

Bridging Research on Risky Behaviors and Respondent Sanctions  
In Teen Court

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### Abstract

Pre-court trainings were effective in bridging the gap between the research base on risky behaviors in adolescents and the sanctions developed by Teen Court panel members. Panel members reported an increase both in knowledge and inquiry skills after pre-court trainings. They applied that knowledge and skills in the courtroom to learn more about Teen Court respondents, and then to design sanctions that fit the respondent and the offense. The percentage of creative sanctions increased from 18% before training to nearly 70% after training. Respondents to Teen Court report being satisfied with their experiences, both in court and with their sanctions.

## Bridging Research on Risky Behaviors and Respondent Sanctions In Teen Court

Teen Court is an increasingly popular program for handling juvenile crime. Teen Courts are in place in over half of Wisconsin's 72 counties (National Association of Youth Courts, 2001). In Wisconsin, these courts typically hear cases that involve juveniles between the ages of 12 and 17 who have admitted their guilt to a non-violent crime (Wisconsin Court System, 2011). Respondents (youth offenders) to Teen Court are given sanctions to complete by the Teen Court panel; upon completion of sanctions, charges are dismissed.

In 2009, a focus group of Oconto County Teen Court panel members questioned whether the panel might do a better job of designing sanctions geared toward respondent need. The panel expressed concern that the sanctions they assigned seemed to be similar for all respondents, and wondered if the sanctions could be improved. These comments from Teen Court panel members, coupled with observations by staff, led to an educational effort to increase the capacity of Teen Court panel members through an increased understanding of the risky behaviors that led to the crimes typically seen in Teen Court. It was anticipated that an increased understanding of youth offenders and their crimes would result in better sanctions geared toward the needs of respondents to Teen Court.

A series of Fact Sheets (see Appendix A for samples) was developed and used in pre-court trainings to bridge the gap between the research base on risky behaviors in adolescents and the sanctions developed by Teen Court panel members. This was part of a larger effort to align the experience of Teen Court panel members with the Critical Elements of positive Youth

Development (Huff, 2010). The potential application of the Risky Behavior Fact Sheets was explained by Huff (2010) as follows:

This effort provided youth panel members with an opportunity to increase their understanding of circumstances surrounding risky behaviors and decision-making in teens, along with an understanding of the current research of risk factors behind the types of crimes that Teen Court respondents have committed. The research into risky behaviors in youth provided the opportunity for insight into both the questions that panel members ask of the respondent and in improved sanctions. For example, the issue of truancy in adolescence is a complicated one, and it can be very difficult to resolve. Current research shows three basic types of truancy (Ball & Connolly, 2000). In the first type of truancy the problems begin after elementary school; in the next, the truancy is linked to unmet needs such as learning disabilities; and in the third, truancy is a complex situation in which the problem may be linked to family or emotional problems, with signs of problems typically starting early on in elementary school (Ball and Connolly, 2000). This research potentially provides panel members with important distinctions among the different types of truancy, and a focus for their questioning. If they can determine through their questions that the truancy began in middle school or later, they would likely conclude that this is a type of truancy that they may be able to influence, especially if the offender has a strong family support system. The panel could then explore options that would lead to the possibility of a successful resolution of the problem. If the truancy problem has been an on-going one since early childhood, the chances are likely that the respondent will need a broader system of support, perhaps one that involves local social services involvement.

In Oconto County, each session's Teen Court Panel is comprised of four to five high-school aged youth, drawn from a larger group of 15-20 youth. All panel members are trained annually in a formal two-day workshop, which covers topics such as restorative justice, confidentiality, and court procedure (Huff, 2010). Panel members in Oconto County use the principles of Restorative Justice in determining sanctions for youth offenders; Restorative Justice is often seen as the key to a strong foundation in Teen Courts (Godwin, 2001). It relies on a set of principles that focuses on repairing harm to the three parties potentially harmed in the offense: the community, the victim, and the offender. The offender is held accountable for his or her actions but the sanctions often focus on building the skills of the offender, and helping him or her create and/or strengthen connections with the community.

