

Youth Court Training for Results

By G. Dale Greenawald

Youth courts have to train their youth volunteers. How else are they going to have young people who know how to perform their volunteer roles effectively?

Many times, however, youth court coordinators do not have experience with training or teaching but suddenly find themselves responsible for designing and conducting volunteer training programs. For some, this task can be daunting. How do you determine what needs to be covered in a youth court volunteer training program, and how do you design an agenda that will help you meet that goal? Who teaches the volunteers and how can youth courts prepare presenters to teach their volunteers?

This technical assistance bulletin is designed to help. It's not intended to be comprehensive or detailed; rather, it will provide readers with introductory information on

- identifying the type of volunteer training program needed;
- developing instructional goals for a training program for youth volunteers;
- designing a youth court volunteer training agenda based on learning objectives;
- making the best possible use of community resource people in delivering training to the young people;
- evaluating a training program.

Dr. G. Dale Greenawald has been involved in civic and law-related education as a curriculum developer, trainer, researcher, and author since 1975. He has served as a consultant to the American Bar Association, the Constitutional Rights Foundation, Street Law, the Social Science Education Consortium, the Center for Civic Education, the Close Up Foundation, the U. S. Departments of Education and Justice, and a variety of other civic education organizations. Since 1985 he has been the Executive Director of Colorado Close Up and Director of Learning Improvement Services, a provider of comprehensive social studies consulting services.

Of course, youth courts also need to design training programs for adult volunteers. This bulletin will focus more on designing training programs for young people, but many of the principles discussed can also be applied to designing adult volunteer training programs.

Identifying the Type of Training Needed

As stated in the National Youth Court Guidelines (Godwin, Heward, and Spina, 2000), youth courts need to develop training programs that will enhance young peoples' abilities to perform their roles more effectively, efficiently, and proficiently. Youth court training programs will focus on increasing young peoples' knowledge about certain topics (e.g., how the justice system works, restorative justice), as well as teaching young people skills that they need to perform their volunteer roles (e.g., interviewing witnesses, preparing opening and closing statements, developing questions to ask witnesses during hearings, deliberation techniques). Volunteer training in youth courts is not a one-shot process. It should be viewed as an ongoing task of the youth court. The types of training that youth courts can provide to youth volunteers include

Pre-service or initial training. Before young people begin serving as volunteers in the youth court, they should receive basic information and skills to help them understand the youth court process and be able to perform their roles adequately.

On-the-job training. After young people receive their initial training, they need an opportunity to put into practice what they have learned. Their learning will be enhanced through serving in the youth court's volunteer roles. It is helpful to pair new volunteers with more seasoned volunteers so they can learn from others who have been working with the program for a while. Staff and other volunteers should also be prepared to provide constructive feedback to new volunteers on their performance, offer suggestions for improvement, and point out proficiencies.

In-service training. You can develop in-service training programs to help young people acquire more in-depth knowledge about a subject or enhance or hone a skill they need. It is impossible to cover all topics in their entirety in initial/pre-service training programs, and in-service training programs can help fill that gap.

This bulletin provides tips for you to consider when developing either initial or in-service training programs.

Designing Training Agendas

Your agenda or outline is your blueprint for what and how you will teach volunteers. There are several key things to consider when designing an agenda for your volunteer training program:

- What are the goal(s) of your training program?
- What topic areas do you need to address in the lessons and what type of activities should be incorporated into the lessons?
- How should lessons be sequenced on the agenda?
- How much time should you allot for each lesson?

In this section, we'll show you the process of creating a pre-service training agenda, step by step, unveiling the final agenda at the end of our discussion.



Chair, Standing Committee on Public Education: Alan Kopit
Director, Division for Public Education: Mabel C. McKinney-Browning
Editor: Charles White

© 2004 American Bar Association
PC # 497-0120 ISSN: 1-59031-461-1

This is one in a series of technical assistance bulletins on law-related education published by the American Bar Association Division for Public Education, 321 N. Clark Street, Chicago, IL 60610-4714; (312) 988-5735, FAX (312) 988-5494.
www.abanet.org/publiced E-mail: abapubed@abanet.org

General permission to photocopy or otherwise reproduce, and/or to republish, for non-profit educational purposes, all or part of the material in this booklet is granted, provided that reference is made to this publication, its date or issue, and that reproduction and/or reprinting privileges were granted by permission of the American Bar Association on behalf of its Division for Public Education.


The research for this document was supported under cooperative agreement award number 1999-II-VX-K001 from the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, with support from the National Highway Traffic Safety Administration, U.S. Department of Transportation.

This document was prepared by the National Youth Court Center operated by the American Probation and Parole Association in cooperation with the Council of State Governments.

Points of view or opinions expressed in this document are those of the author(s) and do not necessarily represent the official position or policies of the U.S. Department of Justice or U.S. Department of Transportation.

FOR CUSTOMER SERVICE, CALL (800) 285-2221.

All rights reserved. Printed in the United States of America.

 Printed on recycled paper.

Produced by Creative Services Associates, Inc.

The American Bar Association is a not-for-profit corporation.



Developing Training Goals

Training goals (sometimes called instructional goals) are broad statements that help you clarify and express what you want the training to accomplish. You may have one or multiple goals for your training program. The main thing is to choose goals that illustrate in broad terms what you want the training program to help participants be able to do or know (See Figure 1). Training goals do not have to be measurable.

Figure 1

Building an Agenda—Sample Training Goals

- To promote a better understanding of the criminal justice system among area youth
- To educate youth on restorative justice
- To offer an opportunity for area youth to practice citizenship and positive youth influence

Selecting Topic Areas

Once you have decided what you want your training programs to accomplish, how do you design the training program so you will be able to achieve your goals? What topics will you be covering in the training program? The topics you choose will vary depending on the type of training you are providing and what your training goals are. *The National Youth Court Guidelines* (Godwin, Heward, and Spina, 2000) provide a suggested list of topics that youth courts should consider addressing in pre-service or initial training programs. These topics include

- overview of the justice system and how youth courts differ from traditional courts;
- trial, advocacy, and case preparation skills;
- ethics, respect, appropriate courtroom demeanor, and confidentiality;
- listening, problem solving, and critical thinking skills;
- goals of sentencing and the types of sentencing options available in youth court;
- effects of crime on victims, communities, respondents, and respondents' families.

While all of these topics are important, and many elements may be required for a youth court attorney or juror to be outstanding, you cannot teach volunteers everything they need to know during an initial or pre-service training. With limited time, you have to prioritize what is most critical to teach. Therefore, you should ask yourself, "What is the minimal knowledge or skill level volunteers need to adequately fill their roles in our youth court?" The answer to that question becomes the core of your initial or pre-service training program. Any

additional knowledge or skills you would like volunteers to learn can be accomplished through the advanced or in-service training program on a later date. Rather than trying to teach everything in the first training event, use a multi-leveled training model (e.g., a minimal level of training for jurors during the initial or pre-service training program, followed by advanced juror training a few weeks later; an introductory attorney training during the initial or pre-service training program, followed by advanced attorney training a few weeks later). This will help you focus your training efforts more effectively. This also gives young people time to enhance the knowledge and practice the skills they have acquired between training events.

