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Diversity Innovation Grant – Youth De-Escalation Workshop

The 2017 Diversity Innovation Grant (DIG) proposal from the JHU Black Faculty and Staff Association (BFSA) was to create a De-Escalation Workshop to teach Baltimore City youth how to interact with police officers, peers, and teachers. Through BFSA, Jerrell Bratcher identified and reached out to Strategies for Youth (SFY), which is a Massachusetts-based nonprofit policy and training organization dedicated to improving police/youth interactions and reducing disproportionate minority contact (DMC). SFY has created an interactive game-based discussion and teaching tool called Juvenile Justice Jeopardy™ (similar format to the TV game show) that teaches youth how to interact with police, teachers, peers and avoid difficult situations.

Jerrell Bratcher from the JHU BFSA partnered with SFY to ensure a maximum number of community partners and organizations in Baltimore have the opportunity to learn the strategies and become game leaders. Jerrell organized the initial game leader training sessions in which over 45 persons from various youth-serving and community-based organizations learned the purpose and strategies of Juvenile Justice Jeopardy™ and how to use it successfully and effectively to engage youth in discussions about their actions, choices, and both the short-term and long-term legal consequences of certain behaviors.

SFY was funded by a federal Byrne Grant through the Maryland Governor’s Office of Crime Control and Prevention with one of five Baltimore Youth Positive Engagement Grants. This grant supports SFY’s efforts to train officers to use developmentally appropriate, trauma-informed, equitable approaches when Policing the Teen Brain. Prior to the training, SFY conducted an assessment of the strengths and weaknesses of police/youth interactions in Baltimore, reviewed existing Baltimore Police Department (BPD) policies for interacting with youth and drafted a 5-part comprehensive set of best practices and policies for interacting with youth for adoption by BPD.

The DIG Grant awarded $2,500 which were used for printing and merchandise costs for a take home foldout “Be Smart with Police”, rubber wristband (“Be Wise to Their Surprise”) as well as game materials.

Both encourage youth to:
- Be thoughtful-instead of reacting on impulse (Awareness, Empathy, and Accountability)
- Respond to peers and police
• Avoid becoming a statistic in the juvenile justice system.

SFY is currently seeking funding to develop a THINK ABOUT IT FIRST card to warn Baltimore youth of the collateral consequences of arrest and court involvement on their future options—as well as how to seal or expunge their records.

The Juvenile Justice Jeopardy™ game is available free to 50 Baltimore-based game leaders. All game leaders must be trained first. Once trained, they may obtain a software game license that they can download to their laptop and show using a PowerPoint projector. SFY also provides materials for distribution.

Staff, teachers, and community partners from Baltimore’s youth-serving and community-based organizations and schools will be offered an opportunity to be trained to become Juvenile Justice Jeopardy™ game leaders. This game is designed as a strategy to help youth to become more aware of both the short-term and long-term implications of arrest and court involvement and its consequences on these youth’s future, educational, and employment opportunities.

“It is important that youth, educators, and law enforcement interact in a positive way with one another. The Juvenile Justice Jeopardy™ game is part of one of many strategies that will help to set the foundation for a better relationship by informing, educating, and empowering youth with information about how to behave towards peers, authority figures such as teachers, principals, adults, and police,” said Jerrell Bratcher, Project Partner and Recruiter. Jerrell is a former community schools’ coordinator, former charter school administrator, a current employee of Johns Hopkins University who has been key in collaborating with Strategies for Youth to organize efforts to help launch this project here in Baltimore.

“The large number of negative interactions between police and youth makes many of our youth anxious about how to interact with law enforcement,” said Lisa Thurau, Executive Director of Strategies for Youth, the organization that created the game currently used in 19 states across the country. “It is more important than ever to provide youth with accurate information about the juvenile justice system and the implications of interactions with peers and police.”

About Strategies for Youth (SFY)

Strategies for Youth (SFY) is a national nonprofit policy and training organization dedicated to improving police/youth interactions and reducing disproportionate minority contact.

The development of Baltimore versions of the game is part of a larger project in which SFY trains Baltimore officers in Policing the Teen Brain. SFY is providing Juvenile Justice Jeopardy™ to youth-serving advocates and community-based organizations.

Juvenile Justice Jeopardy™ is an interactive and engaging tool that teaches youth how to navigate interactions with peers and police, how to understand the legal consequences of behaviors, and the short and long-term consequences of arrest and court involvement on their future options.
Juvenile Justice Jeopardy™ has three goals.

- The first goal is to equip youth with information to navigate their daily lives and interact with authority figures including police.
- The second goal is to dispel misunderstanding and misperceptions about the law and juvenile justice system.
- The third goal is to provide youth with an opportunity to have in-depth conversations with adults they can trust about law enforcement, the juvenile justice system and their own experiences.

Project Highlights
Here’s a brief snapshot of the efforts thus far during the trainings and pilot presentations.

- The trainings and presentations were held November 14 – 16th, 2017
  - Two trainings conducted with a total of 58 participants
  - Nov 14th – Central Church of Christ (West Baltimore)
  - Nov 15th – The Weinberg Y in Waverly (East Baltimore)
    - Representation from city agencies, parents, schools and community organizations and youth programs including:

<table>
<thead>
<tr>
<th>ACCE Academy</th>
<th>City Councilman Leon Pinkett</th>
<th>The Civilian Review Board</th>
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</thead>
<tbody>
<tr>
<td>Americorps/</td>
<td>Collington Square</td>
<td>The Esperanza Center</td>
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<td>CivicWorks</td>
<td>Elementary/Middle</td>
<td></td>
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<tr>
<td>Baltimore City Department of Recreation and Parks</td>
<td>Dare To Be King (David Miller, creator of the video and project “Get Home Safely: 10 Rules of Survival If Stopped By the Police) <a href="https://www.youtube.com/watch?v=wqJ-psD9vJw">https://www.youtube.com/watch?v=wqJ-psD9vJw</a>, <a href="http://secondebenezer.org/dl/10_Rules_of_Survival_If_Stopped_By_The_Police.pdf">http://secondebenezer.org/dl/10_Rules_of_Survival_If_Stopped_By_The_Police.pdf</a></td>
<td>The Family League of Baltimore</td>
</tr>
<tr>
<td>Baltimore County Public Schools</td>
<td>Humanim</td>
<td>The Johns Hopkins University (colleagues representing a number of schools/programs)</td>
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<tr>
<td>Baltimore Police Department</td>
<td>Maryland PTA</td>
<td>The Office of Civil Rights and Wage Enforcement</td>
</tr>
<tr>
<td>Central Church of Christ</td>
<td>SAMHSA - Substance Abuse and Mental Health Services Administration</td>
<td>The Y of Central of Maryland</td>
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- Eight piloted-presentations with a total of 182 youth between Nov 14 – 16th
  - 14 middle school youth participated in the presentation at The Weinberg Y in Waverly.
  - 18 youth high school aged-youth participated in the presentation at the Baltimore City Juvenile Detention Center.
7 classes with a total of 150 high school students participated in the presentations at Dunbar High school (initially, we were confirmed for two youth presentations but more were added during the school day after the first concluded at the request of the principal, teachers, and staff). Additional student presentations were requested.

Request #1: The Baltimore City Department of Recreation and Parks representatives were interested in having presentations each of their Friday night football events held at rec centers. Their idea is to train game leaders from all centers and require the centers to pause sports activity for an hour on Friday nights and play the game with all youth in attendance.

Request #2: Ms. Demery, President of the Maryland PTA Council, attended one of our trainings and would like to develop versions of the games for parents. The following day, Ms. Demery also spoke directly with Dr. Santelises, CEO of Baltimore City Public Schools System (BCPSS). Dr. Santelises was interested and suggested we contact Sarah Warren, Executive Director of Whole Child Services and Support for a meeting/presentation.

- Provide games to elementary, middle and high schools
- Provide additional trainings on professional development days to other schools
- Create a “school” version of the game for parents through collaboration with the Maryland PTA Council and PCAB

Request #3: We have received requests from school officials interested in the game, including the principal of Collington Square Elementary/Middle who requested that we come train staff at their next ½ day professional development on December 22nd.

Request #4: Mr. Dennis and the youth playing the JJJeopardy™ street version at the LINKS Program at the Baltimore City Juvenile Justice Center were frustrated that they could not stay later to play the game, ask questions and engage with us further. Mr. Dennis is interested in having us come back and also showcasing the game to Baltimore’s magistrates, juvenile court judges, and the Public Defender’s Office.

Request #5: The Esperanza Center is a comprehensive immigrant resource center that offers hope and essential services to people who are new to the United States. Immigrants from all over the world have received important resources and compassionate guidance at the Esperanza Center since 1963. The Esperanza Center would like a presentation for their staff tailored towards the immigrant population that they serve.

- Translated version of the game in Spanish
- Create a version that addresses youths’ and parents’ concerns about Immigration and Customs Enforcement (ICE) officers
- Presentation focused on undocumented individuals and families

What We Learned
Several themes became clear from youth and adults attending the games and the game leader trainings. First, Baltimore is having difficulty locating a “safe space” to speak with youth about their experiences
with police, peer-on-peer and community violence. Youth need help processing their experiences and want to compare their responses and views, as well as support each other. Second, adults are looking to speak with youth but don’t know how to open up a conversation and make it productive and constructive. Third, a lot of people want youth to “connect the dots” e.g., understand the consequences of what they do and avoid pitfalls, but again, they report lacking a comfortable mechanism to discuss these issues in ways that youth “hear” them. Finally, no one is quite sure of what the law requires and addresses, and the limits of one’s rights. We believe this explains the excitement with which the game was grasped; it offers a safe space in which youth and adults can have an engaging, informed discussion to develop a level of empowerment among youth and a sense of community.

Youth: Responded to the game with tremendous excitement; they loved the challenge of the questions and very much wanted to get the answers right. They especially enjoyed competing against themselves and each other about the answers. They wanted to think they know the answers—when they learned they don’t, they are chastened and listened carefully to the correct answer and discussion. They demonstrated a keen interest in how to approach officers. Girls, in particular, stated that they had never thought about the police pat down question; after it they all said they would approach police situations differently in the future. They also opened up about some of the traumatic experiences they had suffered at the hands of law enforcement officers. In one poignant exchange at the Dunbar High School, one youth described being beaten by an officer. His peers described similar experiences but tried to reassure him that they had also encountered good officers and described their good interactions with law enforcement to bolster the first student’s trust and reduce his anxiety about law enforcement. Finally, at the Juvenile Justice Center (Detention Center) youth who expressed strong disinterest in playing initially ended up being totally engaged and frustrated at having to stop playing the game after a little over an hour into it.

Adults: Adults who observed the game at the game leader training, in the Weinberg Y in Waverly and at Dunbar High school, all were excited by the way the game created the conditions necessary for an educational conversation. The adults wanted to use it, seeing it as a way of bridging the gap to discuss these issues in an informed, interactive, and accurate manner. Many adults acknowledged that they got many answers wrong and realized they were giving youth advice that could escalate interactions. Many teachers noted that violence is very prevalent but not addressed; they kept asking for the whole school to play the game.

