

# Use of Adolescent Development and Behavioral Health Research by Juvenile Court Leaders

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# Funders & Collaborators

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## System experts

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- **Dr. Emily Sailsbury**, Associate Professor and Director, Utah Criminal Justice Center, University of Utah

## Scientific advisors

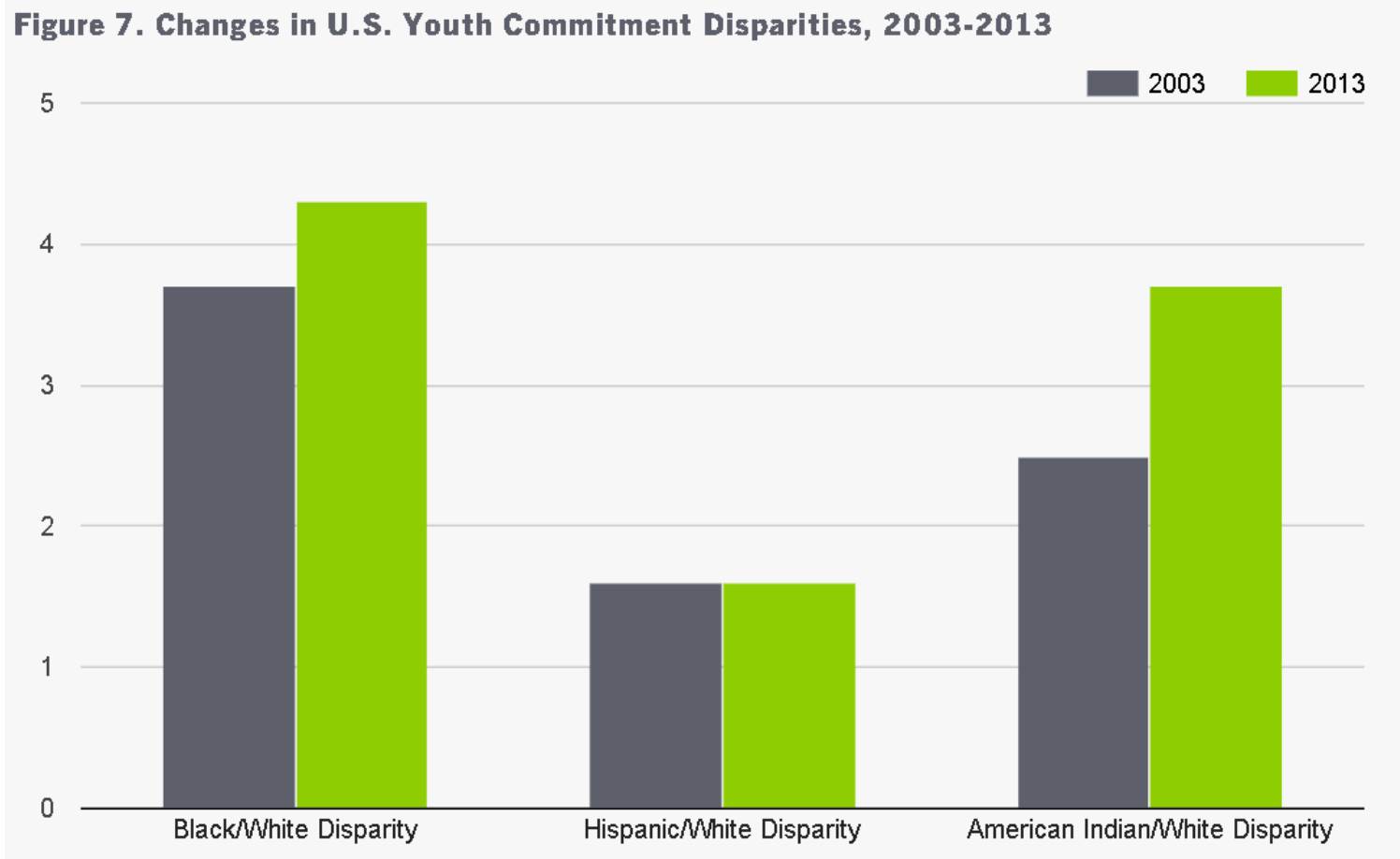
- **Dr. Jerald Herting**, Professor, Department of Sociology, University of Washington
- **Dr. Lawrence Palinkas**, Professor of Social Policy and Health and Director of the Behavior, Health and Society Research Cluster, School of Social Work, University of Southern California

# Focus of Presentation

- ❖ Policy calls for juvenile justice system reform
- ❖ The value of integrating “evidence” in system reform efforts
- ❖ Ways evidence gets used
- ❖ Examples of “use of research” interventions and existing evidence on impact
- ❖ ARC study goals