Another question to consider when selecting topics to address in a training program is “What do the training participants already know?” One of the major challenges in any educational effort is to start where the learners are. This means that if they already know it, you don’t have to teach it. Ideally directors of training activities might want to assess the students prior to training to determine their knowledge and skill level (e.g., Do they grasp the underlying philosophy of our youth court program? Do they have good listening skills? Can they work well in groups to reach a decision? Can they analyze evidence and draw logical conclusions?).

In an ideal world, a preassessment of these kinds of knowledge and skills would allow trainers to use valuable instructional time to teach what participants need to know and be able to do rather than repeat what they already have mastered. Unfortunately, youth court coordinators rarely have this sort of preassessment data. If you don’t have this type of information, you can use informal assessments based on your knowledge of young people in the community and your previous experience with youth court participants (e.g., results of post-training session evaluations, observations of how well young people perform their roles).

Another thing to remember is “less is more.” Numerous studies of learning over the past 40 years suggest that trying to cover too much in limited time results in superficial learning at best and often results in no learning at all. If you want to increase participants’ knowledge and skills, they need to be introduced to the topic or skill, have an opportunity to practice what they have learned in different contexts and receive feedback, and then apply what they have learned in real-world situations. This model suggests that mastery of all of the knowledge and skills required for a successful youth court will not be accomplished in a few hours of training. Focus on the essential knowledge and skills in initial training efforts and then use continuing education training programs to help young people acquire a higher level of proficiency in their volunteer roles. It is better to master the basics than to “cover” everything and learn little of it. See Figure 2 for sample topics to address in a youth volunteer training.

Figure 2

Building an Agenda—Sample Topics for Youth Court Training

- General information about the particular youth court offering the training
- Overview of the juvenile justice system
- Confidentiality requirements of youth court volunteers
- Ethics, policies, and the code of conduct of the court
- Offenses brought before the court
- Principles of balanced and restorative justice
- Diversity and the importance of youth volunteers avoiding bias and stereotyping
- Determining appropriate dispositions
- Deliberations and active listening
- Case analysis
- Trial, representation, and case preparation skills

Developing Learning Objectives

Once you’ve determined the topics you want to address in your training program, develop learning objectives for each of the topics. Learning objectives help you identify what you want participants to learn or be able to do as a result of participating in a particular lesson. They also help you determine what type of information and activities to include in a lesson. Learning objectives are more specific than training goals. In contrast to training goals, learning objectives should be measurable.

For example, a training goal for your volunteer training program might be to prepare youth court volunteers to serve as competent jurors. While this goal tells us what we want the end result to be of our training—our volunteers to serve as competent jurors—it does not tell us what we think jurors should be able to do in order to perform their role competently. As a result of this vagueness, we have no idea of what knowledge, skills, or attitudes to teach, nor do we know how to measure the success of a training program designed to accomplish our goal. The only way to get more clarity is to be more specific about what we’re trying to do by developing learning objectives that support our training goals.

To begin developing learning objectives for a lesson or topic area, start by considering what it is you want participants to know or be able to do by the end of the session. Using the example of preparing youth volunteers to become competent jurors, we would need a lesson on deliberation skills. Most of us could probably list behaviors and skills that we think characterize a competent juror. For example, a competent juror

might be someone who understands and can apply the principles of restorative justice during the deliberation process, identifies and weighs carefully all of the facts and circumstances of the case, draws conclusions based on the information brought out in the hearing, and can justify why he or she believes that the respondent should receive the disposition imposed. All of these behaviors and attitudes can be measured, and we can tell to what degree the young people who attended juror training learned them. We can use our thoughts about what makes a competent juror to develop our learning objectives for a lesson on jury deliberation. See Figure 3 for sample learning objectives for a lesson on jury deliberation.

Figure 3

Building an Agenda—Sample Learning Objectives for Lesson on Jury Deliberation

By the conclusion of this lesson, volunteers will be able to

- identify three to four things that should be considered during the deliberation process when determining an appropriate disposition;
- identify three or more case facts related to the case scenario they watch;
- determine three or more people who were affected by the respondent’s actions and explain how these people were affected;
- construct a disposition and justify how their recommended disposition helps the respondent repair the harm he/she has caused by their actions and increases the respondent’s capacity to become a more productive citizen.

Since learning objectives should be measurable, you need to use action verbs when stating your objectives. The verb you choose may vary depending on what it is you want the volunteer to know or be able to do. For learning objectives that relate to teaching young people about a concept (e.g., how the juvenile justice system works, how the youth court program is structured, what the principles of restorative justice are) you may use verbs that help assess their comprehension of a particular topic area. In that case, your learning objectives may begin with statements such as

- Volunteers will define...
- Volunteers will name...
- Volunteers will identify...
- Volunteers will discuss...
- Volunteers will explain...

If you want to teach young people a new skill, then the verbs you choose to define your learning objectives should help you identify if they can apply the information you are providing in the lesson. Statements that you may use could include

- Volunteers will differentiate...
- Volunteers will apply...
- Volunteers will illustrate...

Figure 4 lists additional action verbs that you can use when developing learning objectives. To help you assess if you have met your learning objective, whenever possible, you also need to link the action verb with the level of performance you want the person to achieve. For example, “Volunteers will identify at least three of the major youth volunteer roles in the youth court program.” Another sample may be, “Volunteers will demonstrate their ability to apply the five steps of the deliberation process when determining an appropriate disposition for a respondent.” Choose performance indicators that you will be able to evaluate given your time and resources.

This is not intended as a comprehensive list. Also see *Taxonomy of Educational Objectives, Handbook I, Cognitive Domain*, B.S. Bloom, ed., David McKay Co., Inc., New York, 1956; *Preparing Instructional Objectives*, Robert F. Mager, Fearon Publishers, Palo Alto, Calif., 1962. Many state departments of education and colleges of education can provide support in this area.

Selecting Activities and Training Methods

“Wow, they really got it.” or “Gee, nothing seemed to get them going today.” Anyone who teaches young people has probably had ample opportunities to utter both phrases or some variation of them. Establishing goals and objectives is a good first step, but it is only a first step. Without powerful, research-grounded instructional activities, the best goals and objectives are unattainable. During the past several decades, educational researchers have helped us to understand more clearly what good teachers have always known—good instruction adheres to some general principles derived from an understanding of how adolescents learn. One of these principles is that learning is highly individualistic and involves the construction of knowledge by each learner. Just as no two young people have identical fingerprints, they also do not have identical brains and learning styles. Effective teaching, then, is a subtle blend of generic principles coupled with careful attention to individual differences.

Figure 4

Action Verbs for Learning Objectives*

To Recall Knowledge:

cites, defines, names, matches, recognizes, recalls, remembers, repeats, identifies

To Classify:

arranges, associates, catalogs, organizes, groups, labels, orders, rearranges, reorders, sorts, structures

To Interpret:

converts, paraphrases, interprets, summarizes, translates, explains, states in own words

To Compare:

differentiates, distinguishes, compares, identifies similarities and differences, detects

To Infer:

deduces, derives, draws, extends, extrapolates, generates, infers

To Analyze:

analyzes, breaks down, differentiates, divides, separates, distinguishes, extracts, lists, inventories, outlines

To Synthesize:

forms, formulates, constructs, combines, creates, assembles, integrates, synthesizes, organizes, puts together

To Evaluate:

tests, judges, evaluates, rates, assesses, chooses, criticizes, selects, advocates, rejects, validates, weighs, argues, opposes, promotes, ranks, prioritizes

To Take a Stand:

advocates, defends, rejects, chooses, opposes, selects, criticizes, praises, prefers, recommends

* Adapted from *Evaluating Social Studies Programs: Focus on Law-Related Education*, G. Dale Greenawald and Douglas Superka, Social Science Education Consortium ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo., 1982.

