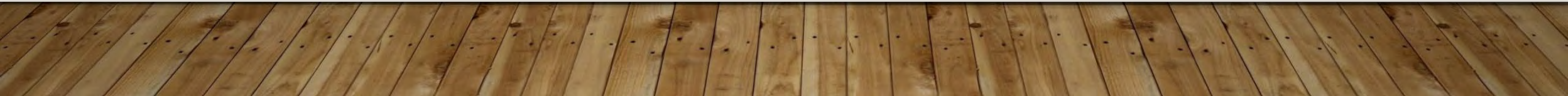


GREENE COUNTY JUVENILE DIVERSION

PRESENTED BY STACI DENNEY AND BILL PRINCE



WHY WE STARTED

- In 2017 we received the Missouri Juvenile Officer Performance Standards
- As a result, we started diversion-specific officers
- We now have 3 dedicated Juvenile Officers as a completed unit
- It's important these officers are a separate unit because they do not have the same opportunity to push them further into the system as our other officers
- We know we have improved outcomes for youth that do not enter the juvenile office, courtroom, detention, or have a record created.

WHAT DOES THE PROGRAM LOOK LIKE

- Legally Sufficient Reports
- Legally Insufficient and FYI only Reports
- Parental Assistance Forms
- Completely Voluntary
 - Few Exceptions (legally sufficient with restitution and victim involvement)

Parent Assistance Form

Diversion Services—Greene County Juvenile Office

Phone: 417-868-4008 Address: 933 N Robberson Ave. Springfield, MO 65802

Email: paf@courts.mo.gov

Diversion services are provided to any families voluntarily looking for help finding resources for

children 16 years of age and younger. Our goal is to prevent youth from entering our formal court

It is the fact, set forth in this form, due to the level of a legislative act that:

process, if the facts you set forth in this form rise to the level of a law violation or status offense, more

formal action may need to be taken up to and including informal probation or the filing of a petition

with the court. If that action occurs, a thirty dollar cost will be assessed by the Juvenile Office/Juvenile

with the court. If that action occurs, a thirty dollar cost will be assessed by the juvenile office/juvenile

court. Tell us more about your situation and one of our officers will try and contact you. (Additional

space has been provided on the back)

space has been provided on the back)

Has this incident been reported to law enforcement?

If so, please provide the law enforcement report number:

SERVICES AVAILABLE

Circle all interested in:

Counseling Referrals	Psychiatric Referrals	Anger Management	Community Service
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Counseling Referrals	Psychiatric Referrals	Anger Management	Community Service
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Tutoring Girls Group Programming Substance Abuse Treatment

Please use this space for any additional information that did not fit on the front of this sheet

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Guardian Signature: _____

WHAT DOES THE PROGRAM LOOK LIKE

- 3 full time officers
- We Divert 60% of all reports that to our office
- Officers Utilize the CANS Assessment
- Complete Action Plans with Each Family
- Most cases are closed in 60-90 days of assignment

CHILD AND ADOLESCENT NEEDS AND STRENGTHS (CANS)				STANDARD CANS COMPREHENSIVE			
Child's Name:		DOB:		Gender:		Race/Ethnicity:	
Caregiver(s):			Form Status:	Initial	Subsequent	Annual	Discharge
			Case Name:				
			Case Number:				
Assessor:		Date of Assessment:		m	m	d	d
				y	y		

LIFE DOMAIN FUNCTIONING				
0=no evidence	1=history or suspicion			
2=interferes with functioning; action needed	3=disabling, dangerous; immediate or intensive action needed			
	0	1	2	3
Family Functioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Living Situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Functioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental/Intellectual ¹	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job Functioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical/Physical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sleep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision-Making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STRENGTHS DOMAIN				
0=Centerpiece strength	1=Useful strength			
2=Identified strength	3=No evidence			
	0	1	2	3
Family Strengths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optimism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational Setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talents/Interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spiritual/Religious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship Permanence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resiliency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resourcefulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural Identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Supports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CULTURAL FACTORS				
0=no evidence	1=history or suspicion			
2=interferes with functioning; action needed	3=disabling, dangerous; immediate or intensive action needed			
	0	1	2	3
Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditions and Rituals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural Stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CAREGIVER RESOURCES AND NEEDS				
0=no evidence	1=history or suspicion			
2=interferes with functioning; action needed	3=disabling, dangerous; immediate or intensive action needed			
	0	1	2	3
Supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement with Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residential Stability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical/Physical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Substance Use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CHILD BEHAVIORAL/EMOTIONAL NEEDS				
0=no evidence	1=history or suspicion			
2=interferes with functioning; action needed	3=disabling, dangerous; immediate or intensive action needed			
	0	1	2	3
Psychosis (Thought Disorder)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impulsivity/Hyperactivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Depression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anxiety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oppositional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjustment to Trauma ²	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attachment Difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anger Control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Substance Use ³	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RISK BEHAVIORS				
0=no evidence	1=history or suspicion			
2=interferes with functioning; action needed	3=disabling, dangerous; immediate or intensive action needed			
	0	1	2	3
Suicide Risk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Suicidal Self-Injurious Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Self-Harm (Recklessness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Danger to Others ⁴	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Aggression ⁵	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Runaway ⁶	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delinquent Behavior ⁷	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fire Setting ⁹	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intentional Misbehavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDIVIDUAL ASSESSMENT MODULES
(rate if indicated on prior sheets)

