Police, Youth & Community Relations:
Practical Strategies to Build Trust & Positive Outcome
Strategies for Youth

A national, nonprofit policy and training organization dedicated to equipping officers with best practices for working with youth and reducing disproportionate minority contact.
Is this necessary?

- Recent events
- Impact of disparities
- Safety
- Reform
How well is law enforcement equipped to work with youth?
2011 IACP Study of JJ In-Service

Juvenile Justice Training Needs Survey of Chiefs:
• No training after recruit academy,
• No requirement for in-service training,
• No in-service training in juvenile justice for 5 years or > due to lack of funding.
Findings of 2013 SFY Academy Study:

- Average time: 6 hrs.
- 1% of academy time on JJ
- Topics: Juvenile Code/Law/Rules
- Mental Health: 9 (?)
- DMC: 8 (?)
Got Policies?

- Sources of LE Policies
- No federal expectations
- Few state expectations
Unintended Consequences of Traditional Policing

• Missouri Youth Study of Police Stops:
  – Aggressive police stops for youth not charged with wrongdoing actually changed youth conduct towards offending
  – Youth perceived that “no matter what”, they would be accused and charged

• New York City Study:
  – Aggressive stops **doubled** youths’ subsequent offending
Data on Police/Youth Contacts

Police contacts with youth aged 16-19:
- 7.5% of total U.S. population
- 3.5% of total police contact
- **30.1%** contacts involving force

Source: Bureau of Justice Surveys (1992-2007)
Changing Role & Expectations of Police
Social & Domestic Policy Failures

Poverty
Fragile Families
Vulnerable Communities

Police
First Responders for Discipline
Asked to respond to domestic social policy failures including:

- Dial a daddy
- Truancy
- Help with large classes
- Mental health issues
- Poverty
- Drugs/alcohol
- Fear of youth
- Racial anxieties
Expectation of Police & Schools Responses to Youth

Every failed social policy, every cut in services, falls in the lap of the schools and police.
On issues of low level street disorder, on minor offenses, on punishment, there is no consensus in the community about what is the best approach.
Figure 12
Nine in 10 Voters Want Families, Schools, and Social Service Agencies to Take More Responsibility for Youth Who Commit Low-Level Offenses

“Parents and social service agencies need to take more responsibility for less-serious juvenile offenses like using drugs or running away, rather than turning them over to the juvenile justice system.”

<table>
<thead>
<tr>
<th>Geographic region</th>
<th>Northeast</th>
<th>Midwest</th>
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<tr>
<td>91% Total agree</td>
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<td>77% Strongly agree</td>
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<th>Household type</th>
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<td>89%</td>
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Note: Party affiliations represent Democratic, Independent, and Republican voters.
Supreme Court Directives Since 2005
Roper v. Simmons (2005)

Justice Kennedy’s View of Juveniles:

• “A lack of maturity and an underdeveloped sense of responsibility are found in youth more often than in adults…and often result in impetuous and ill-considered actions and decisions…adolescents are overrepresented statistically in virtually every category of reckless behavior.”
Why do most 16-year-olds drive like they’re missing a part of their brain?

BECAUSE THEY ARE.
“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.”
Federal Policy Directives
Reduce DMC
JJDPA & DMC

• 1988 Disproportionate Minority Confinement

• 2002 Disproportionate Minority

Contact

– Directly extends obligation to police to address disproportionality in arrest rate

– All states required to address disparities
Reduce Detention & Incarceration

- National initiatives
- “Close to Home”
- JDAI
  - Over 250 sites
  - Major implications for policing
SFY’s

Policing the Teen Brain Training
Policing the Teen Brain Training

• 2 Day Training
• Interdisciplinary Approach
• Implement through Train-the-Trainer Model
• New skills to use with youth:
  – De-escalation
  – Reading signs of mental health issues
  – Digging deeper to stop Frequent Flyers
Typical Training Day One:

• Introduction (by LEA)
• Normative Brain Development (Psych)
• Compromised Youth (Psych)
• Trauma-Exposed Youth (Psych)
• Asserting Authority Effectively (LEA)
Typical Training Day Two

- Demographics (LEA)
- Culture (LEA)
- Juvenile Law for Law Enforcement (Local)
- JDAI: How it works (Probation)
- Community Assets (LEA coordinates)
- Trying it On For Size – with Youth (LEA)
Construction Ahead