First, let's identify some general characteristics of how young people learn. Young people as well as adults tend to learn best when they have an overall picture of what they are supposed to learn and see a need to know the material. Powerful instruction begins with a brief overview of what the lesson is about, its objectives, and some exploration of why this information is important and how it might be applied in real-life situations.

A second principle is that learning is complex, creative, and cumulative. Once young people recognize what they are to learn and its importance, they need to begin building a mental structure—a mental filing cabinet—in which to organize new information and connect it to existing knowledge. Researchers now know that learning is an extremely complex task that involves the construction of knowledge rather than the transmission of information from one person to another. Learning does not occur in any meaningful way with simple, one-time exposure to a body of information. Rather young people need to receive a “chunk” of knowledge that is large enough to work with, but not so huge as to be overwhelming. Once they begin to master the initial “chunk,” more related information can be added.

Young people need to develop essential foundational knowledge and skills before moving on to more advanced ones. For example, they need to master distinguishing facts from opinions before they can fairly and thoughtfully develop an appropriate disposition in a youth court case. But as learners receive new information, they need time to think about it, plug it into what they already know and then begin to apply it, receive feedback about how well they are applying it, and develop a sophisticated command of that knowledge by applying it in a variety of contexts. In other words,

- tell them what you're going to tell them;
- then tell them;
- then tell them what you've told them;
- let them apply what you've told them; and
- tell them how well they did.

Young people need ample opportunity to grapple with a topic or skill, to examine it from various and increasingly sophisticated perspectives, and have sufficient, in-depth instruction to be comfortable applying the new knowledge or skill. Except for very simple and low-level learning, “one-shot” lessons are not effective.

A third principle is that the more an activity engages and involves young people, the more likely they are to retain what has been taught. As depicted in Figure 5, passive strategies like reading or listening to a lecture generally result in retention rates of 5 to 10 percent. Audiovisual presentations or demonstrations increase retention rates to 20 to 30 percent. Group discussions raise it to 50 percent. Hands-on practice such as simulations jumps retention to 75 percent, and teaching others produces 90 percent retention rates.

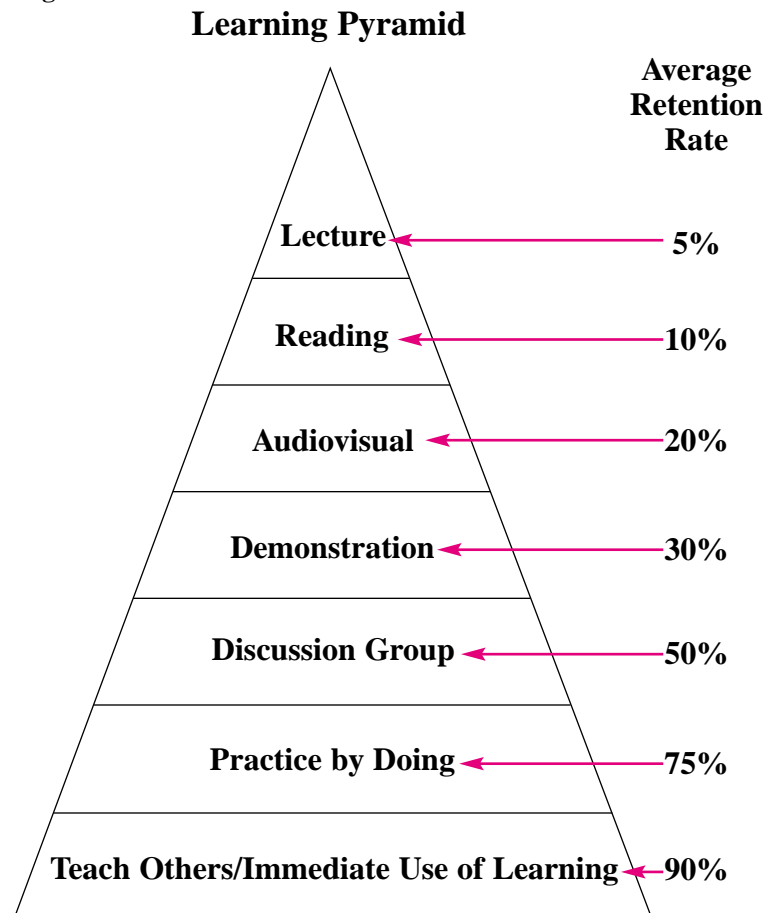
Another general principle is that any instructional method used exclusively will lose its effectiveness. It's sort of like having chocolate ice cream every day. The first day it's great, but by day 45 of a chocolate ice cream diet, it's lost its appeal. Variety is the zest of life!

An additional principle is that learning is a social activity. Youth-to-youth interaction lies at the heart of many exemplary lessons. When students talk to each other and share opinions and information, problem solve, and discuss issues, they are more invested. Most young people are extremely socially oriented, and adding this dimension to learning helps to make it more enjoyable, relevant, and engaged.

While these and other general principles of learning apply to most students, ultimately all learning is unique. Thirty students can read a story or listen to testimony and have thirty different "understandings" based on their prior experiences and knowledge. Knowledge isn't something created by a teacher and transferred to a learner. Rather each learner integrates new information in unique ways that are dependent upon what the learner already believes to be true. For example, two young people reading a story about a police officer may have opposite reactions because one was recently arrested for a violation of the law while the other's life was just saved by an alert officer who rescued him from a lake. Each learner is actively constructing new knowledge when synthesizing new information with preexisting knowledge and beliefs.

Not only is each young person unique, both in experiences and knowledge, young people also acquire information in diverse ways. Gardner's multiple intelligence theory and others suggest that students vary in their mastery of different ways of solving problems, creating, and acquiring and processing information. Some students may rely primarily upon their auditory sense while others emphasize their tactile sense or their ability to see and create visual images. (Gardener, 1983; Silver, Strong, and Perini, 2000).

Figure 5



Pyramid developed by National Training Laboratories, Bethel, MA.

Suggested Interactive Strategies

Both general instructional principles and the individualized nature of learning have implications for selecting and using instructional activities. Any youth court training lesson should begin with a brief overview. “Here’s what we’re doing today folks.” Then allow participants to consider and share why this information or these skills might be useful. Where might you use this knowledge and these skills? Why should you know this “stuff”? A discussion of the real-life application of the listening and problem-solving skills developed while conducting a case analysis or a deliberation will get young people to tune in more and think about how they can use what they are learning in other contexts.

This discussion of what we’re going to learn and why can easily transition to the next focus, which is, “What do we already know about this topic or skill and how do we feel about it?” For example, a discussion of experiences with and attitudes towards court procedures may reveal some positions about fairness, courts, law, and law enforcement that must be addressed. Moreover, discussing these types of issues not only convinces participants that their views are important, but it also helps both participants and instructors to begin building an accurate mental framework for organizing the training program. If the instructor discovers that hostile attitudes toward police may make it impossible for participants to accept information contained in police reports, it may be essential to use the Constitutional Rights Foundation’s Police Patrol to explore those attitudes and their consequences. (Police Patrol is a simulation for grades 5–12 that is designed to break down stereotypes and build communication between students and police. Find out more by accessing www.crf-usa.org and searching on “police patrol.”)

