

**HOUSE COMMITTEE ON CHILDREN AND FAMILIES**

**February 4, 1997 Hearing Room HR B**

**1:00PM Tapes #12-13**

**MEMBERS PRESENT:**

**Rep. Liz VanLeeuwen, Chair**

**Rep. Kitty Piercy, Vice-Chair**

**Rep. Bob Jenson**

**Rep. Jeff Kruse**

**Rep. Dennis Luke**

**Rep. Kurt Schrader**

**Rep. Mark Simmons**

**MEMBER EXCUSED:**

**STAFF PRESENT:**

**Janet Carlson, Administrator**

**Berri Sellers, Administrative Support**

**MEASURE/ISSUES HEARD:**

**Informational Meeting**

**Juvenile Delinquency Prevention Overview**

**Invited Testimony**

**Research**

**Hill Walker, Institute on Violence and Destructive Behavior**

**Patti Chamberlain, Oregon Social Learning Center**

**Policy**

**Governor's Task Force-Craig Campbell**

**Local Strategies**

**First Steps-Annamieke Golly, Eugene School District 4J**

**Teen Courts-Mindy Baxter-Jones and teen panel, Lincoln County**

**Community Policing-Chief Ron Layton, Pilot Rock**

For complete contents, please refer to the tapes.

| Tape/#   | Speaker          | Comments   |
|--|------------------|--|
| <b>TAPE 1, A</b>   |                  |  |
| 005  | Chair VanLeeuwen | Chair begins meeting at 1:07pm   |
| 030  |                  | Discusses focus on juvenile delinquency and prevention for this meeting.   |
| <b><u>INSTITUTE ON VIOLENCE AND DESTRUCTIVE BEHAVIOR</u></b> |                  |  |
| 045  | Hill Walker      | Researcher at the University of Oregon and nationally recognized expert on this issue. References (EXHIBIT A), his handouts and reviews what they contain. |
| 082  |                  | Discusses his research on preventing and identifying delinquent behavior.  |
| 102  | Walker           | Dividing delinquent youths in Oregon into two types. An offending population and an at-risk population.  |
| 131  |                  | Relationship between discipline referrals and arrests within the next four years.  |
| 153  |                  | Identifying delinquent behavioral patterns by looking at parental practices.   |
| 178  |                  | Discusses behavioral characteristics of children who fall into this category.  |
| 215  | Walker           | Anecdotes about children who have problems as juvenile delinquents.  |
| 262  | Chair VanLeeuwen | Discusses anger management classes available at the schools in Linn County.  |
| 273  | Walker           | Discusses the three types of prevention as they relate to juvenile crime.  |
| 299  | Rep. Luke        | Comment about children and their natural tendencies towards aggression.  |
| 303  | Walker           | Defining the difference between assertive and aggressive behavior.   |
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| 333   | Chair<br>VanLeeuwen  | At what age should we focus our resources towards prevention?   |
| 342   | Walker               | Greatest need and greatest potential gain for our resources is in kindergarten through the 4th grade.                             |
| 372   | Vice-Chair<br>Piercy | Gap between helping children when they are very young and helping them as teenagers.  |
| <b><u>OREGON SOCIAL LEARNING CENTER</u></b> |                      |   |
| 447   | Patti<br>Chamberlain | Staff person at the Oregon Social Learning Center and has developed research about programs that work with delinquent adolescents |
| 476   |                      | References (EXHIBIT B), the handout provided to the committee.  |
| <b>TAPE 1,B</b>                             |                      |   |
| 021   |                      | Statistics that relate to the juvenile delinquency problem  |
| 029   |                      | The developmental perspective and turning points  |
| 064   | Chamberlain          | The treatment foster care alternative   |
| 080   |                      | Components of the care program  |
| 090   |                      | Study done of juvenile delinquents  |
| 115   | Philip Fisher        | Researcher at Oregon Social Learning Center, discusses the results from the survey they performed.                                |
| 138   |                      | Time per day that children are spending unsupervised  |
| 168   |                      | Discusses the percentage of children who are receiving a consequence for their problem behavior.                                  |
| 198   | Fisher               | Percentage of arrest rates for children in foster care vs. group care children  |
| 245   |                      | Giving kids positive experiences  |
| 252   | Chamberlain          | Discussion of RAND study  |
| 267   | Vice-Chair<br>Piercy | Question about participation in foster care program.  |
| 271   | Chamberlain          | Youth mandated for placement  |
| 275   | Vice-Chair<br>Piercy | Comment about kids in abusive situations.   |
| 293   |                      | Discussion of graduation and what it means to kids.   |
| 300   | Chair<br>VanLeeuwen  | Continued discussion on graduation.   |

