

# School-Based Probation Intervention Results with High-Risk Youth in Montana

---

Lane Lasater, Ph.D.

Character Development Systems, LLC, Boulder, CO

Tom Willis, M.A.

Associate Director

Billings Public Schools Career Center, Billings MT

Tiffani Sherman

Deputy Juvenile Probation Officer

13<sup>th</sup> Judicial Court Services, Billings, MT

Darwin Schaaf

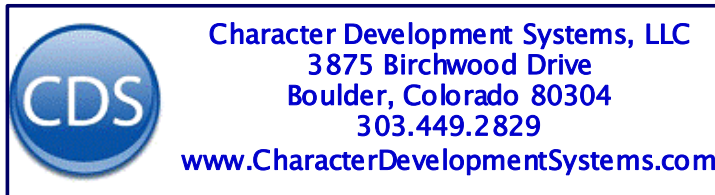
Assistant Principal

West High School, Billings, MT

Fred Petak

Special Education Teacher

West High School, Billings, MT



---

## Table of Contents

<b>EXECUTIVE SUMMARY</b> .....	<b>3</b>
<b>YOUTH ON JUVENILE PROBATION IN SCHOOLS</b> .....	<b>4</b>
SCHOOL-BASED PROBATION .....	4
COGNITIVE-BEHAVIORAL INTERVENTION WITH AT-RISK YOUTH.....	5
<b>METHOD</b> .....	<b>6</b>
INTERVENTION AND COMPARISON GROUPS .....	6
PROCEDURE .....	6
SCHOOL DATA COLLECTED.....	6
PROBATION AND RE-ARREST DATA COLLECTED.....	7
<b>RESULTS</b> .....	<b>7</b>
COMMUNITY .....	7
INTERVENTION GROUP AND COMPARISON GROUP DEMOGRAPHIC, SCHOOL AND PROBATION PROFILE .....	8
SCHOOL DROPOUTS AMONG THE STUDY POPULATION.....	10
RESULTS FOR STUDENTS ON PROBATION STILL IN SCHOOL SPRING SEMESTER 2008.....	10
INDEPENDENT BETWEEN GROUP STATISTICAL ANALYSIS .....	13
WEST HIGH SCHOOL CLIMATE IMPACT.....	13
<b>DISCUSSION</b> .....	<b>13</b>
WITHIN GROUP STATISTICAL COMPARISONS .....	14
BETWEEN GROUP STATISTICAL COMPARISONS.....	14
FUTURE DIRECTIONS.....	15
<b>REFERENCES</b> .....	<b>15</b>

---

## Executive Summary

Students placed on juvenile probation at Billings West High School in Billings, MT during spring semester 2007 were referred to a one-semester Social Responsibility Training (SRT®) cognitive behavioral character development class taught by a Special Education Teacher and the students' Juvenile Probation Officer during the fall semester 2007. Intervention objectives were to a) keep students on probation engaged in school, b) improve school behavior and attendance, c) improve academic performance, and d) decrease criminal risk and re-offenses. Comparison groups for the study were students placed on juvenile probation spring semester 2007 at the other two high schools in Billings. These students received regular probation supervision.

A large number of all youth on probation (almost 60 per cent) at all three high schools dropped out of school by spring semester 2008. During the study period, the intervention group showed statistically significant within group increases in grade point average (GPA) and decreases in student disciplinary referrals. There were statistically significant within group decreases in disciplinary referrals, in-school and out of school suspensions for students at one comparison high school as well. But attendance at this high school and at the other comparison school decreased significantly during the study period. Criminal re-offenses were few for all youth in the study.

Between group statistical comparisons on data from the intervention school and comparison schools were not statistically significant on statistical analyses conducted by an independent researcher (available in separate report) because of the small numbers of students included in the study. The data trends reported above suggest that this cognitive behavioral intervention in combination with the location of the juvenile probation officer in the school may be helpful to enhance school grades and behavior but requires further experimental evaluation utilizing larger study groups.