### **Objectives**

The objective of this educational effort was to increase the capacity of the Teen Court Panel with regard to the following: understanding youth offenses, making effective inquiry, developing sanctions, and working as a team toward a common goal.

### **Methods**

Human Subjects approval for both panel members and respondents was obtained from the office of the Secretary of the Faculty, University of Wisconsin-Extension.

### Content

Current research material dealing with adolescents and risky behavior was reviewed and synthesized into a series of youth-friendly Fact Sheets. These Fact Sheets dealt with offenses typically seen in Teen Court in Oconto County. In addition, a number of the Fact Sheets dealt with meeting the needs of youth with regard to positive youth development, establishing community connections, and dealing with negative influences.

### Training

The Fact Sheets were used as the basis of mini-training sessions (approximately 20- 30 minutes in length) with the Teen Court panel (4 -5 members). The mini-trainings occurred immediately prior to monthly court sessions. In a typical training session, the panel would review police reports and other pertinent documentation, and then use the related Fact Sheet as the basis for a discussion about risky behaviors and their relationship to the upcoming case. Possible motivations behind particular behaviors were also discussed, as were potential questions for the respondent.

### Panel Evaluation

Teen Court panel members were evaluated after each monthly court session with a Post-then-Pre retrospective evaluation (Appendix B). A total of six trainings was held in six-month period (January 2010 – June 2010), involving 21 youth panel evaluations and 13 Teen Court cases. Some youth participated in more than one training/evaluation, but their

evaluation was tallied only if the topic was new to them. If panel members had participated in training with a particular Fact Sheet before, it was noted on their evaluation cover sheet, and the evaluation was removed without tabulation.

### Sanction Data

Sanction data was reviewed for the cases that were heard from January 2010 – June 2010 and included the mini-trainings. Sanction data was also reviewed for the six months prior to that time period (July 2009 – December 2009) in which there were no pre-court mini-trainings. Sanctions were classified as either “creative” or “standard.” Sanctions that were classified as “creative” were directly related to a respondent’s interest or skills as determined through questioning in court; “standard” sanctions were those that could fit any respondent or offense.

### Respondent Evaluations

All respondents from January 2010 – June 2010 were sent After-Court Evaluations (Appendix C) that focused on their court and sanction experiences. The evaluations were mailed after the respondent successfully completed their sanctions.

## **Results**

### Panelists’ Perceptions of Training

Oconto County Teen Court panel members reported an increase in skill levels in all five of the measured areas after pre-court training sessions. The Teen Court panelists as a whole

reported an increase in their skill levels as a result of the training they received regarding Risky Behaviors through the mini-trainings with the Fact Sheets.

Prior to training, over 40% of respondents reported their knowledge of the subject as either “Fair” or “Poor” as compared with post-training where over 90% of respondents reported their knowledge as either “Excellent” or “Very Good” (Fig. 1). This increased knowledge led to a greater focus by the panel in asking questions (Fig. 2), and an improvement in the panel working together. After training, all participants rated the panel as working together toward a common goal in either the “Excellent” or “Very Good” category (Fig. 3).

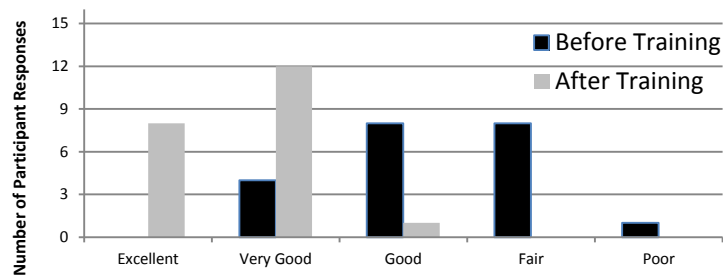


Figure 1. Rating by Teen Court Panel members of their subject knowledge, before and after training.