A careful examination of most of the lessons developed by the American Bar Association, Constitutional Rights Foundation, Street Law, and National Youth Court Center reveals that they address a manageable amount of information and skills. They do not attempt to teach everything about youth courts in a single lesson. Rather each lesson focuses upon essential elements such as listening skills or developing questions and conducting interviews. If you are designing your own lessons, be certain that they are narrowly focused (less is more) but also provide depth. To be able to use new information or apply a skill, young people need opportunities to practice. For example, provide an overview of how an attorney might analyze a police report. Then give the participants an opportunity to analyze a different report. Critique their analysis, discuss what they did well and less well and provide another application opportunity until they have mastered the skill. Figure 6 contains examples of interactive activities that could be incorporated under some of the sample training topics.

Simulations, role plays, and cooperative learning groups where each participant has to complete a task for the entire group to be successful all demonstrate high levels of student retention, perhaps because they are social and require student-to-student

Figure 6

Building an Agenda—Sample Activities

- Confidentiality requirements of youth court volunteers:
 - Role-playing two situations regarding confidentiality
 - Question and answer regarding the role play on confidentiality
- Principles of balanced and restorative justice:
 - Group activities on the principles of balanced and restorative justice, including an activity in which youth volunteers apply these principles to a “real-life” situation
 - Reading assignments and discussions of the readings
- Overview of juvenile justice system:
 - Presentations by court personnel and outside experts, followed by participatory activities
- Case analysis:
 - Case analysis in teams, including analyzing the case and identifying relevant facts
- Trial representation and case preparation skills:
 - Roundtable discussion in which new volunteers learn how to present a case from veteran volunteers
 - Practicing active listening
 - Practicing note taking of a youth court trial
 - Practicing questioning of witnesses and beginning discussion of importance of follow-up questions

interaction. Likewise incorporating music and other audio presentations, art, videotaping, movement (e.g., role plays, dance), discussions, and writing offer the variety that is essential if all students are to engage their unique learning styles.

If you have a couple of hours for training you might start off with a role play related to the topic area you are teaching. Debrief by discussing what happened in each group and what worked well and less well. Students might then draw a cartoon or compose a rap that will remind them of what they need to do the next time to improve. If listening skills were deficient during the role plays, students might next form cooperative learning groups where each group member has to read a paragraph from a police report and summarize the most important information in his/her paragraph for the group. The group cannot complete its task unless everyone does his or her part and does it well. Each of these activities is different from the other ones and appeals to different learning styles. The mix ensures that no particular strategy is overused.

Sequencing Agenda Topics

After you have outlined your training goals, selected your topic areas, developed learning objectives for each lesson, and chosen a range of appropriate learning activities for the lessons, it is time to determine the order in which lessons will be taught. At the beginning of any training program you should build in time for introductory comments. This section should include ground rules for the training program, an overview of what is scheduled, room location(s), and other pertinent logistical information. You also may want to add a “mixer” or “ice breaker” to help participants get to know each other and feel more comfortable.

The first question that most workshop attendees ask is, “Why am I here, what am I supposed to learn, and why should I learn that?” Therefore, after the welcome, the first session in a training program should address these issues. For example, in an initial or pre-service youth court volunteer training program, you would want to provide an overview of what youth court is and what it does. If time allows, you might consider having some of the current youth court volunteers role play a part of a youth court hearing or conduct a mock hearing. This would be an effective way of giving an overview of what youth court is and does and is vastly more engaging than a lecture about how youth courts operate.

As for the substantive part of your agenda, you could build the framework around some concept or aspect of your program that cuts across all of the other topics. For example, once students have a basic grasp of what youth courts are, you may want students to learn about the philosophy upon which your program is based. Some youth courts base their practices on the values and principles of restorative justice. These programs see the purpose of the youth court as repairing harm caused by the respondent’s actions, rather than focusing on punishment for punishment’s sake. The principles and values of restorative justice apply to all aspects of the program and to all volunteer roles. For example, the types of sentencing options the program has available, the types of questions a teen attorney or jury panel member would be expected to ask, and the way in which the jury or judge panel would deliberate would all be influenced by restorative justice principles. So, providing volunteers with a general overview of the philosophy and values of restorative justice at the beginning of the training would help set the stage for what they would be hearing and experiencing in other parts of the training.

Another way to consider sequencing lessons and activities is by the progression of knowledge and skills needed to perform certain volunteer roles. Since knowledge and sophisticated thinking skills increase as a volunteer moves from bailiff to juror to attorney to judge, it might be a good idea to divide the training into preparation for these jobs. This logical sequence provides a model for structuring a series of sessions, with each session building on the skills and knowledge needed to fulfill

the previous role. See Figure 7 for an example of how topics in our sample training agenda could be sequenced.

Figure 7

Building an Agenda—Sequencing Topics

- Welcome and introductions
- Brief overview of the youth court offering the training
- Confidentiality of youth court
- Ethics, policies, and code of conduct
- State law and offenses brought before youth court
- Principles of balanced and restorative justice
- Diversity and the importance of avoiding bias and stereotypes
- Overview of juvenile justice system
- Appropriate dispositions
- Deliberations and active listening
- Case study
- Tips for opening and closing statements, direct and cross-examination
- Close of pre-service training activity and swearing-in ceremony

As you progress through the training program, transitions from one session to the next should explain how the lessons are connected and related (i.e., “Many of the skills you just learned to be a juror are also essential for being an attorney. In this next session Mr. Smith is going to help us to see how lawyers build on those skills.”). These kinds of transitions help young people to see the “big picture” and organize information so that they can retain more of it.

Figure 8, pages 9–12, is an actual agenda embodying the principles we have discussed in this bulletin.

Figure 8

Sample Agenda

We thank Jessica Olson of Linn County (Iowa) Peer Court for her permission to adapt a two-day youth pre-service training agenda she used successfully with her youth volunteers. Note that the agenda accomplishes all the steps we recommend in this section.

Youth Pre-Service Training: Session One

Training Goals:

- To promote a better understanding of the criminal and juvenile justice system among area youth
- To educate youth on restorative justice
- To offer an opportunity for area youth to practice citizenship and positive youth influence

Time/session length	Presenter	Session Title	Session Overview	Session Objective(s)
8:30–9:00 am 30 minutes	Not applicable	Registration/ Continental Breakfast	<ul style="list-style-type: none"> • Registration—sign in, receive badges, and training information • Meet and greet • View photos on a progressive PowerPoint presentation to be displayed on-screen “Youth Court in Action” 	<ul style="list-style-type: none"> • To smoothly register participants to ensure an on-time start time • To informally disseminate photos of the history of youth court to engage participants
9:00–9:25 am 25 minutes	Youth court staff	Welcome and Introductions	<ul style="list-style-type: none"> • Brief overview of youth court in this locality, history, and statistics, 10 min • Introductions by workshop presenters and participants, 15 min 	<ul style="list-style-type: none"> • To give perspective on youth court as a legally binding program that is successful and youth-driven • To get to know other volunteers
9:25–9:55 am 30 minutes	Youth court volunteers	Youth Court Confidentiality	<ul style="list-style-type: none"> • Review confidentiality page in <i>Training Manual</i> • Role-play two situations and how to handle them • Question and answer 	<ul style="list-style-type: none"> • Participants will apply rules of confidentiality regarding information they receive in youth court
9:55–10:25 am 30 minutes	Youth court staff and youth court volunteers	Ethics, Policies, and the Code of Conduct	<ul style="list-style-type: none"> • ABA—<i>Adult Judge Model</i> handbook, pgs 22–24 • Review policies and code of conduct sections of training manual • Question and answer 	<ul style="list-style-type: none"> • Participants will apply youth court codes of ethics and conduct, follow youth court policies, and describe the consequences for violations of the above