---

---

## Youth on Juvenile Probation in Schools

Behavior problems in school and academic challenges are frequent precursors to truancy, involvement in the criminal justice system and dropping out of school (Colorado Foundation for Families and Children, 2008). Juvenile courts nationally handled 1.6 million delinquency cases in 2002—up from 1.1 million in 1985 (OJJDP, 2006, 157). In the U.S., 408,300 (25.2 percent) youth processed by juvenile courts were referred to probation supervision as part of their sentence (OJJDP, 2006, 177). Sentencing expectations are that each juvenile meet court imposed requirements such as ongoing monitoring by probation, performing community service, and maintaining attendance and academic performance in school (Rubin, 1999).

A recent Texas report found that 67 percent of the juvenile probation population in that state had at least one school disciplinary referral during the prior year, and 26 percent of juveniles under supervision had received services with the public mental health system (Texas Juvenile Probation Commission, 2008). Cooperation and coordination between juvenile justice professionals and schools serving youth on probation is thus a promising way to enhance outcomes for these juveniles at risk (Fabelo, 2008).

### *School-Based Probation*

School-Based Probation (SBP) is now utilized in many states to enable school and community justice professionals to work closely together to improve outcomes for juveniles. Several advantages for the SBP approach are cited in a technical assistance bulletin from the National Council of Juvenile and Family Court Judges (2003):

- ✓ “More contact: More direct contact with probationers—in some cases daily contact—can lead to better relationships and more awareness of school, home, and peer problems.
  - ✓ “Better monitoring: Closer monitoring of juvenile offenders and better observation of their behaviors and interactions can lead to more effective and immediate responses to problems.
-

- 
- ✓ “Focus on school success: Juveniles with SBP officers may have more incentive to attend school regularly, try harder, and refrain from misconduct, increasing their overall chances of succeeding as students” (Griffin and Torbert, 2002).

Research evaluations of SBP reported to date are promising. “An initial evaluation of SBP in Pennsylvania completed in 1997 documented several important benefits including closer and more informed supervision and monitoring of probationers, better school attendance, and better overall communication and working relationships between juvenile probation and schools (Metzger, 1997). In addition, cases assigned to SBP did not ‘penetrate’ the juvenile justice system as deeply as did traditional probation cases as evidenced by fewer instances of serious recidivism, fewer placements and far fewer placement days” (National Council of Juvenile and Family Court Judges, 2003, 2).

### ***Cognitive-Behavioral Intervention with At-Risk Youth***

Cognitive-behavioral interventions are utilized with at-risk youth with the intent of helping youth change faulty thinking patterns and increase pro-social behavior choices. The Social Responsibility Training (SRT®) cognitive behavioral curriculum utilized in this intervention is designed to motivate each student to understand and modify his/her thinking and behavioral choices (Lasater, Robinson, Willis, Meyer, Jahns, Bush, Beckett, Bruck & Duffey, 2004). SRT was developed for application in schools from the foundation of Moral Reconciliation Therapy (MRT®) (Little & Robinson, 1988), an evidence-based cognitive restructuring correctional curriculum used with over 800,000 offenders nationally since 1987. MRT was recognized by the Washington State Institute for Public Policy as a cost efficient intervention that reduces criminal recidivism (Little, 2000). The intent of SRT is to provide school or community intervention for high-risk youth prior to significant criminal justice involvement.

The SRT one-semester workbook-driven curriculum utilized in this study includes cognitive re-education, habit change skill building, emotional management and building decision making skills. The curriculum requires each student to complete and present in class 38 structured cognitive-behavioral exercises and testimonies related to his/her life choices, challenges, and decisions. SRT curricula are delivered in open-ended classes. Students can enter the class at any point during the semester, and each works at his/her individual pace to complete and present to class exercises and tasks sequentially. This procedure provides a

---

flexible tool to school administrators for student referral, facilitates the learning process, and allows the school to maintain ongoing classes.