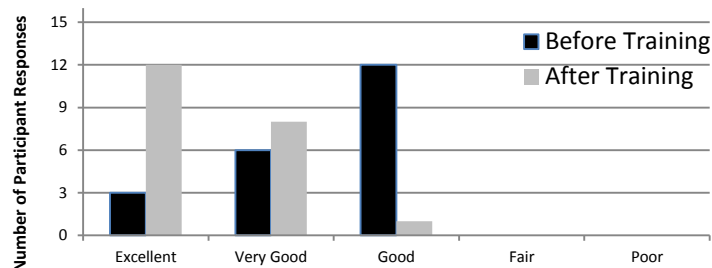


Figure 2. Rating by Teen Court Panelists of their focus in asking questions, before and after training.

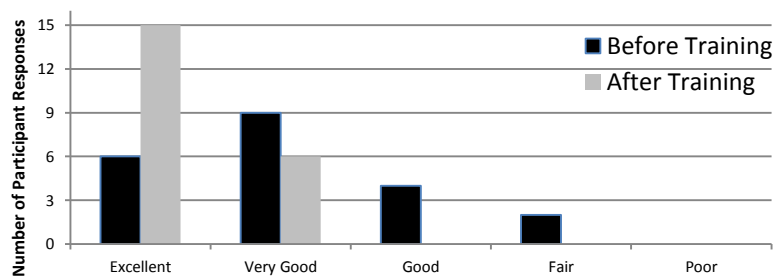
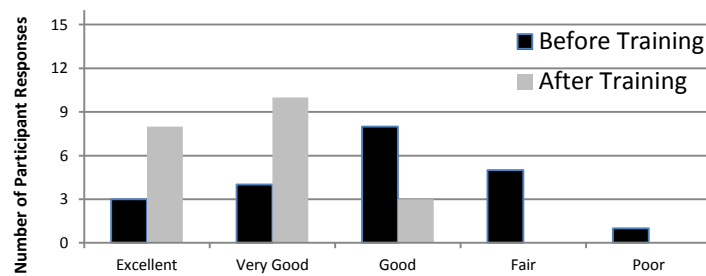
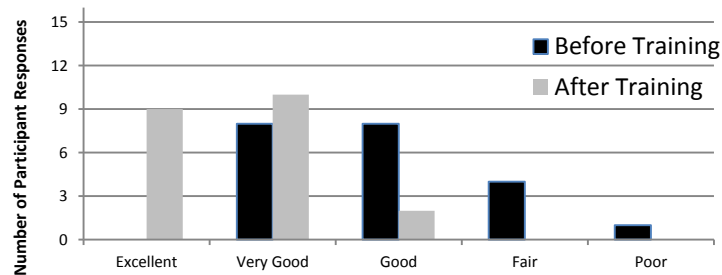


Figure 3. Rating by Teen Court Panelists of the panel's ability to work together toward a common goal, before and after training.

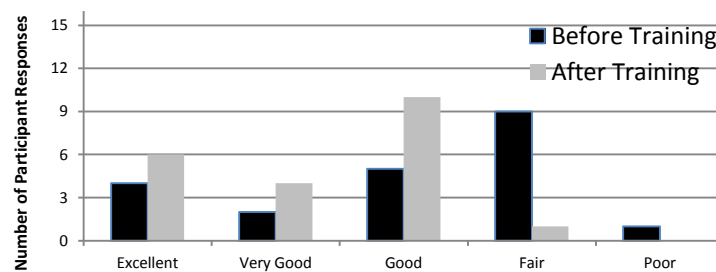
Participants rated their effectiveness at using the subject material to learn more about Teen Court respondents higher after training (Fig. 4). They also rated their individual effectiveness at designing sanctions to fit the respondent and the crime higher after training (Fig. 5). In addition, panel members reported that their interest in the subject area increased after training (Fig. 6).



