro youths, and so on in a vicious circle. Moreover, the consequences of this chain of events are reflected in police statistics showing a disproportionately high percentage of Negroes among juvenile offenders, thereby providing 'objective' justification for concentrating police attention on Negro youths." *Am. J. Soc.* 70.2 (1964) 206-214, 213.
13. *Reducing Risks: An Executive's Guide to Effective Juvenile Interview and Interrogation*. The International Association of Chiefs of Police, 27 Sept. 2012. Note: Report developed in partnership with the Office of Juvenile Justice and Delinquency Prevention, and is available by request at www.theiacp.org/reducingrisks
14. *Id.*
15. Petteruti, Amanda. *Education Under Arrest: The Case Against Police in Schools*. Justice Policy Institute, Nov. 2011. Web. 1 Feb. 2013. www.justicepolicy.org/uploads/justicepolicy/documents/educationunder-arrest_fullreport.pdf "The dramatic growth in the number of SROs was supported by the allocation of \$68 million through the Community Oriented Policing Services (COPS) In Schools Program. The COPS In Schools Program led to the hiring of 599 SROs in 289 communities in 2000,20 which fostered a continued growth in SROs from 9,446 in 1997 to an all time high of 14,337 in 2003.21 Since that time, COPS has contributed a total of \$905 million to hire 6,300 SROs and develop other school safety measures.22 COPS funds awarded under the Secure Our Schools and the COPS in Schools programs increased dramatically from 2000 to 2002, not including some funds that may have been directed to localities from the American Recovery and Reinvestment Act directly through COPS but not recorded as Secure Our Schools or COPS in Schools; these funds have dropped since, leaving many local school districts to decide whether to pay the cost of keeping SROs."
16. The DARE program was created in 1983 and funded by the federal government. In 1998, after being unable to demonstrate its impact in reducing drug use, the program's federal funding was terminated.
17. On April 20, 1999, two senior high school students attending Columbine High School engaged in a shooting spree after their efforts to detonate two bombs in the high school failed. The two boys murdered a total of 12 students and one teacher and injured 21 additional students, with three other people being injured while attempting to escape the school. The shooters then committed suicide. The Columbia High School massacre was considered the deadliest mass murder until the shooting in Newtown, Connecticut.
18. Burns, Dan, and Chris Kaufman. "Connecticut Gun Rampage: 28 Dead, including 20 Schoolchildren." *Reuters*. Thomson Reuters, 14 Dec. 2012. "A heavily armed gunman killed 26 people, including 20 children from 5 to 10 years old, in a rampage at a Connecticut elementary school on Friday, one of the worst mass shootings in U.S. history. The gunman—who according to a media report carried four weapons and wore a bulletproof vest—was dead inside Sandy Hook Elementary School in Newtown, Connecticut, state police Lieutenant Paul Vance told a news conference. Vance said authorities found 18 children and seven adults, including the gunman, dead at the school, and two children were pronounced dead later after being taken to a hospital. Another adult was found dead at a related crime scene in Newtown, he said, bringing the toll to 28."

19. Wald, Johanna, and Lisa Thureau. *First, Do No Harm: How Educators and Police Can Work Together More Effectively to Preserve School Safety and Protect Vulnerable Students. Policy Brief*. Cambridge, MA: Institute for Race and Justice, Harvard University (2010): 1, n3.
20. Grindall, Lynn, Esq., ed. *North Carolina: An Assessment of Access to Counsel and Quality of Representation in Delinquency Proceedings*. American Bar Association (2003): 6. Similar practices have been identified in TX and other states.
21. Fowler, Deborah F. *Texas' School to Prison Pipeline, Dropout to Incarceration: The Impact of School Discipline and Zero Tolerance*. Rep. Texas Appleseed, 2007. Web. 31 Jan. 2013. www.texasappleseed.net/pdf/Pipeline%20Report.pdf
22. *Id.* An Ohio judge complained that schools were trying to “dump” disciplinary cases into the courts, stating “[t]here is a perception at least that when we started putting cops in schools that teachers took it as an opportunity to use the cop for disciplinary issues...” In New Mexico, a 13 year-old middle-school boy was handcuffed and arrested for repeatedly belching in gym class. A subsequent law suit has been filed against the teacher, the school administrator, and the officer claiming civil rights violations and lack of due process. Sarah Bustamantes, a 12 year-old middle school student in Austin, Texas was arrested for “disrupting class” when she sprayed herself with perfume after others kids teased her with taunts of “you smell.”