Future Plans/Next Steps (Project Continuance)
Strategies for Youth is in need of additional funding sources we could have an even greater impact as there is a growing interest and need for this work.
To date we have received an increasing number of requests for trainings and/or presentations which are listed below.
  o Community Law in Action
    ▪ Staff training for case managers/workers
    ▪ Youth presentations
    ▪ Training for youth to be peer leaders and presenters
  o City Schools District Leaders
Staff training
  o Community Collaboration Division Officers/School Workers
    ▪ Staff training centered on youth de-escalation and peer-to-peer mentors for police officers
  o Carver Vocational-Technical High School
    ▪ Youth presentation
  o Paul Laurence Dunbar High School
    ▪ Staff presentation
    ▪ Youth presentation
  o Central Church of Christ Youth
    ▪ Youth presentation
  o City Council of Baltimore City
    ▪ Staff presentation
  o The Family League of Baltimore
    ▪ Staff presentation
    ▪ Interested in trainings for the OST Leaders/Providers and Community Schools’ Coordinators
    ▪ Presentation at the Family League’s Teen Summit on Sexual Health, Public Safety, Social Justice, School Climate, Youth Leadership & Voice, and Youth Entrepreneurship (Dec/2017)
  o Collington Square Elementary/Middle
    ▪ Staff presentation (the principal is requesting a presentation for entire staff and would like the training to take place in Dec)
  o Baltimore City Recreation and Parks
    ▪ Staff training for BCRP staff to be game leaders
    ▪ Student presentation with BCRP youth participants
  o The Civilian Review Board
    ▪ Staff training and project overview for Board members
  o Waverly Improvement Association
  o Waverly PTO
    ▪ Parent presentation
  o City Springs Elementary/Middle
    ▪ Youth presentation
  o Reginald F. Lewis Museum
    ▪ MLK Day event (Jan/2018)
    ▪ Teen Summit (Mar/2018)

Feedback/Data & Research and More
SFY’s current grant from the Governor’s Office of Crime Control and Prevention cannot meet the unexpected demand for the Jeopardy program. The GOCCP grant covers 4 versions of the game (2 for youth, 2 for parents), and 50 licenses. The current demand for additional versions of the game and more player licenses/accounts exceeds the grant’s capacity.

The extent of interest in the game also raises exciting opportunities for studying its impact. SFY is very interested and committed to studying how the game affects youth conduct, law enforcement and school
authority responses. SFY is also interested in ascertaining “dosage” issues—how many times does the game need to be played to be fully absorbed by youth. SFY has developed pre/post-tests for youth and is interested in input from researchers about how to improve on their tool as well as implement it systematically across all training sites.

Finally, in view of the citywide appeal of the game, SFY is interested in working with local organizations and potential funders to find a citywide game coordinator. This person would promote use of the game, pair attorneys, officers, and others with youth-serving community based organizations, track the game’s use, and collect pre/post survey data. Additionally, this person could assist in collecting new question topics, new game versions, and player feedback, concerns, suggestions.
Q2 How clearly were the objectives of the JJJeopardy training explained?

Answered: 14  Skipped: 3

- Extremely clearly
- Very clearly
- Somewhat clearly
- Not so clearly
- Not at all clearly

Q3 Do you think the JJJeopardy would be a useful tool for you, your organization and/or the youth you work with or serve?

Answered: 14  Skipped: 3

- Extremely useful
- Very useful
- Somewhat useful
- Not so useful
- Not at all useful
Q4 Would you like to be able to have access to JJJeopardy?

Answered: 14    Skipped: 3

Yes

No

Q5 How helpful were the materials that were distributed?

Answered: 14    Skipped: 3

Extremely helpful

Very helpful

Somewhat helpful

Not so helpful

Not at all helpful

Q6 How clear was the presentation of information about JJJeopardy?

Answered: 14    Skipped: 3

Extremely clear

Very clear

Somewhat clear

Not so clear

Not at all clear
Q7 Would you like to be involved in creating additional questions/versions for a JJJeopardy game for use with youth and/or the youth you work with or serve?
Answered: 14  Skipped: 3

Q10 How engaging was your instructor?
Answered: 14  Skipped: 3

Q11 How clear are you on the takeaways from the session?
Answered: 14  Skipped: 3
Q12 What did you like most about this JJJeopardy training and/or pilot?

Answered: 14    Skipped: 3

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<tr>
<th>#</th>
<th>RESPONSES</th>
<th>DATE</th>
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<tbody>
<tr>
<td>1</td>
<td>I enjoyed the dialogue very much.</td>
<td>11/21/2017 11:55 AM</td>
</tr>
<tr>
<td>2</td>
<td>Presentation on overview of program</td>
<td>11/21/2017 8:17 AM</td>
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<tr>
<td>3</td>
<td>The student participation. Having an idea of how it may go when played with my students.</td>
<td>11/21/2017 6:53 AM</td>
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<tr>
<td>4</td>
<td>It's a game that also educates the youth about appropriate police interaction</td>
<td>11/21/2017 2:16 AM</td>
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<tr>
<td>5</td>
<td>The ease of following the game, and real life situations.</td>
<td>11/20/2017 7:16 PM</td>
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<tr>
<td>6</td>
<td>the actual game</td>
<td>11/20/2017 3:13 PM</td>
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<tr>
<td>7</td>
<td>I really enjoyed the extra activities that involved role playing.</td>
<td>11/20/2017 2:38 PM</td>
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<tr>
<td>8</td>
<td>The questions asked of the youth and the interactions between the youth.</td>
<td>11/20/2017 2:30 PM</td>
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<tr>
<td>9</td>
<td>I like the role playing and learning hands on information about your rights with the police.</td>
<td>11/20/2017 12:10 PM</td>
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<tr>
<td>10</td>
<td>The practicality of the game as well as the ability to start conversations about a variety of topics addressed.</td>
<td>11/20/2017 10:58 AM</td>
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<tr>
<td>11</td>
<td>Actually seeing the game played with the children was very helpful</td>
<td>11/20/2017 10:38 AM</td>
</tr>
<tr>
<td>12</td>
<td>I liked how engaged participants were in both the staff/parent training's and the youth pilot presentations. They asked thoughtful and insightful questions.</td>
<td>11/20/2017 10:25 AM</td>
</tr>
<tr>
<td>13</td>
<td>It is a wonderful way to give students an outlet for questions they may not have been comfortable asking otherwise.</td>
<td>11/20/2017 9:55 AM</td>
</tr>
<tr>
<td>14</td>
<td>the facilitator was very knowledgeable and kept it interesting and fun</td>
<td>11/20/2017 9:33 AM</td>
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Q15 Do you have any other comments, questions, or concerns?