## Method

### *Intervention and Comparison Groups*

The intervention group in this study consisted of 19 students on juvenile probation at Billings West High School (student population 2,078). Comparison groups were 24 students on juvenile probation at Billings Senior High School (student population 1,900) and 17 students on juvenile probation at Skyview High School (student population 1,635). Study participants and comparison group members were all the youth at these high schools who were placed on formal probation, and all those placed on informal probation that were assessed by Probation Officers as at medium-high risk of reoffending, during spring semester of the school year 2006-07.

### *Procedure*

West High School Assistant Principal Darwin Schaaf, Special Education Teacher Fred Petak and Juvenile Probation Officer Tiffani Sherman assigned to West High School received 28 hours of Social Responsibility Training (SRT) school “Coach” training during June of 2007. Coach training covered the theoretical and research foundations for the SRT cognitive behavioral approach, class facilitation skills, and instruction in the structured process of the class. Trainees completed and shared the SRT exercises with peers during the training in order that staff member understands first hand the work students complete during the class. The classroom teacher and juvenile probation officer who received SRT Coach Training taught the one semester SRT cognitive behavioral class to students on probation that remained in school for fall semester 2007.

### *School Data Collected*

Demographic, academic, disciplinary, and attendance data for study participants and comparison group members was collected by a school administrator (Willis) from computerized school records for spring semester 2007, and fall and spring semesters 2007-2008. School data collected (and abbreviations in bold) included the following:

1. **AGE**--Age beginning spring semester 2006-2007

2. **GEN**--Gender
3. **ITBS**--Iowa Test of Basic Skills scores for Spring Semester 2007. The ITBS is a nationally standardized achievement test that provides a comprehensive assessment of student progress in all the basic educational skills.
4. **SPED**—Students' special education status
5. **GPA**—Grade Point Average
6. **ATT**—Unexcused absences per semester
7. **DISC**—Disciplinary referrals per semester
8. **OSS**—Number of days of out so school suspension per semester
9. **ISS**—Number of in school suspensions per semester

### ***Probation and Re-arrest Data Collected***

Probation risk assessment data for both study participants and comparison group members was collected from probation assessment files by the Juvenile Probation Officer (Sherman). Initial assessment data was collected for two criminal risk variables from the *Back on Track! Assessment Instrument* (Assessments.Com 2008):

1. **CRIM**—Record of Referrals--Criminal History Risk;
2. **SOC-HX**--Social History Risk

Re-arrest data was collected at the end of the study period for all juvenile probationers in the study group and in the comparison groups. The Juvenile Probation Officer searched Montana criminal records to identify the number of re-arrests (if any) for each juvenile probationer in the study group and in the comparison groups as of August 2008.

## **Results**

### ***Community***

Billings, Montana is a city of 100,000 situated in Yellowstone County (population 137,000) in the southeast part of the state. Billings Public Schools serve over 15,000 students in kindergarten through twelfth grade, with 5,613 high school students attending during school

---

---

year 2007-2008. The Cumulative Promotion Index (CPI) data for the District as of 2001 indicated an overall high school graduation rate of 77.4 percent, with the graduation rate for White students at 79.9 percent, American Indian students at 43.6 percent, Hispanic students at 63.3 percent, and Black students at 91.7 percent (Alliance for Excellent Education, 2008).

***Intervention Group and Comparison Group Demographic, School and Probation Profile***

Students in the study were between 13 and 18 years old at the time of being placed on probation with a mean age of 15.8 years. Racial breakdown of the students on probation at the three schools varied, with between 56 and 63 percent of students at these schools being white, between 5 and 37 percent being Native American, and less than 10 percent of students in the population being Hispanic or African American. More students on probation at Skyview High School (82.4 percent) were males, with 54.1 percent males at Senior High School, and 63.2 percent males at West High School.

Intervention group students at West High School had lower Iowa Test of Basic Skills (ITBS) scores than students at Skyview High School, indicating that they were farther behind academically. Mean baseline GPA during spring semester 2007 for the students on probation studied was low at all three schools (averaging 1.5) suggesting overall poor academic performance. Between 12 and 29 percent of each group of students studied were assigned to Special Education. Probation assessments of Criminal History Risk and Social History Risk for all these youth indicated Moderate Mean Criminal History and Social History Risk for all groups with the exception of students at West High School who scored Low Social History Risk.