# Policy Calls for Juvenile Justice System Reform

National Research Council/National Academies of Sciences Engineering Medicine	RFK Research Council	National Council of Juvenile and Family Court Judges
<ul style="list-style-type: none"> <li>*Provide accountability without criminalization</li> <li>*Provide alternatives to system involvement</li> <li>*Increase family engagement</li> </ul>	<ul style="list-style-type: none"> <li>*Collaborative leadership</li> <li>*Positive youth development programs</li> <li>*Stronger QI infrastructure</li> </ul>	<p>Probation should reflect principles of adolescent development, such as:</p> <ol style="list-style-type: none"> <li>1. Positive reinforcement</li> <li>2. Family engagement</li> <li>3. Personalized plans</li> </ol>



<https://www.sentencingproject.org/publications/racial-disparities-in-youth-commitments-and-arrests/>

Puzzanchera, C. and Hockenberry, S. (2015). [National Disproportionate Minority Contact Databook](#)

# Values of Using Evidence in System Transformation

**Evidence** = systematically collected information

**Systematic** = methodical, structured

**Combines:**

- Client/community knowledge
- System actor/leader knowledge
- Already collected evidence about a topic (“evidence-base”)
- Local data and trends

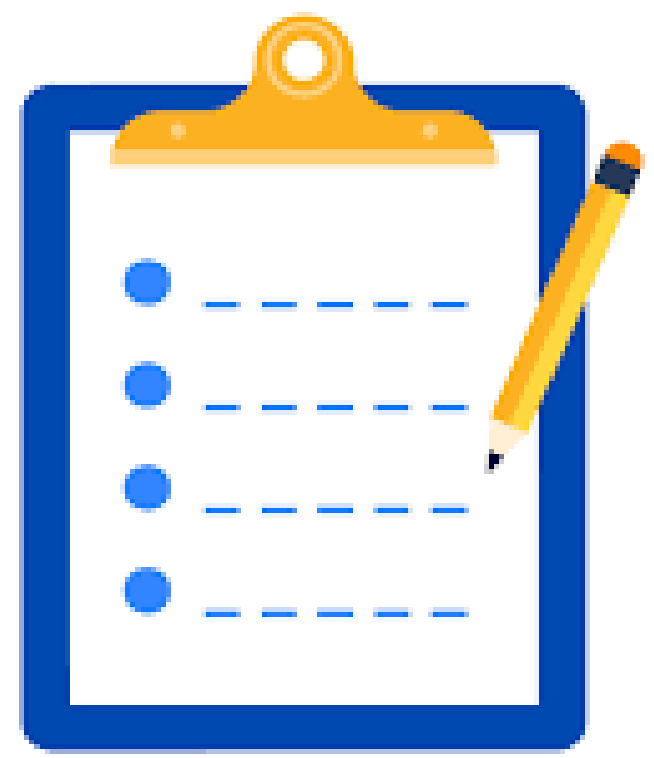


# Ways Evidence Gets Used





“Research Use Interventions”







# “Research Use Interventions”

**Evidence synthesis**

**Evidence dissemination**

**Researcher “brokering”**

**Collaborative research practice partnership**

# Impact of Evidence Use Interventions in Juvenile Courts

- Oregon assessment of community correction agencies' capacity to adopt innovation found **wide variation in readiness, “requires purposeful attention to systemic capacities beyond training and coaching.”**
  - Emily J. Salisbury, Jody Sundt & Breanna Boppre (2019) *Mapping the Implementation Landscape: Assessing the Systemic Capacity of Statewide Community Corrections Agencies to Deliver Evidence-Based Practices*, *Corrections*, 4:1, 19-38, DOI: [10.1080/23774657.2018.1522279](https://doi.org/10.1080/23774657.2018.1522279)
- ChildTrends study of judges' use of research shows: 1) **Judges receive research in a variety of ways but rarely read original journal articles; 2) Not always clear how to determine the quality of research; 3) Not always clear how to apply the research given other factors** (policies, political will, staff interest and capacity, resources).
  - <https://www.childtrends.org/publications/how-judges-and-attorneys-use-research-in-the-juvenile-court-system>
- Court leaders are more familiar with “evidence-based programs” than original research. Concerns about how evidence is applied:
  - “Involve more field supervisors in decisions regarding research and what gets implemented. I don't even see that research unless I'm looking it up on my own.”
  - “I think the policy makers need to come and work in the field for a year before they are writing policy.”
    - Johnson LM, Lebold SM, Elam P. Use of Research Evidence by Juvenile Justice and Youth Service Professionals: A Research Note. *Criminal Justice Policy Review*. 2016;27(4):402-419. doi:[10.1177/0887403414548314](https://doi.org/10.1177/0887403414548314)