Answered: 14   Skipped: 3

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<th>RESPONSES</th>
<th>DATE</th>
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<tbody>
<tr>
<td>1</td>
<td>I look forward to seeing the effectiveness of this game with the youth who participate in our programs.</td>
<td>11/21/2017 11:55 AM</td>
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<tr>
<td>2</td>
<td>How do I access the materials and game link?</td>
<td>11/21/2017 8:17 AM</td>
</tr>
<tr>
<td>3</td>
<td>How can I get the game?</td>
<td>11/21/2017 6:53 AM</td>
</tr>
<tr>
<td>4</td>
<td>No</td>
<td>11/21/2017 2:16 AM</td>
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<tr>
<td>5</td>
<td>Excited about sharing the program with other recreation centers and across the department.</td>
<td>11/20/2017 7:16 PM</td>
</tr>
<tr>
<td>6</td>
<td>not at this time</td>
<td>11/20/2017 3:13 PM</td>
</tr>
<tr>
<td>7</td>
<td>No</td>
<td>11/20/2017 2:38 PM</td>
</tr>
<tr>
<td>8</td>
<td>No</td>
<td>11/20/2017 2:30 PM</td>
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<tr>
<td>9</td>
<td>I would like to have this training done with our Directors and Leaders at BCRP.</td>
<td>11/20/2017 12:10 PM</td>
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<tr>
<td>10</td>
<td>Great job! Thanks.</td>
<td>11/20/2017 10:58 AM</td>
</tr>
<tr>
<td>11</td>
<td>n/a</td>
<td>11/20/2017 10:38 AM</td>
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<tr>
<td>12</td>
<td>More short-term and long-term funding is needed to keep efforts going. The demand is increasing. We need more folks thoroughly trained to be game leaders and to help implement the strategies.</td>
<td>11/20/2017 10:25 AM</td>
</tr>
<tr>
<td>13</td>
<td>I would like to have access to the material in the future. At the time I hope to be more involved in groups in the city.</td>
<td>11/20/2017 9:55 AM</td>
</tr>
<tr>
<td>14</td>
<td>only when could training begin, please call</td>
<td>11/20/2017 9:33 AM</td>
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</table>
Q14 How could the JJJeopardy training benefit your work, school, and/or organization's work with youth?

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<th>RESPONSES</th>
<th>DATE</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>It can give the youth more in depth and dear examples of the consequences of certain choices. Giving them incentive to make the best decisions.</td>
<td>11/21/2017 11:55 AM</td>
</tr>
<tr>
<td>2</td>
<td>Providing necessary info to youth in a fun and engaging environment.</td>
<td>11/21/2017 8:17 AM</td>
</tr>
<tr>
<td>3</td>
<td>I currently work at an alternative school where many students have had/witnessed interactions with law enforcement. This program will definitely provide for fruitful discussion about these types of interaction.</td>
<td>11/21/2017 6:53 AM</td>
</tr>
<tr>
<td>4</td>
<td>By helping mold the youth</td>
<td>11/21/2017 2:16 AM</td>
</tr>
<tr>
<td>5</td>
<td>The questions in JJ are relevant to the youth served by our department. They will open discussions that will, hopefully, reduce the negative stereotypes that youth have of police and facilitate positive future engagement. I strongly believe this is a powerful tool to educate and empower the youth and their parents.</td>
<td>11/20/2017 7:16 PM</td>
</tr>
<tr>
<td>6</td>
<td>Working with youth works in the summer of 2018</td>
<td>11/20/2017 3:13 PM</td>
</tr>
<tr>
<td>7</td>
<td>The training will definitely help youth to make the right choices in difficult circumstances.</td>
<td>11/20/2017 2:38 PM</td>
</tr>
<tr>
<td>8</td>
<td>Youth are often faced everyday with challenges that require conflict resolution and other ways to communicate with community members and police. This was an excellent tool for the purpose of making those connections.</td>
<td>11/20/2017 2:30 PM</td>
</tr>
<tr>
<td>9</td>
<td>The program can help us with additional training for our youths late night weekend programming.</td>
<td>11/20/2017 12:10 PM</td>
</tr>
<tr>
<td>10</td>
<td>The education of youth on how the system works is vital.</td>
<td>11/20/2017 10:58 AM</td>
</tr>
<tr>
<td>11</td>
<td>We will certainly use this tool to help our Baltimore city school kids during our classroom sessions</td>
<td>11/20/2017 10:38 AM</td>
</tr>
<tr>
<td>12</td>
<td>Elements are tailored for many groups: parents, adults, youth, school staff, officers, youth (not in school), incarcerated youth, public defenders, undocumented citizens, caseworkers/managers, non-English speaking groups, youth programs, city leaders, and government officials.</td>
<td>11/20/2017 10:25 AM</td>
</tr>
<tr>
<td>13</td>
<td>At this time, it would not, but I am hoping to use it in the future or somehow stay involved with JJJeopardy without having to use my own network (which it would not make sense for).</td>
<td>11/20/2017 9:55 AM</td>
</tr>
<tr>
<td>14</td>
<td>I would like to have all staff at each of the 42-recreation centers trained to deliver this program to the communities they serve.</td>
<td>11/20/2017 9:33 AM</td>
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Juvenile Justice Jeopardy in Baltimore! SFY's James Durodola played Juvenile Justice Jeopardy at the Y in Waverly in Baltimore on Wednesday with a great group of youth and future game leaders.