23. Stoutland at 229.
24. *Id.*
25. *To Protect & Educate: The School Resource Officer and the Prevention of Violence in Schools*. National Association of School Resource Officers (2012): 9-10. Print.
26. Theriot, Matthew T. “School Resource Officers and the Criminalization of Student Behavior.” *J. Crim. Just.* 37.3 (2009): 280-87. Print.
27. The “school to prison” pipeline is the characterization of the use of arrest in schools for youth misconduct. Advocates including the ACLU, the Advancement Project, the Center for Law and Education, the Children’s Defense Fund, the Houston Institute for Race and Justice at Harvard University, the Justice Policy Institute, the NAACP Legal Defense Fund, and the Southern Poverty Law Center, among others, recognize the dramatic increase in school-based arrests of youth resulting from the increased placement of officers in public schools. See, for instance, “Stop the School-to-Prison Pipeline.” Editorial. *Rethinking Schools*. 26.2 (Winter 2012); Kim, Catherine Y., Daniel J. Losen, and Damon T. Hewitt. *The School-to-Prison Pipeline: Structuring Legal Reform*. New York: NYU, 2010; “Defining and Redirecting a School-to-Prison Pipeline,” School-to-Prison Pipeline Research Conference. (2012); Christle, Christine A., Kristine Jolivette, and Michael C. Nelson. “Breaking the School to Prison Pipeline: Identifying School Risk and Protective Factors for Youth Delinquency.” *Exceptionality* 13.2 (2005): 69-88.
28. Hing, Julianne. “The School-to-Prison Pipeline Gets Its First-Ever Airing in the Senate—COLORLINES.” *RSS. Colorlines*, 13 Dec. 2012. Web. 31 Jan. 2013. colorlines.com/archives/2012/12/the_school-to-prison_pipeline_comes_before_the_senate.html; St. George, Donna. “‘School-to-prison Pipeline’ Hearing Puts Spotlight on Student Discipline.” *Washington Post* 13 Dec. 2012.
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31. “SPLC Sues to Protect Children in New Orleans School After First-Grader Handcuffed.” Southern Poverty Law Center, 8 July 2010. Web. 31 Jan. 2013. www.splcenter.org/get-informed/news/splc-sues-new-orleans-school-after-student-handcuffed
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33. Lee, Maggie. “Meridian Struggles with School-to-Prison Allegations.” Juvenile Justice Information Exchange, 16 Sept. 2012. Web. 31 Jan. 2013. jjiie.org/meridian-struggles-schooltoprison-allegations/93318
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35. Chen, Stephanie. “Girl’s Arrest for Doodling Raises Concerns about Zero Tolerance.” *CNN*. 18 Feb. 2010. Web. 04 Oct. 2012. articles.cnn.com/2010-02-18/justice/new.york.doodle.arrest_1_zero-tolerance-schools-police-precinct?_s=PM:CRIME
36. McGreal, Chris. “The US Schools with Their Own Police.” *The Guardian*. Guardian News and Media, 01 Sept. 2012. Web. 04 Oct. 2012. www.guardian.co.uk/world/2012/jan/09/texas-police-schools
37. Miletich, Steve, and Jennifer Sullivan. “Seattle Police to Review Tactics, Officer’s Conduct after Videotaped Punch.” *The Seattle Times: Local News*. 15 June 2010. Web. 04 Oct. 2012. seattletimes.com/html/localnews/2012122660_coppunch16m.html
38. Experts estimate that 65 percent to 70 percent of youth in the juvenile justice system have a diagnosable mental health disorder. See, for instance, *Blueprint for Change: A Comprehensive Model for the Identification and Treatment of Youth with Mental Health Needs in Contact with the Juvenile Justice System*, Kathleen R. Skowrya and Joseph J. Cocozza, published by the Office of Juvenile Justice and Delinquency Programs (2007), and *Mental Health Screening within Juvenile Justice: The Next Frontier*, eds. Kathleen R. Skowrya and Joseph J. Cocozza, published by Models for Change: Systems Reform in Juvenile Justice (2005).
39. “Academic achievement levels of adolescent-aged delinquents rarely exceed elementary grade levels. A cross-sectional study of 2,000 urban delinquents who were, on average, 14 years old and in the eighth grade, found severe academic deficits.” *Addressing the Unmet Educational Needs of Children and Youth in the Juvenile Justice and Child Welfare Systems*, Peter Leone and Lois Weinburg. 2010. Web. 04 Oct. 2012. cjjr.georgetown.edu/pdfs/ed/edpaper.pdf
40. Hinds, Lyn. “Building Police-Youth Relationship: The Importance of Procedural Justice.” *Youth Justice*. 7.3 (2007):195-209.