**Figure 4.** Rating by Teen Court Panelists of their effectiveness to use subject material to learn more about Teen Court Respondents , before...



**Figure 5.** Rating by Teen Court Panelists of their effectiveness to use their knowledge to design a sanction to fit the respondent and the crime,...



**Figure 6.** Rating by Teen Court Panelists of their interest in the subject content, before and after training.

### Sanctions

Sanctions from 13 cases heard after mini-trainings were evaluated to see if at least one of the sanctions were directly linked to the respondents' talents and interests. Nearly 70% of the cases reviewed included at least one sanction that was categorized as "creative." Those creative sanctions included the pairing of respondents' talents with community service, matching career goals with service sites, and/or finding creative options for youth for whom community service was not an option because of their particular offense. Examples of sanctions from this time period include a musician respondent playing guitar and singing for a nursing home, and a photographer who created a portfolio of photographs that demonstrated alternatives to risky behaviors.

For comparison, the sanctions of 11 cases from the six months prior to the introduction of the risky behavior mini-training were examined. Two of those cases (18%) were categorized as "creative" sanctions; nine were categorized as "standard." Both of those creative sanctions were geared toward community service involving respondents' career choice.

### Respondents' Perceptions

While the return rate of 46% for after-court evaluations was low (6 of the 13 respondents), the evaluations do provide additional evidence that the Teen Court experience was positive, and that the sanctions were well-received by at least a portion of the respondents during the study period (Table 1).

Table 1

*Respondents' Ratings of Their Teen Court Experience (n=5)*

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
I am glad that I choose Teen Court.	0	0	0	2	4
I was treated fairly in Teen Court.	0	0	0	4	2
My sanctions "fit" me.	0	0	0	2	4
I learned something from my sanctions.	0	0	0	5	1
I would recommend Teen Court to my friends.	0	0	0	2	4
I am sure that I won't end up in court again.	0	0	0	0	6
People at Teen Court seemed to care that I do well.	0	0	0	4	2

### Implications

Through an educational effort, Teen Court panel members increased their understanding of risky behaviors and decision-making in teens. This increased knowledge provided the panel with insight into inquiry, and resulted in more effective questioning and an increased team focus. As a result, panel members were able to apply the knowledge they gained as they designed creative sanctions geared toward the needs of the respondents. Their increased capacity had the potential to enhance the Teen Court experience for both panel members and youth respondents alike.

The Oconto Teen Court program recently restructured using a Positive Youth Development model (Huff, 2010) based on the Essentials Elements (Kress, 2009). In addition to providing a youth development framework, the Teen Court program also provides non-formal education through experiential education using the Life Skills model (Hendricks, 1996). The tie between subject matter knowledge (such as risky behaviors in teens) and life skills is critical in

non-formal educational settings like those found in 4-H Youth Development programming. According to Hendricks (1996), it is because of subject matter that many youth participate in 4-H. And it is with that subject matter that we can make the connection to the broader life skills that have the potential to impact a young person's life. In the case of this Teen Court program, the increase in understanding about risky behaviors connected directly with the targeted life skills that had been identified for the panel members – communication, decision-making, and teamwork. The tie between these two program models – Positive Youth Development and Life Skills – can provide a strong foundation for Teen Court programs to deliver quality experiences for youth.

## References

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Retrieved from National Association of Teen Courts - Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, 2001.

<http://www.youthcourt.net/content/view/70>

Huff, P. R. (2010). *Maximizing the teen court experience for youth panel members.*

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Hendricks, P. 1996. *Targeting life skills model.* Ames: Iowa State University Extension.

Kress, C. (2009). *Essential elements of 4-H youth development.* Retrieved from National 4-H. Institute of Food and Agriculture.

[www.national4-hheadquarters.gov/library/elements.ppt](http://www.national4-hheadquarters.gov/library/elements.ppt)

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Systems. <http://www.wicourts.gov/about/organization/circuit/docs/witeencourts.pdf>

Appendix A

*A life in harmony and balance....*

# The Circle of Courage

## **The Circle of Courage**

There is a simple model from Native American culture that addresses basic human needs.