- ¹Developmental Disabilities Module
- ²Trauma Module
- ³Substance Use Module
- ⁴Violence Module
- ⁵Sexually Aggressive Behaviors Module
- ⁶Runaway Module
- ⁷Juvenile Justice Module
- ⁸Decision Making Module
- ⁹Fire Setting Module

DEVELOPMENTAL DISABILITIES MODULE

0=no evidence	1=history or suspicion			
2=interferes with functioning; action needed	3=disabling, dangerous; immediate or intensive action needed			
	0	1	2	3
Cognitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Care/Daily Living Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TRAUMA MODULE

No=no evidence of Trauma	Yes=Evidence of Trauma			
	No	Yes		
Sexual Abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Physical Abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Neglect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Emotional Abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Medical Trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Natural or Manmade Disaster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Witness to Family Violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Witness to Community/School Violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Victim/Witness to Criminal Activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
War/Terrorism Affected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Disruptions in Caregiving/Attachment Losses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Parental Criminal Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
If the youth has been sexually abused:				
	0	1	2	3
Emotional Closeness to Perpetrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frequency of Abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Force	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reaction to Disclosure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traumatic Stress Symptoms:				
	0	1	2	3
Emotional/Physical Dysregulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intrusions/Re-Experiencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hyperarousal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traumatic Grief/Separation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numbing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dissociation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SUBSTANCE USE MODULE

0=no evidence	1=history or suspicion			
2=interferes with functioning; action needed	3=disabling, dangerous; immediate or intensive action needed			
	0	1	2	3
Severity of Use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration of Use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stage of Recovery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Influences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental Influences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental Influences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VIOLENCE MODULE

0=no evidence	1=history or suspicion			
2=interferes with functioning; action needed	3=disabling, dangerous; immediate or intensive action needed			
	0	1	2	3
Historical risk factors:				
History of Physical Abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History of Violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Witness to Domestic Abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Witness to Environmental Violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional/Behavioral Risks:				
Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frustration Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hostility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paranoid Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Gains from Anger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Violent Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resiliency Factors:				
Aware of Violence Potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to Consequences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment to Self-Control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treatment Involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SEXUALLY AGGRESSIVE BEHAVIORS MODULE

0=no evidence	1=history or suspicion			
2=interferes with functioning; action needed	3=disabling, dangerous; immediate or intensive action needed			
	0	1	2	3
Relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Force/Threat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age Differential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Type of Sex Act	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to Accusation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporal Consistency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History of Sexual Abusive Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Severity of Sexual Abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prior Treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RUNAWAY MODULE

0=no evidence	1=history or suspicion			
2=interferes with functioning; action needed	3=disabling, dangerous; immediate or intensive action needed			
	0	1	2	3
Frequency of Running	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistency of Destination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety of Destination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement in Illegal Acts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likelihood of Return on Own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement of Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Realistic Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 - JUVENILE JUSTICE MODULE