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42. *Id.* at Summary-1.
43. *What Are the Implications of Adolescent Brain Development for Juvenile Justice?* Coalition for Juvenile Justice. Washington, D.C. (2006): 2.
44. *Id.* at p. 3, citing Beatrice Luna, Ph.D., *Brain and Cognitive Processes Underlying Cognitive Control of Behavior in Adolescence*, University of Pittsburgh, Oct. 2005.

45. *Id.* at p. 3, citing Paul Thompson, Ph.D., *Time-Lapse Imaging Tracks Brain Maturation From Ages 5 to 20*, National Institutes of Mental Health, and the University of California Los Angeles, May 2004.
46. See, for instance, *Age differences in resistance to peer influence*, Steinberg, Laurence and Monahan, Kathryn C., *Dev. Psychol.*, 43.6 (Nov 2007): 1531-1543 and *Risk Taking in Adolescence: New Perspectives from Brain and Behavioral Science*, Steinberg, Laurence. *Current Directions in Psychol. Sci.* 16.2 (Apr. 2007): 55-59.
47. *What are the Implications of Adolescent Brain Development for Juvenile Justice*, p. 3, citing Linda Patia Spear, Ph.D., *Neurodevelopment During Adolescence, Neurodevelopmental Mechanisms in Psychopathology*, Cambridge University Press, Nov. 2003.
48. *Roper v. Simmons*, 543 U.S. 551 (2005)
49. *Id.*
50. *J.D.B. v. North Carolina*, 564 U.S. at ____; 113 S.Ct. 2394, (2011).
51. Groups which have provided members of their profession with this kind of education include the National Council of Juvenile and Family and Court Judges and the National Juvenile Defender Center. Both organizations have issued standards that require the incorporation of adolescent development into the conduct of their professions. See, for instance, "Juvenile Delinquency Guidelines: Improving Court Practice in Juvenile Delinquency Cases." National Council of Juvenile and Family Court Judges, 1 Mar. 2005. Web. 31 Jan. 2013. www.ncjfcj.org/resource-library/publications/juvenile-delinquency-guidelines-improving-court-practice-juvenile
52. *Juvenile Justice Training Needs Assessment: A Survey of Law Enforcement*. The International Association of Chiefs of Police, July 2011. Web. 31 Jan. 2013. www.theiacp.org/LinkClick.aspx?fileticket=Vy2Y7Xk815U=
53. *Id.*
54. *Id.* at p.15-16. Lack of funding was the primary reason IACP survey participants were not able to receive adequate training. Over half of departments responding to the survey have seen a decrease in their training budget over the last five years with several departments seeing the abolition of their training budget.
55. *Id.* at p.11.
56. *Id.*
57. Butts, Jeffrey A., Gordon Bazemore, & Aundra Saa Meroe. "Positive Youth Justice: Framing Justice Interventions Using the Concepts of Positive Youth Development." Washington, D.C.: Coalition for Juvenile Justice (2010).
58. See Appendix A for Survey.
59. Such organizations have different titles in different states but are often referred to as boards, commissions, councils, academies, or training centers; in some states POST refers to Police (or Peace) Officer Standards and Training. For purposes of simplicity, state police training institutions will herein be referred to as "POST Boards."
60. Conn. Gen. Stat. § 7-294h, 7-294y (1995).
61. Indiana Code, section 5-2-6.9-10; In spite of being named one of the most promising pieces of legislation, recent reports indicate the Governor never appointed members of the Commission to develop the curriculum. Jennifer Montgomery, "Zero Tolerance Problems in School Could Lead to Problems," *Indiana Lawyer*, June 6, 2012. www.theindianalawyer.com/zero-tolerance-in-schools-could-lead-to-problems/PARAMS/article/28944
62. "Disproportionate Minority Contact." In Focus. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Nov. 2012. Web. 31 Jan. 2013. www.ojjdp.gov/pubs/239457.pdf
63. Puzzanchera, C. Finnegan, T. and Kang, W. 2006. Easy Access to Juvenile Populations. Machine-readable data file available from: www.ojjdp.gov/ojstatbb/ezapop/
64. *Id.*
65. *Must Law Enforcement Officers and Corrections Officers who Work with Juveniles Receive Special training?* National Center of Juvenile Justice, March, 2012, Vol. 17, No. 3.
66. *Id.*

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