Time/Session Length	Presenter	Session Title	Session Overview	Session Objective(s)
10:25–10:40 am 15 minutes	Youth court judges	State Law and Offenses Seen in Youth Court	Review of training manual sections	Participants will describe the background of youth court in their state, define the offenses addressed by youth court, and define common legal terms used in youth court.
10:40–10:50 am		Break and Sign Volunteer Oath/Contract		
10:50–11:40 am 50 minutes	Criminal Justice specialist from court systems	Balanced and Restorative Justice—the Principles of Youth Court	<ul style="list-style-type: none"> Group activities of several kinds 	<ul style="list-style-type: none"> To introduce balanced and restorative justice To enable youth to learn new language for youth court—punishment to disposition, etc. To provide activities where youth apply balanced and restorative justice to “real life”
11:40 am–12:30 pm 50 minutes	Youth court staff	Diversity	<ul style="list-style-type: none"> ABA—<i>Youth Court, A Guide for Trainers of Student Volunteers</i> Unit 4, Lesson E 	<ul style="list-style-type: none"> Participants will interact with all individuals involved in youth court in a manner that reflects respect for diversity, including but not limited to listening carefully, recognizing and considering cultural differences when discussing cases and developing dispositions, and avoiding stereotyping
12:30–1:30 pm		Lunch		
1:30–2:15 pm 45 minutes	Juvenile court services (JCS) staff member	Overview of the Juvenile Justice System	<ul style="list-style-type: none"> Go through local JCS flow chart Discuss how JCS chooses what cases to refer to youth court How youth court is important to juvenile justice system Tips on how to determine an appropriate disposition—balancing defendant needs, victim needs, community safety 	<ul style="list-style-type: none"> Participants will describe the traditional juvenile justice system and youth courts and the relationship between them Participants will explain and apply balanced and restorative justice when making dispositions

ASSIGNMENTS:

Read “Roles and Responsibilities,” “Court Process,” and “Attorney Case Preparation” sections of *Training Manual*

HANDOUTS:

Emergency Contact Information and Media Release Agreements

Youth Pre-Service Training: Session Two

Training Goals:

- To promote a better understanding of the criminal justice system among area youth
- To educate youth on restorative justice
- To offer an opportunity for area youth to practice citizenship and positive youth influence

Time/Session Length	Presenter	Session Title	Session Overview	Session Objective(s)
8:30–9:00 am 30 minutes	Not applicable	Continental Breakfast Collect Emergency Contact and Media Release Agreements		
9:00–9:15 am 15 minutes	Youth court staff	Review and Questions	<ul style="list-style-type: none"> • Review of “Roles and Responsibilities” and “Court Process” reading assignment • Answer any program questions 	<ul style="list-style-type: none"> • To ensure that all participants understand the information from day one and the reading assignments
9:15–9:45 am 30 minutes	Youth court staff	Appropriate Dispositions	<ul style="list-style-type: none"> • Role-play situations to ensure that youth are unbiased, fair, and practicing restorative justice 	<ul style="list-style-type: none"> • Participants will be able to apply balanced and restorative justice principles to dispositions
9:45–10:20 am 35 minutes	Youth court staff	Deliberations and Active Listening	<ul style="list-style-type: none"> • <i>ABA Youth Court, A Guide for Trainers of Student Volunteers</i>, Unit 6, Lesson A 	<ul style="list-style-type: none"> • Participants will be able to <ul style="list-style-type: none"> - Discuss the purpose for sentencing defendants - Actively listen
10:20–10:30 am		Break		
10:30–11:30 am 60 minutes	Youth court staff and judges	Case Analysis	<ul style="list-style-type: none"> • <i>ABA—Youth Court, A Guide for Trainers of Student Volunteers</i> Unit 4, Lesson C 	<ul style="list-style-type: none"> • Volunteers will be able to: <ul style="list-style-type: none"> - Analyze a case - Identify relevant facts - Work in teams
11:30 am–12:30 pm		Lunch		
12:30–1:20 pm 50 minutes	Judges and volunteer trainers	Tips for Opening and Closing statements, and Direct and Cross Examination of Defendants	<ul style="list-style-type: none"> • From <i>Training Manual</i> and past experiences • Short role plays (to be determined) 	<ul style="list-style-type: none"> • Participants will make effective closing arguments that incorporate exemplary elements, including offering reasons for their recommended disposition and evidence supporting that recommendation

Time/Session Length	Presenter	Session Title	Session Overview	Session Objective(s)
1:20–1:30 pm		Break		
1:30–1:40 pm 10 minutes		Parents/Family arrive	<ul style="list-style-type: none"> • To meet youth court staff, judges, and volunteers • To have informal question/answer session 	
1:45–2:00 pm 15 minutes	Staff and judges	Swearing-in Ceremony Close of Training Session		<ul style="list-style-type: none"> • To acknowledge youth for their hard work • To officially swear youth in as youth court officials • To distribute training certificate to youth

Determining How Much Time to Allot to Lessons and to Overall Training Programs

The amount of hours for an initial or in-service training program varies considerably among programs. Some factors that influence the number of training hours for lessons and overall training programs include

- the type of training program it is (e.g., initial, in-service);
- whether there is a preestablished time period in which training must occur (e.g., class period in school);
- the training goals and learning objectives outlined for the training program;
- whether the focus of the lesson(s) is on passing on knowledge or acquiring new skills;
- the amount of knowledge volunteers may already have about topic areas.

A good agenda allocates realistic time for its lessons and activities. A major factor in allowing realistic time for each lesson is considering what you want the participants to know or be able to do after they complete the lesson. For example, increasing young people’s understanding and comprehension of a subject (e.g., how the juvenile justice system works) may take less time than teaching young people how to perform a

skill (e.g., prepare and deliver opening and closing statements). Young people learn more by doing. Therefore, whenever possible, lessons should be constructed so that young people can apply what they have learned through activities. Active learning is more time intensive than lectures—and young people retain more information from interactive activities than they do from lectures. If you use active learning methods (e.g., group activities, role plays, simulations) you’ll need to incorporate time to introduce the topic or concept, explain and complete the activity and debrief or review the lesson with participants. As the participants process the activity, it helps you assess whether you have met your lesson’s learning objectives.

Finally, young people generally have shorter attention spans than adults. They need frequent breaks built into the agenda, and the time allocated for breaks needs to be feasible. For example, if you provide a 10-minute break for 50 people and there is one bathroom, they will not be back in time. If you are having difficulty getting the young people to focus when they return from a break, have a prearranged signal such as flashing lights or clapping hands to signal that everyone needs to immediately stop whatever they are doing and attend to the front of the room.

Application and Review

Use this checklist and the information provided in Figure 9 to help you plan and evaluate your training agenda.