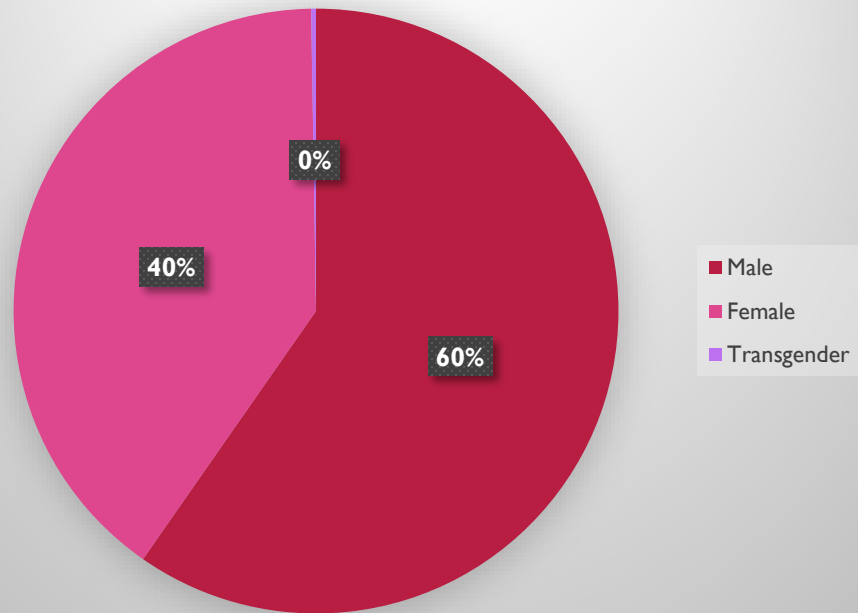
0=no evidence	1=history or suspicion			
2=interferes with functioning; action needed	3=disabling, dangerous; immediate or intensive action needed			
	0	1	2	3
History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seriousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Influences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental Criminal Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental Influences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FIRE SETTING MODULE

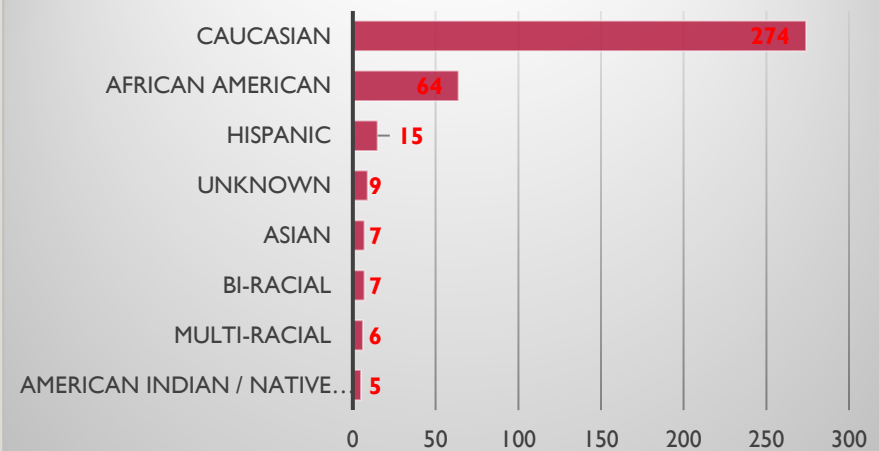
0=no evidence	1=history or suspicion			
2=interferes with functioning; action needed	3=disabling, dangerous; immediate or intensive action needed			
	0	1	2	3
History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seriousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of Accelerants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intention to Harm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to Accusation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remorse				
Likelihood of Future Fire Setting				

	Diversion Action Plan	
Name:		
Parent:		
Completed		
	Concern/ Goal: Engage In Diversion Services	
	Action Steps	Responsibility
	<div>Steps: Family will engage in Diversion Assessment DJO will make appropriate referrals based off needs found in assessment DJO will explain and help family understand recommendations Empower the family moving forward to make own decisions Family will be engaged in services no longer than 3-6 months.</div>	
	Concern/Goal	
	Action Steps	