Those four basic needs are:

- **The Spirit of Mastery**  
We succeed, and see our significance.
- **The Spirit of Belonging**  
We are accepted, and receive attention from those we care about.
- **The Spirit of Independence**  
We control our behavior; we make decisions and gain the respect of others.
- **The Spirit of Generosity**  
We give of ourselves, and we are judged worthy by those around us.

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### **Mastery, Belonging, Independence, Generosity**

The four elements of the Circle of Courage translate to a positive self-image.

## **Mending the Broken Circle**

### **Belonging**

Meet the need for **Belonging** with a trusting relationship

### **Mastery**

Increase **Mastery** by providing a place with ample opportunity for success

### **Independence**

Provide opportunities for **Independence** to grow in an atmosphere where one can develop leadership skills and self-discipline.

### **Generosity**

Create opportunities to experience the positive feelings that come from helping other through **Generosity**.

Source: Brendtro, Larry, Martin Brokenleg, and Steve Van Bockern. 1990. *Reclaiming Youth at Risk: Our Hope for the Future*. National Educational Service. . Bloomington, Indiana. 54 pp.

**Teens assess risk differently than adults do.**

# Youth, Decision-Making, and Risky Behaviors

*Working to improve teen decision-making involves understanding how individuals view the risks involved and use that information.*

*Just knowing about the risks isn't necessarily enough to stop many teens from engaging in the risky behavior. Kids choose to engage in risky behavior, even when they are aware of the risks.*

*Adults and youth assess risk differently, and youth tend to put different values on outcomes and consequences that adults do. For a teen, turning down an alcoholic drink and suffering the consequences of being labeled as loser is a negative consequence that some may not find acceptable.*

*In other cases, youth may simply think that the consequence doesn't apply to them – or that they are smart enough to avoid the negatives.*

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Knowing the **context** of risky behavior is important.

Was this a one-time case of risky behavior by an emotionally well-adjusted youth, acting within a similar peer group?

Or was it a part of a pattern of behavior of dangerous or destructive behavior that could mean trouble ahead?

- Factors Involved in Decision-Making by Youth:**
- Personality (and temperament)
  - Maturity level
  - Peers
  - Family
  - Brain development
  - Cognitive, social, and emotional development
  - Knowing the risks

Sources:  
Jodi Dworkin. 2006 . Teen Decision Making and Risky Behaviors. Univ. Minn. Extension Service.

Selman, R.L., and S. Adalbjarnardottir. 2000. A developmental method to analyze the personal meaning adolescents make of risk and relationship: The case of "drinking." Applied Development Science. 4, 47-65

*The “Just Say NO” campaign of the 80s didn’t work. So what does?*

## Refusal Skills and Youth

*Michael Hecht, professor of communication at Penn State, has researched the issue of what is effective in helping youth say “no” to drugs and alcohol. And the answer: peer groups.*

*Hecht says that youth are more likely to listen and use information that other youth had a hand in developing. He and fellow researchers developed a program where high school kids made videos that showed some of their good decisions and how they turned down offers of drugs. Showing the videos to middle schoolers had a positive impact.*

*According to Hecht, “...Researchers in the field realized a couple of decades ago that we needed to give kids a variety of skills to resist peer pressure, to ‘say no,’ and to make good decisions.” But it is more likely to have an impact when it comes from peers. This, he says, can explain the disappointing results of the Dare program where information is delivered by police officers, with no input from youth.*

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A key influence in adolescent drinking is media. One study suggests that if youth were better able to resist media influences, they would be less likely to drink. And if they can resist media influences, the researchers think they wouldn’t be as susceptible to peer pressure either.

Researchers say that youth have to be taught skills in resisting drugs and alcohol, and it has to be more than “just say no”.

Girls may need more training in refusal skills than boys.

Being aware of social influences may increase ability to use refusal skills.