Table 1 displays spring 2007 school indicator and probation risk data results for all youth placed on formal probation (or informal probation and assessed at moderate-high risk to re-offend) during spring semester 2007. “Record of Referrals Criminal History Risk” and “Social History Risk Scores” was computed for only a portion of these students as these scores were not available for all youth.

---

**Table 1**

<b>School</b>	<b>Students Placed on Probation Spring Semester 2007</b>	<b>Mean Age</b>	<b>Race Breakdown Percentage</b>	<b>Percentage of Males</b>	<b>Average ITBS Scores</b>	<b>Average GPA</b>	<b>Percentage in Special Education</b>	<b>Record of Referrals Criminal History Risk</b>	<b>Social History Risk Score</b>
<b>Skyview High (SKY)</b>	<b>17</b>	<b>15.6</b>	<b>White 58.8 Native 35.3 Hispanic 4.2 Black 0.0</b>	<b>82.4%</b>	<b>57.8</b>	<b>1.7</b>	<b>29.4%</b>	<b>Moderate Risk (4.6/N=11)</b>	<b>Moderate Risk (6.4/N=11)</b>
<b>Senior High (SHS)</b>	<b>24</b>	<b>16.1</b>	<b>White 56.0 Native 37.5 Hispanic 4.0 Black 0.0</b>	<b>54.1%</b>	<b>48.3</b>	<b>1.7</b>	<b>12.5%</b>	<b>Moderate Risk (4.6/N = 22)</b>	<b>Moderate Risk (6.2/N=22)</b>
<b>West High (WHS)</b>	<b>19</b>	<b>15.7</b>	<b>White 63.2 Native 5.3 Hispanic 10.5 Black 21.1</b>	<b>63.2%</b>	<b>38.9</b>	<b>1.2</b>	<b>21.1%</b>	<b>Moderate Risk (5.2/N=10)</b>	<b>Low Risk (5.6/N=10)</b>
<b>Total Group</b>	<b>60</b>	<b>15.8</b>	<b>White 60.0 Native 26.7 Hispanic 6.7 Black 6.7</b>	<b>60.0%</b>	<b>47.8</b>	<b>1.5</b>	<b>20.0%</b>	<b>Moderate Risk (4.7/N=43)</b>	<b>Moderate Risk (6.2/N=43)</b>

### *School Dropouts among the Study Population*

Only 25 of 60 (41.9 percent) of youth placed on probation during spring semester 2007 at all three high schools remained in school by the spring semester 2008. Table 2 shows the numbers of these students on probation at each school that remained in school at the end of fall semester 2007, and at the end of spring semester 2008.

**Table 2**

School	Students Placed on Probation Spring Semester One (Semester 2007)	Students on Probation Remaining in School at end of Semester Two (Fall 2007)	Students on Probation Remaining in School at end of Semester Three (Spring 2008)
Skyview HS	17	12 (70.6%)	7 (41.2%)
Senior HS	24	15 (62.5%)	10 (41.7%)
West HS	19	10 (52.6%)	8 (42.1%)
<b>Totals</b>	<b>60</b>	<b>37 (61.7%)</b>	<b>25 (41.7%)</b>

A very high percentage (87.5 percent) of Native American students placed on probation during spring semester 2007 had dropped out of school by spring semester 2008 as is shown in Table 3. Only 50 percent of white students on probation remained in school, and 75 percent of both African American and Hispanic students on probation remained in school.

**Table 3**

Race Breakdown	Students Placed on Probation Spring Semester One (Semester 2007)	Students on Probation Remaining in School at end of Semester Three (Spring 2008)
White	36	18 (50.0%)
Native American	16	2 (12.5%)
Hispanic	4	3 (75.0%)
Black	4	3 (75.0%)
<b>Total</b>	<b>60</b>	<b>26 (43.3%)</b>

### *Results for Students on Probation Still in School Spring Semester 2008*

There were a total of 14 re-arrests among the juvenile probationers studied across these three high schools. One student was arrested five times and one student was arrested twice. Among the remaining 58 students on probation studied, there were a total of seven arrests during the study period, indicating a low level of re-offenses.