Baltimore! Thank you for the warm welcome to Strategies for Youth and the Juvenile Justice Jeopardy game! We were delighted to be hosted by Minister Willie L. Rupert Jr. at the Central United Church of Christ and Rhea Butler at the Weinberg YMCA to showcase the game and begin training game leaders. A special shout out and thanks to Jerrell Bratcher for bringing in so many potential game leaders! We'll be back!

**Video Links About Juvenile Justice Jeopardy™**
See video link:  
https://www.youtube.com/watch?v=12ePe-5o0ps  
https://www.youtube.com/watch?v=WXsVUkJcLBk

**SFY Juvenile Justice Jeopardy™ Description**  
[https://juvjustice.org/sites/default/files/ckfinder/files/SFY%20JJJ%20Nutshell%20Description.pdf](https://juvjustice.org/sites/default/files/ckfinder/files/SFY%20JJJ%20Nutshell%20Description.pdf)  
The Juvenile Justice Jeopardy™ game was created to teach youth how to navigate interactions with peers and police and to understand the short and long-term consequences of arrest and court involvement in their educational and employment opportunities. The game seeks to dispel prolific and enduring myths that many harm youth and yet are held dear. In an effort to address disproportionate minority contact
(DMC), the game discusses how media portrayal of youth of color influences the response of police, authority figures and the public. Unlike other outreach tools, JJJeopardy focuses on teaching youth behaviors to avoid escalation of minor incidents with adults and to avoid risky interactions with peers. The school version is an invaluable tool for combating the School to Prison Pipeline.

JJJeopardy game questions are based on youths’ most prevalent confusion, reasons for arrest, and school exclusion. JJJeopardy is played on interactive game software access by a game license provide by Strategies for Youth. The game can be downloaded to a laptop and projected on a screen to play with groups of youth in various settings. In addition to the game questions, SFY provides an age chart, a cost-of-going-to-court worksheet, an education-earnings chart, and job application forms to teach youth how to correctly respond to questions about prior arrests and records to prevent youth from losing employment opportunities. SFY provides game leaders information on each question in the game as well as training on best practices for playing the game based on ten years of SFY’s experience with youth across the country.

SFY customizes versions of Juvenile Justice Jeopardy for different cities, based on local laws, school district codes of conduct, arrest trends, and discussions with local stakeholders including judges, prosecutors, public defenders, school administrators, school resource officers, and police.

**JJJeopardy for School Code of Conduct**
The school version teaches key aspects of a school district’s school code of conduct with a specific focus on reducing behaviors that lead to school exclusion. Many youth are unaware that their rights then responsibilities are considerably different in school. The school version of the game addresses issues such as locker searches, implications of bringing prescription medication and weapons to school, sexting, and conduct likely to lead to a school-based arrest. There are five categories of the school version: Being There, School Zone, Don’t Bring It, Student-on-Student, and Irritating Adults.

**JJJeopardy for the Street**
The street version focuses on strategies for avoiding needless escalation of mundane encounters with police, behaviors that are likely to result in arrest, and the short and long-term consequences of arrest and court involvement. The game seeks to dispel prolific and enduring myths such as all juvenile records are automatically sealed, and that a male officer cannot perform a pat-down on a female, and “officers need a warrant to speak to you.” There are five categories of the street version: Juvenile Justice, Police/Youth Interactions, Offenses, School Offenses, and Juvenile Records.

**JJJeopardy for Orienting Youth/Parents to Probation & Reducing Technical Violations**
This version of the game walks youth and parents through the terms of probation, the expectations, and the consequences of violation of technical conditions. The game teaches youth what is expected of them at meetings with probation officers, how to handle missed appointments, and the value of developing a strong relationship with one’s probation officer.

**JJJeopardy for Orienting Youth in Detention/Incarceration Facilities**
This version of the game, typically titled: *Making the Best of Your Time at...* teaches youth the disciplinary systems, expectations, and consequences for rule violation in detention/incarceration facilities. In addition to providing orientation to the present conditions they will face, the game focuses youths’ attention on capitalizing on the educational, occupational, and therapeutic services offered in the program. There are five categories of this version: Are you on the level, Resume builders, Outside Problems on the Inside, Don’t Stress, and Try This at Home.

**JJJeopardy for Preparing Youth to Leave Incarceration**

This version of the game, titled *When You Go*, teaches youth what to anticipate upon returning home, including situations that are likely to escalate and involve law enforcement. In addition, the game presents scenarios about how to interact with probation officers, handle conflicting obligations, and prepare for interactions with law enforcement. The last set of questions urges youth to capitalize on opportunities offered to them. There are five categories of this version: You & Your P.O., Interactions with Police, When at Home, Temptations, and Grabbing Opportunities.
Recent News Articles

**Juvenile Justice Information Exchange, “Kids Compete, Learn in Juvenile Justice Jeopardy Game”**
June 12, 2017

Spending a Saturday morning in a classroom is not something most kids want to do. So why did 110 kids between 9 and 17 years old in Lawrenceville, Georgia, do that in mid-May?

They received basketball instruction from retired NBA stars and learned how to deal with police, tense situations and about Georgia law via Juvenile Justice Jeopardy.
“Young people are learning about the law, juvenile justice and police … from media, family and friends [and] it’s all wrong,” said Steve O’Reilly, staff attorney for Strategies for Youth, which originated the game and takes it on the road.

This is really a big discussion for young people to have “in disguise as a game,” he said. Strategies is a policy and training organization that works to improve relations between police and youth.

“We actually customize it to every locale,” said Lisa Thurau, executive director. “We are making this version of the game focus on recent events, such as where kids had BB guns and got shot.”

The event at this northeastern Atlanta suburb is the first time no police officers attended to participate that O’Reilly can recall.

The kids are divided into two teams that compete to reach the right answers first. O’Reilly also warms up and draws out teens who start out reserved or bored.