- Have you considered the roles you have for volunteers and the kinds of young people who volunteer? What broad areas of knowledge, skills, or attitudes do they need in order to perform their roles successfully?
- What type of training do you need to provide (e.g., initial, in-service)?
- Do you have training goals outlined for each of your training programs?
- What topic areas do you need to address in your training programs?
- Does each topic area (i.e., lesson) on the agenda have clear, focused, and measurable learning objectives?
- Is there a logical flow or structure to the agenda?
- Are the time allocations for lessons appropriate (e.g., Does your agenda have sufficient time for lessons that include interactive activities to help reinforce knowledge and skill development? Is there time for debriefing and reflection at the conclusion of each lesson to help you determine whether participants understood and can apply what they learned?)
- Does the agenda support the approach that depth is better than breadth (i.e., are topics prioritized to focus on giving young people the primary knowledge and skills they need)?
- Are lessons appropriate for the developmental level, interests, and prior knowledge of the participants?

Figure 9

How Good Is Your Agenda?

The following questions can help you assess the quality of your training agenda. These questions were developed by Lena Morreale Scott of Street Law, Inc., and G. Dale Greenawald of Colorado Close Up for the Effective Training Programs for Youth Involved in Youth Courts Training Program in June 2004. (The Effective Training Programs for Youth Involved in Youth Courts was conducted by Street Law, Inc., in partnership with the Office of Juvenile Justice and Delinquency Prevention and the National Youth Court Center.)

Outcomes

1. Does the agenda have clear, measurable, outcomes?
2. How would you improve the outcomes on this agenda?
3. Does each activity relate to one or more outcomes?
4. Other comments about this topic?

Activities, Methods, and Community Resource People

5. Does the agenda show that the training is focused on depth of learning instead of covering numerous topics in a shallow way?
6. Does the overall agenda contain a variety of interactive activities to appeal to different learning styles?
7. Are the right community resource people included and used appropriately?
8. Other comments about these topics?

Sequence

9. Is the sequence and flow of the activities logical? Do the activities build upon one another?
10. Other comments about this topic?

Timing

11. Is there sufficient time for each activity and does that time reflect how critical or difficult the subject matter is?
12. Is enough time given in the conclusion of each activity for debriefing, reflecting, checking for understanding, and knowing the next steps?
13. Is enough time given for breaks and are the breaks at reasonable intervals?
14. Other comments about this topic?

Using Community Resource People to Deliver Training

Once the training agenda is outlined, you need to determine who will be responsible for teaching lessons. Youth court staffs are often a logical choice to serve as presenters during youth court training events. Current and past youth volunteers can also be very effective trainers. However, you're probably also going to want to secure presenters from the community (i.e., community resource people), since they can be an effective way to lessen the burden on youth court staff volunteers and can enrich the training program through outside expertise. This section will help you identify, prepare, and support local experts who can help train your young people.

Finding Community Resource People

Finding a community resource person who has the right type of knowledge and can serve as an effective trainer can be a challenge. Just because someone has a great deal of knowledge about something does not mean that he or she will be a good presenter. Just because an expert is a good presenter with adults does not mean that the expert will do well with young people.

But knowledgeable individuals are obviously the place to begin. The first question to ask is, "Who in the community has the expertise to help?" An obvious source is the legal community. Judges, bar association members, law school students, young lawyers, minority bar members, lawyers in law firms and district attorneys' offices, people from nonprofit organizations that engage in litigation, teachers who specialize in government and law classes, and retired lawyers all represent possible areas to recruit trainers. You can also ask colleagues, young people, educators, and friends, "Who would be a great presenter about X, Y, or Z to work with our youth court?" Seek people who are comfortable with diverse groups of students, willing to listen, will work cooperatively with you, and have time to plan as well as train.

Preparing Community Resource People

Finding someone willing to serve as a presenter is only the beginning. Most adults who are not educators immediately equate teaching with talking and lecturing. If you do not want them to do that, you'll need to carefully prepare them. Many adults are afraid that they will lose control of a group of students unless they talk at them and don't let them move. This perception is deadly. To be successful presenters, your community resource people will need to overcome this perception. You can discuss what you'd like them to do and how you can help in one-on-one sessions, or perhaps meet with them as a group to discuss the best ways of teaching/reaching young people. If your program has operated for a while, try to pair your experienced trainers with the newcomers, perhaps by having them teach a session or two together.

Begin by being clear about the purpose of the training and the learning objectives for their particular session. Let them know that sessions should be interactive and provide them with some ideas for how they may want to incorporate activities within their lesson. If you have a lesson plan for their session that they can use, provide it to them in advance. There are several classroom-tested materials for youth court programs that have been prepared specifically for youth courts by the American Bar Association, the National Youth Court Center, Street Law Inc., and the Constitutional Rights Foundation/Chicago (see Figure 10). These provide a superb foundation for building a library of lessons that trainers can use with young people. Through these lessons and activities, young people can acquire the knowledge, skills, and attitudes they need for youth court programs. These resource materials can help your trainers conduct both introductory and advanced training programs. These lessons include learning objectives and suggested time frames, so you should have no trouble picking the ones that fit the goals and objectives of your training program.

What do you do if the presenter does not want to use the lesson plan you suggest? If your presenters have another idea for a presentation, discuss it with them and assess whether it addresses your learning objectives for that session and will engage the participants. If you feel their plan will not meet your established learning objectives, explain what your objectives are and help them modify their lesson plan to meet your needs.

Talking with presenters ahead of time about what your expectations are and providing them with sample lesson plans and suggested interactive activities steer them away from preparing a speech and lecturing participants. It's a good idea to never refer to the presenters as "speakers," because that connotes you expect them to speak or lecture. Call them "presenters," "resource experts," or "discussion leaders," and that will help them see themselves as something different from—and more valuable than—speakers. You should also tell them something about the audience and the context of their presentation (e.g., the age range of the participants, other topics to be covered in the training program—especially what comes before and after their session—and how much participants already know about their topic area).

Another challenge to consider when using community resource people from the legal and justice communities as trainers is that most lawyers and judges work within an adversarial system of justice (i.e., the argue-to-win, and support-my-client-at-all-costs model) that may be contrary to the philosophy of your youth court program. For example, what can you do if your youth court bases its practices on the restorative justice philosophy (which views the goals of justice as repairing the harm caused by an individual's actions and rebuilding broken relationships through active participation and involvement of victims and the community)? If that's your model, you need to educate your presenters on your program's

philosophy and let them know that their lessons should incorporate restorative justice values and principles. That means that they should delete references in their lessons to convictions, punishment, and defeating the opposing side and instead demonstrate how to use legal skills to build consensus, work for the common good, and repair harm caused to the respondent, respondent's family, victims, and the community. The National Youth Court Center published a paper titled "The Role of Restorative Justice in Teen Courts: A Preliminary Look" that you can download from the NYCC's Web site (www.youthcourt.net) and provide to presenters to help them understand the restorative justice philosophy and its application within a youth court setting.