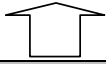
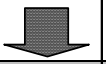
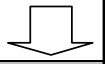
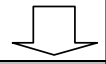
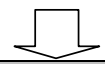
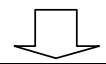




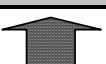



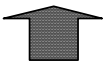

Table 4 below displays school academic and behavioral indicators for all study youth who remained in school through spring semester 2008. Statistically significant within group comparisons on each variable utilizing One Way Analysis of Variance for each school between spring semester 2007 data and spring semester 2008 data are noted with asterisks. Mean attendance data for students on probation at West High School could not be analyzed as attendance data was inadvertently not collected prior to the beginning of school year 2007-2008 and is not retained in the school computer record after each semester.

**Table 4**

School	Students Placed on Probation Spring Semester 2007 Still in School Spring Semester 2008	Mean ITBS	Mean GPA	Mean ATT	Mean DISC	Mean OSS	Mean ISS
<b>Skyview High (SKY)</b>	<b>7 of 17 (41.2%)</b>						
Spring Semester 2007		57.8*	1.62	2.3*	10.6	0.9	9.7
Spring Semester 2008			1.67	13.6*	4.6	0.4	4.0
Statistical Significance with One Way Analysis of Variance			N/S	M1 vs. M3 p. < .05	N/S	N/S	N/S
<b>Senior High (SHS)</b>	<b>10 of 24 (41.7%)</b>						
Spring Semester 2007		48.3	2.25	3.2*	21.5*	1.8*	19.7*
Spring Semester 2008			1.55	13.8*	4.6*	0.6*	4.0*
Statistical Significance with One Way Analysis of Variance			N/S	M1 vs. M2 p. < .01	M1 vs. M2 p. < .01	M1 vs. M2 p. < .05	M1 vs. M2 p. < .01
<b>West High (WHS)</b>	<b>8 of 19 (42.1%)</b>						
Spring Semester 2007		38.9*	1.33*	MISSING	24.25*	7.0	20.4
Spring Semester 2008			2.14*	6.3	6.25*	0.8	5.1
Statistical Significance with One Way Analysis of Variance			M1 vs. M2 p. < .05	N/S	M1 vs. M2 p. < .05	N/S	N/S
<b>Total Group</b>	<b>25 of 60 (41.7%)</b>						
<b>* Statistically Significant Within Group Differences Using One Way Analysis of Variance</b>							

Table 5 below displays the same data as Table 4, but in graphic form with white arrows indicating direction of change for non-statistically significant within group data and shaded arrows indicating direction of change for statistically significant data.

**Table 5**

School	Students Placed on Probation Spring Semester 2007 (M1) Still in School Spring Semester 2008 (M2)	Mean GPA	Mean ATT	Mean DISC	Mean OSS	Mean ISS
Skyview High (SKY)	7 of 17 (41.2%)					
Senior High (SHS)	10 of 24 (41.7%)					
West High (WHS)	8 of 19 (42.1%)		Missing			
* Statistically Significant Differences M1 vs. M2	 					

**Skyview High:** For students on probation at Skyview who remained in school, mean number of unexcused absences decreased significantly between spring semester 2007 and spring semester 2008.

**Senior High:** For students on probation at Senior High who remained in school, mean number of unexcused absences also decreased significantly. Mean number of disciplinary referrals, days in out of school suspension, and mean number of days of in school suspension all decreased significantly between spring semester 2007 and spring semester 2008.

**West High:** For students on probation at West High who remained in school mean GPAs increased significantly. Mean number of disciplinary referrals between spring semester 2007 and spring semester 2008 decreased significantly. Mean days of out of school and in school suspension decreased between spring semester 2007 and spring semester 2008 but these changes were not statistically significant. Unexcused absences were unfortunately not collected for WHS for spring 2007.