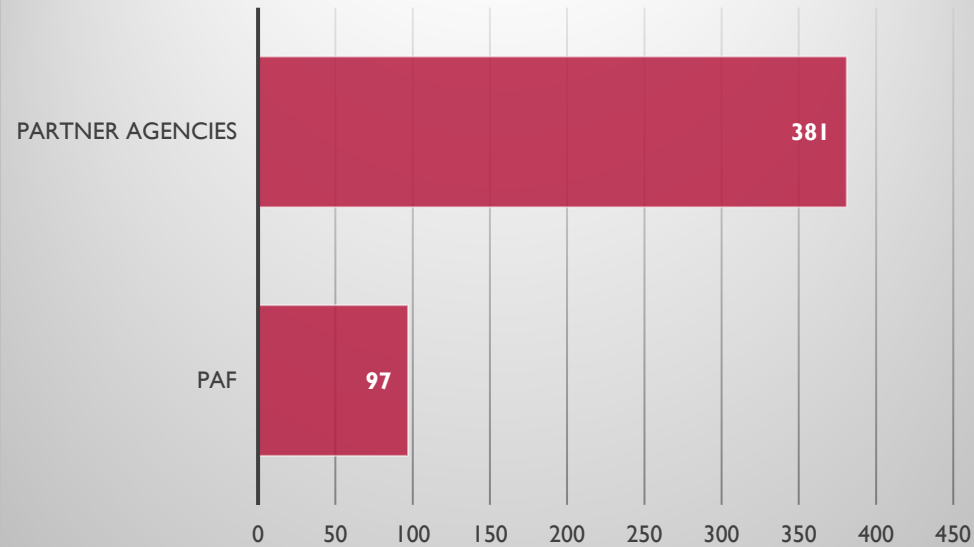
2020 Diversion: Gender



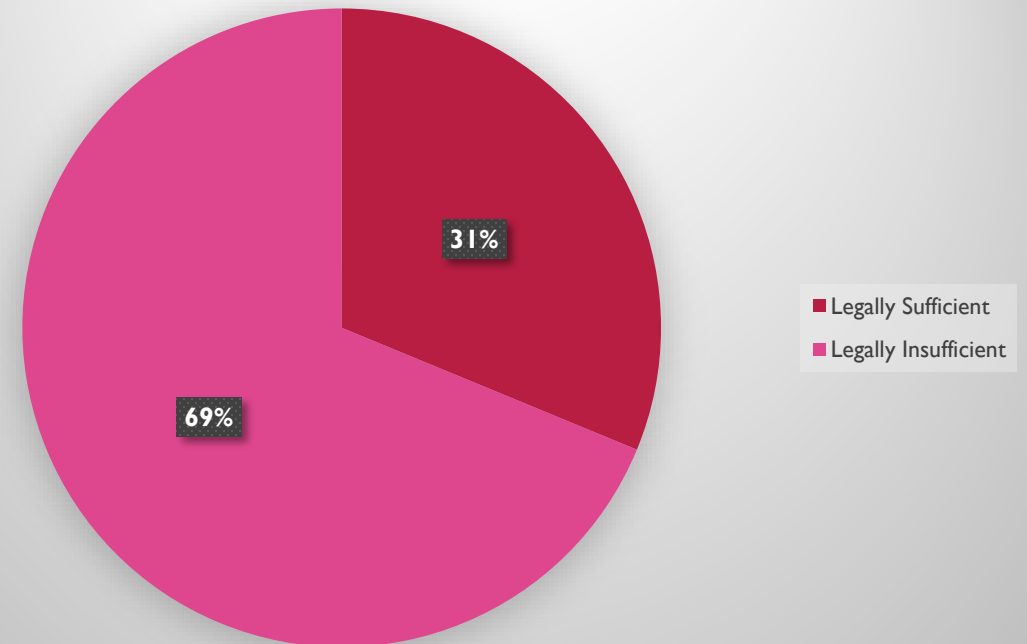
2020 Diversion: Race



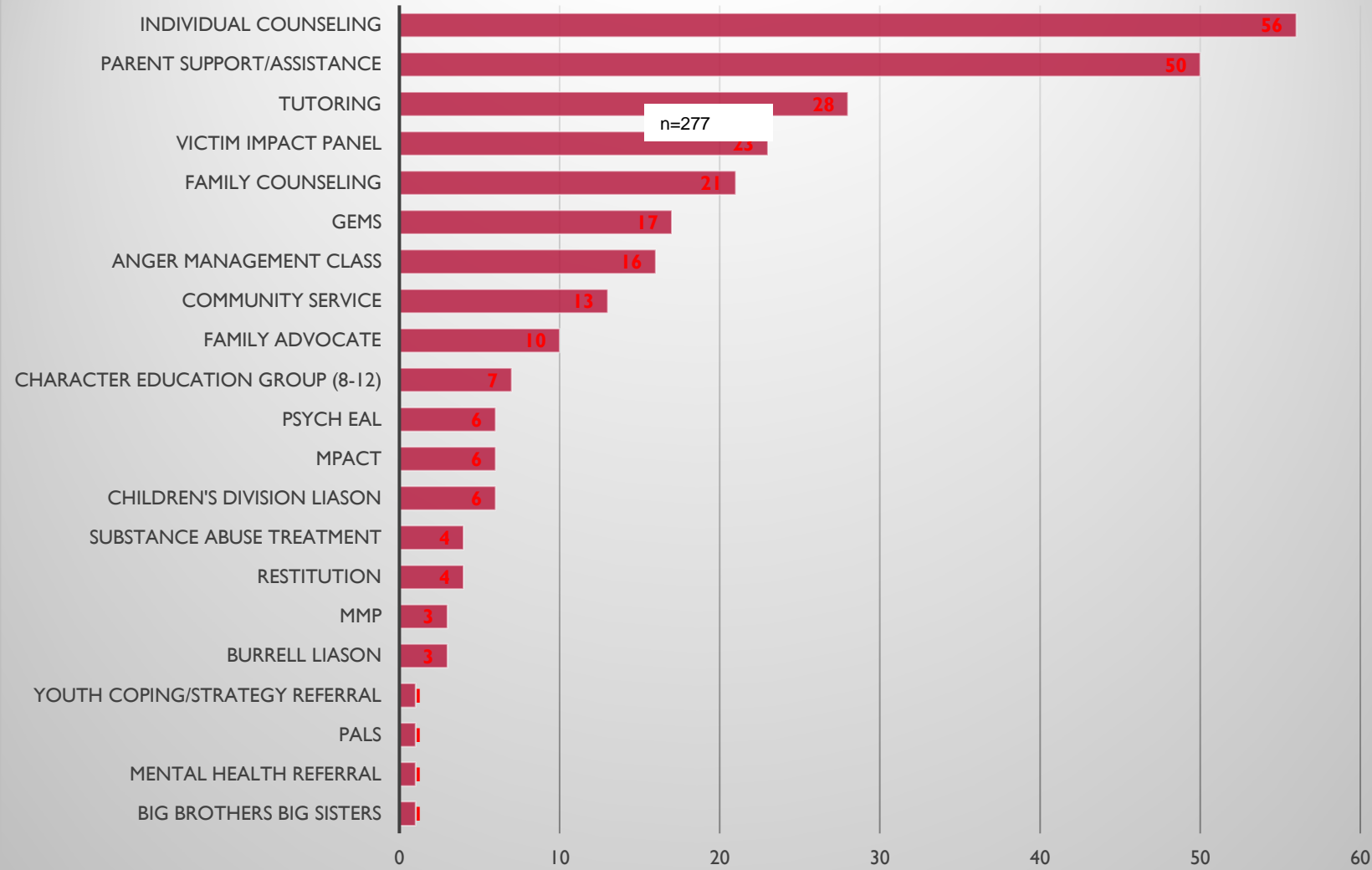
2020 Diversion Referral Origin



2020 Diversion Legal Sufficiency



2020 Diversion Services - Referrals Brokered



WHAT ARE OUR CHALLENGES

- We are always battling net widening
 - Net widening is when we bring youth into the juvenile justice system unnecessarily and keep them there
- Approximately 70% of youth arrested for first time offense are never arrested again
- We allow Law Enforcement to submit “FYI” only reports to our diversion officers
 - This may have created a loop hole for officers to have youth enter our system and we are in the process of reviewing a correcting this
- We can always use more resources
 - Our officers have very high case loads and are still located at the juvenile office
 - It is preferred for diversion services to be with outside agencies

WHAT HAVE WE LEARNED

- We have learned to treat these cases different than all others
 - Net widening can cause a strain on resources that are meant for youth with higher delinquent needs
- We know youth that enter the doors of our court are more likely to come back so we try to help them feel the differences between the two types of services
- We have these youth go to our community based services building, Ideally this would be even more separate like a community building or agency
- Our officers go into the homes, community, and schools to meet our families where they are

WHAT ARE OUR SUCCESSES?

- We divert 60% of our cases
 - 60% of the youth brought to our attention initially avoid formal case processing and having a “record” created
- We do not count these cases against our youth but partner with other officers to help them understand the dynamics of the families when necessary
- Our diversion officers have really honed in on ways to target the needs of our families and utilize our community partners
 - Mental health partnerships in our office
- We have had some conversations with a partner for VIP/VOM to get referrals straight from law enforcement

MORE SUCCESSES

- We are able to offer preventative groups in our local middle schools to keep youth from needing referrals sent to our office
- We are building relationships with our schools to access us for resources
- We are learning to pivot to make sure we doing the right things for the right reasons with our families
 - We are looking to limit the interaction we have with families but instead getting them directly to the resources they need

DIVERSIONS WE ARE NOT INVOLVED IN

- CSTAR assessments in schools
- Mental health providers in schools

CITATIONS

- Widening the Net in Juvenile Justice and the Dangers of Prevention and Early Intervention. Center on Juvenile and Criminal Justice. (2001, August) www.cjcj.org