# Most strongly supported research use interventions so far...

- **Tailored evidence reviews**

E.g., CDC Rapid Translation and Synthesis Process

Sax Institute Evidence Review

*Evidence: one of the only randomized controlled trials of evidence use interventions found that tailored evidence reviews outperformed “passive dissemination” (e.g, listserv blast) and embedded TA support.*

- **Researcher “brokering”**

E.g., Prevention Coalition Network Research to Policy program with the federal government

Researcher-Practice partnerships

*Evidence: R2P shows the brokering model is associated with increased references to research evidence in policy (bills). Research-Practice partnerships has a moderate body of literature in education showing improved student outcomes.*

- **Codesign/collaborative planning**

E.g., Can overlap with the above. The partnership is focused on systematically blending differences sources of information/knowledge to develop new products or policies that are optimal for the local system/community.

*Evidence: A large body of literature in the health sciences describing case studies, promising evidence for 1. increased usability/feasibility; 2. system/stakeholder buy in, 3. sustainability, 4. client outcomes.*

# Limited effort to study these methods systematically in the court system

## Hypothetical Questions:

- Does a tailored rapid evidence review enhance the likelihood a court will integrate research on adolescent development into new policy as compared to . . . a) passive information; b) performance feedback; c) or a combination of the above?
- Does the use of codesign to restructure probation increase the sustainability of new programs and policies compared to . . . a) training and coaching; b) performance feedback; c) a combination of the above?



# Accelerating Research Use in Courts (ARC) Research Study

Funded by the William T. Grant Foundation



# Gaps This Study is Attempting to Address

- To compare different evidence use interventions, we need standardized measures that reflect court process and interpretations of “evidence.”
- There is no measure of use of research validated to detect changes in thinking (conceptual use) and actions taken to further explore information.

**Study Goal:** To develop and validate a measure of conceptual research use with juvenile court leaders and describe the conditions of research use among juvenile courts in a large sample

# Method

## Sample

Juvenile court leaders in the United States, meaning any position with decision-making authority (judges, administrators, managers, supervisors, leads)

- Target of 520 respondents

## Measures

- Baseline survey of court climate, access to research evidence
- Five follow measures of how research was used

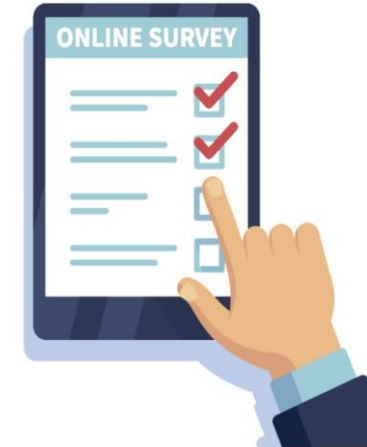
# We Want You!

The UW CoLab is inviting juvenile court leaders to take part in this exciting new research study to measure the current state of research exposure and use within juvenile courts. Leaders include administrators, managers, supervisors, leads, and judges. Findings from this study will **help increase the field's understanding of how to communicate research to courts in helpful and effective ways.**



# Participation Details

- Involves one **30 minute phone interview or online survey** (your preference)
- Optional monthly 5-to-10-minute follow-up surveys
- Responses are **anonymous**




## BENEFITS

- Participation enters you into a lottery for a chance to win **one of five \$100 gift cards** with the option to donate to a nonprofit
- Each court with 3+ participants receive a rapid evidence review on a topic of their choice
- Help increase the field's understanding of how to communicate research in an optimal way for courts

# Study Sign-up

For more information and to sign up, go to:  
[www.uwcolab.org/arcsurvey](http://www.uwcolab.org/arcsurvey)  
or e-mail [uwcolab@uw.edu](mailto:uwcolab@uw.edu)



## ARC Survey Sign-Up

Thank you for your interest in this research study, Accelerating Research use in Courts (ARC) funded by the William T Grant Foundation and carried out by the CoLab for Community and Behavioral Health Policy at UW Medicine. The purpose of this study develop a measurement tool to assess how juvenile court leaders use research. Participation involves filling out an initial 20-minute survey and five monthly 10-minute surveys. The benefits of participation include helping to discover and improve ways to measure, compare, and promote the use of research in juvenile court system decision-making as well as being entered for a chance to win one of five \$100 gift cards!

To encourage teams to participate in the study, we will enter individuals twice in the gift card lottery if at least three people from their court enroll.

If you are in a leadership or decision-making position in a juvenile court (someone that oversees or directly influences other positions, including judges, administrators, managers, supervisors, etc.) and are interested in participating, please enter your information below and a research staff member will reach out shortly with more information on participation and a link to the survey itself.

NOTE: Responses will not be linked to identifiable information.

Name \*

Organization \*

Email \*