### ***Independent Between Group Statistical Analysis***

Gregory Robinson, Ph.D. of Glacier Consulting of Annapolis, MD carried out statistical analysis between study groups at SHS, SKY, and WHS. His analyses did not yield any significant differences due in part to the small numbers of participants studied. His report is available as a separate document.

### ***West High School Climate Impact***

West High School Assistant Principal Darwin Schaaf was asked to comment at the end of school year 2007-2008 on the school impact he observed from having the probation officer working directly at the school and co-teaching the SRT class.

“The Court Services Officer being in the building and in the SRT classroom has made a positive critical difference for our most at-risk students. The students on probation have another positive contributing adult and authority in their lives. It has been very interesting to see positive relationship building occur between the Court Services Officer and her students. This would not happen without the Court Services Officer on site and in the classroom and has been a major contributing factor in keeping these young people in our school and engaged.

In the past, without the Court Services Officer in the building and classroom we would have lost these students as drop-outs or to incarceration. The follow-up, relationship building, and connectedness that this program and format has delivered to our high-risk students have aided the success of the students in the program. This approach will become part of our school culture as we also observe positive intangible benefits of having the Court Services Officer in the building and in the classroom for other students and their families who are not currently involved with the program.”

## **Discussion**

School-based probation and SRT intervention objectives were to a) keep students on probation engaged in school, b) improve school behavior and attendance, c) improve academic performance, and d) decrease criminal risk and re-offenses.

---

A large number of all youth on probation studied (almost 60 per cent) at all three high schools dropped out of school during the study period indicating that youth on probation are a group at very high risk of school dropout as a whole.

### ***Within Group Statistical Comparisons***

Students on probation at West High School who remained in school through spring semester 2008 showed a statistically significant within group increase in grade point averages (GPA). Student disciplinary referrals at West High showed a statistically significant decrease. There were statistically significant decreases on disciplinary referrals, in-school and out of school suspensions for students on probation remaining in school at Senior High School as well. Attendance for students on probation that remained in school at Senior High and Skyview High decreased significantly during the study period. Criminal risk did not change significantly during the study period for the intervention group or for the comparison groups. Criminal re-offenses were few for most youth.

It appears that the presence of the juvenile probation officer at West High School and her engagement with the students may have provided an important connection in motivating students on probation to attend school more regularly and improve their academic performance. Students at Senior High School on probation who remained in school also showed reduced disciplinary referrals and resulting in-school and out so school suspensions. Probation Officer supervision may have aided this school in facilitating better school behavior. Attendance at both Senior and Skyview among youth on probation who stayed in school decreased significantly. Not having Probation Officers located at these schools may have led to less accountability for students on probation there.

### ***Between Group Statistical Comparisons***

Between group statistical comparisons on data from the intervention school and comparison schools were not statistically significant on statistical analyses conducted by an independent researcher (analyses are detailed in a separate report) primarily because of the small numbers of students included in the study. The data trends reported above suggest that this cognitive behavioral intervention in combination with the location of the juvenile probation

---

officer in the school may be a tool enhance school grades and behavior but requires further experimental evaluation utilizing larger study groups.

### ***Future Directions***

Within group analysis suggests this intervention may have contributed to improved school grades and improved school discipline for students in the intervention group. The improvement in grades would be particularly encouraging as the students on probation at West High School started from a significantly lower level of performance than students at Skyview High School as indicated by their mean Iowa Test of Basic Skills scores.

An important finding from the study was that almost 60 percent of all youth placed on probation during spring of 2007 at each of these high schools had dropped out of school prior to spring semester 2008. It appears that it may be helpful to start the SRT intervention with students soon after they are placed on probation with the intent of retaining more of these youth in school. For Native American youth placed on probation, 87.5 percent of had dropped out across the three high schools during this time period. Culturally specific outreach to Native Youth at the time they are placed on probation may be helpful in keeping these youth engaged in school.

Continuing formal research evaluation of School Based Probation (SBP) combined with SRT intervention utilizing larger study groups is needed in order to continue to assess impacts on student behavior, and academic performance during and after SRT participation vs. matched comparison groups not supervised in school by their probation officer and not receiving SRT.