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| 316   |                   | Thanks Chamberlain and Fisher for their testimony.   |
| <b><u>GOVERNOR'S TASK FORCE ON JUVENILE CRIME</u></b> |                   |  |
| 336   | Craig Campbell    | Began his work with the Children's Care Team and has been the coordinator for two of the Juvenile Justice Task Forces. |
| 355   |                   | 1985, Legislature put a cap on how many beds could be dedicated to juveniles.  |
| 400   |                   | Level 3 kids were being pushed to the state level.   |
| 430   |                   | Discussion of the ideas the Task Force came up with.   |
| 463   |                   | Try and take children to a secure setting and have people at the local level hold people accountable.                  |
| <b>TAPE 2,A</b>                                       |                   |  |
| 012   |                   | Priority of the Task Force was to prevent children from entering the juvenile justice program in the first place.      |
| 070   | Campbell          | Task Force recommendation of creating a runaway and homeless shelter for youths.                                       |
| 085   | Chair VanLeeuwen  | Interrupts testimony and asks Craig Campbell to return at a later date.  |
| <b><u>FIRST STEPS</u></b>                             |                   |  |
| 125   | Chair VanLeeuwen  | Discussion about corporal punishment in schools.   |
| 130   | Vice Chair Piercy | Continued discussion about corporal punishment.  |
| 140   | Annamieke Golly   | Half time special education teacher in the 4J school district and coordinator for the First Steps program.             |
| 155   |                   | Provides background for the committee that explains her original interest in these programs.                           |
| 175   |                   | Overview of the First Steps program.   |
| 190   |                   | Explains the classroom and the home base intervention. Also discusses the role of the consultant.                      |
| 202   |                   | Positive behavior management program   |
| 221   |                   | Defining clear expectations for children and bombarding children with attention for positive behavior.                 |
| 248   | Golly             | Explains the red and green card system to identify good and bad behavior.  |
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| 260                              |                    | We must teach children to behave by example and role playing.                                    |
| 290                              |                    | Children playing the role of teacher in the classroom as a way of reinforcing positive behavior. |
| 328                              |                    | Story about child who was taught positive behavior through a system of home rewards.             |
| 390                              | Golly              | Another story about child who was helped by the First Steps program.                             |
| 425                              | Chair VanLeeuwen   | Thanks Annamieke Golly for testimony and introduces next testimony.                              |
| <b><u>COMMUNITY POLICING</u></b> |                    |  |
| 454                              | Ron Layton         | Chief of Police in Pilot Rock, Oregon. Testifying about community policing in Pilot Rock         |
| 470                              |                    | Statistics that relate to the juvenile crime problem in Pilot Rock.                              |
| <b><u>TAPE 2,B</u></b>           |                    |  |
| 008                              |                    | Discussion of gang-affected kids in the community.   |
| 016                              |                    | Steady increase in need for police in the schools and for juvenile crime in general.             |
| 041                              |                    | Various aspects of community policing; day care, summer camp, employment.                        |
| 060                              | Layton             | Partnerships that made up the community policing program.  |
| 095                              |                    | Explains Special Friends Program.  |
| 112                              | Chair VanLeeuwen   | Opens up the floor for questions.  |
| 120                              | Layton             | How the program affects teen pregnancy.  |
| 131                              | Rep. Jenson        | Question as to how this relates to the older population.   |
| 138                              | Layton             | Answers question; tremendous effect on older population.   |
| <b><u>TEEN COURTS</u></b>        |                    |  |
| 153                              | Chair VanLeeuwen   | Introduces Teen Court and discussion on TV program.  |
| 173                              | Mindy Baxter-Jones | Administrator for the Teen Courts in Lincoln County. Discusses how the Teen Courts got started.  |
| 230                              |                    | Explains how the process works.  |
| 244                              |                    | Parental involvement in the program.   |
| 259                              |                    |  |

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|            |                          | <b>Introduces Meagan Wheeler and Nick Treichler who have been participants in the teen court.</b> |
| <b>286</b> | <b>Rep. Schrader</b>     | <b>Question about peer pressure as it relates to working on the teen court.</b>                   |
| <b>291</b> | <b>Meagan Wheeler</b>    | <b>Answers question; it would be hypocritical for teen court members to drink or smoke.</b>       |
| <b>310</b> | <b>Vice-Chair Piercy</b> | <b>Question about serving on the court after having been sentenced.</b>                           |
| <b>312</b> | <b>Nick Treichler</b>    | <b>Part of the sentence is to serve on the court.</b>   |
| <b>321</b> | <b>Rep. Schrader</b>     | <b>Can court take place on the school grounds.</b>  |
| <b>336</b> | <b>Jones</b>             | <b>Yes it can take place on the school grounds.</b>   |
| <b>329</b> | <b>Rep. Luke</b>         | <b>Comment about teen courts in Bend, OR.</b>   |
| <b>340</b> | <b>Vice-Chair Piercy</b> | <b>Comment about location</b>   |
| <b>348</b> | <b>Chair VanLeeuwen</b>  | <b>Thanks teen court testimony.</b>   |
| <b>355</b> | <b>Chair VanLeeuwen</b>  | <b>Adjourns meeting at 3:05</b>   |

**Submitted By, Reviewed By,**

**Berri Sellers, Janet Carlson,**

**Administrative Support Administrator**

**EXHIBIT SUMMARY**

**A Violence and Destructive Behavior, written materials, Hill Walker, 14pp.**

**B Oregon Social Learning Center, Powerpoint Presentation, Patti Chamberlain, 13pp.**