What’s in your Top Ten? The Top Ten will likely be different for each youth. Here’s one to look at:

Top Ten Refusal Skills for Teens at

[http://at-risk-youth-support.suite101.com/article.cfm/top\\_ten\\_refusal\\_skills\\_for\\_teens](http://at-risk-youth-support.suite101.com/article.cfm/top_ten_refusal_skills_for_teens)

Sources:

Jennifer A. Epstein and Gilbert J. Botvin. 2008. Media resistance skills and drug skill refusal techniques: What is their relationship with alcohol use among inner-city adolescents. *Addictive Behaviors* 33(4): 528-537.

Hecht materials retrieved on December 2, 2009 from <http://www.rps.psu.edu/probing/antidrug.html>

**About 40% of apprehended shoplifters are adolescents.**

# Youth and Shoplifting

**Why do so many otherwise honest people (both adults and youth) shoplift?**

**1. Temptation**

*Retail stores are DESIGNED to tempt consumers.*

**2. Ability to rationalize or deny**

*Shoplifters often claim that it is easy to steal from a big impersonal retail giant. They say things like: "They expect some degree of it", "I spend a lot here anyway", "They won't miss just this" and so on...*

**3. Low Risk**

*Basically honest people find it easier to steal when they know that there is a low risk of being caught.*

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**Researchers say...**  
The occasional shoplifter isn't necessarily headed on a path of crime. An occasional slip of dishonesty in shoplifting does not a criminal make!

- Shoplifting reaches a peak in 10<sup>th</sup> grade and falls off after that for adolescents. Some researchers think that youth learn to delay gratification as they mature.
- Adolescent shoplifters often steal items like candy, CDs and videos, sporting equipment, health items, school supplies, books and magazines, toys, drugs and alcohol, and cigarettes.
- Peer pressure doesn't seem important in shoplifting. However, shoplifters may hang out together.
- Most adolescent shoplifters are male. In both criminal and in driving situations, males are more likely to break rules.
- There is no tie between shoplifting and social class.
- When compared to non-shoplifting youth, shoplifters tend toward a pattern of rule-breaking behaviors.

Sources: Dena Cox, Anthony D. Cox, and Gregory Moschis. 1990. When consumer Behavior Goes Bad: An Investigation of Adolescent Shoplifting. J. Consumer Res. 17: 149-159.

**50% of the smokers in the US today started smoking before they were 14 years of age.**

## Cigarettes and the Novice Smoker

### **But everyone knows it's BAD for you! Why do it?**

- Kids may have the all the information about the negative effects of smoking, but they aren't necessarily using it when the time comes to make a decision. Maybe that's because the smoking facts often come in ways that just don't connect with kids. Mock funerals, videos, smoking-related art projects and other vivid and imaginative presentations might make more of an impression.
- Health risks that show up when you are 50 or so seem a LONG way off. What kids don't often consider are the negative consequences of smoking in the here and now -- things like bad breath, smelling like smoke, those annoying little burn holes in clothes, and never having any cash.
- Some kids say that they think smoking will improve their social skills or reduce stress. There are healthier ways to meet those needs!

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About half of the youth under age 17 that went to Tobacco Court in Florida used less tobacco after their court appearance or stopped altogether; youth over 17 reported very little change.

### **Which kids are more likely to smoke?**

- Socially active youth
- Youth who drink alcohol  
There is a link between smoking and drinking alcohol. Girls who had reported having at least 1 drink on 3 or more of the last 30 days were nearly 80 percent more likely to have smoked tobacco.
- Boys with low self-esteem  
A recent study found that smoking in boys was correlated with negative self-esteem; there was no connection between smoking and self-esteem in girls.
- Youth who have friends that smoke
- Youth who do poorly in school
- Youth who are more susceptible to advertising
- Youth who have parents or siblings that smoke

Sources: Langer, Lilly. 2000. Teen Tobacco Court: Adolescent and Family Health 1(1): 5 – 10.