The youngest group, the 9- and 10-year-olds, are livelier and more active than the older groups. They are also far more educated on how to interact with a police officer. One says he had done this program two years ago, amazing Thurau.
CLEVELAND, Ohio - On a recent Friday morning, middle school students from Patrick Henry School in Glenville get ready for a game of Jeopardy.

They cluster around two tables, their attention focused on a projection at the front of the classroom.

The categories they must choose from aren't what you'd normally see on the popular game show. This day, they will be dealing with these categories: Offenses, Police/Youth interactions and Juvenile Records.

This is Juvenile Justice Jeopardy.

It's a game that was created to help give young people facts about the justice system, to teach them their rights and responsibilities, and to dispel myths and street lore that could lead to needless trouble, said Lisa Thurau, director of the national nonprofit Strategies for Youth that created the game.

When young people don't understand the rules, or have incorrect information, it can lead to escalating problems when they encounter police, she said.

The game gives kids knowledge they otherwise might not get that can be customized to the city they live in, with both "street" and "school" versions. The cost for creating the local game, licensing it, two days of training and handouts is $15,000. An additional $500 a year pays to renew the license and host it electronically.

**How to play**

"Police/Youth interactions for $500," one boy says, starting the game.

Middle schoolers, for some reason, almost always chose the highest dollar -- and hardest questions first.

Unlike the television version, the students don't give answers as a question. Instead they select from multiple-choice answers, which they discuss in hushed tones.

Questions like: How should you exercise your right to remain silent? What are the most common charges against youth in Cleveland? Do police read Twitter and Facebook? What is the best way to report police misconduct? Who can be charged as an adult and sent to adult court for a crime?

This questions stumped a group of boys on one of the teams. Another question comes up. Can a male police officer pat down a girl?
One boy insists a female officer must be called. His brother told him so.

"Work as a team," urges Pamela Hubbard, the executive director of the grassroots Golden Ciphers, which works to empower youth and decrease minority contact with police.

Hubbard and her son, Anthony Hubbard, facilitate the game at schools, community centers and the juvenile detention center. They connect the questions to real situations whenever they can.

The answer is no, the team decides. A buzzer sounds. They picked wrong.

"That's the point of the creation of this game," Hubbard tells the team as they groan.

"So you all can know the truth and what the real laws, really, really are so you don't have to fall into the trap. And now you can let your brother know that you learned something new today."

Some of the most difficult questions are about tricky legal topics like how gangs are charged as conspiracies, or "constructive possession" of a weapon or drugs that often don't jive with juvenile logic.

For instance, if a friend gives you a ride home in this car, you are in the front. The police stop the car, search it and find a gun under your seat, what can happen to you?

A. Nothing, it's not your car.
B. Nothing, you did not know it was there?
C. You could be charged with the possession of a firearm because the gun was within your reach.
D. Nothing, the gun's not yours.

The answer is "C."

"I see it on COPS all the time," one boy said, as a table of boys cheers the right answer.

"The game, it does teach you what problems to face and what problems not to face, there's also solutions to it too," said Tre'von Henderson, 12, after he had played the game.
**The Washington Times, “Juvenile Justice Jeopardy teaches teens about the law”**
By Andrea Fisher - Associated Press - Saturday, November 26, 2016

GREAT FALLS, Mont. (AP) - Does a police officer need a warrant to pat you down? How should you recognize your right to remain silent? What could happen if you buy something that was stolen from a friend?

These are questions Great Falls High School students answered while testing an educational game called “Juvenile Justice Jeopardy.”

The game was created by the nonprofit organization Strategies for Youth, reported the Great Falls Tribune (https://gftrib.com/2fiuaKI). Its mission is to promote better relationships and interactions between young people and police officers. The game was purchased for use in Great Falls by the Montana Board of Crime Control.

“One of the goals of the game is to try and bring them together,” said Steve O’Reilly, a game coordinator and attorney who traveled to Great Falls to teach people how to use the game.

First, O’Reilly gave a presentation to future “game leaders” - adults working for organizations that have contact with teenagers who may become involved in or already involved in the criminal justice system.

The GFPD school resource officers along with teachers and counselors from Great Falls Public Schools, representatives from Big Brothers Big Sisters, youth court officials and probation officers learned the ins and outs of the game before presenting it to students.
Juvenile Justice Information Exchange, “Future Baltimore Consent Decree Called Chance to Reform Police Interactions With Youth”
By Sarah Barr | August 11, 2016

BALTIMORE — A scathing Justice Department report on unconstitutional police practices in the city includes a section not often seen in federal findings — a lengthy description of how the department has mistreated youth.

The police force does not use best practices for engaging adolescents, which results in the use of unreasonable force and erodes trust within the community, said Justice (DOJ) officials in the report on Baltimore’s police force.

An officer used a Taser on a young girl without probable cause after the girl tried to walk away from the police, the report said. In a separate incident, officers used force and pepper spray against siblings standing on their own stoop as police dispersed youth gathered in a residential neighborhood.

“It is apparent that officers have not received guidance nor have been trained on well-established best practices for police interactions with juveniles that account for their developmental stage and prevent the unnecessary criminalization of overwhelmingly minority youth,” Justice officials wrote.

Justice Department officials detailed a system rife with civil rights violations of people of all ages.
While the findings are sobering, they are also powerful because they put the experiences of youth on center stage — a position observers hope will encourage reform. Other recent DOJ investigations and subsequent reform agreements in cities such as Ferguson, Missouri; Newark, New Jersey; and Cleveland have made scant, if any, mention of youth.

“This is a major step forward for DOJ and a wake-up call to law enforcement across the country that culture change has to start with youth. Every interaction packs a wallop,” said Lisa Thurau, executive director of Strategies for Youth, a policy and training organization that works to improve interactions between police and youth.

Youth who learn to distrust police carry those feelings into adulthood, perpetuating a cycle of poor relationships between officers and the residents of the communities they work in, she said.