Judgment

Emotion

Motivation

Physical coordination

Prefrontal Cortex

Amygdala

Nucleus Accumbens

Cerebellum

Construction Completes @ Age 25
Teens’ Enlarged Amygdala: No Braking Device
Teens’ Enlarged Amygdala: No Braking Device
Juvenile developmental characteristics such as impulsivity, self centeredness, and resistance to authority increase the chances that police-juvenile encounters will involve conflict, disrespect, and confrontational behavior.
Developmental Competence

Can’t assume:
- Intentional/purposeful mens rea
- Clear on consequences
- Controlled
“Hot and Cold” Cognition

• By 15, most teens are able to generate “safe/sound” hypothetical decision-making
• HOWEVER, teens still frequently participate in high risk behaviors

This is called “HOT & COLD” cognition
Self Regulation

- Managing emotions, controlling behavior in changing environments and social situations

REQUIRES HIGHER LEVEL COGNITIVE AND EXECUTIVE FUNCTIONS
Get Your Strategies for Youth On

• Behavior
• Language
• Timing
Juvenile Justice Jeopardy

An interactive game that teaches youth how to navigate interactions with peers and police, and be aware of the short and long term consequences of arrest and court involvement.
Develop that Front Lobe

- A *brake* on teen action
- Promote accuracy
- Connect the dots
- Youth support each other
Educational Technique: Play

Juvenile Justice Jeopardy: Cleveland, Ohio

<table>
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<th>Juvenile Justice</th>
<th>Police-Youth Interactions</th>
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Game Questions

- Use **scenarios** to illustrate typical situations,
- **Rebut** youths’ strongly held myths,
- Focus on behaviors, not assertion of rights,
- Describe what **to do**.
Street/School Versions of the Game
Policing the Teen Brain

Deputy Sheriff
Brian K. Lowe
Tippecanoe County, IN

• Skepticism
• Persuasion
• Impacts
• Recommendations
Juvenile Justice Jeopardy
Indianapolis-Style
Fundraising

Donors:
- Mr. Bego
- Katrik Patel
INDIANAPOLIS METROPOLITAN POLICE DEPARTMENT
NEWS RELEASE

For Immediate Release

July 21, 2014

Juvenile Justice Jeopardy brings the realities of the Juvenile Justice System to teens in Indianapolis

INDIANAPOLIS – The Indianapolis Metropolitan Police Department (IMPD) East District and the Indy Public Safety Foundation are bringing a novel program about the realities of the juvenile justice system to families and children in Indianapolis thanks to the generosity of Indianapolis Eastside business leaders.

Developed by Strategies for Youth (SFY), the Juvenile Justice Jeopardy game teaches young people how to navigate interactions with the police and their peers. This interactive, scenario-based game also teaches young people to be aware of the short and long term implications of being arrested – including the implications of court involvement on their future education and employment opportunities. The game is tailored to the Indiana Criminal Code.

The program and its licenses were purchased by Eastside business owners, Dave Bego and Kartik Patel. This collaborative, social approach to crime reduction would not have been possible without their generosity.

What: The inaugural Juvenile Justice Jeopardy game

When: July 22, 2014, 4:00 p.m. – 6:00 p.m.

Where: Ransburg YMCA, 501 North Shortridge Road

Pizza will be provided by Fuzoli’s Restaurant, 7511 East Washington Street.

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Media Contact: Lt. Chris Bailey, 317-605-9058, Christopher.Bailey@indy.gov

Indianapolis Metropolitan Police Department Mission Statement

We are dedicated to upholding the highest professional standards while serving the community to which we work and live. We are committed to the enforcement of laws and to protect life and property, while also respecting individual rights, human dignity and community values. We are committed to creating and maintaining active police/community partnerships and assisting citizens in identifying and solving problems to improve the quality of life in their neighborhoods.

Follow us on Twitter at @IMPD_News or Facebook at IMPD_News
Pilot Game at the YMCA
Training Officers to Play
Malcolm says...
Recognition

• 2014 Mayor’s Community Service Award
• Press & Media Coverage
Other Positive Impacts

• Family responses
• Increasing trust of community for police
• Officers’ greater awareness of how youth perceive the world.
Contact Information

If you have questions about the webinar content, please contact:

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James.Waters@indy.gov

Patrol Sergeant Brian Lowe, Tippecanoe County Sheriff’s Department,
bklowe1@frontier.com

If you require a certificate of completion for this webinar or you would like to hear about CJJ’s future webinars, please contact:

Jonathan Litt, Field Relations Associate, Coalition for Juvenile Justice, litt@juvjustice.org

To learn more about CJJ, including how to become an individual or organizational member, visit www.juvjustice.org/about-us/.