Hine, Donald W. Et al. 1997. Expectancies and Mental Models as Determinants of Adolescents' Smoking Decisions. Journal of Social Issues 53(1): 35-52

Reimers, Thomas et al. 1990. Risk Factors for Adolescent Cigarette Smoking. Am J Dis Child. 144 (11): 1265-1272.

Veselka, Z. et al. 2009. Self-esteem and resilience: The connection with risky behavior among adolescents. Addictive Behavior. 34: 287-291

***Truancy is a complicated issue, with no clear solution.***

# Creating a Positive Connection with Schools

## **Youth at Risk in our Schools**

*There are many reasons for truancy, but one factor stands out: students that are the most likely to drop out of school are those students who have never had a close relationship with a single teacher. Not one.*

*Youth have an overwhelming need to belong. If that need can't be met in a positive way, it will be met in a negative way – remember it's a NEED.*

*Finding a way for young people to connect with the school, with the community, and positive friends is a step in the right direction.*

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**What is Truancy?**  
  
In Wisconsin, a habitual truant is one who is absent from school for five unexcused days per semester.

One study finds that youth who are truant fit into at least one of the following three categories:

- **Educationally Disaffected**  
In general, this group of youth is of average or above average intelligence. Problems began after elementary school. The youth in this group who successfully reconnected with school usually had supportive families.
- **Unmet Special Needs**  
Youth in this group had special needs that either weren't diagnosed or were not met. Special needs included emotional and behavioral difficulties, or learning disabilities.
- **Chaotic Lives**  
With these youth, problems generally begin early – sometimes even before elementary school. There may be issues like unresolved educational issues, family problems including alcoholism, violence, and neglect.

Sources: Brendtro, Larry, Martin Brokenleg, and Steve Van Bockern. 1990. *Reclaiming Youth at Risk: Our Hope for the Future*. National Educational Service. . Bloomington, Indiana. 54 pp.  
  
Ball, Caroline, and Jo Connolly. 2000. *Educationally Disaffected Young Offenders*. Brit. J. Criminol. 40:594-616

***On average, boys start drinking at age 13.9 and girls at 14.4.***

## Patterns of Alcohol Use in Adolescents

*Picture yourself in the center of a circle. Now think of the supporting systems around your circle – they add additional circles that provide support in many ways.*

*Systems vary for individuals, but some examples of support include parents, siblings, friends, church, sports, and school. Some of the systems may provide positive support, while others may have negative influences.*

*Supportive systems can help reinforce positive decisions by youth, including refraining from alcohol use.*

*Some systems that we often think of as having a positive effect for teens may not. An active social life for example, many expose a teen to more opportunities to engage in risky behavior. Team sports have also been linked to an increased likelihood of risky behavior for boys (but not girls!).*

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*Youth may experience the same lowered sensitivity to risk, but may express it differently. One youth may choose drinking and other risky behaviors, while another youth puts everything into activities like academics, sports, music, or art.*

By analyzing the cluster of responses from a large group of teenagers, researchers were able to classify patterns in alcohol use:

**1. Abstainer**

These youth did not drink at all.

**2. Normative**

Youth in this group were characterized by drinking only lightly in one of the following situations: with family groups, at infrequent party situations, or with friends.

**3. High-risk**

There were two groups that were classed as high-risk: youth who drank on dates, and those who drank outdoors.

**4. Problem drinkers**

Youth in this group drank under many circumstances and drank heavily.

Researchers found that over time, youth could move among groups, but they usually did so in the order mentioned above (and went in either direction). They also found that:

- ➔ Peer involvement in antisocial behavior moved a teen into normative drinking. So did a father's lenient attitude.
- ➔ Social activity with peers could predict movement into high-risk drinking.

**Sources:**

Thomas G. Power, Cynthia D. Stewart, Sheryl O. Hughes, and Consuelo Arbona. 2005. *Predicting Patterns of Adolescent Alcohol Use: A Longitudinal Study*. J. Stud 66(1): 74-81.