Providing Key Support

Additional support to provide to community resource people who will be serving as presenters includes making sure they know when and where their session will be held and arranging for any audiovisual or other technical needs they may have. The following are some tips for providing key support:

- Send participants a letter that outlines the date, time, and title of their session, how many participants to expect in their session, the age range of participants, where the training facility is located, where to park, how to get to the correct training room, and any other pertinent logistical issues.
- Let participants know what type of audiovisual equipment you will be able to provide (e.g., overhead, screen, LCD projector, flipchart and easel, VCR, DVD player, poster paper). Ask if they have additional a/v needs for their session. Make sure you also let them know what you cannot provide so they can either adjust their presentation or bring their own equipment.
- Have a back-up plan in case the equipment fails (e.g., PowerPoint slides made into transparencies).
- Ask presenters if they prefer to have the room set in a particular way for their session (e.g., theater style, rounds, classroom style, u-shaped). If you are not able to accommodate a different room setup, let the presenter know what the setup will be so they can adjust their training plan if necessary. Make sure the room is set so that all participants can see and hear the presenter and the audiovisual aids.
- If presenters have handouts that will be used in their session, make sure you specify whether they should bring their own copies for participants (let them know how many are needed) or if you will be able to make copies if they provide you with a master handout by a certain date.
- Ask presenters if they will need any help during the session (e.g., distributing worksheets for them during the

session or providing other support as needed so that they can focus on their presentation).

- Have at least one portable microphone available in case the acoustics in the room make it difficult to hear the presenter. Different people have different speaking voices, so do not assume if you can be heard in the back of the room that all presenters will be able to be heard. If a session begins and some students cannot hear or see, interrupt and fix the problem.
- Establish a signal at an agreed-upon time—perhaps five or ten minutes before a session is scheduled to end—and use it to notify the presenter that he or she will need to wrap up the presentation.

Finally, ask the students to write thank-you notes to presenters. Everyone likes and remembers expressions of gratitude, and this increases the likelihood that presenters will be willing to return.

Application and Review: Checklist for Working Effectively with Community Resource Persons

The following checklist will help you as you work with community resource persons.

- Do the community resource people understand the learning objectives for their presentations?
- Are the resource people comfortable using the lesson plan provided as it is written?
- Do resource people have experience instructing young people?
- If they have their own activity, have you reviewed it to be sure it addresses your learning objectives?
- Have you tested overheads, TV monitors, etc., to determine that they can be seen and heard by all the participants?
- Have you asked resource people what support equipment, copies, etc., they need?
- Have you provided the presenters with basic logistical information: location, time, parking, age of students, and context of their presentation?
- Do you have a back-up plan if presenters cannot attend or if any technology fails?
- Do presenters understand the philosophy of your program (e.g., restorative justice) and how it applies to the session they are teaching? Do they understand that your program is used as a dispositional alternative and not to determine guilt or innocence?
- Are youth court staff available during presentations to help with logistics (e.g., distribute handouts, keep time, monitor small groups)?

Figure 10

National Resources for Training Youth Court Volunteers

Here are some of the resources available from the National Youth Court Center and its allied agencies to help youth courts train youth volunteers. For additional resources, visit the NYCC Web site at www.youthcourt.net.

Youth Volunteer Training Package

The American Bar Association has created a youth volunteer training package to help you educate young people in the knowledge, skills, and values of our democracy and justice system and prepare youth court members to function effectively in their roles. The package contains an instructor's guide, student handbooks based on the four primary youth court program models, a video titled "Changing Lives: American's Youth Courts," and a CD-ROM so programs can customize the materials. The complete package can be ordered from the ABA for \$45.00 by calling 1-800-285-2221 (ask for product code # 497-0140P).

Street Law for Youth Courts: Educational Workshops

Street Law, Inc., has developed 15 lessons to help youth court staff develop workshops that educate youth court respondents on various topics. The lessons also can be used to train youth court volunteers. Lessons range from frequent offenses to the legal system, rights and responsibilities, and citizen participation in the justice system. *Street Law for Youth Courts: Educational Workshops* is available online at <http://www.street-law.org/youthcourtleasons.html>.

"Getting the Most Out of the Deliberation Process"

The National Youth Court Center has created a resource to help youth courts teach youth jurors and judge panels effective deliberation techniques. The resource is available as a video as well as an online lesson.

The video features two 20-minute scenarios designed to help educate youth court volunteers, especially new jurors and judge panelists, on some issues they should consider to help them determine a fair, appropriate, and restorative disposition (i.e., sentence) for youth court defendants/respondents. The deliberation process is one of the most important components of a youth court hearing. The disposition recommended by youth jurors or judges should have components that will help the defendant/respondent understand his/her actions; offer opportunities to make amends and appreciate and repair the harm that he/she caused; and increase his/her skills, competencies, and ties to the community. The video comes with a facilitator guide that includes a lesson that youth courts can follow when using the video to instruct and educate their volunteers. Contact the NYCC at 859-244-8193 for a free copy.

Youth courts can also have young people watch the "Getting the Most Out of the Deliberation Process" video and take a quiz online at www.youthcourt.net.

"Preparing Your Case"

Located on the National Youth Court Center's youth volunteer Web site (www.ycyouth.net), "Preparing Your Case" was designed as a tool for youth attorneys to use in preparing their youth court case. It includes information on preparing opening and closing statements, interviewing witnesses, and developing questions to ask during the hearing.

Giving Back: A Community Service-Learning Manual for Youth Courts

The Constitutional Rights Foundation (CRF) and the Constitutional Rights Foundation-Chicago (CRFC) have created a community service-learning manual for youth courts designed to help busy youth court administrators plan and implement community-service options that realize the principles of restorative justice. It includes a number of lesson plans for introducing and conveying the concept to young people. You can download the manual at http://www.crf-usa.org/YouthCourt/GivingBack_home.html or contact the National Youth Court Center at 859-244-8193 for a copy.

For more information on youth courts, contact:

National Youth Court Center
c/o American Probation and Parole Association
P.O. Box 11910
Lexington, KY 40578
Phone: 859-244-8193
Fax: 859-244-8001
Email: nycc@csg.org
Main Website: www.youthcourt.net
Youth Volunteer Website: www.ycyouth.net

Federal agency contact persons:

Scott B. Peterson
Program Manager
Office of Juvenile Justice and Delinquency Prevention
810 7th St., NW
Washington, DC 20531
Phone: 202-616-2368
Email: Scott.Peterson2@usdoj.gov

Brian Chodrow
Policy Analyst
National Highway Traffic Safety Administration
Enforcement and Justice Services Division
400 7th Street, SW, Room 5130
Washington, DC 20590
Phone: 202-366-9765
Email: Brian.Chodrow@nhtsa.dot.gov

Evaluating the Success of Your Training Program

Of course, you want your training to be successful, and by developing measurable learning objectives and assessing the success of the program based on those objectives, you have a good way to find out if the training program accomplished what you intended. If you know where you want to be, it is much easier to determine if you have arrived there.

There are a variety of tools you can use to assess the success of your volunteer training program (e.g., pretests and posttests, youth journals, portfolios, and scored observations of young people engaged in simulated or actual youth court activities). Some of these are more sophisticated than others. For a quick assessment of whether you are accomplishing your training goals and objectives, you can use pretests and posttests to look for changes in students' knowledge, skills, and attitudes as a result of attending your training program or participating in your program for a specified time. You can use the results to help you determine future training needs of participants and to determine if you need to redesign or modify aspects of your current training program to better meet your goals and objectives. The National Youth Court Center has sample pretests and posttests that youth courts have designed for their training programs. To get a copy of these samples, contact the National Youth Court Center at 859-244-8193 or via E-mail at nycc@csg.org. However, although you can use sample tests from the National Youth Court Center or other youth court programs as a guide, each youth court needs to develop its own pretests and posttests based on its training program's content and learning objectives.