The police department put in place a policy on contact with youth in 2015, but it does not include guidelines on youth behavior or development and does not prescribe specific techniques for officers to use, the report said.

**Negotiations begin**

It’s critical for youth, families and organizations concerned about how children and adolescents fare in the system to weigh in about the need for reform as negotiators fill in the details, said Gabriella Celeste, policy director at the Schubert Center for Child Studies at Case Western Reserve University. With the ear of officials, especially at Justice, they can hope to affect what ends up in the final consent decree.

[Related: Young Protesters React to Not-Guilty Verdict in Baltimore]

“The fact that the report is explicit makes it a great opportunity for youth and youth-serving organizations. It seems unprecedented in that way,” she said.

With the DOJ’s investigation complete, city and federal officials will begin to negotiate a consent decree, an agreement that lays out reforms the police department will undertake. The two sides have settled on a framework that says the police department “will ensure that its policies and training conform with legal and constitutional standards for law enforcement interactions with youth and divert youth from the criminal justice system, where possible.”

Baltimore residents may want to explore reform ideas in a letter Ohio researchers and policy experts wrote when the Cleveland police department was in negotiations with the Justice Department, Celeste said. The recommendations include training on adolescent development, adopting model Miranda warnings and interviewing techniques that account for age, and rewarding police for positive interactions with youth.
Ultimately, the Cleveland consent decree did not include explicit youth-centered requirements, but Celeste said the idea that kids are different than adults has become a part of the conversation about how to implement the reforms.

And, parallel to the consent decree, a group of local and national experts is working to develop policy guidelines that the police department could use, she added. No matter the approach, Celeste said youth voices are critical to the conversation, both as reforms are crafted and ideally in dialogue with police officers.

**Hope for training, dialogue**

Dayonna Tunstall, 18, said she hopes youth will be a key part of training for police officers in any reform effort. She is the youth executive leader of the Youth Engagement Training program, a training course for police officers housed at The Inner Harbor Project in Baltimore. The youth-led organization works to make the city’s Inner Harbor a safe and inclusive space through initiatives such as teen mediation.

In the training courses for police, youth offer their perspectives on positive communication, understanding teenagers’ lives and how to handle situations with teenagers based on scenarios both police and youth have actually experienced.

The courses are a conversation, one designed to make sure no one goes on the defensive, Tunstall said. She’s often heard officers comment that they benefit from hearing directly from youth and that the fledgling relationships built in training carry over into the neighborhood.

She wants the consent decree to stress the importance of training and building relationships because she’s seen first-hand how it changes interactions between officers and kids.

Working side by side, youth can feel their perspective matters and police can see there are young people who care deeply about the city, Tunstall said.

“When youth have a voice it goes a long way,” she said.
Some of the most high-profile incidents of police violence in recent years have involved youths and teens. In Ferguson, Michael Brown was 18. Baltimore’s Freddie Gray was 25, and had a history of encounters with police. Tamir Rice, in Cleveland, was only 12.

Across the country, police and young people are increasingly coming into contact. More officers today are being hired to patrol schools, and youths are among the groups most likely to be stopped on the streets. Teens and young adults make up about 40 percent of all police street stops, according to a 2011 Justice Department survey.

Police are also increasingly being called to intervene with young people for non-criminal matters, officers and policing experts say. Officers negotiate family disputes, arrest kids for skipping school or running away from home, and they sometimes have to handle teens with trauma or mental health problems when their families can’t.

Dealing with kids is challenging, and there’s a scientific reason for it. Neuroscience has shown that the frontal lobe, which governs problem solving and judgment, isn’t fully developed until a youth is in their mid-20s, and in some cases even later. That means kids’s brains are ruled by their amygdalas, the part responsible for the “fight or flight” response. So they tend to act more impulsively, take bigger risks — and sometimes make terrible decisions. Confronted by an officer, they might mouth off, resist or simply run away, all actions that have led to arrests and even violence.

Not only can police encounters with young people lead to conflict, they can also inadvertently lead to more crime. A 2013 study by Stephanie Wiley, a professor at the University of Missouri, found that kids who are stopped or arrested by police are more likely to offend in the future, a finding that’s particularly true for black and Latino youths.

Other parts of the criminal justice system have begun to adapt to the science and treat kids differently, by raising the age at which juveniles can be tried as adults, for example, or finding ways to minimize their time in detention.

But law enforcement hasn’t made the same shift. Most departments offer no youth-specific training aside from the brief lessons in juvenile law taught during the academy, according to a report by the International Association of Chiefs of Police, an advocacy and research group. And they often don’t have funding to add much more. Nearly half of departments told the IACP that their training budgets had been cut or abolished entirely in the past five years.

Now, some agencies are starting to change that. Massachusetts plans to roll out new in-service training for officers statewide in July. Several Indiana counties have adopted training for officers in their departments,
and the state is considering building youth-specific training into its academies next year. Officers in several other departments nationwide have undergone classes, including in Los Angeles and Fresno, Calif., Charlottesville, Va. and more recently, Cleveland, Ohio.

“Officers Are Taught to Control”
Youth-specific training is so new that few departments have trained enough officers to conduct a critical assessment. But there are some preliminary indications that it can make a difference.

In Tippecanoe County, Indiana, officers for several departments started the training three years ago, working with Strategies for Youth, a nonprofit organization founded in 2009 by Lisa Thurau, an attorney with expertise in juvenile justice policy. Thurau’s course has been the model for training adopted around the country. It focuses on teaching cops why kids’ brains are different and offers alternate approaches for how to deal with them.

“Officers are taught to control situations through asserting authority, and that doesn’t work well with some kids,” Thurau said. “That will provoke an effort to challenge the power and defy it. You have to know really clearly when you want to choose that tactic, and when it’s not necessary.”

Sometimes that’s because kids are with peers and feel compelled to put on a show of defiance. Other times, they might have a history of trauma from abuse, she said, or are afraid or angry with police because an officer previously arrested a loved one.