## **References**

Alliance for Excellent Education (2008). *“There’s a Crisis in America’s High Schools.”* Website: [http://www.all4ed.org/about\\_the\\_crisis/schools/state\\_and\\_local\\_info/Montana/10\\_largest\\_districts](http://www.all4ed.org/about_the_crisis/schools/state_and_local_info/Montana/10_largest_districts)

Assessments.Com (2008) <http://www.assessments.com/>

Asche, J.A. (1993). *Finish for the Future: America’s Communities Respond*. Alexandria, VA: National Association of Partners in Education, Inc., 1993. Cited in Woods, E. Gregory (n.d.). “Reducing the Dropout Rate,” in *School Improvement Research Series Close-Up #17*. Retrieved November 16, 2006,

---

---

from Northwest Regional Educational Laboratory Web site:  
<http://www.nwrel.org/scpd/sirs/9/c017.html>.

Colorado Foundation for Families and Children (2008). *Truancy as a Predictor of Delinquency and Other Problems.* Denver, CO: [www.coloradofoundation.org](http://www.coloradofoundation.org).

Fabelo, T. (2008). *Strengthening Juvenile Probation: Emerging Challenges and Issues to Consider.* Austin, TX: Justice Center, The Council of State Governments, "Report to the Juvenile Probation Chiefs Summit," January 31, 2008.

Griffin, P. & Torbet, P. (Eds.) (2002). *Desktop Guide to Good Juvenile Probation Practice.* NCJJ, 2002. Cited in National Council of Juvenile and Family Court Judges (2003). *School Based Probation: An Approach Worth Considering.* Washington, D.C.: OJJDP, National Council of Juvenile and Family Court Judges, Juvenile Sanctions Center, Training and Technical Assistance Program, Vol. 1, No. 3.

Lasater, L., Robinson, K. D., Willis, T., Meyer, C. L., Jahns, N. R., Bush, L., Beckett, J. A., Bruck, D. C., & Duffey, K. R. (2004). "School Results Utilizing SRT® Character Development Curricula for At-Risk Youth." In, *Persistently Safe Schools: That National Conference of the Hamilton Fish Institute on School and Community Violence.* Washington, D.C.: Hamilton Fish Institute, 281-292.

Little, G. L. and Robinson, K. D. "Moral Reconciliation Therapy: A Systematic, Step-By-Step Treatment System for Treatment Resistant Clients." *Psychological Reports*, 1988, 62, 135-151.

Little, G. L. (2000). "Cognitive Behavioral Treatment of Offenders: A Comprehensive Review of MRT® Outcome Research." *Addictive Behaviors Treatment Review*, Volume 2 (1), 12-21.

National Council of Juvenile and Family Court Judges (2003). *School Based Probation: An Approach Worth Considering.* Washington, D.C.: OJJDP, National Council of Juvenile and Family Court Judges, Juvenile Sanctions Center, Training and Technical Assistance Program, Vol. 1, No. 3.

Office of Juvenile Justice and Delinquency Prevention (OJJDP) (2006). *Juvenile Offenders and Victims: 2006 National Report.* Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, 157.

Rubin, H. Ted (1999). *School-Based Probation Officers in Pittsburgh: A New and Different School-Juvenile Partnership.* Juvenile Justice Update, Vol. 5, No. 5, October-November 1999. Cited in

---

National Council of Juvenile and Family Court Judges (2003). *School Based Probation: An Approach Worth Considering*. Washington, D.C.: OJJDP, National Council of Juvenile and Family Court Judges, Juvenile Sanctions Center, Training and Technical Assistance Program, Vol. 1, No. 3.

Texas Juvenile Probation Commission (2008). "School Misbehavior and Mental Disorders Prevalent in Texas Juvenile Justice Population." E-mail communication cited by Fabelo, T. (2008). *Strengthening Juvenile Probation: Emerging Challenges and Issues to Consider*. Austin, TX: Justice Center, The Council of State Governments, "Report to Texas Juvenile Probation Chiefs Summit, January 31, 2008." Power Point Presentation.

---