If your youth court wants a more sophisticated evaluation, try to get the help of outside experts. Valid and reliable evaluation work is challenging and requires special skills. Most larger school systems have an in-house research and assessment specialist. Colleges and universities have specialists or graduate students who need to do a thesis or dissertation and may be interested in doing it on youth court. Many larger social service and judicial agencies also have people with evaluation expertise. You can often forge cooperative arrangements with these organizations to provide assessment support.

Top Ten Training Tips

1. Have clear, measurable and appropriate goals and objectives.
2. Ensure that every activity addresses at least one objective.
3. Have multitiered training with introductory and in-service components that sequentially build upon previous knowledge and skills.
4. Focus on important topics related to your goals/objectives.
5. Emphasize depth over coverage.
6. Review the purpose for training, what are the objectives, and why having that knowledge or skills is important.
7. Use a wide variety of interactive strategies that attend to diverse learning styles and best practices.
8. Sequence agenda to reflect logical organizers, adequate time allocations, sufficient breaks, and time for reflection and processing.
9. Use adequately prepared, carefully selected community resource persons in interactive roles.
10. Carefully evaluate your program and use your findings to improve training.

Conclusion

To help assure that your youth court is successful, you've got to design and deliver high-quality training to your youth volunteers. What is high-quality training?

- High-quality training is training with multiple levels—introductory training for new volunteers and advanced training for those who have mastered basic knowledge and skills.
- High-quality training has agendas and activities that are based upon clear and measurable goals, and objectives that are grounded in the philosophy of your youth court.
- High-quality agendas reflect some organizing principle and activities that flow in a logical sequence.

- High-quality training is selective. Although volunteers may need training in many areas, the most powerful training provides in-depth experiences focused on limited topics. Remember that less is more.
- High-quality training must incorporate a variety of interactive activities. While these instructional models require more time than lectures, they result in greater learning.
- High-quality training carefully considers how to allocate time to the different training components.
- High-quality training relies upon effective use of community resource people. These individuals need to be thoughtfully selected and carefully prepared and supported.
- Finally, high-quality training uses evaluation to improve youth court training programs. Much depends upon thoughtfully collecting and interpreting evaluation data. You can find out if you are achieving the goals and objectives of your youth court by assessing the changes in your youth volunteers. Have they increased their knowledge and skills? Is their understanding of youth courts better? Have their attitudes changed? Data that answers these questions can help you refine and strengthen your youth court training programs.

By thoughtfully following and adapting these eight steps to your program, you can create more powerful and effective training programs.

Technical Assistance Bulletin Series

Technical Assistance Bulletins (TABs) are developed and published by the American Bar Association Division for Public Education. Other publications in this series provide concise information on specific topics of interest to law-related educators, school administrators, teachers, law enforcement, and delinquency prevention professionals. Each bulletin may be downloaded from the ABA Web site as a .pdf. (www.abanet.org/publiced/tabs.html).

Available titles include:

- | | |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| TAB 1: Bar Associations Share Their Tips for Working with the Schools | TAB 14: Youth Summits: Youth and Adults as Partners in Violence Prevention |
| TAB 2: Selected Background Readings on Law-Related Education (LRE) | TAB 15: Law Magnet Programs |
| TAB 3: Mobilizing Community Groups for Law-Related Education | TAB 16: Vicarious Violence on the Screen: A Challenge to Educators and Families |
| TAB 4: A Review of Innovative Approaches to LRE | TAB 17: Youth Court: A National Movement |
| TAB 5: Confronting the Crisis in the Criminal Justice System | TAB 18: Youth Summits: Engaging Young People in Violence Prevention |
| TAB 6: Combating Drug Abuse | TAB 19: The Promise of Law-Related Education as Delinquency Prevention |
| TAB 7: Juvenile Correction Education: A Review of Current Literature | TAB 21: Police Officers and Law-Related Education: Building a Winning Strategy for Youth Education Programs |
| TAB 8: LRE Research: A Status Report | TAB 22: The Role of the Resource Person in Law-Related Education |
| TAB 9: Strengthening Minority Involvement in Law-Related Education | TAB 23: Whose Values? A Rationale for Linking Law-Related Education and Character Education |
| TAB 10: Bar Association Database Continues to Grow | TAB 24: Designing Websites for LRE Centers |
| TAB 11: Metropolitan Nashville Public Schools: An LRE Laboratory | TAB 25: Making Youth Court as Effective as Possible |
| TAB 12: Planting International Seeds | TAB 26: Youth Court Training for Results |
| TAB 13: From Risk to Resilience: The Role of Law-Related Education | |



Youth for Justice

To learn more about Youth for Justice, the national coordinated law-related education program, its efforts to incorporate effective delinquency prevention strategies in LRE programs, and its work with law enforcement personnel as resource persons, contact the individual consortium member listed below or visit www.youthforjustice.org.

American Bar Association

Division for Public Education
Mabel C. McKinney-Browning, Director
Michelle Parrini, Program Manager
Katie Fraser, Program Manager
321 N. Clark Street
Chicago, IL 60610-4714
Tel: 312-988-5735
Fax: 312-988-5494
E-mail: abapubed@abanet.org
Web: www.abanet.org/publiced/

Center for Civic Education

Roy Erickson, Director of Justice
Education Programs
5145 Douglas Fir Road
Calabasas, CA 91302
Tel: 800-350-4223
Fax: 818-591-9330
E-mail: cacoord49@aol.com
Web: www.civiced.org

Norma Wright, Senior Consultant
101 Shell Road, #25
Watsonville, CA 95076-9665
Tel: 831-724-5241
Fax: 831-761-9160
E-mail: normaw3253@aol.com
Barbara Miller
Center for Education in Law and Democracy
300 High Street
PO Box 18490
Denver, CO 80218-4022
Tel: 303-778-7441
Fax: 303-733-4791
E-mail: miller@lawanddemocracy.org

Constitutional Rights Foundation

Todd Clark, Executive Director
601 S. Kingsley Drive
Los Angeles, CA 90005
Tel: 213-487-5590
Fax: 213-386-0459
E-mail: todd@crf-usa.org
Web: www.crf-usa.org

Constitutional Rights Foundation Chicago

Carolyn Pereira, Executive Director
E-mail: pereira@crfc.org
Nisan Chavkin, Associate Director
E-mail: chavkin@crfc.org
Margie Chan, Office Administrator
E-mail: chan@crfc.org
407 S. Dearborn, Suite 1700
Chicago, IL 60605
Tel: 312-663-9057
Fax: 312-663-4321
Web: www.crfc.org

Phi Alpha Delta Public Service Center

Carole Collins, Coordinator
345 N. Charles Street
Baltimore, MD 21201
Tel: 410-347-3118
Fax: 410-347-3119
E-mail: psc@pad.org
Web: www.pad.org

Street Law, Inc.

Lee Arbetman, Director of U.S. Programs
1010 Wayne Avenue
Suite 870
Silver Spring, MD 20910
Tel: 301-589-1130
Fax: 301-589-1131
E-mail: larbetman@streetlaw.org
Web: www.streetlaw.org



AMERICAN BAR ASSOCIATION

321 N. Clark Street
Chicago, IL 60610-4714
<http://www.abanet.org/publiced>
(312) 988-5735
E-mail: abapubed@abanet.org