Dr. Judy Nee retrieved on November 25, 2009 . <http://abcnews.go.com/Health/MindMoodNews/team-sports-linked-teen-drinking-violence/story?id=9019219>

## Youth Develop Protective Factors through Service Learning

# Service Learning—Reconnecting with Community

### Youth and Risky Activities

*Many years ago, the typical teenager wouldn't have had much time to get into "trouble". He or she was probably working full-time on the family farm, contributing to the well-being of the family.*

*As our society changed, so did the role of youth. Kids stayed in school until they were older because they weren't needed to run the farm or preserve the vegetables.*

*Because of these changes in the role of youth over the years, some kids aren't as engaged with their family or their community. They also find they have more time on their hands. For some youth, that means a move toward risky behaviors.*

*Connecting with the community may make a difference for youth.*

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 Agriculture and Wisconsin counties  
 cooperating. UW-Extension provides equal  
 opportunities in employment and  
 programming including Title IX and ADA

### What is it?

Service Learning is Community Service with a twist – the person doing the service learns and grows through the project. The community isn't the only one who benefits, so do the participants in the project!

### What Works?

- The project is based on the participant's community interests and concerns.
- The participant chooses the project.
- The project fills a REAL need.
- The youth participant is matched with a supportive adult mentor.
- Reflection is used to see progress, and also to manage problems.
- Youth participants are seen as competent, capable individuals.

### What are some examples?

- *Chain Reaction*, a community group that fixes and sells bicycles at cost to provide low-cost transportation for residents.
- *Generations Can Connect* where youth taught computer skills to older community members.
- *The Great American Bake Sale* raised funds to fight hunger in the community.

Source: Nelson, Judith A., and Daniel Eckstein. 2008. A Service-Learning Model for At-Risk Adolescents. *Education and Treatment of Children* Vol. 31(2): 223-237.

## Appendix B

## Teen Court Panel Member

### SAMPLE Evaluation of Training Materials

Please answer the questions by circling the number that indicates your level of **understanding** of the topic **AFTER** and **BEFORE** the training. The order might seem strange (AFTER then BEFORE), but research tells us that thinking about where you are NOW, and then thinking about where you were BEFORE gives more accurate results!

Please use the following scale: **None (1) Little (2) Somewhat (3) Good (4) Excellent (5)**

NOW -- AFTER the training	How would you rate ...	THEN --BEFORE the training
1 2 3 4 5	Your knowledge of <u>the subject</u> ?	1 2 3 4 5
1 2 3 4 5	Your interest in <u>the subject</u> ?	1 2 3 4 5
1 2 3 4 5	Your effectiveness at using <u>the subject material</u> to learn more about Teen Court respondents?	1 2 3 4 5
1 2 3 4 5	Your effectiveness at using what you know about <u>the subject material</u> to design a sanction that would "fit" the respondent and his crime?	1 2 3 4 5
1 2 3 4 5	The panel's focus in asking questions?	1 2 3 4 5
1 2 3 4 5	The panel working together toward a common goal?	1 2 3 4 5

## Appendix C

## Teen Court

### After-Court Evaluation

Please fill out this evaluation by putting a check in one box for each question. Pick the box that sounds MOST like you and how you feel. Please return the evaluation to the UW-Extension Office within one week. We have enclosed a self-addressed envelope for your convenience. We appreciate your feedback.

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1. I'm glad that I choose Teen Court.					
2. I was treated fairly in Teen Court.					
3. My sanctions "fit" me.					
4. I learned something from my sanctions.					
5. I would recommend Teen Court to my friends.					
6. I am sure that I won't end up in court again.					
7. It was unfair that I had to come to court for what I did.					
8. People at Teen Court seemed to care that I do well.					

**Do you have any other comments for us? We'd like to hear more about how you felt about your experience in Teen Court and with your sanctions. Please use the back of this page, if you wish.**