In the training, officers learn tactics for dealing with young people more effectively, such as stopping to explain to a teenage girl why she must be searched, or taking a young boy aside for a conversation rather than trying to engage him in a group.

Kurt Wolf, captain of the Lafayette (Ind.) Police Department’s detective division, said that officers were skeptical at first, but became intrigued by the science. “A lot of us did not understand the full development of the kid’s adolescent brain and how it worked and why kids do what they do,” Wolf said. “It’s not all because they want to be negative. There are sometimes physical reasons for it.”

Since officers in Tippecanoe County started the training in 2013, juvenile arrests countywide have dropped a little over 11 percent, and total arrests for resisting an officer, disorderly conduct and battery against an officer dropped more than 31 percent. But for African Americans, the total arrest rate increased by 11 percent.

Rebecca Humphrey, executive director of the county’s youth services, said arrests of black youths rose because several kids were arrested multiple times, such as one girl who officers have picked up several times for running away from home. “That’s a parenting issue,” Humphrey said, adding that her office was working to provide better social services to those families.
Still, some in the African-American community said they had started to feel a thaw in their relationship with law enforcement. James Foster, a Lafayette pastor who works on juvenile issues, said that since the training began he’s heard fewer complaints from youths about their treatment by police. “There are some officers who are locked into certain mindset, and don’t seem to be able to change it,” he said, but added: “I believe there’s some change there.”

A Bigger Test
This new training approach is about to face a bigger test in Cleveland, a city with a long history of tense relations between police and the African-American community they serve. Last year, the city entered into an agreement with the Justice Department to reform police policies, procedures and training.

Long before the death of Tamir Rice, the city had been plagued by controversial police killings, including the 2005 shooting death of 15-year-old Brandon McCloud, who was killed when he was in his bedroom, holding a knife. Amid those incidents, police have also been struggling to combat rising gang violence.

When Calvin Williams was appointed chief in February 2014, he began looking for ways to improve officers’ frequent contacts with young people.

With help from a federal grant and a local foundation, the department raised $70,000 to bring in Strategies for Youth and begin training its officers in youth-friendly tactics.

Training started in 2015. So far, about 7 percent of Cleveland police officers have completed the program. The city has also since signed onto a reform agreement with the federal government, which will require additional training on use of force and crisis intervention.

Community members say it’s too soon to tell whether it’s working. But Dylan Sellers, an activist with the Children’s Defense Fund, said he believes that the police leadership, at least, is committed to change. “What you’re seeing now is a slow grind toward some progress,” he said, adding that officers are spending more time in neighborhoods and working with kids in schools. “That builds relationships,” he said, “but there’s nothing on the books to hold them accountable.”

It’s also difficult to know whether or how officers will apply these new skills. Williams, the chief, said he couldn’t say whether the training would have prevented an incident like the Rice shooting, for example. And he added that with the gang violence that still plagues the city, officers can’t always take this softer approach.

“I think it definitely is going to have an impact on the way we do business,” he said, but added that each incident is different. “There are some situations where you can take your time and talk and reason, and other situations where things happen in seconds.”

For now, training is on hold as the department prepares for the Republican National Convention in July. Williams said he hopes to resume the courses toward the end of the year.
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JHU Bloomberg School of Public Health - Press Release, “Learning to Listen”
Wednesday, May 6, 2015

Students from left to right: Rachel Turkel, Madeleine Beebe, Shristi Pandey, Gia Naranjo-Rivera and Yumeng Wu.

Bloomberg School students examine police-youth dynamics in Baltimore.

Doctoral student Kristina (“Gia”) Naranjo-Rivera sensed this city’s tremors well before its streets quaked after Freddie Gray’s death. In the context of a two-term qualitative research course in International Health, she and her classmates (pictured above) have been studying the tense police-youth relationship that plagues Baltimore.

“There are mutually reinforcing cycles of trauma that must be recognized and broken,” observes Naranjo-Rivera.

Focus groups and interviews conducted by students with police officers and local youth reveal a relationship stymied by stereotypes and deep distrust on both sides, she adds. Powerful excerpts from those conversations were shared at a Town Hall Meeting for the Bloomberg School community, which gathered April 29—and will continue to gather—to help address deep-rooted issues that led to recent unrest.

A police officer told the researchers, “How do I engage communities, let alone youth? How do I do that with compassion, if all I know how to do is survive, and go from call to call to call, and deal with trauma?” Young people, on the other hand, expressed feeling dehumanized and viewed by some police as "savages."
Naranjo-Rivera, who grew up in a Minnesota neighborhood where there was widespread hatred and distrust of police, described the research course here as a powerful experience. “It’s broken down a lot of barriers in my thinking,” she says.

Rachel Turkel, a first-year MSPH student in the research group, concurs. “It’s time to stop choosing sides and making generalizations,” she says. “Stereotypes aren’t helping anyone.”

There is good news, the students report. A widespread desire exists for programs that foster positive interactions between law enforcement and young adults. Yet the success of police-youth programs depends largely on funding and political support.

“Researchers have a critical role to play here,” says Naranjo-Rivera. “There is knowledge out there, but we need someone to collect it, synthesize it, make it digestible and get it into the hands of people who have power to make change.”

The team voiced profound appreciation to those who opened doors for them to study the streets: principal investigator Peter Winch, MD, director of the Social and Behavioral Interventions Program, and research coordinators Elena Broaddus and Stephanie Caldas.

Naranjo-Rivera is among School students who have been peacefully protesting alongside Baltimoreans, and are involved in planning “Engage Baltimore: A Day of Reflection and Progress,” an event taking place at the School on Friday, May 8. The scheduled breakout discussions will include one that focuses on police-community relations.

“When you realize you can actually change the world with your work, it becomes a lot more important,” she says.

Learn More About the School’s Engage Baltimore Initiative.

—Salma Warshanna-Sparklin